

**Intergender, Consortium and Research School in Interdisciplinary Gender Studies**  
[www.Intergender.net](http://www.Intergender.net)

**Title of the Course:**

**Ontoepistemological points of departure in feminist technoscience, 7,5 + 7,5 credits**

**Time:**

9-11 November 2015

**Location:**

Blekinge Institute of Technology Campus Karlshamn

**Deadline for applications:**

1 September 2015

**Applications should be sent to:**

Intergender Consortium Coordinator Edyta Just ([edyta.just@liu.se](mailto:edyta.just@liu.se))  
and cc'ed to the Local Intergender Course Coordinator Birgitta Rydhagen  
([Birgitta.rydhagen@bth.se](mailto:Birgitta.rydhagen@bth.se))

**Maximum number of participants: 20**

**Organized by:**

Intergender, Consortium and Research School in Interdisciplinary Gender Studies  
Technoscience Studies, Blekinge Institute of Technology and Gender and Technology, Luleå  
University of Technology

**Course coordinators:**

Local Intergender Course Coordinator Pirjo Elovaara ([Pirjo.elovaara@bth.se](mailto:Pirjo.elovaara@bth.se)), Birgitta Rydhagen  
([Birgitta.rydhagen@bth.se](mailto:Birgitta.rydhagen@bth.se)), Maria Udén ([maria.uden@ltu.se](mailto:maria.uden@ltu.se))  
Intergender Consortium Coordinator Edyta Just ([edyta.just@liu.se](mailto:edyta.just@liu.se))  
Intergender Consortium Director Nina Lykke ([nina.lykke@liu.se](mailto:nina.lykke@liu.se))

**Teachers:**

Docent Marja Vehviläinen, University of Tampere, Finland  
Pirjo Elovaara, Birgitta Rydhagen, Maria Udén

**Course description:**

The aim of the course is for the doctoral student to acquire in-depth knowledge within the field of theory in which feminist technoscience is developed. The course offers the opportunity to reflect consciously and with nuance upon different perspectives of theories of science, and their consequences for the individual doctoral project.

- Theoretical frames from 90's to today; figures such as cyborg, diffraction, transcorporeality, materialism, onto-epistemology, post-humanism, entanglements

- Technoscientific concepts and fields of research (ICT, biotechnology, global and sustainable development, engineering, physics, design...)
- Relevance for the design of a research project
- Methodological challenges

Following the completion of the course the students shall demonstrate a capacity to independently;

- Nuanced reflect upon the different theoretical concepts and stances presented in the course.
- Consciously reflect upon the interrelations between theoretical frameworks and methodological choices.
- Evaluate and discuss the importance of the theoretical frameworks for the individual research project.

The course provides training in the following general skills:

- Scientific writing
- Conscious and balanced reflection, evaluation and argumentation in seminars

#### **Course readings:**

See attached list of literature.

#### **Preparation:**

- **Course readings:**  
Participants are offered a voluntary online literature discussion during October. More information will be sent to participants after selection.
- **Paper** (2–5 pages describing research problem related to the participant's PhD thesis project) to be sent to the Local Intergender Course Coordinator Birgitta Rydhagen (birgitta.rydhagen[at]bth.se) and the Intergender Consortium Coordinator Edyta Just (edyta.just[at]liu.se) AT THE LATEST TWO WEEKS BEFORE THE COURSE STARTS. Remember to mark it with your name and the course name.
- All participants are expected to read the paper of their fellow group members before the course and be prepared to offer constructive comments in the group sessions and workshops. The papers will be made available online.

#### **Essay:**

- 10-15 pages to be handed in no later than 3 months after the course. One copy should be sent to the teacher, who is going to evaluate it, and one to the Intergender Consortium Coordinator Edyta Just (edyta.just[at]liu.se). The teacher has 3 months to evaluate the essay.
- The essay should strike a balance between addressing a theme that has been part of course (lectures, discussions, reading material), and be relevant for participant's own research.
- The essay should, moreover, be considered as an exercise in doing a written presentation aimed at an academic readership not familiar with the author's PhD research. The essay should constitute a whole and explain relevant contexts.

**Accreditation and examination:**

1. 7,5 ECTS credits are given for active participation and a short paper, 2-5 pages (graded pass/fail).
2. 15 ECTS credits are given for active participation plus an essay (graded pass/fail). The essay should be 10-15 pages. The selected topic shall be related to the course content and readings, and relate to the student's own research area. The essay is to be sent to the teacher as well as to the Intergender Consortium Coordinator no later than 3 months after the final day of the course.

InterGender course participants, upon request, receive a certificate of their participation, in which a recommendation is provided regarding the amount of ECTS participants should be accredited by their respective home institution; PhD students are awarded ECTS credits for participation in InterGender certified courses in accordance with each partner higher education establishment's rules and regulation for accreditation.

**Applications should be written in English and include:**

- \* name, affiliation, full address, e-mail, phone, fax
- \* name and affiliation of PhD supervisor
- \* brief CV
- \* description of PhD project (1-2 pages)
- \* motivation: why do you want to participate in the course (1-2 pages)
- \* please, indicate if you are in the first/middle/last phase of your PhD research

**Information on Admission:**

1. Participants have to be registered as PhD students.
2. PhD students from all disciplines and countries are eligible.
3. Participants will be selected on the basis of an evaluation of their **CV, project description and a letter of motivation.**
4. If there are more applicants who qualify for participation, than there are places, the places will be distributed along the following criteria:
  - a) Students registered as PhD students at Partner Units will be prioritized for a maximum 80% of places. When the places are distributed among the Partner Units, a good spread between these units will also be ensured.
  - b) Students registered as PhD students in other units at the Partner Higher Education Establishments will be prioritized for 20 % of the places. When the places are distributed among the Partner Higher Education Establishments, a good spread between these establishments will also be ensured. If places remain of the 80 % prioritized for PhD students registered at the Partner Units, these places will instead be prioritized for PhD students registered at the Partner Higher Education Establishments.
  - c) If the students according to a) and b) do not fill all the places, remaining places will be open for competition between all eligible and qualifying applicants from any higher education establishment.

5. If there are more eligible and qualified applicants for the a selection process will take place, which, in addition to academic quality and motivation/relevance, will use non-discriminatory selection criteria, which will ensure a spread of nationalities, regions, institutions and disciplines.
6. An additional lot drawing procedure will be used, if several eligible and in all respects equally qualified applicants are competing for the limited number of places in the different categories
7. In case of too many eligible and qualifying applicants, a waiting list will also be organized, and places will be offered to applicants on this list, should some of the selected participants have to cancel.

**The detailed program of the course:**

The course will include literature seminars, lectures by the teachers, and discussions about submitted project presentations. The detailed schedule will be distributed after selection of participants. Please note that the program starts Monday morning.

**Course readings:**

- Alaimo, Susan, Hekman, Susan (eds) (2010) *Material feminisms*. Bloomington, IN: Indiana University Press, Introduction and chapters 3-8 (approx. 200 pages)
- Barad, Karen (1998). 'Getting real: Technoscientific practices and the materialization of reality'. *differences* 10 (2): 87–128.
- Beddoes, Kacey (2012). Feminist Scholarship in Engineering Education: Challenges and Tensions. *Engineering Studies* 4 (3): 205-232.
- Bradotti, Rosi (2006). *Transpositions*. Cambridge and Malden: Polity Press. Prologue to chapter 2 (95 pages) and chapter 5 to Epilogue (78 pages) total 173 pages.
- Bryld, Mette; Lykke, Nina (2000). *Cosmodolphins: Feminist cultural studies of technology, animals and the sacred*. London and New York: Zed Books. Prelude to chapter 2 (71 pages) and chapter 8 to Conclusions (44 pages) total 115 pages.
- Haraway, Donna (1985). A Manifesto for Cyborgs: Science, Technology and Socialist Feminism in the 1980s. *Socialist Review* 80(15:2), 65-107. Available in The Haraway Reader (see below)
- Haraway, Donna (2004). *The Haraway reader*. New York: Routledge (320 pages)
- Keller, Evelyn Fox (1992). *Secrets of life, secrets of death: Essays on language, gender and science*. London: Routledge. Sections I-III (112 pages)
- Mörtberg, Christina (2003). 'In Dreams Begins Responsibility – Feminist Alternatives to Technoscience'. In: Mörtberg, Christina, Pirjo Elovaara and Agneta Lundgren (Eds): *How do we make a difference: Information technology, transnational democracy and gender*. Luleå: Printing Office Luleå University of Technology, 57-69.
- Suchman, Lucy (2005) *Agencies in technology design: Feminist reconfigurations*, Lancaster University. Workshop on Gendered Innovations in Science and Engineering, Stanford University, April 15–16, 2005. PDF file:  
<http://www.lancaster.ac.uk/sociology/research/publications/papers/suchman-agenciestechnodesign.pdf>
- Udén, Maria (2009). A Located Realism: Recent Development within Feminist Science Studies and the Present Options for Feminist Engineering. *Women's Studies International Forum*, Vol 32 (2009), 219–226
- Van der Velden, Maja; Mörtberg, Christina (2012). Between Need and Desire: Exploring Strategies for Gendering Design, *Science, Technology, & Human Values* 37(6) 663-683

Vehviläinen Marja. (2013) Environmental counselling in a women's organisation: an analysis of practices in tension between diffusion and dialogue. In Phillips Louise, Kristiansen Marianne, Vehviläinen Marja, Gunnarsson Ewa (toim.) *Knowledge and Power in Collaborative Research: A Reflexive Approach*. New York: Routledge, 84-102.

Individually selected literature for writing purposes.

**Intergender Partners:**

1. Higher Education Establishment: **Linköping University**, Partner Units: **Unit of Gender Studies, Department of Thematic Studies**, and **Division of Gender & Medicine**, Coordinating Partner
2. Higher Education Establishment: **Blekinge Institute of Technology**, Partner Unit: **Division of Technoscience Studies**, Full Partner,
3. Higher Education Establishment: **Göteborg University**, Partner Unit: **Gender Studies**, Full Partner,
4. Higher Education Establishment: **University of Helsinki**. Partner Unit: **Gender Studies, Faculty of Arts. Doctoral Programme in Gender, Culture and Society (SKY) and the national Gender Studies Doctoral Programme (GSDP)**, Full Partner
5. Higher Education Establishment: **Humboldt University**, Partner Unit: **Centre of Transdisciplinary Gender Studies**, Full Partner,
6. Higher Education Establishment: **Karlstad University**, Partner Unit: **Centre for Gender Studies**, Full Partner,
7. Higher Education Establishment: **Luleå University of Technology**, Partner Unit: **Gender & Technology**, Full Partner,
8. Higher Education Establishment: **Lund University**, Partner Unit: **Centre for Gender Studies**, Full Partner,
9. **The Norwegian National Research School in Gender Studies**, Full Partner,
10. Higher Education Establishment: **Södertörn University**, Partner Unit: **Gender Studies**, Full Partner,
11. Higher Education Establishment: **Umeå University**, Partner Unit: **Umeå Centre for Gender Studies**, Full Partner,
12. Higher Education Establishment: **Uppsala University**, Partner Unit: **Centre for Gender Research**, Full Partner,
13. Higher Education Establishment: **Utrecht University**, Partner Unit: **Gender Studies / Netherlands' research school of Gender Studies**, Full Partner,
14. Higher Education Establishment: **Örebro University**, Partner Unit: **Centre of Feminist Social Studies**, Full Partner
15. Higher Education Establishment: **Stockholm University**, Partner Unit: **Gender Studies**, Full Partner
16. Higher Education Establishment: **Paris 8 University**, Full Partner