



**Queer-Feminist**  
Science & Technology Studies

**F O R U M**

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## Queer-Feminist Science & Technology Studies Forum

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Queer Science  
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## Editorial

Once upon a time... more than eight years ago, some of us found a ‘reading club’ which we (colleagues and former trainees at the Inter-University Research Centre for Technology, Work and Culture in Graz) met once in a while for, reading and discussing technofeminist literature. As a group we started to prepare sessions for the annual STS conference in Graz which has helped us to invite fellow researchers from the (queer-)feminist STS-community and to expand our network. For the conference in 2011 we contributed a workshop on heteronormativity – our most visible move from technofeminism to queer-feminist STS. Shortly after that we decided to take the step from reading together to writing together. In our search for a name of our collective we agreed on “AG Queer STS” (“Working Group Queer Science, Technology and Society Studies”). From that day onwards, being a member of this group has become even more rewarding.

With a proper name we were able to ‘come out’ as a creative collective with ideas how to queer STS. We started a Twitter (and Facebook) account that has attracted more than 800 followers by now and published quite some texts together. As members we have participated in many conferences representing the collective, sharing thoughts and bringing home new inspirations and connections. In spring 2015, we even got to teach a serial lecture course on queer STS together – Anita and Birgit have written their contribution to this first edition of Forum about this experience (see p. 5-16). Our next endeavour together is the upcoming Annual STS Conference in Graz in May 2016 which we are organising a session on queering conferences and a workshop on alternate views of kinship for.

And here we are, releasing our first edition of the Queer-Feminist Science and Technology Studies Forum, a collection of contributions by friends and members of AG Queer STS. The plan is to compile at least one edition per year for continuity, unless a burning issue urges us to slide in an extra edition. The contributions will be of random style, theoretical, empirical, reflections, insight into work in progress, reviews – just keep it queer. If you would like to suggest a contribution to Forum, you can do so via our newly set up website [www.queersts.com](http://www.queersts.com) .

So, what can you expect from this first edition?

Birgit Hofstätter and Anita Thaler present four examples of their queer approach to STS which they try to apply in research as well as in teaching (see p. 5-16). They are able to show how a little queer intervention can optimize a research project or even lead to an explicitly queer project, how the topic of queer STS attracts many students, but they also present experiences of massive counteraction against the attempt to queer a conference.

Daniela Jauk (see p. 16-22) gives a book review of J. Jack Halberstam's *Gaga feminism: Sex, gender, and the end of normal* (2012). She discusses what gaga feminism could offer for learning environments and adds tips on how to 'go gaga' in university teaching based on her own experiences as teacher.

Boka En and Andrea\* Ida Malkah Klaura (p. 23-30) discuss the issue of “Living Trans\*disciplinarity in academic teaching and learning”, and we literally mean discussing as they chose the format of a conversation for this article. This is not only a bit queer (something we appreciate a lot), but very readable and bears a lot of food for thoughts for teaching and interacting at conferences. The authors describe a process during their seminar in the lecture series “Que(e)r schnittlmaterie”, where they began like: “... we felt that we should really do some proper lecturing” and reflected where these expectations come from (e.g. imagined or internalised authorities, institutional pressures). The article portrays the development of their trans\*disciplinary approach within one specific afternoon and grounds it on their own educational paths and (inter)disciplinary socialisations. After negotiation processes with their students and themselves the authors: “ended up doing something more participatory than we had imagined”. We think this is a very valuable piece of reading for all academics who really want to engage with others (in teaching and learning) and try to overcome hierarchies.

The last section is assigned to keep you up to date on the current topics of our Working Group. In this volume, we give some short reviews on books we are currently reading. Moreover you can find a short overview of our most relevant and interesting twitter messages.

We wish you a great deal of inspiration and fun resulting from the reading of this very first volume of the Queer Feminist Science and Technology Studies Forum.

*Queer STS*