



Course and Examination Fact Sheet: Spring Semester 2025

8,691: Medien/Media: Queer Digital Cultures

ECTS credits: 3

Overview examination/s

(binding regulations see below)

decentral - Presentation, Analog, Group work group grade (30%)

Examination time: Term time

decentral - Written work, Digital, Individual work individual grade (70%)

Examination time: Term time

Attached courses

Timetable -- Language -- Lecturer

[8,691,1.00 Medien/Media: Queer Digital Cultures](#) -- English -- [Trott Benjamin](#)

Course information

Course prerequisites

None

Learning objectives

Upon completion of the course, students will:

- have a critical understanding of how 'queerness' is approached in Cultural and Media Studies
- be acquainted with the practical and technical means through which 'queer digital cultures' are shaped; including by app designers, through social media platforms, and by online forms of activism and campaigning
- have a critical capacity to theorise and reflect on these phenomena
- have been introduced to 'intersectional' approaches to thinking about gender and sexuality, including within digital cultures

Course content

Digital media, digital technologies and digital infrastructures shape contemporary culture in many and far-reaching ways. This seminar examines their impact on 'queer' culture in particular. Here 'queer' is understood, first, as referring to LGBT (i.e. lesbian, gay, bisexual and transgender) cultures but also, second and more broadly, to cultures that contest or subvert dominant norms around gender and sexuality. Students will explore recent efforts to theorise the relationship between transformations in information, digital and other technologies, and transformations in the fields of gender and sexuality. They will examine recent empirical as well as theoretically-informed work on the ways that digital media and technologies are transforming queer life and culture. And they will address the extent to which the study of digital cultures can be productively approached from a queer perspective.

Issues that will be explored include the following:

- The role of digital media in transgender self-representation
- How social media hashtags (like #lesbian) can facilitate both the production of community and the (de-)stabilisation of identity categories
- How LGBT and queer intimacies are being transformed through dating and 'hook-up' apps (such as Grindr, Her, Tinder and Lex)
- How digital media and 'techno-capitalism' play a role in regulating sexuality, gender and pleasure today



- What it means not only to study LGBT gamers, game creators, and game content, but also to study video games *queerly*
- The role of 'intersectional' theories and methods in analyzing queer digital cultures.

Course structure and indications of the learning and teaching design

Students should come to seminars having carefully carried out the required readings. Each seminar will begin with a short presentation by a student, or small group of students, lasting at least 15- but no longer than 20-minutes. These presentations should not provide a comprehensive summary of the text(s) due for discussion. Instead, your task will be to clearly set out three claims that you think are the most important or interesting made by the text(s). You should end your presentation by offering two or three possible questions for discussion. These questions should be kept concise (a maximum of two short sentences!) They need not necessarily be related to the three claims that you identify.

Contextual Studies are considered part of **Contact Learning**; thus, taking part properly implies **regular attendance**. It is the students' own responsibility to ensure that there is **no timetable clash** between the courses they have chosen. A detailed course outline and all relevant documents will be made available on **StudyNet**. Only the current timetable as published on **Courses** does apply.

Course literature

The following literature will be explored in the seminar (a full literature list will be made available via StudyNet):

Ahlm, Jody (2017) "Respectable Promiscuity: Digital Cruising in an Era of Queer Liberalism", in: *Sexualities* Vol. 20, No. 3, pp.364-379

Chen, Jian and Olivares, Lissette (2014) "Transmedia", in: *TSQ - Transgender Studies Quarterly*, Vol. 1, No. 1-2 (May 2014) pp.245-248

Hanckel, Benjamin (2019) "'That's Not Necessarily for Them': LGBTIQ+ Young People, Social Media Platform Affordances and Identity Curation", in: *Media, Culture & Society* 41, Issue 8 pp.1261-1278

Herrera, Andrea P. (2018) "Theorizing the Lesbian Hashtag: Identity, Community, and the Technological Imperative to Name the Sexual Self", in: *Journal of Lesbian Studies*, Vol. 22, No. 3 pp.313-328

Raun, Tobias (2015) "Archiving the Wonders of Testosterone via YouTube", in: *TSQ - Transgender Studies Quarterly*, Vol. 2, No. 4 pp.701-709

Shaw, Adrienne and Ruberg, Bonnie (2017) *Queer Game Studies* (University of Minnesota Press) [extracts]

Additional course information

Dr. Ben Trott, the seminar instructor, has taught regularly at the University of St. Gallen since 2021. He is otherwise Visiting Professor in the School of Culture and Society at Leuphana University of Lüneburg, Germany, where he is speaker of the university-wide Gender and Diversity Research Network. His research is located in the fields of Queer/Gender Studies, Political Theory/Philosophy, and the study of social movements (including queer, feminist and labour movements). He is co-editor of *Queer Studies. Schlüsseltexte* (Suhrkamp, 2023).

Examination information

Examination sub part/s

1. Examination sub part (1/2)

Examination modalities

Examination type	Presentation
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Analog
Time of examination	Term time
Examination execution	Asynchronous
Examination location	On Campus
Grading type	Group work group grade



Weighting 30%
Duration --

Examination languages
Question language: English
Answer language: English

Remark
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Examination-aid rule
Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids
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2. Examination sub part (2/2)

Examination modalities
Examination type Written work
Responsible for organisation decentral
Examination form Written work
Examination mode Digital
Time of examination Term time
Examination execution Asynchronous
Examination location Off Campus
Grading type Individual work individual grade
Weighting 70%
Duration --

Examination languages
Question language: English
Answer language: English

Remark
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Examination-aid rule
Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids
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Examination content

1. PRESENTATION (30%)

Most seminars will begin with a short presentation by a student or small group of students (depending on seminar size; all students within a group will receive the same grade) lasting at least 15- but no longer than 20-minutes. These presentations should not provide a comprehensive summary of the text(s) due for discussion. Instead, your task will be to clearly set out three claims that you think are the most important or interesting made by the text(s). You should end your presentation by



offering two or three possible questions for discussion. These questions should be kept concise (a maximum of two short sentences!) They need not necessarily be related to the three claims that you identify.

2. TERM PAPER (70%)

Term papers should be 15,000 characters (including spaces) in length (+/- up to 10%). Students must provide a character count on the first page of their papers. Papers should engage with literature listed in syllabus for this seminar which will be made available via StudyNet (students may of course also make use of additional literature) and address the broad topic of this seminar (i.e. Queer Digital Cultures). The title of final papers must be formulated as a question. Examples of possible titles/questions will be provided by the instructor, but students are encouraged to pursue their own interests. Final paper titles must be agreed with the lecturer in writing (i.e. via email).

Examination relevant literature

For the **Presentation** (30%) component of the exam, students will introduce the literature to be addressed in a particular session of the seminar. In their **Final Paper** (70%), students must draw on some of the literature listed in the syllabus, although they are of course also welcome to make use of additional literature.

Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW21) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 13 (Monday, 25 March 2025) are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 04 (Thursday, 23 January 2025);
- Examination information (supplementary aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 17 March 2025);
- Examination information (supplementary aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 14 (Monday, 31 March 2025);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before ending with de-registration period in CW 15 (Monday, 07 April 2025).