

Living History

LH.19

The past is a source of inspiration and conflict. It is an anchor for personal and collective identity and awakens feelings of nostalgia. It also challenges us to come up with innovations. European society is facing major challenges. Studying the past can help us make the world more sustainable, inclusive and economically healthy in three ways: by affording us insights into our actions, by inspiring us to seek creative solutions to societal issues, and by creating connections.

Overview of initiatives for this route

- [LH.1901 STAYING ALIVE: a new narrative for up-and-coming built heritage](#)
- [LH.1902 Heritages of Hunger: Societal Reflections on Past European Famines in Education, Commemoration and Musealisation](#)
- [LH.1903 Colonial Encounters. Dealing with current social and cultural clashes](#)
- [LH.1904 The Living History of the Meuse: Mobilizing the River's Cultural and Natural Heritage](#)
- [LH.1905 Constructing the Limes: Employing citizen science to understand borders and border systems from the Roman period until today](#)
- [LH.1906 Cultural Democracy in a Resilient Society. Intangible Heritage from Below as Tangible Game Changer](#)
- [LH.1907 Uncovering Cold War Heritage: Mapping tangible heritage to understand the cultural significance of a hidden global conflict for the Netherlands, 1945-1990 \(UnCold\)](#)
- [LH.1908 Interfacing the City: Designing a Big Historical Data Platform for Participatory Urban Development](#)
- [LH.1909 Versatile Dutch](#)
- [LH.1910 Reading with sense. Towards a new education of literary heritage](#)
- [LH.1911 Binnenhof Revisited. Meaning, Attraction and Power of a Historical Political Stage](#)
- [LH.1912 CARE4art - 21st-century perspectives on Conservation, Authenticity, \(Re-\)production and Experience](#)
- [LH.1913 NOVI: De Nederlandse Opstand Voor Iedereen. Towards an Inclusive Story of the Eighty Years' War](#)
- [LH.1914 The Wheel of Restoration](#)
- [LH.1915 The Dutch Waterscape - Investigating long-term spatial and social interrelations through big data for an inclusive, sustainable and just future](#)
- [LH.1916 Pressing Matter: Ownership, Value and the Question of Colonial Heritage in Museums](#)
- [LH.1917 Making touristic heritage more meaningful in diverse lifestyle groups](#)

LH.1901 STAYING ALIVE: a new narrative for up-and-coming built heritage

Keywords

Built Heritage; Post 65

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Other organisations involved

Provincie Drente, Monumenten en Archeologie Amsterdam, Steunstichting KNOB, Federatie Grote Monumentengemeenten

Main research question

Which novel and innovative scientific methods can be used to determine and identify emerging built heritage? Which intelligent approaches or strategies can be used to bridge the period during which new buildings and sites lack formal protection? To what extent can we accept 'change' as such a strategy? Which new approaches would allow to preserve the uniqueness of recent buildings or sites?

Description

The role that built heritage plays in society is widely understood and accepted in the Netherlands. This understanding is reflected in a coherent framework of research, education, practice and policymaking that developed during the past century. However, when recently built heritage is concerned things are different. Recently built buildings, districts, parks or landscapes that have the potential to become essential monuments of their time, are damaged or demolished without much concern before they are 'old enough' to receive a protective status. This research addresses the vulnerability of such recently built objects of outstanding cultural value. It addresses the urgency to get away from traditional criteria and value assessments and to develop theories and practice that can prevent emerging built heritage buildings and sites from being neglected, destroyed or changed beyond repair.

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LH.1902 Heritages of Hunger: Societal Reflections on Past European Famines in Education, Commemoration and Musealisation

Keywords

Education; famine; heritage; identity formation; troubled pasts

Initiator

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Other organisations involved

Dutch Resistance Museum; Netherlands Institute in Saint Petersburg; Museum Rotterdam; EUROCLIO; Red Star Line Museum; Irish Heritage Trust; Ireland Park Foundation; Nerve Centre, Derry; Research and Knowledge Transfer, Universidad de Granada; Documental de la Memoria Histórica, Salamanca; Holodomor Research and Education Centre, Kyiv; Finnish Labour Museum, Werstas; Kuopio Cultural History Museum, Kuopio; Holodomor Research and Education Consortium, Toronto

Main research question

Which educational practices strengthen cross-cultural dialogues and an awareness of transeuropean famine legacies, which may stimulate understanding among communities?

Description

Europe's recent economic and refugee crises challenged its cohesion, sparking off Euro-scepticism, rifts between communities and anti-immigration sentiments. Heritages of Hunger seeks to contribute towards overcoming divisions among European communities in two ways. First, through investigating and reassessing current practices of education, in schools, museums, heritage sites and surrounding commemorations, about famine and hunger (1845-1947) as specific dimensions of Europe's troubled modern pasts. Second, through developing educational resources and recommendations that will strengthen consciousness of transeuropean legacies in heritage initiatives. These European famines, connected to episodes of war, neglect, environmental crisis, continue to function as negative European heritage. However, famines also evoked transeuropean solidarity, through relief schemes, and the mediations of their legacies bear similarities that can promote future transnational identification and reconciliation. The project aims to uncover the past and present significance of European famines in formal (schools) and informal education (museums, commemorative practices). It provides pioneering, comparative analyses of how heritages of famines in Europe have been transmitted. It investigates whether these educational and heritage practices are nation-oriented or transnational, emphasise conflict or mutual understanding. Furthermore, it addresses the significant impact on famine legacies in education and heritage practices of European immigrant communities across the globe. On the basis of its results, the consortium will create a MOOC and a database of visual and textual famine legacies. Both can be used adaptably by stakeholders as a way to connect national and local pasts to wider European experiences, and as a stimulus for alternative teaching practices. The project will develop a report with recommendations for

teaching heritages of hunger and migration directed towards policy makers, educational institutes and the heritage sector.

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LH.1903 Colonial Encounters. Dealing with current social and cultural clashes.

Keywords

colonialism; heritage; history; collections; education

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Main research question

How can we address colonial issues in more inclusive and productive ways?

Description

Controversies about the colonial past have become so intense that they are feared to constitute a threat to social cohesion. How has the colonial past become such a divisive force? Why does it pop up now, at a time when most Dutch colonies are independent? Why is it so difficult to address? This project aims to address these questions in a comprehensive and holistic way. While there is no scarcity of research into the colonial past and its afterlives, past projects have been restricted to specific historical, sociological, or ethnographic dimensions of this phenomenon. Our project is an interdisciplinary project that combines historical, anthropological, digital humanities, and heritage scholarship. Moreover, the project is co-creative, involving directly organizations and communities involved in the controversy. It is our vision that the key to understanding the issue and dealing with it, should be found in the social and cultural interactions in everyday settings in past and present. The colonial past is inextricably part of the fabric of society. This fabric, in return, plays an important role in our daily interactions. Thus, we will not only investigate the colonial related controversies as such, but it will also look beyond these controversies into the fabric of society.

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LH.1904 The Living History of the Meuse: Mobilizing the River's Cultural and Natural Heritage

Keywords

Meuse; Heritage; Culture-Nature; Hybrid Riverscape; Ecosystem

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Other organisations involved

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Main research question

How can we mobilize the Meuse's living history to ensure a sustainable river system that increases the well-being of humans and non-humans?

Description

Imagine walking along the Meuse and when you feel thirsty, drinking directly from the river, as people did in the past. What would need to change to make this possible? What would the new potable riverscape look like? Would a renewed ecosystem, with a balanced integration of old and new, nature and culture, allow cities and villages to enjoy the river throughout the year, in all its stages? These questions form the inspiration for this research project. Against the backdrop of shifting identities, climate change, declining biodiversity and energy transition, our study reconsiders the cultural and natural heritage of the Meuse. To do so necessitates an understanding of the spatiotemporal dynamics of cultural, physical and ecological structures in the landscape and their interactions. By mobilizing and (re-)integrating this knowledge and understanding, we seek to identify and define the transformation needed for a river system that ensures the increased well-being of humans and non-humans. The project's central aim is an integrated assessment for the planning, design and management as well as the imagination of the river's hybrid landscape. This 'biography of the Meuse' looks at the river's water, identities, landforms, built environment, sediments, drift matter, organisms, pollution, stories, rights and media appeal. The Limburg Meuse reach is the focal point, yet it connects to the wider drainage basin and allows us to develop concepts relevant for river reaches elsewhere, in the Netherlands and beyond. This project provides an ensemble of incentives shaping our future engagement with the Meuse, and with rivers in general. Our consortium is eminently suited to fulfil this task as it combines all the scientific disciplines needed, effectively links academic and societal partners, has built up a longstanding experience with the biographies of landscapes and water systems, and has proven to work successfully together in projects like these.

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LH.1905 Constructing the Limes: Employing citizen science to understand borders and border systems from the Roman period until today

Keywords

Roman Empire; limes; borders; national identity; migration; UNESCO; cultural interaction; European Union; citizen science; cultural heritage

Initiator

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Organisation of the initiator(s)

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Other organisations involved

ArcheoHotSpots, Archeon, Landschap Erfgoed Utrecht, Nederlandse Limessamenwerking (www.LimesWerelderfgoed.nl), Romeinen NU, Romeinse Limes Nederland, Romeinse Vicus aan de Rijn, Thermenmuseum Heerlen, Uitgeverij Matrijs

Main research question

How can we understand the construction and perception of borders by analysing how the limes functioned in the Netherlands during the Roman period, then was reused in the construction of a national identity in the past, and re-emerges as collective heritage today?

Description

Today, the Roman limes in the Netherlands is more visible than ever. Incited by current public debates about borders, the upcoming UNESCO decision, and popular interest, the Roman frontier is appropriated by a wide audience. This interdisciplinary project investigates how borders work and how they materialise as cultural and political constructs. The project's focus is on the Roman limes in the Netherlands, how it functioned and what its impact was on the cultural, social and political landscape. Through citizen science, involving registration of private and thus far unpublished collections as well as cutting-edge archaeological techniques, the limes will be approached as a cultural contact zone, in which not only goods travelled, but also people and human capital. This will enable us to understand the essence of the frontier zone in the Roman period and its impact on people and the landscape. Second, the project concentrates on the reception of the limes in the Netherlands and addresses the ways in which the Roman border was (re)constructed and used for the purpose of creating national, regional, and cross-European identities. This twofold approach enables us to better comprehend contemporary attitudes towards borders and to enrich and adjust current public debates on geopolitical boundaries and cultural interactions with historic insights. The aim of the project is to involve the public in academic research, to cooperate with various societal partners in the dissemination of scientific results among citizen scientists and the wider public, and to strengthen emerging heritage infrastructure around the Roman limes.

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LH.1906 Cultural Democracy in a Resilient Society. Intangible Heritage from Below as Tangible Game Changer

Keywords

Intangible heritage; heritage diplomacy; resilience; cultural democracy; oral history; storytelling

Initiator

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Other organisations involved

Dutch Centre for Intangible Cultural Heritage - The Foundation for the Promotion of Social Participation, If Then Is Now - Platform for Cultural Heritage and History, Cultural Heritage Agency of the Netherlands, Heritage Gelderland, Heritage Brabant

Main research question

How can cross-cultural understanding of intangible cultural heritage contribute to the cultural democracy that undergirds a diverse but resilient society?

Description

Cultural democracy is a relatively new topic in heritage studies. We understand cultural democracy to be the participatory use of cultural heritage in mixed, diverse societies. It empowers people to deal with social friction and create social capital in a cultural constellation too complex for political parties to deal with. Cultural democracy not only opens new perspectives on convivial heritage practices but undergirds resilient societies. Resilience thrives on active citizens capable of understanding and connecting diverse cultural resources, and bridging differences between them. Lack of understanding leads to cultural tensions, social lethargy and nostalgic nationalism. Mutual recognition of different histories and socio-cultural perspectives is thus a key asset. A cultural democratic attitude can be acquired by social learning. While the government and its institutes focus on the canonisation and commodification of heritage and on identity creation, we concentrate on improving the cultural skills of lay people. We aim to foster mutual acknowledgement, understanding and respect for and among various cultural groups (including diasporic ethnic groups) by involving people in the creation of intangible cultural heritage. This project will undertake action research in citizens science, diaspora heritage and heritage diplomacy. The action lies in bringing together people with different ethnic and geographic backgrounds (including temporary visitors like tourists) in a so-called Intangible Heritage Hub that ensures the conditions for, and methodology of, social learning. The Hub will be designed to enable future appropriation by passionate citizens who wish to take over the lead and engage in the participatory development of intangible cultural heritage. Our research focuses on assessing, within the context of the Hub, the accumulation of social capital, the degree of social activation and the nature of changes in social and political outlook. We expect that 'heritage from below' will become a game changer in a game called cultural democracy.

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LH.1907 Uncovering Cold War Heritage: Mapping tangible heritage to understand the cultural significance of a hidden global conflict for the Netherlands, 1945-1990 (UnCold)

Keywords

Cold War; conflict archeology; contested heritage; cultural history; European identity; military history; transatlantic relations

Initiator

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Main research question

How can tangible Cold War heritage be analyzed in its historical context to understand the long-term cultural significance of this global conflict for the Netherlands?

Description

Starting point for this project is the conviction that the Cold War united two radically different features that need to be studied in their mutual interaction. It was an open clash of ideas and cultures that divided the world into two ideologically defined camps, competing for the hearts and minds of citizens with propaganda, cultural diplomacy, and popular culture. Simultaneously the Cold War was a hidden conflict that deployed massive offensive and defensive infrastructures in deep secrecy, often literally underground. Although largely ignored, this total war left an enduring but contested legacy in public memory and popular culture in the Netherlands. Better knowledge of this contested heritage is urgently needed since the cultural foundations for the present-day perspectives on transatlantic cooperation and European integration were created under the umbrella of the Cold War. As public debates about a new Cold War emerge, this secret history can teach us how democratic audiences deal with competing versions of information and truth, as they define key concepts such as human rights and collective security. Using insights from heritage studies and conflict archaeology, and employing citizen science to map public memory, this project will add an essential European perspective to the academic discussion about the Cultural Cold War. This project is innovative in that it seeks to understand which intangible experiences and values are associated with the physical aspects of Cold War heritage. Using the lenses of heritage and memory, we aim to pull the Cold War, as the third global conflict of its century, out of the shadows of the Second World War. An analysis of the Dutch archaeological record and cultural legacy of the Cold War will also enable us to assess how this heritage can be re-appropriated to foster public engagement through historical sites, meaningful tourism experiences, and civic education.

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Participatory Urban Development

Keywords

Cultural heritage; history; citizen as expert; digital heritage for resilient societies; sustainable value creation from Big Data; urban development; participatory society; citizen empowerment; new forms of inclusivity and cohesion; Smart polderen; urban

Initiator

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Main research question

How can we leverage the Big Data of the past for a participatory approach to local urban development?

Description

Over the past years, governments have increasingly turned towards citizens and local communities for decision making about urban development, as in the context of the currently developed Omgevingswet. Emerging digital technologies promise to assist in the design, use, and experience of these shared urban spaces. In practice, however, these technologies have difficulty integrating citizens' everyday experiences and perceptions of the places in which they live, thereby hampering opportunities for citizen empowerment. This project investigates how the wealth of present and past data on urban localities can be leveraged for a participatory approach to the development of local urban spaces. It takes a longitudinal perspective by enriching existing data on present-day urban spaces with historical information from cultural heritage sources and citizens themselves. To this end, we develop a platform that allows for a dialogue between the view on a specific place as documented in historical sources and the views and experiences of its present-day inhabitants. This reciprocal approach to

the history of urban spaces will support the establishment of living heritage communities, where the documentation and stories collected in the city's archives, libraries and museums can be appropriated and enriched by the documentation and stories of its citizens today. As such, the project will enrich the local and personal identity of present-day citizens with a long-term perspective on their everyday environment. The confrontation of their stories with those of their neighbors and their historical predecessors will create meaningful connections between locals who currently only meet each other in passing and, thus, contributes to inclusive and resilient societies at the level of individual citizens in particular neighborhoods. Finally, it will allow citizens to generate new ideas about the development of their neighborhood on the basis of its historical evolution, providing an interface for empowered citizenship and participatory urban governance.

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LH.1909 Versatile Dutch

Keywords

Standard language; language variation; norms, attitudes and stereotypes; societal impact of language; language & speech technology

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Other organisations involved

Hogeschool van Amsterdam

Main research question

How 'flex' is present-day standard Dutch? And how can we accommodate the main challenges of this flexibility and exploit its opportunities?

Description

Language is (largely immaterial) cultural heritage and especially standard languages are also carriers of

cultural heritage. A century ago, relatively few Dutch people spoke Standard Dutch; most spoke a dialect of Dutch or one of the regional languages. Standard Dutch was the language of the social uppercrust and it existed mainly in written form. Today, in many regions the traditional dialects are falling into disuse, but they leave traces behind in regional varieties of Standard Dutch. Migrants from former colonies and labor migrants (from North Africa and recently Eastern Europe) increase the number of speakers of Standard Dutch, while their heritage languages and their acquisition of Dutch as a second language add new types or variation. The opinions about what is 'good Dutch' seem to relax along with the growing (lexical, grammatical, phonetic) variability and diversity of the language. The study of language change requires large amounts of comparable, well-documented language use by speakers from different regions with different educational and cultural backgrounds. For the Netherlands, this has recently been achieved in a large-scale crowdsourcing project on speech and evaluations of speech. From over 10,000 participants, speech fragments were recorded with a tailor-made, free app (totaling some 530 hours); some 3,000 participants provided various metadata about their background and 3,000 supplied impressions and evaluations of the speech of other participants. In this project we will conduct fundamental and technological research around this large data collection; improved language and speech technology is both a goal (making the state of the art, currently oriented towards traditional Standard Dutch, more inclusive) and a means. Research outcomes will serve both social and commercial applications, addressing challenges (for education and language planners) and opportunities (for advertisers and companies who communicate with their customers via interactive telephone menus) entailed by increasingly flexible standard norms.

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LH.1910 Reading with sense. Towards a new education of literary heritage

Keywords

Heritage, civil education, identity, personal development, inclusion.

Initiator

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Other organisations involved

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Main research question

How can a new form of literary heritage education in the Dutch secondary system contribute to the personal, cultural and societal development of young people from all backgrounds?

Description

Knowledge and appreciation of literary culture is seriously threatened in an age of constant (media) change. This comes with a risk of exclusion for new generations, of a growing difference of linguistic capacities between youth from different backgrounds, and a lack of a sense of belonging. This interdisciplinary project aims for a radical innovation in the way literary texts are taught in the Dutch school system. Building on recent educational debates (e.g. curriculum.nu, Visie Meesterschapsteam 2018), a new curriculum for high schools and teacher educational programs will be designed, implemented and evaluated. Texts from literary heritage will be selected and annotated in order to contribute to historical, societal, ethical and esthetical comprehension of Dutch culture. A set of analogue and digital tools that enable 'inquisitive reading' (cf. Litlab.nl) will be implemented in the entire knowledge chain from Dutch high schools up to teacher education programs. The aim is for teachers and students to discover how the inquisitive reading of literary texts provides insights on four different levels: systemic, cognitive, social and historical. Inquisitiveness is sparked by a focus on how historical texts have fostered, constructed and negotiated changes in Dutch society. By comparing texts with other media, other contexts and languages, students learn to see relations between societies, and to address ethical questions in past and present. Such reasoning in literary history invites them to draw relations between their own experiences and the text, and the world at large. This enhances the linguistic agency of students and their personal and civil development. Three breakthroughs are thus aimed for: a new academic view of the teaching of literary heritage, a new pedagogical view of the integration of teaching literary and ethical, esthetical and personal skills and finally a societal breakthrough in a more inclusive teaching of a more inclusive textual heritage.

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LH.1911 Binnenhof Revisited. Meaning, Attraction and Power of a Historical Political Stage.

Keywords

Binnenhof; the Netherlands; Political and Cultural History; (Political) Heritage; Public History

Initiator

Prof. dr. Henk te Velde

Organisation of the initiator(s)

Leiden University Institute for History

Other organisations involved

Consortium: Tweede Kamer (huisvesting) - Netherlands House of Representatives; ProDemos (House for

Main research question

What has been the public role and historical meaning of the Binnenhof in The Hague, also comparatively speaking? What role should it have in the future?

Description

The Binnenhof in The Hague has been the centre of Dutch politics for many centuries. Today perhaps more than ever before, it is the main political stage for both the legislative and the executive powers in the Netherlands and the emblem of the democratic and constitutional state. Each year, the historical site and complex of buildings attract nearly half a million visitors, including many foreign tourists as well as school children who visit the Binnenhof to learn about Dutch history, citizenship and politics. From 2020 onwards, the Binnenhof will undergo a major renovation. The complex will be closed for at least five years and the institutions housed within its walls will be relocated. This proposal focuses on the representative function of the Binnenhof and its surroundings, an aspect that has mostly been ignored in renovation plans and discussions about its future. What do the buildings tell us about our national past and political system, how did the public relate to the Binnenhof in earlier days, and which role should the complex play for future generations? What is the meaning of all this in international comparative perspective and compared to previous renovations? In order to answer these questions we will work closely together with political, cultural and educational stakeholders. By combining different forms of expertise and scholarship, we will be able to better understand the public role of the historical complex and strengthen the ties between society and the political institutions housed within its walls. In doing so, we do not only intend to reconsider the historical meaning of the complex of buildings and its representative role, but also to stimulate public interest in the Binnenhof during the five year period of renovations and after the restoration will have been completed.

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LH.1912 CARE4art - 21st-century perspectives on Conservation, Authenticity, (Re-)production and Experience

Keywords

Sustainable art; Conservation; Authenticity; Experience; Public Engagement

Initiator

Prof. dr. E. (Ella) Hendriks

Organisation of the initiator(s)

University of Amsterdam

Co-initiators & organisation of the co-initiators

Prof. dr. K.J. van den Berg (Cultural Heritage Agency of the Netherlands); Prof. dr. J. Dik (TU Delft); Prof. dr. E. Hermens (University of Amsterdam); Dr. K. Keune (University of Amsterdam); Prof. dr. ir. R. van Liere (Centrum Wiskunde & Informatica); Dr. V.E.J.P. van Saaze (Maastricht University); Dr. N. Shahidzadeh (University of Amsterdam); Dr. M. Stols-Witlox (University of Amsterdam); Dr. C. Stolwijk (RKD Netherlands)

Other organisations involved

Frans Hals Museum; Rijksmuseum; Van Gogh Museum

Main research question

How can a holistic research approach help us to understand the dynamic nature of artworks, improving their future conservation and experience?

Description

Art is dynamic: objects change constantly, both in a material and a contextual sense. Consequently, artworks require persistent care and attention, whilst their values and meanings must continually be redefined in a diverse and rapidly evolving and digitized world. Today's technologies offer us an extensive tool box to obtain a full body scan of an object, yet this snapshot in time does not convey the processes of change which have occurred and will continue to occur during the object's lifetime. Understanding such mechanisms of material transformation, set against the changes in identity and context of the object, is fundamental to the conservation and experience of art. Collaborating with key stakeholders in the field of cultural heritage, the project will develop such a holistic approach to enrich our experience of art and improve the factual and ethical basis from which we decide how to care for the object itself. CARE4art proposes an innovative research design that embraces the active nature of art and fully integrates its material and immaterial aspects. It will harness rapid developments in the fields of technology, chemistry, physics and data science for improved in-situ real-time monitoring and modelling of fundamental processes of materials. Such data will be combined with the outcomes of investigations into the changing context and cultural significance of art objects. Gaining a thorough understanding of the object's biography, from idea to artwork and its passage through time, influences its future meaning and significance. Possibilities for large scale integration and analysis of rich datasets will generate new research questions in the humanities and together with the novel research methodologies, will revolutionize the way in which artworks are documented and displayed. This will create unique opportunities to present varied and multi-layered narratives of objects that foster interactive public engagement.

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LH.1913 NOVI: De Nederlandse Opstand Voor Iedereen. Towards an Inclusive Story of the Eighty Years' War

Keywords

History; Dutch identity formation; William of Orange; Eighty Years' War; Recognition of Conflict; Global Perspective

Initiator

Prof. dr. M. (Marjolein) 't Hart

Organisation of the initiator(s)

Huygens Instituut voor Nederlandse Geschiedenis (KNAW)

Co-initiators & organisation of the co-initiators

Prof. dr. J. (Judith) Pollmann, University of Leiden; Prof. dr. A.-J. (Arnoud-Jan) Bijsterveld, Tilburg University; Prof. dr. D. (Dolly) Verhoeven, Radboud University; and others

Other organisations involved

Museums; local archives; HBO history teachers

Main research question

How do we ensure that the "larger public" of the twenty-first century Netherlands obtains a more "inclusive" view of the Eighty Years' War?

Description

In the Netherlands, the Eighty Years' War has long been celebrated as an iconic war for freedom and independence. In recent decades, however, historians have uncovered that this was not how it was experienced by those who paid the price; the refugees at the losing end of this civil war, peasants who were exposed to inundations and scorched earth campaigns, and the colonial subjects who were at the receiving end of the war effort that was waged by the VOC and WIC. While the national anthem is still sung in the name of William of Orange, he was and is not a hero for everyone. In 2018 the Rijksmuseum and NTR have experimented with a more inclusive way of telling the story of the Eighty Years War for a 21st century audience, successfully showcasing the regional variety of the war experiences. In response, it became clear that there is a great public demand both to find out more about the regional and local histories, and to discover how they relate to the grand narrative of the war. Picking up on this demand, the aim of this project is (a) to more systematically uncover parts of the story that have so far remained untold; especially the experiences beyond the cities of Holland and Zeeland, in the countryside, in frontier areas, and in the colonial context (b) to develop tools and instruments by which local and regional heritage organisations and schools can develop new ways of integrating local tales into the greater national narrative. Tragic events regarding religious, regional and ethnic violence will receive a coherent treatment and fit within the larger national picture. Citizen science, lesson packages and events organized with local museums and record offices will increase the broader understanding of this war for all those who experienced it.

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LH.1914 The Wheel of Restoration

Keywords

Historic injustice, debate, colonialism, cultural heritage, reparations

Initiator

Prof. dr. Wouter Veraart

Organisation of the initiator(s)

Vrije Universiteit Amsterdam

Other organisations involved

Royal Academy of Art The Hague; Research Center for Material Culture; NIOD Institute for War, Holocaust and Genocide Studies; Netherlands National Commission for UNESCO

Main research question

How do we innovate ways of dealing with cases of historic injustice in educational and cultural contexts?

Description

How should one deal with past injustice? Fierce debates are currently taking place around this question. While at the turn of the century there was a focus on the Second World War, in the last few decades the attention has shifted to the colonial past. The current social debate is strongly polarized, as evidenced by persistent commotion around the figure of Black Pete (Zwarte Piet) and around statutes of seventeenth-century Dutch heroes such as Coen, De Ruyter and De With. Characteristic of these public debates is that they run emotionally and have a strong moral dimension. In this tense social context, educational institutions are unsure as to how to deal with charged episodes from the national past in history education. Museums are struggling with how to pay attention to the colonial origin of the cultural heritage in their collections. In addition, questions have been raised about reparation concerning certain cases of historic injustice. The past lives on more than ever, but reflection upon that past has become more difficult. A pivotal question is how to give a proper place to cases of historic injustice in educational and cultural environments. Is it possible to arrive at an innovative approach that does not have a polarizing effect? One which encourages reflection, enables a broadened understanding of different positions and approaches while leaving room for playful discussion? The Wheel of Restoration project seeks to meet the above questions and needs by providing creative tools, frameworks and ideas that can give an innovative impulse to dealing with the living past in educational and cultural settings. The project aims to counter polarization and to break through existing scientific and social stalemates by developing new ways of dealing with different approaches to the past which can be used to clarify and structure discussions.

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LH.1915 The Dutch Waterscape - Investigating long-term spatial and social interrelations through big data for an inclusive, sustainable and just future

Keywords

Cultural Heritage; built environment; water management; governance; sustainability

Initiator

Prof. dr. ing. C. (Carola) Hein

Organisation of the initiator(s)

Co-initiators & organisation of the co-initiators

Rijksdienst Cultureel Erfgoed

Other organisations involved

Museum Rotterdam; LDE-Center for Global Heritage and Development, University of Amsterdam, Erasmus University, University of Utrecht, University of Groningen

Main research question

How can a better understanding of transitions in Dutch water systems' past, present and future, using big data and state-of-the-art computer instruments and tools, involve citizens and contribute to the maintenance and improvement of an inclusive society with resilient water structures?

Description

At a time of climate change, sea-level rise and changing patterns of drought and flooding, a thorough and systemic understanding of our water-related tangible and intangible heritage and of the socio-economic impact of spatial decisions regarding the water system is key to creating an inclusive and just society and to further enhance a stable economy. Dutch water management is world leading but a scientific and societal comprehension of the networked character of water and its role in the physical and cultural structure of the Netherlands as a system is still underdeveloped. The complex entanglements that exist between land reclamation, waterways, or flood plains and social structures, economic cycles, cultural or political impact, can hardly be grasped in their entirety with conventional methods making future developments difficult to predict. The vast amount of heterogenous, historic big data relating to the Dutch water system that is currently digitized and geo-referenced constitutes an important but underused pool that needs to be processed and analyzed combining humanities and social science approaches with IT methods such as automated mapping and semantic linking in an inductive, iterative research design. This kind of interdisciplinary cooperation is a scientific challenge that further advances existing approaches in this field (ArchiMediaL, VW; FET-Flagship Time Machine, EU; Urban Delta, TU Delft/RCE) executed by the applicants and their partners from academic, professional, and municipal institutions. The project explores questions of conflict and divergence, patterns of privilege and justice, and opportunities for shared practices, inherent in issues of water access, the design of space and everyday life. Using state-of-the-art computer instruments and crowd-sourcing tools helps to establish value-based research methods that make it possible to generate novel and more holistic insights into spatially conditioned social realities of Dutch society and eventually enable the optimal design and planning for a flourishing multi-stakeholder habitat.

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LH.1916 Pressing Matter: Ownership, Value and the Question of Colonial Heritage in Museums

Keywords

Value; Colonial Collections; Ownership; Heritage; Historical Injustice; Museums; Material Culture; (Object) Agency

Initiator

Prof. dr. W. (Wayne) Modest

Organisation of the initiator(s)

Vrije Universiteit, Amsterdam

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Other organisations involved

Stichting Nationaal Museum van Wereldculturen (NMVW); Rijksmuseum; Stichting Wereldmuseum, Rotterdam; Stichting Academisch Erfgoed; NIOD Instituut voor Oorlogs-, Holocaust- en Genocidestudies (KNAW); Rijksmuseum van Oudheden (RMO)

Main research question

How can museological practices help (Dutch) society come to terms with the colonial past and its legacies, and reconcile claims of different stakeholders for objects collected during the colonial period?

Description

This project investigates how museological practices can help (Dutch) society come to terms with the colonial past and its legacies, and reconcile claims of different stakeholders to objects collected during the colonial period. It responds to growing concerns within Western Europe about how to deal with colonial objects within museums, including ethno-historical and archaeological objects, and biological specimens (including human remains) collected during the colonial period. Heated debates reveal polarized positions: certain scholars, activists and community members argue that these objects should be returned to their originating communities to correct historical wrongs, while others contend that they should be retained by museums as rightful owners of these objects, and for their (universal) cultural and scientific value. In the middle ground, there is advocacy for dialogue and sharing in how objects are distributed. Underlying these debates, and the different claims to the objects held by museums, are often conflicting definitions of value and ownership. Bringing scholars from anthropology, history, heritage studies and biological sciences in conversation with critical legal studies and valuation studies, this project develops and tests new theoretical models of value and ownership of objects beyond possessive individualism/nationalism and new forms of return that extends contemporary conversation about restitution. These models will inform more inclusive, equitable museological practices, from provenance research and exhibition practices to decision-making on the (re)distribution of collections. A transdisciplinary consortium of academics, museum practitioners and activists/community members will co-develop these models and ensure they are translatable into museum practices.

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LH.1917 Making touristic heritage more meaningful in diverse lifestyle groups

Keywords

Tourism; heritage; lifestyle groups; social milieu; storytelling

Initiator

Prof. dr. J.H. (Jan) Hein Furnée

Organisation of the initiator(s)

Radboud University

Co-initiators & organisation of the co-initiators

Prof. dr. D. (Dolly) Verhoeven (Radboud University); Dr. M. (Marc) Wingens (Erfgoed Gelderland)

Other organisations involved

Provincie Gelderland

Main research question

How do tourists and citizens segmented in diverse lifestyle groups appropriate heritage sites in various ways, and how can we develop storytelling techniques accordingly to enrich the meanings of heritage in their personal and social lives?

Description

Over the last decades, scholars and heritage organisations have studied motivations and experiences of heritage visitors into great detail, usually differentiating and classifying their responses by levels of education, income, age, gender, ethnicity and nationality. Surprisingly, the impact of lifestyle, value orientation and social milieu on the ways in which people attribute meaning to heritage has not yet been studied systematically. This is the more startling as both tourist marketers and heritage organisations increasingly conceptualise and target the market in terms of lifestyle groups and social milieus, convinced these categories better explain the structure and cultural dynamics of contemporary society than traditional demographic categories. Currently, new storytelling techniques and story lines are being developed on the basis of personal intuition and stereotypical understanding of personas rather than on sound empirical research.

Focusing on touristic heritage in the Province Gelderland, more specifically Roman archaeology, Hanseatic cities, castles, churches and sites of war, this project aims to 1. Create fundamental understanding how tourists and citizens segmented in diverse lifestyle groups appropriate heritage in various ways, in order to 2. Develop a better diversified range of storytelling techniques, story lines and participatory initiatives to stimulate tourists and citizens with different lifestyles and value orientations to make heritage an enriched source of inspiration, insight and identification in their personal and social lives.

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LH.1918 Atlantic Stories: Co-creating Colonial Heritage in the Netherlands and Beyond

Keywords

Digital storytelling; locative media; co-creation; cultural heritage; Atlantic history; colonialism; slavery

Initiator

Mr. M.L. (Mark) Thompson

Organisation of the initiator(s)

University of Groningen

Other organisations involved

Groninger Archieven; Groninger Museum; Abel Tasman Museum; Noordelijk Scheepvaartmuseum; Joanne van der Woude, University of Groningen (English); Karwan Fatah-Black, Leiden University (History); Vincent Brown, Harvard University (History and African and African American Studies); Marjoleine Kars, University of Maryland, Baltimore County (History); Steve Poole UWE Bristol (History and Heritage); Deborah Hamer, Omohundro Institute; Berber Hagedoorn, University of Groningen (Media Studies); Leonieke Vermeer, University of Groningen (History); Peter Postma, Hanzeschool Groningen/Leiden University/University of Groningen (International Business/American Studies); Northern Knowledge / IP & Business Development Team, University of Groningen; Center for Information Technology, University of Groningen; Special Collections of the University Library of Groningen, University of Groningen

Main research question

How can researchers, educators, heritage institutions, and mobile, multicultural, international publics co-create innovative, interactive digital forms of heritage based on new research and new perspectives on the Netherlands' colonial connections to the Atlantic World?

Description

Over the past two decades, scholars on both sides of the Atlantic have produced a sizable body of new knowledge about the ways in which the Netherlands shaped the Atlantic World. However, for the most part, this exciting research has reached only a small audience of fellow academics. At the same time, the wider public in the Netherlands has become increasingly aware of, and vitally interested in, this West Indian colonial past, particularly with regard to the history of slavery. Heritage institutions have begun developing exhibitions and digital media projects that seek to meet this public demand for knowledge, and pieces of this history have started to filter into the schools. Our consortium aims to develop and expand our mobile storytelling platform Amerigo so that scholars, educators, heritage organizations, and diverse publics in the Netherlands, the United States, and the Greater Caribbean can work together to co-create engaging, interactive digital projects about this common colonial past. Not only will these projects enable diversely-constituted research teams to share their work with a broad range of audiences, but the collaborative process of making the projects will also focus explicitly on strengthening and expanding the network of parties who participate in the consortium. Yet even as we seek to build new forms of connection that bridge the Atlantic, we also welcome and indeed encourage open conversations about the colonial past and its meaning, relevance, and importance to contemporary communities within the Netherlands and beyond. Stories help us learn about others, but they also help us learn about ourselves.

about ourselves.

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[Return to the overview of initiatives on top of this page](#)

[> Back to the initiative overview](#)
