

## Issue 10.1–2

# Standards, Pedagogies, and Celebrating the STS Infrastructure Award to *ESTS*

Issue 10.1–2. is out now!

The volume comes in two parts, issue 1 and 2 published together. The double issue includes two *Thematic Collections*, **Standards and their Containers** and **Pedagogical Intersections**. It also includes two *Original Research Articles* and an *Engagements* piece. With these issues, ESTS also celebrates winning the Infrastructure Award 2024 awarded by the Society for Social Studies of Science (4S).

The two *Original Research Articles* in these issues cover the greenwashing of bioenergy in the United States by [Dana Powell, Jefferson Currie II, Danielle Melvin Koonce, MacLegerton, and Rebecca Witter](#), and the disappearance of human workers in data work in India by [Bidisha Chaudhuri and Sravya Chandhramowuli](#).

The entry in the *Engagements* genre originates with the Author-Meets-Critic session held at 4S's 2022 meeting in Cholula, Mexico. [Sophie Chao and Gregg Hetherington](#) discuss monocropping, monocultures, and the agriopolitics of industrial food systems with Hetherington's Rachel Carson Award winning book, *The Government of Beans* (2020).

Among the many characteristics of a piece of strong academic writing, one may be how well it embodies a scholarly connoisseurship. Understood as a skill of discernment cultivated through deep engagement with the details of a subject, connoisseurship is essential to all scholarship, and it is certainly on display in the issues' *Original Research Articles*, grounded in detailed qualitative work in-situ. But other manifestations appear in historical work, especially of the type on display in the *Thematic Collection*, [Standards and Their Containers](#). Edited by [Aro Velvet and Claas Kirchhelle](#), the articles in the collection cover an impressive historical and geographic span in painstaking detail to draw attention to the colonial and post-colonial vicissitudes of human-microbe relations: [Charles Kollmer](#); [Claas Kirchhelle and Charlotte Kirchhelle](#); [Benoît Pouget](#); [Noemi Tousignant](#); [Samantha Vanderslott](#); [Aro Velvet](#).

Another quality of good scholarship becomes apparent when, as journal editors, we don the hat of “teacher.” Many of us are teachers introducing students to new ideas, and impart to them an appreciation for the crafts of reading, writing, and analysis. As we read through new submissions, part of our attention is always on the question, “How might I use this research in my teaching?” ([Emily York and Angela Okune](#)).

There are so many factors at play that there is no one way to approach this question. We might start by bracketing off the impulse to see research as prior to teaching. Instead of asking first “How might I use this research in my teaching?,” we could ask instead “How is teaching a form of research?” This is the kind of problem examined by the articles in the “Pedagogical Intersections” Thematic Collection: [Shannon N. Conley](#), [Emily York](#), [Eleanor S. Armstrong](#), [Marisa Brandt](#), [Anita Chan](#), [Martin Perez Comisso](#), [Shelby Dietz](#), [Rachel Douglas-Jones](#), [Max Etko](#), [Courtney Forberg](#), [Anna Geltzer](#), [Monamie Bhadra Haines](#), [Nolan Harrington](#), [Matthew Harsh](#), [Alexa Houck](#), [Eric Kennedy](#), [Ali Kenner](#), [Crystal Lee](#), [James Malazita](#), [Nicole Mogul](#), [Sharlissa Moore](#), [Cora Olson](#), [Elizabeth Reddy](#), [Kathleen Sheppard](#), [Ashley Shew](#), [Ranjit Singh](#), [sam smiley](#), [Lindsay Smith](#), [Ellan Spero](#), [David Tomblin](#), [Danica Tran](#), [Raquel Velho](#), [Andrew Webb](#), [Aubreyn Wigner](#), [Damien Williams](#), [Matthew Wisnioski](#), [Hong-An Wu](#), [Kari Zacharias](#), [Malte Ziewitz](#); [Christina Aushana](#), [Michael Berman](#), [Yelena Gluzman](#), [and Sarah Klein](#); [Monamie Bhadra Haines](#); [Rachel Douglas-Jones](#), [Baki Cakici](#), [Marisa Leavitt Cohn](#), [Simy Kaur Gahoonia](#), [Mace Ojala](#), [Cæcilie Sloth Laursen](#); [Anita Chan](#); [Maka Suarez](#), [Jorge Núñez](#), [Mayra Flores](#).

**Pledging campaign update.** We are grateful to the 20+ institutions that have supported us over 2023 and 2024. Check out updates on the Open Access Community Investment Program (OACIP) [pledging campaign](#) website.

Look out for our social media campaign featuring each publication in issue 10.1 and 10.2 over December on X (@eSTSjournal) and Mastodon (@ESTSjournal@mastodon.world) channels. Please like and reshare widely.

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