



## Course and Examination Fact Sheet: Autumn Semester 2024

### 3,722: Technologien/Technologies: Queer Technology - Gender and Sexuality Today

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

[3,722,1.00 Technologien/Technologies: Queer Technology - Gender and Sexuality Today](#) -- English -- [Trott Benjamin](#)

#### Course information

#### Course prerequisites

None

#### Learning objectives

Upon completion of the course, students will:

- have learned and critically reflected on how modern science came to understand gender and sexuality in the way that it does today;
- have gained a good understanding of feminist and queer approaches to Science and Technology Studies;
- be able to think critically about a number of key cases in which technology shapes gender relations and sexuality (e.g. dating and pornography);
- understand some of the ways in which technology shapes media representations of gender and sexuality;
- have a better knowledge of 'queer' and LGBT issues.

#### Course content

This course explores the ways that gender and sexuality are shaped by interactions between culture, science and technology. We look at how these interactions produce and limit our ideas about "normal" gender and sexuality. But we also examine how gender and sexuality have been transformed or subverted by science and technology in ways that have created greater human freedom.

The course is organised around three questions.

1. How has the development of modern science shaped thinking about gender and sexuality? Do we today know the scientific "truth" of what gender and sexuality really are?
2. How have science and technology shaped gender and sexuality? This will include asking questions like: How has technology facilitated dating and the search for love and sex over the last 150 years? What problems and possibilities has this history entailed for lesbian, gay, bisexual, queer and transgender people? How has technology shaped the production and dissemination of pornography – and with what effects?
3. In a technological age of social media and streaming platforms, who controls narratives around gender and sexuality today? Specifically: who tells the stories of LGBT and queer people? Does access to social media allow LGBT and



queer people to tell their own stories? Do popular shows like “Heartstopper” or “Euphoria” allow for “authentic” representations?

## Course structure and indications of the learning and teaching design

Most seminars will begin with a short presentation by a student, or by a 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). (If there is more than one text assigned for a seminar, you need still only identify three claims in total.) You should end your presentation by offering 2-3 possible questions for discussion, presented either in a hand-out or via a PowerPoint presentation. These questions should be kept concise (a maximum of 2 short sentences should suffice!) 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

Meg-John Barker and Jules Scheele (eds.) (2021) *Sexuality: A Graphic Guide* (Icon Books) [extracts]  
 Ahmed Afzal (2023) “Beyond Hooking Up: Takes from Grindr in Pakistan”, in: Omar Kasmani (ed.) *Pakistan Desires: Queer Futures Elsewhere* (Duke University Press) pp.184-202  
 Hannah Jamet-Lange and Stefanie Duguay (2024) “How do we do that?’ An analysis of TikToks by lesbians over age 30 representing sexual identity, lived experience over time, and solidarity”, in: *Journal of Lesbian Studies*  
<https://doi.org/10.1080/10894160.2024.2369431>  
 Claire Ainsworth (2015) “Sex Redefined: The Idea of Two Sexes is Simplistic. Biologists Now Think There is a Wider Spectrum than That”, in: *Nature* Vol. 518 (19 February) pp.288-291  
 Avery Dame-Griff (2023) *Two Revolutions: A History of the Transgender Internet* (NYU Press) [extracts]  
 Cyd Cipolla et al. (Eds.) (2017) *Queer Feminist Science Studies: A Reader* (University of Washington Press) [Extracts]  
 Adrienne Shaw and Katherine Sender (Eds.) (2016) “Queer Technologies”, special issue of *Critical Studies in Media Communication* Vol. 33, No. 1 [selections]

## Additional course information

If you have any questions about the course and its contents, please do feel free to get in touch with the instructor, Ben Trott (benjamin.trott@unisg.ch). Ben Trott has taught as an instructor at the University of St Gallen for several years. He is also Visiting Professor in the School of Culture and Society at Leuphana University of Lüneburg in Germany where he is Co-Speaker of the Gender and Diversity Research Network. 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

### Term Paper (70%)

Term papers should be 15,000 characters (including spaces) in length (+/- 10%). Papers should engage with literature listed in the syllabus (students may of course also make use of additional literature) and address the broad topic of this seminar (i.e. Queer Technology). 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).



## Presentation (30%)

The majority of seminar sessions in this course will begin with a short presentation by a student or small group of students (depending on course size) lasting at least 15-minutes but no longer than 20-minutes. (All students participating in one group presentation will receive the same grade.) These presentations should not provide a comprehensive summary of the text(s) due for discussion. Instead, students' task will be to clearly set out three claims that they think are the most important or interesting made by the text(s). Presentations should end 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 have been identified.

## 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. Presentation groups will be created during our online kick-off event. In their Final Papers (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 (CW51) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 42 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 34 (Thursday, 22nd August 2024);
- Examination information (supplementary aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 18 March 2024);
- Examination information (supplementary aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 42 (Monday, 14 October 2024);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: Starting with de-registration period in CW 45 (Monday, 04 November 2024).