Gender Science and Technology (SCIL10022)  
Undergraduate Course Handbook and Readings  

2015/2016  
Semester 2 (20 credits)  

Course Organiser:  
Dr. Pablo Schyfter  
Science, Technology and Innovation Studies  
Chisholm House Attic Room  
High School Yards  
Tel: (0131 6)50 4014  
E-mail: p.schyfter@ed.ac.uk  
Guidance and feedback hours: Tue., 13:00-16:00 (or by appointment)  

Contributor  
Dr. Sarah Parry  
Science, Technology and Innovation Studies  
Chisholm House Attic Room  
High School Yards  
Tel: (0131 6)50 4014  
Email: Sarah.Parry@ed.ac.uk  
Guidance and feedback hours: Fri., 12:15-13:15 (or by appointment)  

Course Secretary:  
Mr. Alexander Dysart  
Undergraduate Teaching Office,  
Social and Political Sciences  
Chrystal Macmillan Building  
George Square  
Tel: (0131 6)515197  
Email: v1adysar@exseed.ed.ac.uk  

Class Time and Location:  
Fridays, 10:00-11:00 (Lecture) & 11.00-12.00 (Seminar)  
1.06, Old Surgeons' Hall, High School Yards.
Course Description

This class presents and explores key concepts, theoretical approaches, issues and studies from research in feminist science and technology studies (STS). In broad terms, the class examines how the social phenomena of gender, science and technology are interrelated, and how they shape each other in dynamic and complex ways. Much of the class’ material deals with the historical and present-day gender-based inequities that exist in science, technology, engineering and medicine. More importantly, the class reveals how these professions are involved in crafting our understanding of men and women, maleness and femaleness, and masculinity and femininity. We also examine how the human-made material world is implicated in the gender social order, helping to perpetuate dominant ideas and expectations of men and women. Last, we consider the role of feminism as a political endeavour in the study and doing of science and technology.

Gender, Science and Technology (GST) can be taken as a standalone class, but it is designed to rely on some basic lessons about science and technology from Semester 1 courses offered by STIS. While it is not necessary to have taken these to complete GST successfully, these courses can prove to be good preparation for the material covered here. Similarly, there is no need for previous training in gender or feminist studies, although some rudimentary understanding may
prove useful. Ultimately, the class aims to provide enough material—in lectures and readings—to introduce students to key feminist STS research. In summary: this course requires no prior knowledge of gender, science and technology, although previous familiarity with STS and/or gender studies is useful.

Learning Outcomes

By the end of this course, students will:

- have an understanding of the gender and sex as concepts in social and political studies, as well as they relationship between the two.
- have a substantive understanding of the key issues in feminist science and technology studies, the prominent pieces of writing, as well as the most important theoretical framework and arguments in the field.
- be aware of how scientific and technological professions and educational disciplines have historically excluded women and the feminine, and how such exclusion continues in implicit (and some explicit) ways in the present day.
- understand how science has contributed to our understanding of the sexual binary.
- understand how the human-made material world is gendered in a variety of ways.
- understand how science and technology are implicated in creating and sustaining the gender social order.
- have developed an ability to make use of key theoretical approaches in feminist STS, both in written work and in oral discussion.

Classes and Timetable

This course will be delivered through a 10-week lecture and seminar discussion format. Each class will involve a one-hour lecture and a one-hour discussion session, separated by a short recess. The lectures will introduce the material, examine the readings and draw key lessons about that week. The discussion session will involve a group exploration of the readings. Discussion is a key element of this class. It is expected that students will prepare a few comments and questions to pose to the rest of the group.

Timetable

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>15/01/15</td>
<td>Introduction and beginnings (Pablo)</td>
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<tr>
<td>2</td>
<td>22/01/15</td>
<td>Science and the sexual binary (Pablo)</td>
</tr>
<tr>
<td>3</td>
<td>29/01/15</td>
<td>Feminist epistemologies of science (Sarah)</td>
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<tr>
<td>4</td>
<td>05/02/15</td>
<td>Gender and environment (Sarah)</td>
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<td>5</td>
<td>012/02/15</td>
<td>Engineering and masculinity (and engineering masculinities) (Pablo)</td>
</tr>
<tr>
<td>6</td>
<td>26/02/15</td>
<td>No class: Innovative Learning Week</td>
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<tr>
<td>7</td>
<td>04/03/15</td>
<td>The gendering of technological things (Pablo)</td>
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<tr>
<td>8</td>
<td>11/03/15</td>
<td>Gender, technology and work (Sarah)</td>
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<td>9</td>
<td>18/03/15</td>
<td>Gender and reproductive technologies (Sarah)</td>
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<tr>
<td>10</td>
<td>25/03/15</td>
<td>Science, technology and feminist praxis (Sarah)</td>
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</tbody>
</table>
Contacting the Course Organiser or other teaching staff

Generally, e-mail is the best method for contacting the course organiser and other teaching staff. However, students can use office hours to have face-to-face meetings (meetings outside of office hours should be arranged with the organiser first). If you have any problems with the course administration, questions about the material, queries about essays and/or presentation, or other issues with the course, please get in touch with the organiser.

Assessment

Assessment will be on the basis of a 4,000-5,000 word essay on a topic to be agreed between the student and the course organiser. This is worth 100% of the grade. Footnotes/Endnotes are included in the final word count. Students should contact the organiser to discuss potential assessment topics at the earliest opportunity.

The deadline for submission of the essay is 12 noon on 04/04/16. A late penalty will take effect immediately after 12:00 on this day, following standard School regulations, unless an extension has been approved by the course organiser before the deadline, excepting extraordinary circumstances.

Students will be penalised for excessive word count. Please consult the School student manual for details. If a student wants to write more than 5,000 words, and has discussed it with the course organiser before the deadline, this penalty will be voided. Keep in mind that a good reason for exceeding the word count must be shown.

The Assessment Criteria can be found here: http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/marking_descriptors

Word Count Penalties:

Your assignment should be between 4,000-5,000 words (excluding bibliography). Essays above 5,000 words will be penalised using the Ordinary level criterion of 1 mark for every 20 words over length: anything between 5,001-5,020 words will lose one mark, between 5,021-5,040 two marks, and so on. You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

Readings and Discussion

The required readings are directly tied to each week’s key objectives and learning outcomes. Students must read all of the required readings closely. The additional readings listed provide further material (sometimes in the form of entire books) for those students with a particular interest in feminist STS or the specific issue covered each week. All of the required readings will be made available electronically or via the University Main Library in George Square.

Students are expected to come to class ready to talk about the readings and the material. Discussion and argumentation are key components of postgraduate education, and are particularly
important in gender and feminist studies. Vivid, passionate discussion is the goal, but students are expected to behave in a civil manner. Disagreement is expected and encouraged, but no manner of disrespect for fellow students will be tolerated.

**Learning Resources for Undergraduates:**

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: [www.ed.ac.uk/iad/undergraduates](http://www.ed.ac.uk/iad/undergraduates)

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking 2 weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk (For support with English Language, you should contact the English Language Teaching Centre).

**Discussing Sensitive Topics:**

Gender Science and Technology addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, [http://www.ed.ac.uk/schools-departments/student-counselling](http://www.ed.ac.uk/schools-departments/student-counselling)

**Plagiarism Guidance for Students:**

**Avoiding Plagiarism:**

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so.

**Passing off anyone else’s work** (including another student’s work or material from the Web or a published author) **as your own is plagiarism** and will be punished severely. When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through ‘Turnitin’, our plagiarism detection software. Turnitin compares
every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student's record. For further details on plagiarism see the Academic Services’ website: http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/plagiarism

Data Protection Guidance for Students:
In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, Personal Data Processed by Students, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at: http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/dpforstudents

ELMA: Submission and Return of Coursework
Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work. Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.
For information, help and advice on submitting coursework and accessing feedback, please see the ELMA wiki at https://www.wiki.ed.ac.uk/display/SPSITWiki/ELMA. Further detailed guidance on the essay deadline and a link to the wiki and submission page will be available on the course Learn page. The wiki is the primary source of information on how to submit your work correctly and provides advice on approved file formats, uploading cover sheets and how to name your files correctly.
When you submit your work electronically, you will be asked to tick a box confirming that your work complies with university regulations on plagiarism. This confirms that the work you have submitted is your own.
We undertake to return all coursework within 15 working days of submission. This time is needed for marking, moderation, second marking and input of results. If there are any unanticipated delays, it is the course organiser’s responsibility to inform you of the reasons.
All our coursework is assessed anonymously to ensure fairness: to facilitate this process put your Examination number (on your student card), not your name or student number, on your coursework or cover sheet.

Important note to students-
To ensure your course work is submitted successfully, students should aim to upload their submissions at least 1 hour before the deadline.
Students are responsible for ensuring they have sufficient internet access and connection to submit their course work electronically. Technical difficulties and poor internet connection are not acceptable reasons for submitting work late.
You should monitor your university student email account in the 24 hours following the deadline for submitting your work. If there are any problems with your submission the course secretary will email you at this stage.

**The Operation of Lateness Penalties (Honours Students):**

Unlike in Years 1 and 2, **NO EXTENSIONS ARE GRANTED WITH RESPECT TO THE SUBMISSION DEADLINES FOR ANY ASSESSED WORK AT HONOURS LEVEL.**

Managing deadlines is a basic life-skill that you are expected to have acquired by the time you reach Honours. Timely submission of all assessed items (coursework, essays, project reports, etc.) is a vitally important responsibility at this stage in your university career. Unexcused lateness can put at risk your prospects of proceeding to Senior Honours and can damage your final degree grade.

If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of five calendar days (25 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline. For example, if the deadline is Tuesday at 12 noon, work submitted on Tuesday at **any** time after 12 noon will be marked as one day late, work submitted at **any** time after 12 noon on Wednesday will be marked as two days late, and so on.

Failure to submit an item of assessed work will result in a mark of zero, with potentially very serious consequences for your overall degree class, or no degree at all. It is therefore always in your interest to submit work, even if very late.

**Please be aware that all work submitted is returned to students with a provisional mark and without applicable penalties in the first instance. The mark you receive on ELMA is therefore subject to change following the consideration of the Lateness Penalty Waiver Panel (please see below for further information) and the Board of Examiners.**

**How to Submit a Lateness Penalty Waiver Form (Honours Students):**

If there are extenuating circumstances beyond your control which make it essential for you to submit work after the deadline you must fill in a ‘Lateness Penalty Waiver’ (LPW) form to state the reason for your lateness. This is a request for any applicable penalties to be removed and will be considered by the Lateness Penalty Waiver Panel.

Before submitting an LPW, please consider carefully whether your circumstances are (or were) significant enough to justify the lateness. Such circumstances should be serious and exceptional (e.g. not a common cold or a heavy workload). Computer failures are **not** regarded as justifiable reason for late submission. You are expected to regularly back-up your work and allow sufficient time for uploading it to ELMA.

You should submit the LPW form and supply an expected date of submission as soon as you are able to do so, and preferably before the deadline. Depending on the circumstances, supporting documentation may be required, so please be prepared to provide this where possible.

LPW forms can be found in a folder outside your SSO’s office, on online at: [http://www.sps.ed.ac.uk/undergrad/on_course_students/assessment_and_regulations/coursework_requirements/coursework_requirements_honours](http://www.sps.ed.ac.uk/undergrad/on_course_students/assessment_and_regulations/coursework_requirements/coursework_requirements_honours)

Forms should be returned by email or, if possible, in person to your SSO. They will sign the form to indicate receipt and will be able to advise you if you would like further guidance or support.

Please Note: Signing the LPW form by either your SSO or Personal Tutor only indicates acknowledgment of the request, not the waiving of lateness penalties. Final decisions on all marks rest with Examination Boards.

There is a dedicated SSO for students in each subject area in SPS. To find out who your SSO is, and how to contact them, please find your home subject area on the table below:
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Name of SSO</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics</td>
<td>Alex Solomon</td>
<td><a href="mailto:Alex.Solomon@ed.ac.uk">Alex.Solomon@ed.ac.uk</a></td>
<td>0131 650 4253</td>
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<td></td>
<td>Room 1.05, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>International Relations</td>
<td>Rebecca Shade</td>
<td><a href="mailto:rebecca.shade@ed.ac.uk">rebecca.shade@ed.ac.uk</a></td>
<td>0131 651 3896</td>
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<td>Room 1.05, Chrystal MacMillan Building</td>
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<tr>
<td>Social Anthropology</td>
<td>Vanessa Feldberg</td>
<td><a href="mailto:vanessa.feldberg@ed.ac.uk">vanessa.feldberg@ed.ac.uk</a></td>
<td>0131 650 3933</td>
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<td>Room 1.04, Chrystal MacMillan Building</td>
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<tr>
<td>Social Policy</td>
<td>Louise Angus</td>
<td><a href="mailto:L.Angus@ed.ac.uk">L.Angus@ed.ac.uk</a></td>
<td>0131 650 3923</td>
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<td>Room 1.08, Chrystal MacMillan Building</td>
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<tr>
<td>Social Work</td>
<td>Jane Marshall</td>
<td><a href="mailto:jane.marshall@ed.ac.uk">jane.marshall@ed.ac.uk</a></td>
<td>0131 650 3912</td>
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<td>Room 1.07, Chrystal MacMillan Building</td>
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<tr>
<td>Sociology</td>
<td>Karen Dargo</td>
<td><a href="mailto:Karen.Dargo@ed.ac.uk">Karen.Dargo@ed.ac.uk</a></td>
<td>0131 651 1306</td>
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<td>Room 1.03, Chrystal MacMillan Building</td>
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<tr>
<td>Sustainable</td>
<td>Sue Renton</td>
<td><a href="mailto:sue.renton@ed.ac.uk">sue.renton@ed.ac.uk</a></td>
<td>0131 650 6958</td>
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<tr>
<td>Development</td>
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<td>Room 1.09, Chrystal MacMillan Building</td>
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**External Examiner: Prof Jon Agar University College London**

**Students with Disabilities.**

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: [http://www.ed.ac.uk/student-disability-service](http://www.ed.ac.uk/student-disability-service)

**Gender, Science and Technology Lecture Schedule and Reading List**
Week 1: Introduction and beginnings (Pablo Schyfter)

The terms ‘gender,’ ‘sex,’ and ‘feminism’ are some of the most misunderstood and wrongly used in social and political research. Before starting our look at the relationship between gender, science and technology, it is necessary to understand basic ideas. In this lecture, we will discuss the two key social orders we will examine: sex and gender. We will develop a fundamental understanding of the relationship between these two very different social phenomena. We will also discuss feminism and its relationship to the study of gender in STS.

Readings:


Further Readings:


Week 2: Science and the sexual binary (Pablo Schyfter)

Sex and gender are often differentiated as the ‘real’ and the ‘social,’ respectively. This view simply accepts the false notion that there exist human-independent systems of classification, and enables differential treatment of men and women since the two groups are ‘obviously’ and ‘naturally’ different. In reality, sex is no less social than is gender: it simply refers to something else. During this lecture, we examine the way in which the sciences, and particularly the biological and medical sciences, have constructed the idea of the sex binary. We look at two historical case studies that concern two different biological justifications for the supposedly intractable difference between male and female human beings. We also discuss how such knowledge contributes to ongoing beliefs about what men and women are ‘naturally’ capable of doing and not doing.

Readings:


**Further Readings:**


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**Week 3: Feminist epistemologies of science (Sarah Parry)**

Some of the most important contributions of feminist science studies concern the character of scientific knowledge and how that knowledge is made. Feminist epistemology asks two fundamental questions. First, how does the male dominance of scientific research influence the type of knowledge produced by that research? Second, is it possible to develop a practice of knowledge-making that incorporates feminist principles? Both of these questions are motivated by the relativism that underlies science studies, and both take that relativism further. We explore the gendering of scientific knowledge by thinking about how beliefs about men and women, and masculinity and femininity, find their way into the character of scientific fact. To do so, we will examine so-called 'standpoint epistemologies', a hugely important contribution made by feminist science studies, and subsequent conceptual developments – including situated knowledges, ecofeminism and intra-active entanglements.

**Readings:**


**Further Readings:**


**Week 4: Gender and Environment (Sarah Parry)**

Building on last weeks’ focus on feminist epistemologies, we will explore in greater detail how feminist studies has conceptualised the relationship between gender and environment. We will first address some histories of ecofeminism – the central framework developed for addressing this topic. As a contested and even controversial theoretical framework, we will discuss the criticisms and legacies of ecofeminism. In doing so, we will bring our discussion right up to date to current calls for renewing academic interest in the relationship between gender and environment in order to address contemporary environmental problems such as climate change.

**Readings:**


**Further Readings:**
Week 5: Engineering and masculinity (and engineering masculinities) (Pablo Schyfter)

Consider the following: a recent statistical study shows that in the United States, women account for only 6.7% of all professional mechanical engineers (A.A.U.W., 2010). In Week 2, we discussed the dominance of scientific fields by men. In this lecture we do something similar with engineering. The history of engineering professions—a collection of disciplines less than 150 years old—is radically gendered, and forms the foundation for our understanding of gender and technological work. First, we examine historical analyses of the development of engineering, using Ruth Oldenziel's work to understand the systematic and implicit ways in which women were excluded from engineering education and professional practice. We then look at the gender dynamics of engineering work today by studying women's experiences of gender in engineering and men's relationships to technological work. Together, these studies provide us with the necessary understanding to make sense of the shockingly low number of women professionally practicing engineering.

Readings:


Further Readings:


Week 6: The gendering of technological things (Pablo Schyfter)

Research in feminist technology studies has contributed to STS a very useful theoretical framework: the ‘co-production’ of gender and technology. Co-production, which has been part of feminist technology studies since the mid-1980s, is most often used to examine how technological artefacts are ‘gendered.’ That is, how technological artefacts are labelled as masculine or feminine things. Co-production allows us to unpack the gender dynamics and politics embedded into the human-made material world that surrounds us. This line of work convincingly shows that the most mundane of objects is involved in sustaining our beliefs about gender, and that our beliefs about gender influence even the most mundane of objects. Thus, our technological things are part of the social orders that divide and differentially value men and women. Using a series of prominent case studies, we will arrive at two key lessons: first, things, all things, are gendered; second, the mundane matters.

Readings:


Further Readings:


**Week 7: Gender, technologies and work (Sarah Parry)**

In two previous lectures, we examined how gender shape scientific and technological work. Here, we discuss work more broadly, and how gendered technologies shape our ideas and experiences of that work. First, we tackle the role that technology has played in our modern understanding and experiences of housework. Using R.S. Cowan’s work, we explore how technologies can be marketed as liberating along gendered lines and ultimately have the opposite results, again on gendered lines. We also examine a variety of professional work environments in order to find the gender politics that shape our understanding of who does what, and what types of work deserve value.

**Readings:**


**Further Readings:**


Cockburn, C. (1986). “The material of male power”, In D. MacKenzie & J. Wajcman (Eds.), The Social Shaping of Technology (pp. 125-146), Milton Keynes: Open UP.


**Week 8: Gender and reproductive technologies (Sarah Parry)**

As Butler argues, gender binaries are usually defined based on reproduction. As such, reproduction and sexuality are fundamentally important to understanding gender. For feminist STS, this means examining the science and technology of reproduction. In previous weeks, we discuss the manner in which biological science has addressed the issue of reproduction and how these studies have contributed to an essentialist understanding of the sexual binary. In this week, we examine reproductive technologies. Much work in feminist technology studies has explored the ways in which such technologies (such as oral contraceptives) have been shaped by our ideas about gender. These studies allow us to combine our understanding of biology and the sexual binary with the concept of co-production. We can also employ ideas about the relationship between sexuality and gender.

**Readings:**


**Further Readings:**


**Week 9: Gender and ICTs (Pablo Schyfter)**

Information and communication technologies deserve dedicated attention given their ubiquity, economic and symbolic importance, and relatively quick rate of change. ICTs also matter greatly with regard to gender for a variety of reasons, all of which we explore in this lecture. We begin by examining the relatively high numbers of participation by women in ICT training and practice (although by no means equal), as well as ongoing attempts to make those numbers even better. We then use ideas of ‘co-production’ to think about how ICT artefacts are associated with our dominant beliefs about men, women, masculinity and femininity. Last, we consider early ideas about the potential of social media to undermine the gender social order. Together, these three strands of research help us understand the complex and contradictory ways in which ICTs relate to gender.

**Readings:**


**Further Readings:**


Ultimately, feminism is a political movement. Feminist studies, including feminist STS, hope to serve a particular end: the abolition of sex-, gender-, and sexuality-based discrimination. This final lecture asks how feminist STS can contribute to feminist praxis. To do so, we draw on case studies, research agendas, and a tremendously influential manifesto.

Readings:


Further readings:


Even more readings:


