

## Diversity and Gender in Engineering

Mångfald och genus inom teknikutveckling  
6 credits

Programme course

TGTU84

Valid from: 2026 Spring semester

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