

Diversity and Gender in Engineering

Mångfald och genus inom teknikutveckling
6 credits

Programme course

TGTU84

Valid from: 2026 Spring semester

Determined by	Main field of study	
Board of Studies for Computer Science and Media Technology	No main field of study	
Date determined	Course level	Progressive specialisation
2025-08-28	First cycle	G1F
Revised by	Disciplinary domain	
	Social sciences	
Revision date	Subject group	
	Technology from a Social Perspective	
Offered first time	Offered for the last time	
Spring semester		
Department	Replaced by	
Institutionen för Tema		

Specific information

The course can not be included in degree together with TGTU82

Course offered for

- Master of Science in Computer Science and Software Engineering
- Master of Science in Applied Physics and Electrical Engineering - International
- Master of Science in Computer Science and Engineering
- Master of Science in Energy - Environment - Management
- Master of Science in Industrial Engineering and Management - International
- Master of Science in Chemical Biology
- Master of Science in Mechanical Engineering
- Master of Science in Applied Physics and Electrical Engineering
- Master of Science in Industrial Engineering and Management
- Master of Science in Biomedical Engineering
- Master of Science in Engineering Biology
- Master of Science in Engineering Mathematics

Prerequisites

Three terms of technical or natural science education.

Intended learning outcomes

After completing the course, the student will be able to:

- Describe, explain, and critically analyze gender relations in connection with technology, technical design, and social justice.
- Describe and orally discuss the interaction between gender, ethnicity, socioeconomic background, and technical education and workplaces from both historical and contemporary perspectives.
- Apply a theoretical perspective from the course to an empirical example related to the student's own field of technology.
- In writing, investigate, analyze, and critically examine gender-political issues that arise in virtual contexts.

Course content

The course provides a broad introduction to critical perspectives on technology and technical design, linked to gender, diversity, and social justice. During the course, the following topics are discussed and addressed:

- How gender and identity relate to people's lived experiences and influence how and what we know about the world.
- The concept of identity, including gender, and how it is shaped by factors such as place, time, and context.
- How technically oriented professions and workplaces, and their working conditions, are influenced by historical and contemporary conceptions of gender and other social categories.
- How the virtual world can have real consequences for how different people experience and are affected by it.

Teaching and working methods

Teaching is conducted in the form of lectures and seminars.

Examination

MOM1	Seminars	1 credits	U, G
UPG1	Hand-in assignments	5 credits	U, 3, 4, 5

Grades for examination modules are decided in accordance with the assessment criteria presented at the start of the course.

Grades

Four-grade scale, LiU, U, 3, 4, 5

Other information

About teaching and examination language

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is “Swedish”, the course as a whole could be given in Swedish, or partly in English. Examination language is Swedish, but parts of the examination can be in English.
- If teaching language is “English”, the course as a whole is taught in English. Examination language is English.
- If teaching language is “Swedish/English”, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English depending on teaching language.

Other

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

The planning and implementation of a course should correspond to the course syllabus. The course evaluation should therefore be conducted with the course syllabus as a starting point.

The course is campus-based at the location specified for the course, unless otherwise stated under “Teaching and working methods”. Please note, in a campus-based course occasional remote sessions could be included.