Abstract

This paper argues that the institutionalization and incorporation of science and technology’s popularization in the public policies of southern countries such as India and Colombia, shows this educational practice as feminized. It suggests that this dynamic also reproduces the androcentric stereotypes of mainstream scientific and technological knowledge. This article sustains that this feminization process can be traced by giving account of the position that the popularization of science and technology occupies in the official discourses of science and technology in both countries. This research shows that popularization is associated with an essentialist culture of all things feminine. Empirically the study is based on a critical reading of Indian and Colombian scientific public policy that explicitly deals with the topic of science and technology popularization. This analysis allows the understanding of gender mechanisms that symbolically configure official discourses, and that have the power to perform certain hierarchies and subordinations between particular notions of the feminine and the masculine, and to institute them in the field of science and technology.

Keywords

Popularization of science and technology, feminization, south-south.