

National and Kapodistrian University of Athens
Interdepartmental Program of Graduate Studies in
Science, Technology, Society—Science and Technology Studies

sts.phs.uoa.gr

The STS Style Guide

This guide offers stylistic and other instructions that may benefit your writing process and optimize the supervision of your thesis. However, please consult your advisor before you adopt any of the conventions detailed herein.

This document is intended for the 2021–2022 class of UoA's Interdepartmental Program of Graduate Studies 'Science, Technology, Society—Science and Technology Studies'.

The STS Style Guide will be updated regularly. Thus, your input will be appreciated and, also, acknowledged. Address your suggestions, corrections or inquiries to ahondros@phs.uoa.gr and tympas@phs.uoa.gr.

Contents

Introduction	1
1. General Style	2
2. Reference Style	5
3. English Usage	12
4. Punctuation & Formatting	14
5. Proofreading Tips & Pre-Submission Checklist	19
Afterword	23
References	24
Online Resources	27
Index	28
Appendix for Greek-Speaking Students	29
Appendix on STS Research	30
Credits & Acknowledgments	33

Introduction

The field of science & technology studies (alternately called ‘Science, Technology and Society’, with both designations routinely abbreviated as STS)¹ constitutes an interdisciplinary endeavor at the nexus of, among others, the natural, applied, formal and social sciences. This versatility entitles STS practitioners to the oversight of a vast body of knowledge but, in return, requires contributions of a certain efficacy. As a writer in the field, you must produce a cogent text whose technical and theoretical expositions are meticulous but accessible. Having accomplished that, you are expected to reach sound conclusions by skillfully integrating heterogeneous findings and concepts. In conjunction with academic writing’s ordinary hardships, such a task can appear daunting—yet, it does not have to be that way.

Firstly, your advisor and the program’s personnel will readily help you steer through any difficulty. Be that as it may, a timely commitment to the proper writing etiquette will streamline your drafting process, prevent setbacks and allow for a supervision of your effort that will be mainly focused on substantive rather than trivial matters. An efficient style can also be conducive to an elegant prose and, more importantly, to an enlightening text. Hopefully, this guide will assist you in dealing with the literary as well as the scholarly challenges you might encounter while putting together your thesis.²

In the first chapter, you will find advice on how to achieve an economical style, maintain an apposite tone and ensure you have used a neutral and considerate language. The second chapter opens with the rationale behind STS’s affinity for parenthetical referencing systems and, then, sets out a few basic ‘author-date’ rules. The third and fourth chapters provide suggestions on English usage, punctuation and formatting. These are followed by a couple of proofreading tips and a pre-submission checklist. The main body of this guide is complemented by a list of resources that can be accessed online, an alphabetized index³ and two appendices: one intended for the program’s Greek-speaking students and one featuring an introductory STS bibliography along with some other field-specific recommendations.

It should lastly be stressed that this eclectic handbook merely highlights a number of usual predicaments and attempts to produce sensible, optimized solutions—often, by having recourse to esteemed style guides. These works are typically rigorous in their systematization and far more comprehensive in scope. Thus, you may also treat the present document as a starting point and look for methodical instruction in the cited texts. In any case, please remember: before adopting any (impactful) stylistic, referencing or other convention, you must first consult with your advisor. They will guide you eagerly and authoritatively.

1 For more on STS’s nomenclature, see p. 32.

2 Even though mostly meant for the program’s thesis writers, this guide may also be of use for other assignments. However, you need to address this issue with the supervisor of each module.

3 Topics that could have appeared in multiple chapters are not always duplicated. See the alphabetized index in p. 28 to ascertain where the guide’s main topics are being covered.

1. General Style

Exercises in the STS idiom can greatly benefit from an appropriate style, as they are fraught with the convolutions of multiple disciplines and, at the same time, expected to abide by the field's secularizing and synergistic ethos.⁴ But what is a writing 'style'? Depending on the context, this blanket term can denote any aspect of a written work's formation: from the author's overall outlook to almost imperceptible punctuational practices.⁵ The present guide spans much of this spectrum but solely compiles the topics deemed likely to concern you, leading off with some general compositional advice and a few suggestions on proper etiquette.

Strunk & White's Commandments

There is perhaps no better place to begin than Strunk & White's (1959/2000) *The Elements of Style*. As this seminal work⁶ is a highly recommended reading, here it will suffice to concentrate on only two of its emblematic commandments: a) "[o]mit needless words" (p. 23) and b) "[k]eep related words together" (p. 28). Normally, a writer's conformity to this pair of rules will mean the difference between an appalling and an appealing wording.

Regarding the first of those instructions, Strunk & White assert that it also applies to whole sentences within a paragraph (p. 23). A further extension of this tenet implies that your text should contain no redundant elements at all—be they words, clauses, sentences, paragraphs or longer

4 The editors to the third iteration of *The Handbook of Science and Technology Studies* observe that "[t]he field is not a narrowly academic endeavor: STS scholars engage activists, scientists, doctors, decision makers, engineers, and other stakeholders on matters of equity, policy, politics, social change, national development, and economic transformation" (Hackett et al., 2008, p. 1).

5 While style guides have had a long history (Horace's *Ars Poetica* or Erasmus's *Ciceronianus* being early examples), the last century saw an explosion of such manuals, due largely to an upswing in the number of people who write for a living. Modern guides can offer detailed, codified advice on content, grammar, syntax, punctuation, formatting and other subjects. These works may or may not be self-contained, dialect-specific or specialized. For instance, despite being a widely followed legal citation style guide among US jurists or scholars of law, the *Bluebook* is of little use to anyone else. By contrast, the *Associated Press Stylebook* does not strictly cater to the needs of journalists, as it is an invaluable companion to any writer. Gowers's *Plain Words*, the guides created by the Fowler brothers and, famously, *Hart's Rules* and its reworkings have been exceptionally influential in the British English world. Overseas, *The Chicago Manual of Style* and *The Elements of Style* have facilitated the growth of several generations of wordsmiths. In academia, major style guides may cover any number of applicable topics, but, often, their distinctive feature is the particular referencing system they propose (cf. *The Chicago Manual of Style*, the official guides to the so-called 'APA Style', the *MLA Handbook*, etc.). For more on academic referencing, see Chapter 2, pp. 5–11.

6 Initially self-published by William Strunk Jr. for the purposes of an English course he taught at Cornell, *The Elements of Style* were revamped in the late 1950s by his onetime student (and noted author) E.B. White (White, 2000, p. xiii). Due to its succinct but incisive nature, this guide has ever since enjoyed mainstream success and is habitually included in higher-education syllabi. Currently, the Open Syllabus project recognizes *The Elements* as the most frequently assigned title in the millions of syllabi it has aggregated (see: <https://opensyllabus.org/>).

components—much as “a machine [has] no unnecessary parts” (ibid.). Still, this disapproval of verbosity and redundancy should not be misconstrued as a call for ascetic self-restraint or oversimplification. Just keep everything befittingly simple and tight, bearing in mind that ‘simple’ does not mean ‘fragmentary’ or, alas, ‘simplistic’.

The suggestion to “[k]eep related words together” (p. 28) can be similarly generalized. A straightforward interpretation entails clustering words, phrases or clauses in a manner that leads to a smooth and unambiguous prose.⁷ In a broader sense, this rule implies you should arrange the entirety of your text *organically*, ensuring a natural progression of words as well as ideas.⁸

Essentially, what this section urges you to consider is whether your research and analysis will be better served by a measured, effectively articulated and well-planned exposition or a heavily adorned and labyrinthine one.

On Achieving a Proper Tone

Having hurriedly addressed the above fundamental compositional issues, it must be emphasized that achieving an apposite tone is more important than endlessly attending to the refinement of your diction.⁹ By definition, your work will involve findings and concepts from disparate scientific domains. As it is rather improbable the average reader will possess expertise in all of the involved disciplines (if any at all), you ought to maximize the reach of your thesis by not taking anything for granted. Although you are not expected to derive every single statement from first principles, make sure that any demanding parts have been adequately explained. You may also want to consider including a few references that will be of use to the uninitiated. However, unless it is absolutely necessary, leave protracted specialized segments out of your thesis’s main narrative. Instead, you should present technical workings in tables or figures and provide any ancillary information in footnotes¹⁰, appendices or other dedicated pieces.

On a more literary note, avoid informal language (such as colloquialisms or contractions), questions, dramatic punctuation and other affectations, as these are quite unusual in academic writing. While occasionally acceptable or—rarely—even warranted, such peculiarities might alienate readers. Be cautious about writing in the first person for much the same reason.¹¹ In a nutshell, you have to develop a thoughtful approach, shy away from condescending or ostentatious phrasings—in addition to casual ones—and, crucially, heed next section’s advice.

7 Beyond the optimal placement of a sentence’s components, you should also be watchful of its length. Eliminate any unreasonably tortuous sentences by breaking them into smaller ones. Additionally, avoid *comma splices*—see Chapter 4, p. 15.

8 If you feel that an informative segment impedes your the flow of your exposition, remember that footnotes (or endnotes) and appendices allow for some degree of textual dimensionality.

9 Note that the program’s personnel can assist you with the latter.

10 You can use either footnotes or endnotes, but the former are more immediate and, hence, preferable.

11 See: <https://blog.oup.com/2018/01/first-person-pronouns-passive-voice-scientific-writing/>.

On Considerate Language

If there is one issue you have to pay particular attention to, this is your commitment to a proper wording. Specifically, you are expected to use a gender-neutral or gender-appropriate, culturally sensitive and altogether considerate language. For instance:

- Students writing in English should resort to the singular ‘they’ convention¹² to circumvent unnecessarily gendered expressions. Students writing in Greek can consult the following guide on linguistic gender inclusivity:
<https://isotita.gr/wp-content/uploads/2018/01/0δηγόσ-μη-σεξιστικής-γλώσσας.pdf>
- Whenever you are referring to a specific person, ascertain their preferred or established pronouns. If both of are unavailable, use the singular ‘they’ convention.
- Capitalize¹³ the words ‘Black’ and ‘Indigenous’ when they refer to people of a certain heritage. For more on this convention, see these articles:
https://www.apstylebook.com/blog_posts/15
<https://www.theatlantic.com/ideas/archive/2020/06/time-to-capitalize-blackand-white/613159/>
<https://www.nytimes.com/2020/07/05/insider/capitalized-black.html>
- If you are writing about disability, consult the following guides to stay clear of any insensitive terms or expressions:
<https://www.lexico.com/grammar/the-language-of-mental-or-physical-disability>
<https://ncdj.org/style-guide/>
- Do not classify years as ‘before Christ’ and ‘*anno Domini*’ (‘BC’ and ‘AD’). Instead, use the ‘Common Era’ (CE) notation: ‘BC’ should be ‘BCE’ (i.e., ‘before the Common Era’) and ‘AD’ should be ‘CE’.¹⁴

Besides these few suggestions, for two systematic approaches to this subject, see the “Bias-Free Language Guidelines” in the *Publication Manual of the American Psychological Association* (American Psychological Association [APA], 2020, pp. 131–149) and the “Bias-Free Language” part in *The Chicago Manual of Style*¹⁵ (University of Chicago Press Editorial Staff [UCPES], 2017, paragraphs 5.251–5.260).

12 There are alternative but wordier or less established conventions. Whichever you settle upon, you ought to employ consistently. Find out more about some of these here: <https://www.lexico.com/grammar/the-language-of-gender>.

13 For further instructions on capitalization, see the corresponding entry on Chapter 3, p. 12.

14 Omit the ‘CE’ designation if the context renders a date unlikely to be misinterpreted as BCE, but always identify BCE dates as such.

15 Often abbreviated as the ‘CMOS’.

2. Reference Style

STS monitors, chronicles and theorizes on science, technology and society's interplay. Therefore, when it comes to referencing, an 'author-date' parenthetical system¹⁶ can enrich this intensely discursive enterprise by instantly contextualizing a text's assertions. After all, it is no coincidence that several of the field's journals resort to such a style.¹⁷

Originating in a Harvard zoologist's nineteenth-century paper (Chernin, 1988, p. 1062)¹⁸, parenthetical referencing dictates that mentions of or quotes from a certain text must be followed by a parenthesis that usually includes the last name(s) of the author(s) and other information. This generic formula can be implemented in a couple of ways¹⁹, but you should opt for an 'author-date' style due to the more thorough contextualization it guarantees. A prominent such system has been developed by the American Psychological Association.

16 Modern academic referencing is either numeric or parenthetical. The former style is often used in technoscientific disciplines and has been notably endorsed by the International Committee of Medical Journal Editors (ICMJE). Aiming at the standardization of articles submitted to the pertinent publications, "[a] small group of editors of general medical journals met informally in Vancouver, British Columbia, in 1978" (ICMJE, 2008, p. 1). Soon after, this group—which eventually morphed into the ICMJE (ibid., p. 2)—published the first version of the "Uniform Requirements for Manuscripts Submitted to Biomedical Journals" (International Steering Committee of Medical Editors [ISCME], 1978; 1979, p. 532). There, among other requirements, they instructed authors to "[n]umber references consecutively in the order in which they are first mentioned in the text" and, also, to "[u]se the form of references adopted by the United States National Library of Medicine [...]" (ISCME, 1978, p. 1335). Many organizations have developed their own distinct variants of numeric referencing—for some of these, see Lipson (2018)—but the ICMJE's version (i.e., the 'Vancouver system') is, arguably, the most iconic. In such systems, the numeric in-text citations are either formatted as superscripts or placed in brackets. For the latest version of what are now called the ICMJE's 'Recommendations', visit: <http://www.icmje.org/recommendations/>. For the current edition of the National Library of Medicine's guide, see: Patrias & Wendling (2020)—or visit the relevant link in p. 26. It can be argued that numeric referencing is ordinarily used in disciplines that, for better or worse, do not prioritize contextualization. Hence, unless your advisor recommends otherwise, avoid this style.

17 *Science, Technology, & Human Values*, *Science as Culture* and the *Social Studies of Science* are only some of these journals. Generally, 'author-date' referencing is popular in the social sciences.

18 Parenthetical referencing is (somewhat misleadingly) also known as the 'Harvard system/style'. Edward Laurens Mark, an "eminent" Harvard zoologist and professor of anatomy, is credited as its originator, having first employed it in an 1881 "landmark cytological paper on the embryogenesis of the common garden slug" (Chernin, 1988, p. 1062). Mark's referencing novelty could have been inspired by the atypical classification system ("author-year and then title") used at the library of Harvard's Museum of Comparative Zoology (ibid., p. 1063). Chernin (ibid.) highlights a 1945 anecdote by the editors of the *British Medical Journal*, according to which, at some point, an "English visitor to the library of Harvard University was impressed by the system of bibliographical reference in use there, and dubbed it the 'Harvard system' on return to England" (Anonymous, 1945, p. 234). Despite this innovation on Mark's part, as an overarching institution, Harvard University does not officially sponsor a parenthetical referencing style—see the "About the 'Harvard' Style" section here: <https://guides.library.harvard.edu/cite/guides#s-lg-box-wrapper-7438237>.

19 The Modern Language Association of America (MLA) has developed a noted 'author-page' system. For more information, visit the MLA Style Center: <https://style.mla.org/>. Unless your advisor recommends otherwise, you should avoid 'author-page' referencing.

The *Publication Manual of the American Psychological Association* (APA, 2020) offers not only a robust ‘author-date’ referencing system but, also, suggestions on several writing topics. The present guide broadly follows APA’s referencing format (as well as some of its other advice), but you should not mistake it for an all too faithful abridgment. Aiming at an eclectic (yet dutiful) ‘author-date’ style, certain instructions found herein deviate from their APA counterparts.²⁰ If you or your advisor insist on an exact application, ignore the section below and proceed to the APA Style’s web page,²¹ where you can learn more about the manual’s latest edition.²² Moreover, there you will discover a freely available, vast array of referencing rules and compositional tips (filed under the header “Style and Grammar Guidelines”). For a proper, first-hand acquaintance with this style, see the APA (2020) manual’s eighth and ninth chapters (pp. 253–278, 281–309); for the creation or attribution of tables and figures, see its seventh chapter (pp. 195–250).

Another well-known ‘author-date’ system is the one expounded by the University of Chicago.²³ The Chicago and APA variants overlap to a considerable degree, their only striking differentiation being Chicago’s more minimal in-text citations.²⁴ The rest of this chapter mostly revolves around the APA system but also incorporates elements from other styles.

On Citations

It should initially be clarified that the brackets of a parenthetical referencing system either a) supplement an assertion with one or more justificatory citations or b) furnish a quote, rewording or other specific mention of a text with the appropriate bibliographic particulars. The ensuing referencing advice summarizes how in-text citations are employed when following a ‘Harvard-type’, ‘author-date’ style. In order to understand the basic architecture of this referencing approach, pay attention to the use of round brackets and (double) quotation marks in the following four examples:

- Wallace Sabine and Carl Eyring were pivotal figures in the development of modern architectural acoustics (Thompson, 1997).
- At the close of the nineteenth century, Sabine began devising an equation that would enable him to calculate a room’s reverberation time (Thompson, 1997, pp. 601–603).

20 The more significant deviations will be highlighted either in-text or in footnotes. Do not presume that a suggestion found in this compendium is also prescribed by the APA and/or other styles unless it is explicitly stated so—even though this might often be the case.

21 Visit this style’s official web page here: <https://apastyle.apa.org/>.

22 The APA’s *Publication Manual* is currently in its seventh edition, with a forerunner first appearing in 1929 (APA, 2020, p. xv). Apart from the full manual, the association also publishes a concise guide and other related works.

23 *The Chicago Manual of Style* was first published in 1906 and is in its seventeenth edition (UCPES, 2017). N.b.: the CMOS delineates both an ‘author-date’ and a ‘notes and bibliography’ style (ibid., paragraph 14.2). The latter utilizes numbered citations pointing to either footnotes or endnotes, which may also be used for commentary (ibid.). For an alternative guide to both systems, see Kate Turabian’s Chicago-affiliated manual (find out more about it here: <https://www.chicagomanualofstyle.org/turabian.html>).

24 For instance, the APA-styled citation ‘(Bloor, 1999, pp. 86, 98, 106–107)’ would be formatted as ‘(Bloor 1999, 86, 98, 106–107)’ in ‘author-date’ Chicago.

Some thirty years later, Eyring altered this equation to account for phenomena that Sabine did not reckon with (ibid., pp. 597, 621).

- Early twentieth-century technological advances necessitated Eyring's modification of Sabine's formula, as "[n]ot only the development of sound-absorbing materials but also the deployment of electroacoustic technologies contributed to the material transformation of architectural acoustics" (Thompson, 1997, p. 613).
- Thompson (1997) stresses that "Eyring's working environment constituted the limiting case that Sabine had never encountered or considered" (p. 621). Having dealt with novel physical conditions, Eyring revised Sabine's formula so as to "[signify] in a cryptic mathematical code that the material world [...] had fundamentally changed" (p. 625).

The first example consists of an assertion that can be easily verified by examining Thompson's article. Except for your own research and analysis, any claim that cannot be safely assumed to be common knowledge²⁵ needs to be substantiated via one or more citations—even if the reference's subject matter is only tangential to yours. Unless there are good reasons to the contrary, resort to publications that are as reputable and current as possible.

You can support an assertion either by alluding to an entire work (as in the first example) or by pointing to particular passages (as in the rest of the examples above). The second example's first sentence outlines information that can be located on consecutive pages of Thompson's article. Hence, the relevant segment's first and last page numbers are linked with a dash. If you outline information that is found on non-consecutive pages, use a comma to separate the page numbers (as in that example's second sentence). Follow these rules regardless of whether you are paraphrasing a short selection or summarizing an extensive part of a text.

If you have to incorporate a verbatim quote into your prose, it is imperative that you enclose the excerpted passage in quotation marks and mention the source page(s) on which it appears (as seen in the third and fourth examples). Even though paraphrasing indicates more effort on your part, you may (advisedly) use verbatim quotes when a) the exact reproduction of a term, phrase or passage is essential to your analysis, b) your rewording might be criticized as interpretative/misleading or c) the original wording is somehow noteworthy. For an uninterrupted quote of 40 or more words, you must use the so-called 'block quote' formatting.²⁶

Whenever you are *not* outlining, paraphrasing or quoting verbatim some selection of text, citing a work's author(s) and year of publication is usually acceptable. Nevertheless, if possible, the inclusion of any apropos page numbers will greatly facilitate the assessment of your thesis. On top of that, this extra bit of information will demonstrate your diligence and in-depth knowledge of the literature. Generally, you ought to carefully supplement all non-original content with precise parenthetical (or other) citations, as a failure to do so will constitute either poor academic writing or plagiarism (i.e., non-existent or insufficient attribution of content appropriated from a different work to the original creator[s]). Furthermore, make sure you have phrased

25 Beyond the soundness of this determination, also beware of plagiarism.

26 Distance a block quote from its adjacent paragraphs with single blank lines and increase its indent on both sides, but do not use quotation marks. Also, see: Chapter 4, p. 17.

sentences and utilized citations in a way that clearly demarcates your own research and analysis from any non-original content.

In sentences that mention a work's author(s), you can skip the full citation by inserting the year of publication next to their last name(s). Should you do so, provide any relevant page number(s) immediately after a quote, rewording etc. (as in the fourth example's first sentence).²⁷ This method of in-text citation is called a 'narrative citation'—cf. APA (2020, p. 262).

If apparent that a portion of your text deals with a single established reference, in subsequent sentences you can use the abbreviation 'ibid.'²⁸ to point to the last page(s) cited or, if no pages were cited, to that work as a whole. When you wish to cite a different part of an ongoing reference, you can either use an '(ibid., [new page number/s])' parenthesis or even omit the 'ibid.' and only provide the new page number(s) (see the second and fourth examples). If, at some point, instead of the last page(s) cited you need to refer to that work as a whole, you ought to restate the author and date in an appropriate manner. However, when a chain of citations is interrupted by a citation or mention of some other work, re-establish *both* the author(s) *and* date before reverting to the former reference.²⁹

Oftentimes, you might have to resort to a verbatim quote that is syntactically or otherwise incompatible with your sentence's structure. In such a case, you may overtly and responsibly interpolate a few words (or modify existing ones) in order to smoothly integrate a quote into your prose. For instance, consider the following aphorism by Bruno Latour (1996, p. 370):

→ "Strength does not come from concentration, purity and unity, but from dissemination, heterogeneity and the careful plaiting of weak ties."

In order to focus on this sentence's second part, use square brackets to trim its opening:

→ In an attempt to encapsulate the conditions that favor the stabilization of a network, Latour (1996) has claimed that "[strength comes] from dissemination, heterogeneity and the careful plaiting of weak ties" (p. 370).

Here, the square brackets indicate that the original wording was somehow altered. Still, should one examine the source material, it will become evident that Latour's conviction regarding the origins of strength is not misrepresented. Use square brackets to adjust an excerpt's tense, turn a first-person expression into a third-person one, do away with an upper-case letter, etc.:

→ Vis-à-vis centralization's usefulness in the stabilization of a network, Latour (1996) contends that "[s]trength does not come from concentration, purity and unity [...]" (p. 370).

27 Alternatively, the page number(s) can be inserted next to the year of publication in the parenthetical citation that follows the name(s) of the author(s)—see the second arrow in p. 9.

28 Short for '*ibidem*'; Latin for 'in the same place'. N.b.: the APA (2020) manual does not prescribe this convention. The CMOS might have formerly endorsed it, but currently leans towards "shortened citations" (UCPES, 2017, paragraph 13.66). Even so, you may use this abbreviation when it saves space.

29 A chain citation in the main body of your thesis is not interrupted by a citation found in a footnote, endnote, caption or other extrinsic component. Treat these pieces as having their own continuity. For example, do not use an 'ibid.' in a footnote or caption to point to a reference established in the main text. Instead, any such references have to be (re-)established within the component itself.

In the last example, you probably noticed the use of a bracketed ellipsis ([...]).³⁰ You may avail yourself of this convention either to omit any superfluous parts or to suggest you left out content that was inconsequential for your argument but essential in its original context.

Always use square brackets for justifiable omissions, modifications and clarifications to an otherwise verbatim quote. If an excerpt contains errors, you do not necessarily have to correct them,³¹ but never ‘normalize’ textual idiosyncrasies. Instead, lest you are mistaken as the ‘culprit’, insert a bracketed ‘sic’ (Latin for ‘so’ or ‘thus’) immediately after any possibly contested parts:

- Derrida (1967/1997) has explained that “[o]riginary differance [sic] is supplementarity as *structure*” (p. 167, emphasis in original).

If the original text contains one or more words that are typographically emphasized, it is advisable you italicize them and include the indication ‘emphasis in original’ in the relevant citation—as seen above. If you are using italics to highlight a part that was not originally emphasized, the indication should read ‘emphasis added’.

Whenever you wish to cite a footnote, table, figure, etc., you are more than welcome to provide helpful directions. Even though it will suffice to simply refer to the pages that feature such a piece, you can also pinpoint exactly where the cited content can be located—as in the first example below. However, for footnotes, attach an ‘n’ and the sequence number right next to the cited page—as seen in the second example below:

- In order to historicize the issue of “biological kinship”, Haraway (1997, pp. 218–229) splits the twentieth century into three roughly equal periods and, overall, suggests that the relevant stateside discourse first centered around “race”, then “population” and, lastly, “genome” (ibid., Table 6.1, p. 219).
- According to Bloor (1999), the “‘strong’ programme” compensates for the shortcomings of the conventional “‘weak’ programme” in the sociology of knowledge by shunning “the idea that socio-psychological causes need only be sought for error, irrationality and deviation from the proper norms and methodological precepts of science” (p. 81n1).

Verbatim quotes may often require an auxiliary kind of quotation marks. In the last example, some of the excerpted words were originally placed within quotation marks—i.e., the words ‘strong’ and ‘weak’. Therefore, they were reproduced within the present text’s secondary (single) quotation marks (‘...’). For more on primary and secondary quotation marks, see: Chapter 4, p. 18.

Finally, you are reminded that the system described in this section might have largely been patterned after the APA style but also embraces convenient elements from elsewhere. For an exact application of any particular style, rely on the respective guides (as listed in the References) or visit the provided hyperlinks. For any cases that were not covered in this section, follow the APA (2020) manual and, additionally, consult your advisor.

30 The APA (2020, p. 275) suggests unbracketed ellipses for omissions—which, regrettably, can be misconstrued as ellipses in the original. Thus, you may use square brackets. Also, see: Hart & Ritter (2005, pp. 159–160).

31 If your advisor consents, use square brackets (and, when needed, an accompanying footnote) to overtly rectify misleading or distracting errors found in the original. Nonetheless, a bracketed ‘sic’ should usually be adequate.

The 'References' List

The last component of your thesis should be the 'References' list. There, you have to collect every single work you cited throughout your text—whether in its main body or in footnotes, tables, captions and other peripheral pieces. Present these publications as dictated by their particular type. For instance, the aforementioned Thompson article would have to be entered as:

Thompson, E. (1997). Dead Rooms and Live Wires: Harvard, Hollywood, and the Deconstruction of Architectural Acoustics, 1900–1930. *Isis*, 88(4), 597–626.

<https://doi.org/10.1086/383848>

An article reference should begin with the last name(s) of the author(s), their initials and the year of publication as punctuated above³². Next, state the article's title³³ (without using quotation marks) and the journal where it was published. The journal's title should be italicized and followed by the exact³⁴ issue number. Conclude the entry with the page number(s) on which the article appears. Except for the first, every other line of a reference should be once indented. For books and other stand-alone works, you have to follow a similar pattern:

Patrias, K. & Wendling, D. (2020). *Citing Medicine: The NLM Style Guide for Authors, Editors, and Publishers* (Second Edition). Bethesda, MD: National Library of Medicine. Retrieved from: https://www.ncbi.nlm.nih.gov/books/NBK7256/pdf/Bookshelf_NBK7256.pdf

In this case, the authors and year of publication were followed by the book's title (in italics³⁵) as well as the publisher, introduced by its location. When available, include the DOI³⁶ or the web address of references that were published or can be accessed online. In order to refer to a book chapter, combine the two patterns as seen below:

Hackett, E.J., Amsterdamska, O., Lynch, M. & Wajcman, J. (2008). Introduction. In Hackett, E.J., Amsterdamska, O., Lynch, M. & Wajcman, J. (Eds.), *The Handbook of Science and Technology Studies* (Third Edition), 1–7. Cambridge, MA: The MIT Press.

Here, note that the chapter's title was not italicized. The name(s) of the editor(s) should always be followed by the abbreviation '(Ed.)' or, for more than one editors, '(Eds.)'. For additional examples, see the present handbook's own 'References'.³⁷ For a thorough set of rules on reference lists and more examples, see: APA (2020, pp. 281–352).

32 Pay close attention to the overall punctuation of the entries in this page as well as in the References (pp. 23–25).

33 Never italicize the titles of articles. Despite what the APA (2020, p. 291) manual recommends, always capitalize article titles (even if they were not formatted like that in the original publication). For a set of capitalization rules, see the relevant entry in the present guide's Chapter 3, p. 12.

34 First state the volume and, then, the issue number within a parenthesis—as seen in the Thompson reference.

35 Always italicize book titles. Despite what the APA (2020, p. 291) manual recommends, always capitalize book titles (even if they were not formatted like that in the original publication). Also, see: Chapter 3, p. 12.

36 Short for 'Digital Object Identifier'—see more here: <https://www.doi.org/hb.html>. Books rarely have a DOI, but articles almost always do. Find these identifiers here: <https://search.crossref.org/>. Also, see: Chapter 4, p. 17.

37 This list (pp. 23–25) includes the corresponding reference for each and every parenthetical citation found throughout the present guide—even if the citation was only formulated for the sake of argument.

Additional Rules and Reminders

- Use an ampersand (&) when a work has two authors: e.g., (Patrias & Wendling, 2020). When a work has three or more authors, only mention either the alphabetically first or the primary author, followed by the indication 'et al.'³⁸: e.g., (Hackett et al., 2008). Also, see: APA (2020, p. 266).
- Use the indication 'p.' whenever you are citing a single page, but use the indication 'pp.' for two or more pages. For example, it should be (Bloor, 1999, p. 86) but (Bloor, 1999, pp. 86, 98), (Bloor, 1999, pp. 106–107) or (Bloor, 1999, pp. 86, 98, 106–107).
- Within the same citation, separate two or more references with a semicolon and order them chronologically: e.g., (Anonymous, 1945, p. 234; Chernin, 1988, pp. 1062–1063) or (International Steering Committee of Medical Editors [ISCME], 1978; 1979). If a chronology cannot be established, order them alphabetically with respect to their authors.
- As seen in the previous bullet point, when an organization or other collective entity is credited as the author of a text, you may use square brackets to establish an acronym within the first such citation. For any subsequent citations, you can now evade the expanded form and simply resort to the acronym: e.g., (ISCME, 1978, p. 1335).
- When the authors are not provided or cannot be established, either use the indication 'Anonymous' or credit the work to the organization that produced/published it: e.g., (Anonymous, 1945) or (APA, 2020).
- In your 'References', if the same author(s) published two or more works during a given year, order the entries chronologically. If an exact chronology cannot be established, order them alphabetically with respect to their titles. Next, beginning with 'a', add sequential lower-case letters next to the year of publication. These hybrid dates should also appear in the in-text citations. For an example, see the present guide's references for two contemporaneous articles by Harry Collins (2010a; 2010b).
- Despite what other guides might suggest, do not place or retain a comma or period at the end of a quote—even if the punctuation of the original agrees with your sentence. For an example, see: Chapter 4, 'Quotation Marks', p. 18.
- The titles of self-contained works (e.g., books or journals) should always be italicized both in-text and in the 'References'. The titles of partial-works (e.g., articles and book chapters) should never be italicized. When used in-text, place these latter titles within (your primary) quotation marks. Uphold these practices even when partially stating a title.
- Do your utmost to accurately reproduce textual idiosyncrasies or novelties. If you happen upon something extraordinary (say, an in-text mention of Haraway's (1997) book title *Modest_Witness@Second_Millennium.FemaleMan©_Meets_OncoMouse™: Feminism and Technoscience*) either be precise or conscientiously inventive.
- For more examples, keep in mind that the present guide (presumably) adheres to its own rules. For cases that went unaddressed, consult the APA (2020) manual and your advisor.

38 Abbreviation of 'et alii'; Latin for 'and others'.

3. English Usage

This chapter merely compiles a few basic suggestions on English usage and, otherwise, defers to any esteemed style guide. Students writing in Greek should consider any instructions that are not language-specific but may as well consult works like the ones listed in the first appendix (p. 29).

Abbreviations: Rely on non-trivial abbreviations only if they have already been established in the main body of your text as in this example: ‘social construction of technology (SCOT)’. You do not have to establish common abbreviations (‘e.g.’, ‘the EU’, ‘the USA’, ‘et al.’). Do not use periods in capitalized acronyms or initialisms (such as ‘the CMOS’, ‘STS’, ‘UNICEF’) and abbreviations of measurement units (for instance, ‘Hz’, ‘kg’, ‘mol’), but always do so in all other abbreviations (‘i.e.’, ‘cf.’, ‘Dr.’, ‘etc.’). Also, see the ‘Italics’ entry and Footnote 43 in p. 13.

American vs. British English: It is either ‘flavor’ or ‘flavour’. Pick a dialect and be consistent. If you are writing in British English, make sure your text exhibits all the earmarks: single quotation marks in a primary capacity (see p. 18), ‘aeroplanes’, ‘maths’, ‘programmes’ and ‘travelling’ instead of ‘airplanes’, ‘math’, ‘programs’ and ‘traveling’, etc.³⁹ Beyond spelling, also beware of any differences in meaning: an American ‘jurist’ can easily be a judge or a lawyer, while a British ‘jurist’ will more likely be a legal expert.⁴⁰

Capitalization: Always capitalize nouns and adjectives that refer to a language, region and nation/nationality/ethnicity or other designation of heritage: ‘the prevalence of American English’, ‘a Southeast Asian country’, ‘the French countryside’, ‘an Irish writer’, ‘the Black community’⁴¹, etc. Never capitalize words for emphasis—instead, use *italics*. Capitalize official titles before a name but, otherwise, use a lower case: ‘they met with Vice President Ford’, but ‘Ford also served as vice president’. Capitalize proper nouns (or proper noun phrases), historic events, historical periods (except for centuries) and so on: ‘the Ministry of Health’, ‘the Paris Commune’, ‘the Renaissance’, ‘the Sixties’. Do not alter deliberate stylings: ‘the American scholar bell hooks’. Capitalize all titles (including your own) according to these five rules:

- i. Always capitalize the first and last words of a title or subtitle: *To Kill a Mockingbird*; *Strangers on a Train*; *Fear and Loathing: On the Campaign Trail '72*.
- ii. Capitalize all words of five or more letters: *All About Eve*; “All Along the Watchtower”.
- iii. Capitalize all other words except for articles, conjunctions or prepositions: “Stranger in the Village”; *The Spy Who Came In from the Cold*;⁴² *Play It as It Lays*.
- iv. Treat dashes and hyphens as spaces: *The Four-Gated City*.
- v. Treat possessives and contractions as whole words, disregarding the apostrophe: *The Handmaid’s Tale*; *‘Round About Midnight*; *Who’s Afraid of Virginia Woolf?*

39 Setting your preferred dialect as your word processor’s default will definitely be helpful with spelling.

40 Also, see: <https://dictionary.cambridge.org/grammar/british-grammar/british-and-american-english>.

41 See: Chapter 1, ‘On Considerate Language’, p. 4.

42 Here, the word ‘in’ has been capitalized because it functions as an adverb, not a preposition.

Contractions: ‘Aren’t’, ‘can’t’, ‘isn’t’, ‘it’s’, ‘they’re’, ‘won’t’, ‘wouldn’t’ and so on. Unless residing in verbatim quotes, reproduced titles or standardized spellings, your text must contain *no such contractions whatsoever*.⁴³ Also, see Chapter 5, p. 19.

Italics: Italicize the titles (and subtitles) of self-contained works (such as books, journals or newspapers). Do not italicize the titles (and subtitles) of partial works (such as articles or book chapters).⁴⁴ You may sparingly italicize a few words for emphasis (but avoid boldface). Italicize Latin-script foreign words and provide a translation (either in-text or in a footnote) if the context does not convey their meaning. Do not italicize foreign terms or abbreviations that are common in the English language: ‘e.g.’, ‘de facto’, ‘in vitro’, ‘né[e]’, ‘ibid.’.

Numerals: Spell out numerals up and including ‘twelve’/‘twelfth’ and, subsequently, use figures: ‘five articles’, ‘the eighth sample’ but ‘13 articles’, ‘the 21st sample’. You should ignore this rule for standardized spellings or if, somehow, the opposite feels more natural: e.g., ‘North Atlantic Treaty’s Article 5’, ‘Apollo 11’, ‘*The Eighteenth Brumaire*’, ‘the Roaring Twenties’, ‘the twenty-first century’. Hyphenate any spelled-out numbers in the 21–99 range: ‘*Nineteen Eighty-Four*’. For technical information, only use figures. Starting from the back, place a comma before every triplet of an integer’s digits and introduce any decimal part with a period: ‘–12,345.6789’.

Restrictive & Non-Restrictive Relative Clauses: In both American and British English, the pronoun ‘that’ can introduce *restrictive relative clauses* (also known as *defining* or *essential relative clauses*). These clauses are never enclosed in ‘parenthetical’ commas⁴⁵:

→ They discarded the samples that were probably contaminated. [Only some of the samples were probably contaminated. This relative clause defines the term ‘samples’.]

In American English, the pronoun ‘which’ solely introduces *non-restrictive relative clauses* (also known as *non-defining* or *non-essential relative clauses*). In both dialects, ‘parenthetical’ commas isolate non-restrictive clauses from the rest of a sentence:

→ They discarded the samples, which were probably contaminated. [All of the samples were probably contaminated. This relative clause offers additional information.]

In both dialects, ‘who/whose/whom’ may introduce any of the two clauses when they refer to people (with commas being the only way to discern the clause’s function).

In British English, the pronoun ‘which’ can introduce any relative clause (with commas, again, signaling the clause’s function). In both dialects, the pronoun ‘that’ cannot introduce non-restrictive clauses. If you are writing in British English, please accommodate readers who are accustomed to the American convention: do not introduce restrictive relative clauses with the pronoun ‘which’.

43 Consider the word ‘Doctor’. As explained in the *New Hart’s Rules* (Hart & Ritter, 2005, p. 167), abbreviations such as ‘Dr’ are technically contractions: in this case, letters from the middle of the word have been dropped. Contractions as abbreviations are warranted, but remember to use periods: e.g., ‘Dr.’ not ‘Dr’, ‘vs.’ not ‘vs’.

44 As already explained, when mentioned in-text, the titles of partial works should be placed within quotation marks.

45 For more on comma usage, see: Chapter 4, pp. 14–15.

4. Punctuation & Formatting

Despite what one would expect, punctuation can be astoundingly contentious. This chapter compiles some basic such rules but, otherwise, more readily than before, defers to any esteemed style guide. Students writing in Greek may consider any applicable suggestions but should as well consult works like the ones listed in the first appendix (p. 29). For formatting instructions that are more specific than the ones provided, contact your advisor.

Apostrophe: Generally, form the possessives of singular words with an apostrophe (') and an 's', even when tradition dictates otherwise: 'Erasmus's *Ciceronianus*'. Omit the additional 's' when forming the possessives of plurals ending in 's': 'the judges' decision'.

Comma: More often than not, commas have to impart meaning to a wording. Firstly, use a comma to separate consecutive functionally equivalent elements:

- A 'crumbling, abandoned building' is an 'abandoned, crumbling building'. According to the *CMOS*, if you can a) link two or more 'adjectival' terms with an 'and' or b) place them in any order, they should usually be set apart by commas (UCPES, 2017, paragraph 6.36).

Do *not* use a comma to separate terms that serve a different purpose:

- ✓ Acetone is a common organic solvent. [The word 'organic' modifies the word 'solvent'; the word 'common' modifies the compound 'organic solvent'. For a detailed approach to such cases, see: Hart & Ritter (2005, p. 70).]

However, the omission of an otherwise justified comma can be usefully restrictive:

- If I refer to 'the crumbling abandoned building', I am actually referring to the crumbling one between two or more abandoned buildings (and vice versa).

In the above examples, the absence of a comma signified that an adjective *defined* the rest of a phrase, while the presence of a comma signified *additional information*—which is how you would punctuate a relative clause (see Chapter 3, p. 13). Still, the 'sequential' commas that separate equivalent elements and the 'parenthetical' ones that set off non-defining clauses (or other non-essential elements) have a slightly different phenotype—cf. Giavris (2005).⁴⁶ Sequential commas⁴⁷

46 This classification of commas into 'sequential' and 'parenthetical' ones only slightly deviates from the conceptualization and terminology proposed by Giavris (2005), who distinguishes between 'serial' and 'delimiting' commas (p. 111). However, Giavris's 'serial' comma should not be confused with what is commonly referred to as a 'serial comma' in the English-speaking world—see the next footnote.

47 The "Oxford comma" (also known as the "serial comma") is a special case of the sequential comma: it precedes the conjunctions "and or or in a list of three or more items" (Hart & Ritter, 2005, p. 71, emphases in original). In spite of the controversy this convention generates, Oxford University Press (OUP) has been recommending it for over a century because it can occasionally "resolve ambiguity" (ibid.). Beyond OUP, this comma is prescribed by numerous organizations on both sides of the Atlantic—though mostly stateside. The present guide advises against its persistent use but concurs with the *New Hart's Rules* in that, even if not generally employed, the Oxford comma can be sporadically applied when it preempts misinterpretations (ibid.). As with all other textual idiosyncrasies, always retain the Oxford comma in verbatim quotes.

can be solitary because they only disconnect bordering elements from each other. By contrast, parenthetical commas disconnect elements from the rest of the sentence and, hence, have to always come in pairs—unless what they demarcate is placed at the beginning of a sentence or if the second comma is superseded by an end mark, (semi)colon or dash. For instance:

- ✓ I discarded the samples, which were probably contaminated.
- ✓ I discarded the samples, which were probably contaminated, as soon as I got to the lab.
- ? I discarded the samples, which were probably contaminated as soon as I got to the lab. [In this sentence, take note of the change in meaning.]

Beyond non-restrictive relative clauses, any part of a sentence that serves as an aside and does not directly or substantially contribute to some clause (main or other) should, as a general rule, be enclosed in parenthetical commas.

Although there are many nuances to comma usage, you should usually place a comma before a coordinating conjunction that introduces an independent clause and after (or around) a prefatory adverb/phrase or a dependent clause that precedes its main clause:

- ✗ The presentation might have been brief but it was very informative.
- ✓ The presentation might have been brief, but it was very informative.
- ✗ The presentation was brief, but very informative. [No independent clause after 'but'.]
- ✓ The presentation was brief but very informative.
- ✗ I took the train, because my car broke down. ['Because' is a subordinating conjunction.]
- ✓ I took the train because my car broke down.
- ✗ It was sunny outside so I went for a walk. ['So' is a coordinating conjunction.]
- ✓ It was sunny outside, so I went for a walk. [Here, 'so' means 'therefore'.]
- ? I had some coffee, so I can stay up late. ['So' can also be a subordinating conjunction.]
- ✓ I had some coffee so I can stay up late. [Here, 'so' means 'so that'.]
- ✗ Say hello, if you see them. [The dependent clause follows the main clause.]
- ✓ Say hello if you see them.
- ✗ If you see them say hello. [The dependent clause precedes the main clause.]
- ✓ If you see them, say hello.
- ✗ Surprisingly comma usage can be quite finicky.
- ✓ Surprisingly, comma usage can be quite finicky.

Also, avoid comma splices⁴⁸ and never separate the subject from its verb with a comma⁴⁹:

- ✗ It is getting late, I should be leaving.
- ✓ It is getting late. I should be leaving.
- ✗ The short story collection that I read during the holidays, was rather whimsical.
- ✓ The short story collection that I read during the holidays was rather whimsical.

For more rules and examples, see: Hart & Ritter (2005, pp. 67–72), UCPES (2017, paragraphs 6.16–6.55) and APA (2020, pp. 155–156).

48 I.e., the bonding of independent clauses solely through the use of commas.

49 Warranted sequential or parenthetical commas are exempt from this rule.

Dashes, Hyphen: Digital typefaces offer many dash-like marks, but you only need to use the four most common. The longest such symbol is the *horizontal bar* (—).⁵⁰ This typographical sign can attribute a quote to its author(s) or, in some languages, introduce successive lines of dialogue. You may use horizontal bars for epigraphs but not for dialogue.

The *short dash* (–) and the *long dash* (—) are both shorter than a horizontal bar.⁵¹ The long dash functions either as an emphatic semicolon or as an assertive alternative to round brackets and parenthetical commas. It typically spans the entire distance between the words it sets apart, but it can (seldom⁵²) appear spaced on both sides. In quotes, reproduce (or approximate) the original convention. In your own prose, use unspaced, proper long dashes:

- ✓ Ibn Sina—often westernized as Avicenna—was a Persian polymath.
- ✓ Voter turnout was quite low—which is something the pundits failed to predict.

In any case, Greek-speaking students, *beware*: the Greek equivalent of the long dash can be quite shorter than its English counterpart, as it is frequently rendered with a short dash. A single Greek ‘long dash’ is spaced on both sides, but if two (parenthetical) dashes are required, they should be internally adjacent to the words they enclose and externally flanked by single spaces—see: Kalaitzakis (2001, pp. 122–129); Giavris (2005, pp. 63–71).⁵³ Even though this convention is less obtrusive and does not blindside readers with unforeseen end marks, it is not acknowledged by any English style guide and is, virtually, unnoticed in the English language.

The short dash should be used to denote range or to link two or more distinct entities or notions: e.g., ‘pp. 14–18’⁵⁴, ‘the 2021–22 season’, ‘the Paris–Tripoli–Dakar route’, ‘the Penrose–Hawking singularity theorems’. For technical workings, use the short dash as a minus sign either for negative values or in subtractions.⁵⁵

The *hyphen* (-), Greek for ‘together’ or ‘in one’, is the shortest of the dash-like marks. As suggested by its name, this symbol fuses two (or more) words together. You should use a hyphen to link words that are conceptually dependent on each other: e.g., ‘forty-two’. You should usually hyphenate compound adjectives before a noun, but never hyphenate the very same terms if placed after the term they modify: ‘eighteenth-century history’ but ‘the history of the eighteenth century’. The *CMOS* (UCPES, 2017, paragraphs 7.85–7.86) suggests omitting the hyphen when an adverb ending in ‘-ly’ is involved: ‘a highly respected lawyer’. You may also use a hyphen to set apart any incidentally repeated letters in compound words (e.g., ‘re-emerge’ instead of

50 Also known as a ‘quotation dash’.

51 The long and short dashes (or rules) are also known as, respectively, the ‘em’ dash/rule and the ‘en’ dash/rule. The latter terms originate in the traditional typographical practice of matching the lengths of the two marks to those of a font’s ‘M’ or ‘m’ and ‘N’ or ‘n’ letters. Modern typography’s dashes can greatly vary in size across typefaces. Also, see: Hart & Ritter (2005, pp. 79–81); UCPES (2017, paragraph 6.75).

52 The *AP Stylebook* is the only major guide to prescribe long dashes that are spaced on both sides.

53 Certain Greek guides only use ‘long-ish’ dashes that are always spaced on both sides—e.g.: Maronitis (1999).

54 Even though some styles use hyphens for paging ranges, you should prefer short dashes.

55 Nonetheless, except for isolated numbers, you may want to consider processing ‘mathematical’ expressions with specialized software. LaTeX is one such option: <https://www.latex-project.org>. Any thusly formatted figures should be imported into your text as images.

'reemerge') or to break up such constructs if they feel odd: for instance, a 'co-worker' might be more personable than a 'coworker'.⁵⁶

If you cannot decide between a hyphen and a short dash, note that the *New Hart's Rules* (Hart & Ritter, 2005, p. 80) propose a short dash for compounds like "Marxism–Leninism" and "Marxist–Leninist" (with a hyphen possibly replacing the dash in the adjectival form) but, more crucially, compare these two cases: it is "Greek–American negotiations" (i.e., between Greece and the US) but a "Greek-American" person (i.e., "American by birth but Greek by descent").

For more on dashes and hyphens, see: Hart & Ritter (2005, pp. 79–81), UCPES (2017, paragraphs 6.75–6.94) and APA (2020, p. 157).

Fonts: Your advisor will recommend an appropriate typeface and the exact specifications for each occasion. Remember to apply a different weight (e.g., 'semibold', 'bold' or 'black') to titles, headers and so on. Throughout your text, use only one typeface.⁵⁷

General Formatting Suggestions: Before you start drafting your thesis, *turn off your word processor's automatic hyphenation option*. Moreover, apply a justified alignment throughout your entire document and distance chapters with at least two blank lines but sections or subsections with only one. You might also want to consider starting new chapters on a fresh page. Never detach consecutive paragraphs with blank lines, but insert a single blank line above and beneath each block quote, figure, table etc. You may also dedicate an entire page to a figure or table, especially if such a component occupies more than half of it. Avoid elaborate formatting before the pre-submission phase. Also, see the 'Indents & Block Quotes' entry below.

Hyperlinks: Hyperlinks should be functional and visually distinguishable from the rest of your text. When long-winded hyperlinks throw off your sentence spacing, you may present them on a fresh line or in a footnote. In the 'References', always provide the URL form of DOIs: e.g., instead of '10.1136/bmj.1.6123.1334', it should be '<https://doi.org/10.1136/bmj.1.6123.1334>'.

Indents & Block Quotes: Except for a) the first paragraph of a chapter, section or subsection and b) the first paragraph after a figure, table, etc., use the 'tab' key to indent the first line of all other paragraphs. In the 'References', indent the entire left side of an entry except for its first line. Block quotes should be indented on both sides. In order to accomplish this effect, edit the page layout settings or your word processor's paragraph style for the particular text lines. Set apart block quotes from their adjacent paragraphs with single blank lines. Do not enclose block quotes in quotation marks.

⁵⁶ A diaeresis (ö) is another way to disentangle adjacent vowels: e.g., 'reëmerge'. Except when found in quotes and deliberate or standardized spellings (e.g., 'Chloë', 'Noël', '*Laocoön and His Sons*', 'naïve'), this diacritic should be avoided: it is distracting and cannot fully replace the hyphen (e.g., it does not tackle consonants). The only major publication to still uphold this convention is the *New Yorker*. Yet, for an interesting vignette on this magazine's unflinching espousal of the diaeresis during a decades-old effort "to keep the cow out of co-workers", see: Norris (2012). Also, cf. 'Special Characters', p. 18.

⁵⁷ For a number of TeX-compatible Greek typefaces, see: 'Appendix for Greek-Speaking Students', p. 29.

Quotation Marks: There are two combinations of quotation marks at your disposal: single ('...') and double ("..."), with each variety exclusively employed either in a primary or a secondary capacity. In American English, double quotation marks are often the primary ones, while single quotation marks are typically reserved for quotes within quotes.⁵⁸ In British English, this order is usually inverted. Both practices are acceptable if properly and consistently applied, but the use of double quotation marks in a primary capacity is strongly recommended. Unless you are writing in Greek (or French, for that matter), never use guillemets («...»).

Primary quotation marks should surround a) the titles of partial works (such as articles or chapters) when mentioned in-text and b) all verbatim quotes (except for block quotes and epigraphs). Despite what other guides suggest, do not place/retain a comma or period at the end of a quote, even if the punctuation of the original agrees with your sentence:

- ✘ Jasanoff (2012, p. 437) claims that "Fleck's scientists are situated in culture and embedded in history," as they are not solely affected by "theory-internal heuristics and exemplars."
- ✔ Jasanoff (2012, p. 437) claims that "Fleck's scientists are situated in culture and embedded in history", as they are not solely affected by "theory-internal heuristics and exemplars".

Traditionally, primary quotation marks have also been a means to signify skepticism, irony and other sentiments—that is, as 'scare quotes'—or, alternatively, to indicate that a term is being used 'as such'. You are encouraged to eschew tradition by utilizing your *secondary* quotation marks to achieve these effects—as seen throughout this handbook as well as in the previous sentence. This rare but not unheard-of⁵⁹ practice is objectively superior to the established one because it averts the misreading of any thusly differentiated terms as verbatim quotes:

- ✘ If you disregard the author's biographical note, the word "technology" does not appear anywhere in Leo Marx's (2008) article "The Idea of Nature in America".
- ✔ If you disregard the author's biographical note, the word 'technology' does not appear anywhere in Leo Marx's (2008) article "The Idea of Nature in America".

For more on quotation marks, see: Hart & Ritter (2005, pp. 85–86), UCPES (2017, paragraphs 6.114–6.115) and APA (2020, pp. 157–159).

Special Characters: Preserve the diacritics of Latin-script alphabets that are found in names, titles, quotes, deliberate or standardized spellings and terms that are appropriated from a foreign language: 'the El Niño–Southern Oscillation', 'Ålesund', 'née Maria Skłodowska', 'Françoise Barré-Sinoussi', 'raison d'être', etc. Reproduce the ligatures 'æ' and 'œ' if the above conditions apply, but, otherwise, do not use them in words that are part of the English language. For instance, it should be 'Arne Næss', 'Deleuze & Guattari's *L'Anti-Œdipe*' and '*Annuit Cœptis*' but 'aerosol', 'Deleuze & Guattari's *Anti-Oedipus*' and 'amoeba'. Always prefer an alternative spelling for words that contain an *Eszett* (ß): it should be 'Ebertstrasse' not 'Ebertstraße'.

58 Beyond quotes within quotes, use your secondary marks around any other excerpted words that were originally placed in quotation marks—see the following paragraph on 'scare quotes' and referential quotation marks.

59 This convention has been observed at most as early as 1908 (Fowler & Fowler, 1908, pp. 287–288) and at least as late as 2004 (Peters, 2004, p 455).

5. Proofreading Tips & Pre-Submission Checklist

Before you hand in the final version of your thesis, make sure you have thoroughly proofread it. Firstly, do not be quick to dismiss a quirky but time-honored editing practice: reading backwards. Inspecting a selection of text from right to left may reveal minuscule slip-ups that can easily be overlooked—like the omission of an article or preposition. Since reading your entire thesis backwards definitely qualifies as an overkill, you should mostly resort to this technique when dealing with challenging segments, complicated parenthetical citations, etc.

Another error that frequently goes undetected is the accidental⁶⁰ insertion of two or more consecutive spaces. As this misprint can often be next to invisible, track down multiple spaces by running your word processor's 'Find' tool⁶¹ and entering two spaces into the search key field. This tool is also invaluable in expunging inappropriate contractions⁶², typographical errors and other transgressions—such as the ones listed below:

Common Typos

and—end	each—its—it's
than—then	their—there—they're
these—this	to—too
your—you're	were—we're—where

Common Pitfalls

adaption—adoption	affect—effect
criticize—critique	engendered—gendered
entitled—titled	gender—sex
historic—historical	related—relative—relevant
relation—relationship	social—societal—sociological

Generally, even though you should not endlessly question your choice of words⁶³, be as mindful as possible and edit/proofread with modesty.

In pp. 21–22, you will find instructions on how to fill in your thesis cover. These have been embedded in the templates of both the Greek and English versions. The cover itself will be forwarded to you as a separate file. Before you submit your work to the Library of the School of Sciences⁶⁴, verify that the original document has been accurately exported as PDF and take the time to diligently complete the following pre-submission checklist.

60 You should form indents either by using the 'tab' key or by modifying your document's layout. That being so, it is inconceivable why your text would intentionally contain any consecutive spaces.

61 The 'Ctrl+F'/'Cmd+F' shortcut will probably activate this feature.

62 The 'Find' tool should also be sensitive to punctuation. If not, adjust your word processor's settings.

63 Do not forget that the program's personnel can help you refine your text.

64 Greek-speaking students should follow this procedure: <http://sci.lib.uoa.gr/ypiresies/psifiaki-bibliothiki-gkrizas-bibliografias/odigies.html>. Students who do not speak Greek will be assisted in submitting their thesis but can find more about the Library of the School of Sciences here: <http://www-en.lib.uoa.gr/libraries/sciences.html>.

Pre-Submission Checklist

- The official cover page has been carefully completed and incorporated into my file.
- I checked for and eliminated any unnecessarily gendered pronouns or other biased language.
- I made sure all quotes are properly attributed to their author(s).
- I made sure citations contain the indication 'p.' when pointing to a single page and 'pp.' when pointing to two or more pages.
- I made sure all citations are properly associated with an entry on the 'References' list.
- I checked for and eliminated any inappropriate contractions.
- I checked for common typos/pitfalls and corrected them.
- I checked for and eliminated any double spaces or formatting errors.
- I carefully proofread my entire thesis (including the 'References' list).
- I filled in the blank lines below with any bad writing habits I might have (or tasks I have to perform) and ensured these were properly dealt with.
-
-
-
-
-
-
-
-
-
-
-
-



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Εθνικόν και Καποδιστριακόν
Πανεπιστήμιον Αθηνών

Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών

Τμήμα Ιστορίας και Φιλοσοφίας της Επιστήμης
&
Τμήμα Πληροφορικής και Τηλεπικοινωνιών

Διατμηματικό Πρόγραμμα Μεταπτυχιακών Σπουδών:
«**Science, Technology, Society—Science and Technology Studies**»

Διπλωματική Εργασία (MSc Thesis)
[Title in the text's language—Use boldface and double guillemets («...»)]
[Name of student in boldface—Do not transliterate]
Αριθμός Μητρώου: [Registration number]

Τριμελής Συμβουλευτική Επιτροπή:
[Name of advisor in Greek, position] (επιβλέπον μέλος)
[Name in Greek, position] (μέλος)
[Name in Greek, position] (μέλος)

Αθήνα [Year]



HELLENIC REPUBLIC
**National and Kapodistrian
University of Athens**

National and Kapodistrian University of Athens

Department of History and Philosophy of Science
&

Department of Informatics and Telecommunications

Interdepartmental Graduate Program:

Science, Technology, Society—Science and Technology Studies

MSc Thesis

[Title in English, boldface and double quotation marks]

[Name of student in boldface]

Registration Number: [...]

Thesis Advisory Committee:

[Name, position] (advisor)

[Name, position] (member)

[Name, position] (member)

Athens [Year]

Afterword

This guide hopefully produced some sensible solutions to the issues that usually befall graduate students or, at least, introduced you to a number of informative resources that will allow for a smoother supervision of your effort. Nonetheless, as academic writing—and, generally, all discourse—is ever-evolving and indeterminately complex, you should not be confounded by predicaments on which the literature offers no definite or satisfactory instructions. Instead, seek your advisor’s counsel (who, again, is the sole arbiter of your thesis’s stylistic disposition), be imaginative and, all in all, remember Horace (ca. 10 BCE/1997, p. 192): “[Usage] controls the laws and rules and standards of language”.

References

- Anonymous (1945). Editorial Response to C. Langton Hewer. *British Medical Journal*, 1(4389), 234. <https://doi.org/10.1136/bmj.1.4389.234>
- American Psychological Association (2020). *Publication Manual of the American Psychological Association* (Seventh Edition). Washington, DC: American Psychological Association.
- Bloor, D. (1999). Anti-Latour. *Studies in History and Philosophy of Science Part A*, 30(1), 81–112. [https://doi.org/10.1016/s0039-3681\(98\)00038-7](https://doi.org/10.1016/s0039-3681(98)00038-7)
- Chernin, E. (1988). The “Harvard System”: A Mystery Dispelled. *BMJ*, 297(6655), 1062–1063. <https://doi.org/10.1136/bmj.297.6655.1062>
- Collins, H. (2010a). The Philosophy of Umpiring and the Introduction of Decision-Aid Technology. *Journal of the Philosophy of Sport*, 37(2), 135–146. <https://doi.org/10.1080/00948705.2010.9714772>
- Collins, H. (2010b). A Long Hunt for Gravity's Waves. *New Scientist*, 208(2788), 30–31. [https://doi.org/10.1016/S0262-4079\(10\)62949-1](https://doi.org/10.1016/S0262-4079(10)62949-1)
- Derrida, J. (1997). *Of Grammatology* (Corrected Edition). Baltimore, MD: Johns Hopkins University Press. (Translated and with an introduction by Gayatri Chakravorty Spivak. The French original was published in 1967.)
- Felt, U., Fouché, R., Miller, C.A. & Smith-Doerr, L. (2017). Introduction to the Fourth Edition of The Handbook of Science and Technology Studies. In Felt, U., Fouché, R., Miller, C.A. & Smith-Doerr, L. (Eds.), *The Handbook of Science and Technology Studies* (Fourth Edition), 1–26. Cambridge, MA: The MIT Press.
- Fowler, H.W. & Fowler, F.G. (1908). *The King's English* (Second Edition). Oxford: Clarendon Press. Available here: <https://archive.org/details/cu31924026640908/mode/2up>
- Giavris, A. (2005). *I Stixi sti Grapti Epikoinonia: Odigos gia Osous Meletoun, Didaskoun kai Epimelountai Poikila Eidi Keimenon* [Punctuation in Written Communication: A Guide for Those Who Study, Teach or Edit Various Types of Texts]. Athens: Kedros.
- Hackett, E.J., Amsterdamska, O., Lynch, M. & Wajcman, J. (2008). Introduction. In Hackett, E.J., Amsterdamska, O., Lynch, M. & Wajcman, J. (Eds.), *The Handbook of Science and Technology Studies* (Third Edition), 1–7. Cambridge, MA: The MIT Press.

- Haraway, D. (1997). *Modest_Witness@Second_Millennium.FemaleMan©_Meets_OncoMouse™: Feminism and Technoscience*. New York & London: Routledge.
- Hart, H. & Ritter, R. M. (2005). *New Hart's Rules*. Oxford: Oxford University Press.
- Horace (1997). *Ars Poetica*. In Horace, Persius & Rudd, N., *Horace: Satires and Epistles; Persius: Satires*, translated by Niall Rudd, 190–203. London: Penguin Books. (In his introduction, Rudd maintains that this poem was composed circa 10 BCE [p. 24].)
- International Committee of Medical Journal Editors (2008). *Uniform Requirements for Manuscripts Submitted to Biomedical Journals: Writing and Editing for Biomedical Publication* (Updated October 2008). Retrieved from:
http://www.icmje.org/recommendations/archives/2008_urm.pdf
- International Steering Committee of Medical Editors (1978). Uniform Requirements for Manuscripts Submitted to Biomedical Journals. *British Medical Journal*, 1(6123), 1334–1336. <https://doi.org/10.1136/bmj.1.6123.1334>
- International Steering Committee of Medical Editors (1979). Uniform Requirements for Manuscripts Submitted to Biomedical Journals. *British Medical Journal*, 1(6162), 532–535. <https://doi.org/10.1136/bmj.1.6162.532>
- Jasanoff, S. (2012). Genealogies of STS. *Social Studies of Science*, 42(3), 435–441. <https://doi.org/10.1177/0306312712440174>
- Kalaitzakis, F. (2001). *To Komma kai ta Alla Simeia Stixis sti Neoelliniki Glossa* [The Comma and the Other Punctuation Marks in the Neohellenic Language]. Athens: Savalas Publishers.
- Latour, B. (1996). On Actor-Network Theory: A Few Clarifications. *Soziale Welt*, 47(4), 369–381. <http://www.jstor.org/stable/40878163>
- Lipson, C. (2018). *Cite Right: A Quick Guide to Citation Styles—MLA, APA, Chicago, the Sciences, Professions, and More* (Third Edition). Chicago: The University of Chicago Press.
- Maronitis, D. N. (1998). *To Egkolpio tis Orthis Grafis* [The Vade Mecum of Correct Writing]. Publication of the *Tachydromos* magazine.
- Marx, L. (2008). The Idea of Nature in America. *Daedalus*, 137(2), 8–21. Available here: <https://www.amacad.org/publication/idea-nature-america>

- Norris, M. (2012). The Curse of the Diaeresis. *The New Yorker*. Retrieved from: <https://www.newyorker.com/culture/culture-desk/the-curse-of-the-diaeresis>
- Patrias, K. & Wendling, D. (2020). *Citing Medicine: The NLM Style Guide for Authors, Editors, and Publishers* (Second Edition). Bethesda, MD: National Library of Medicine. Retrieved from: https://www.ncbi.nlm.nih.gov/books/NBK7256/pdf/Bookshelf_NBK7256.pdf
- Peters, P. (2004). *The Cambridge Guide to English Usage*. Cambridge: Cambridge University Press.
- Sismondo, S. (2008). Science and Technology Studies and an Engaged Program. In Hackett, E.J., Amsterdamska, O., Lynch, M. & Wajcman, J. (Eds.), *The Handbook of Science and Technology Studies* (Third Edition), 13–31. Cambridge, MA: The MIT Press.
- Strunk, W., Jr. & White, E.B. (2000). *The Elements of Style* (Fourth Edition—International Edition). New York: Longman.
- Thompson, E. (1997). Dead Rooms and Live Wires: Harvard, Hollywood, and the Deconstruction of Architectural Acoustics, 1900–1930. *Isis*, 88(4), 597–626.
<https://doi.org/10.1086/383848>
- University of Chicago Press Editorial Staff (2017). *The Chicago Manual of Style* (Seventeenth Edition). Chicago: The University of Chicago Press.
- White, E.B. (2000). Introduction. In Strunk, W., Jr. & White, E.B., *The Elements of Style* (Fourth Edition—International Edition), xiii–xviii. New York: Longman.

Online Resources

Cambridge University Press's online dictionary (<https://dictionary.cambridge.org/>) also offers a thesaurus and a section with advice on grammar, punctuation, English usage and other topics. For instance, you might want to consider these entries:

<https://dictionary.cambridge.org/grammar/british-grammar/at-on-and-in-place>
<https://dictionary.cambridge.org/grammar/british-grammar/detached-impersonal-style>
<https://dictionary.cambridge.org/grammar/british-grammar/easily-confused-words>
<https://dictionary.cambridge.org/grammar/british-grammar/it-this-and-that-in-paragraphs>

Lexico (<https://www.lexico.com/>)—a joint endeavor by Dictionary.com and Oxford University Press—likewise offers a dictionary, a thesaurus and advice on grammar, punctuation, English usage and other topics. For instance, you might want to consider these entries:

<https://www.lexico.com/grammar/avoiding-redundant-expressions>
<https://www.lexico.com/grammar/writing-help/building-a-piece-of-writing>
<https://www.lexico.com/grammar/commonly-confused-words>
<https://www.lexico.com/grammar/top-tips-for-better-writing>

Most organizations that have developed their own referencing style also maintain dedicated online support centers. These typically feature each style's basic rules as well as recommendations on writing, editing, formatting etc.

- For the American Psychological Association's style, see: <https://apastyle.apa.org/>
- For *The Chicago Manual of Style*, see: <https://www.chicagomanualofstyle.org/home.html>
- For the (Chicago-affiliated) Turabian guide, see:
<https://www.chicagomanualofstyle.org/turabian.html>
- For the MLA style, see: <https://style.mla.org/>

For a Greek guide to APA's referencing system by the Aristotle University of Thessaloniki, see:

https://www.lib.auth.gr/sites/default/files/docs_files/APA-examples-gre.pdf

You can access the European Commission's English style guide here:

https://ec.europa.eu/info/sites/default/files/styleguide_english_dgt_en.pdf

To romanize Greek words according to the ELOT 743 standard (which is equivalent to the ISO 843 standard), use this converter:

<http://www.passport.gov.gr/passports/GrElotConverter/GrElotConverterEn.html>

For STS-related links and other resources, visit the program's home page: <https://sts.phs.uoa.gr/>

Index

abbreviations	12, 13	indents	7, 10, 17
apostrophe	14	interpolation	8–9
block quotes	7, 17, 18	italics	9, 10, 11, 12, 13
capitalization	4, 10, 12, 32	language—considerate	4
comma	13, 14–15	American vs. British English	12, 13, 14, 18
comma splice	3, 15	narrative citation	8
Oxford comma	14, 32	numerals	13, 16
contractions	3, 12, 13, 19	quotation marks	6, 7, 9, 10, 11, 12, 13, 17, 18
cover pages (for your thesis)	19, 21–22	References (list)	10, 11, 17, 18
dashes	12, 15, 16– 17	restrictive and non-restrictive relative clauses	13, 14–15
diacritics (of Latin-script alphabets)	17, 18	romanization, transliteration	27, 29
DOI (Digital Object Identifier)	10, 17	special characters	11, 18
emphasis	9, 12, 13	STS terminology	32
fonts/typefaces	17, 29	style—writing	2–4
formatting (general suggestions)	17	referencing	5–11
Harvard system	5	guides	1, 2
horizontal bar	16	Vancouver system	5
hyperlinks	10, 17		
hyphenation	12, 13, 16– 17		

Appendix for Greek-Speaking Students

As this compendium's writing instructions will mostly be helpful to students writing in the English language, students composing their thesis in Greek should additionally consult guides like the ones listed below. Although some of the advice found therein can be universally applicable, you should always cross-check with an English style guide if you are not writing in Greek.

Γιαβρής, Α. (2005). *Η Στίξη στη Γραπτή Επικοινωνία: Οδηγός για Όσους Μελετούν, Διδάσκουν και Επιμελούνται Ποικίλα Είδη Κειμένων*. Αθήνα: Κέδρος.

Καλαϊτζάκης, Φ. (2001). *Το Κόμμα και τα Άλλα Σημεία Στίξης στη Νεοελληνική Γλώσσα*. Αθήνα: Εκδόσεις Σαββάλα.

Μαρωνίτης, Δ. Ν. (1998). *Το Εγκόλπιο της Ορθής Γραφής*. Έκδοση του περιοδικού *Ταχυδρόμος*.

Μπαμπινιώτης, Γ. (2014). *Λεξικό των Δυσκολιών και των Λαθών στη Χρήση της Ελληνικής: Γλωσσικός Σύμβουλος*. Αθήνα: Κέντρο Λεξικολογίας.

For the European Commission's Greek style guide, visit the next link and see pp. 235–424:

https://ec.europa.eu/info/sites/default/files/styleguide_greek_dgt_el.pdf

If you are writing in English but have to refer to a work written in Greek (or in any language other than English), the APA (2020, p. 301) suggests this modification to its regular patterns: transliterate any non-Latin-script parts and, within square brackets, provide the English translation of the cited text's title right after the original title.⁶⁵ For instance, the aforementioned guide by Giavris (2005) was listed in the present guide's 'References' as:

Giavris, Α. (2005). *Ι Stixi sti Grapti Epikoinonia: Odigos gia Osous Meletoun, Didaskoun kai Epimelountai Poikila Eidi Keimenon* [Punctuation in Written Communication: A Guide for Those Who Study, Teach or Edit Various Types of Texts]. Athens: Kedros.

To romanize Greek words according to the ELOT 743 standard (which is equivalent to the ISO 843 standard), use this converter:

<http://www.passport.gov.gr/passports/GrELOTConverter/GrELOTConverter.html>

For a collection of Greek typefaces distributed under the SIL Open Font License, visit the web page of the Greek Font Society (GFS)⁶⁶: <https://greekfontsociety-gfs.gr/>. There, among other offerings, you will find TeX-compatible typefaces (<https://greekfontsociety-gfs.gr/typefaces/TeX>) as well as the *GFS Neohellenic Math* (<https://greekfontsociety-gfs.gr/typefaces/Math>), which contains plenty of mathematical and logical symbols.

⁶⁵ The APA (2020) manual merely requires the translated title of the text you are citing: e.g., translate the title of a book chapter but only provide the title of the book itself in the original language (p. 301).

⁶⁶ The GFS recreates historical Greek typefaces but also builds more modern fonts. If your advisor consents, you might want to consider one of the Society's less ornate specimens.

Appendix on STS Research

Fortunately, there is no shortage of great introductory works in the field of science and technology studies. The few publications cursorily listed below offer everything from insightful thematic overviews to novel theorizations. Even if you are already acquainted with these texts, remember that they also furnish comprehensive bibliographies on any given STS subfield.

Biagioli, M. (Ed.) (1999). *The Science Studies Reader*. New York & London: Routledge.

Bijker, W. E., Hughes, T. P. & Pinch, T. (Eds.) (2012). *The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology* (Anniversary Edition). Cambridge, MA: The MIT Press.

Bijker, W.E. & Law, J. (Eds.) (1992). *Shaping Technology/Building Society: Studies in Sociotechnical Change*. Cambridge, MA: The MIT Press.

Harding, S. G. (Ed.) (2011). *The Postcolonial Science and Technology Studies Reader*. Durham, NC: Duke University Press.

Jasanoff, S. (Ed.) (2004). *States of Knowledge: The Co-Production of Science and Social Order*. London: Routledge.

Kleinman, D. L. & Moore, K. (Eds.) (2014). *Routledge Handbook of Science, Technology and Society*. New York & London: Routledge.

MacKenzie, D. & Wajcman, J (Eds.) (1999). *The Social Shaping of Technology: How the Refrigerator Got Its Hum* (Second Edition). Milton Keynes: Open University Press.

Pickering, A. (Ed.) (1992). *Science as Practice and Culture*. Chicago: Chicago University Press.

Restivo, S. P. (Ed.) (2005). *Science, Technology, and Society: An Encyclopedia*. Oxford: Oxford University Press.

Sismondo, S. (2009). *An Introduction to Science and Technology Studies* (Second Edition). Wiley-Blackwell.

However, the backbone of STS's literature has arguably been *The Handbook of Science and Technology Studies*. The various editions of this companion were overseen by the Society for Social Studies of Science (4S) and feature chapters by most of the field's eminent scholars. Its first two incarnations were published by SAGE in 1977 (edited by Spiegel-Rösing & de Solla Price) and 1995 (edited by Jasanoff et al., with a 2001 revision being limited to modifications in the references). The next two volumes were published by the MIT Press in 2008 (edited by Hackett et al.) and 2016 (edited by Felt et al.). Note that each iteration is radically different in terms of content. The bibliographical information of the four volumes is as follows:

Felt, U., Fouché, R., Miller, C.A. & Smith-Doerr, L. (Eds.) (2016). *The Handbook of Science and Technology Studies* (Fourth Edition). Cambridge, MA: The MIT Press.

Hackett, E.J., Amsterdamska, O., Lynch, M. & Wajcman, J. (Eds.) (2008). *The Handbook of Science and Technology Studies* (Third Edition). Cambridge, MA: The MIT Press.

Jasanoff, S., Markle, G. E., Peterson, J. C. & Pinch, T. (Eds.) (2001). *Handbook of Science and Technology Studies* (Revised Edition). SAGE Publications.

Spiegel-Rösing, I. & de Solla Price, D.J. (Eds.) (1977). *Science, Technology and Society: A Cross-Disciplinary Perspective*. SAGE Publications.

For more on these handbooks, see: <https://www.4sonline.org/4s-publications/handbook-of-sts-2/>

Having reviewed this basic literature, you might want to begin looking for articles that pertain to your topic by exploring the archives of these journals:

- **Social Studies of Science:** <https://journals.sagepub.com/home/sss>
- **Science, Technology, & Human Values:** <https://journals.sagepub.com/home/sth>
- **Science as Culture:** <https://www.tandfonline.com/toc/csac20/current>
- **Science, Technology and Society:** <https://journals.sagepub.com/home/sts>
- **Science & Technology Studies:** <https://sciencetechnologystudies.journal.fi/>
- **Bulletin of Science, Technology and Society:** <https://journals.sagepub.com/home/bst>
- **Social Epistemology:** <https://www.tandfonline.com/toc/tsep20/current>
- **Technology and Culture:** <https://www.press.jhu.edu/journals/technology-and-culture>
- **Isis:** <https://www.journals.uchicago.edu/journals/isis/about>
- **Osiris:** <https://www.journals.uchicago.edu/journals/osiris/about>
- **The British Journal for the Philosophy of Science:**
<https://www.journals.uchicago.edu/toc/bjps/current>
- **Philosophy of Science:** <https://www.journals.uchicago.edu/toc/phos/current>
- **Studies in History and Philosophy of Science**⁶⁷:
<https://www.journals.elsevier.com/studies-in-history-and-philosophy-of-science>
- **Social Science & Medicine:**
<https://www.journals.elsevier.com/social-science-and-medicine>

⁶⁷ This journal was formerly published in three parts. In the 1990s, *Part A* became the non-specific successor to the pre-existing journal of the same name as *Part B* and, later, *Part C* were established to respectively focus on modern physics and the biomedical sciences. In January 2021, all three journals were merged and the consolidated publication simply reverted to the original title: *Studies in History and Philosophy of Science*. For more on this merger, see: <https://www.sciencedirect.com/science/article/pii/S0039368121000558>.

One last issue that merits your attention is the field's nomenclature. Throughout its existence, STS has undergone several redefinitions, which, in turn, spawned more than a few labels: e.g., 'the study of science, technology and society'⁶⁸ (Felt et al., 2017, p. 5), 'Science, Technology and Society' (or 'Science, Technology, and Society' for those who swear by the Oxford comma) and 'science and technology studies'. These have been shortened to, respectively, "SSTS" (ibid.), 'ST&S' and 'S&TS', but, in recent years, such abbreviations have largely faded in favor of 'STS'.

In your thesis, rely on the acronym 'STS' and the expanded form 'science and technology studies' in order to a) refer to your own perspective, b) describe any scholars that have self-identified as such or c) make (cautious) general statements. As academic disciplines are not proper nouns, this expanded form should only be capitalized in titles, etc.: '*The Postcolonial Science and Technology Studies Reader*' but 'science and technology studies have never been more relevant'. The phrase 'science, technology and society' should preferably outline STS's object of inquiry. However, if you insist on this term (or a variant like 'Science, Technology, Society') as the field's designation, resort to a capitalized form so as to indicate a figurative use of these words. In such a case, you should also be alert to any unintentional mischaracterizations: 'Science, Technology and Society' is, by now, more common as a moniker for STS's 'progressive wing'—cf. Sismondo (2008, p. 18).

Overall, before you start drafting your thesis, you might want to refresh your knowledge of STS's history and vocabulary by reading (or revisiting) the editors' introduction to the latest edition of *The Handbook of Science and Technology Studies*—i.e., Felt et al. (2017).

68 Felt et al. (2017, p. 5) remind the reader that this (somewhat dated) term and its acronym, 'SSTS', were the ones used in 4S's inaugural handbook.

Credits & Acknowledgments

The first version of this compendium was developed by scientific assistant Alexandros Hondros under the supervision of Prof. Aristotle Tympas.

The *Jost*, *Fira Sans* and *GFS Artemisia* typefaces were used under the SIL Open Font License.
See more information here:

<https://fonts.google.com/specimen/Jost>

<https://fonts.google.com/specimen/Fira+Sans?subset=greek>

https://greekfontociety-gfs.gr/typefaces/20th_21st_century#GFS_Artemisia