



Q1 2021 Virtual Conference

**INTERCONTINENTAL
MEET ON GENDER AND
SEXUALITY STUDIES**

*Saturday 23rd January, 2021
EST (Eastern Standard Time)*

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Gender & Sexuality in the Light of Alaa Abdel Hadi's Nucleogenre Paradigm

Ahlam Ahmed Mohamed Othman

The British University in Egypt, Egypt

The categorization of humans into males and females, each with socially accepted roles, has created numerous problems: inequality, oppression and imbalance of power, to name just a few. Many a theorist have attempted to solve the binary gender dilemma that is culturally constituted but is so well engrained in the collective consciousness as if it were natural. However, none could convincingly explain why this is the case despite the existence of multiple genders, LGBT. In this paper, an attempt is made to explain the binary gender dilemma in the light of Alaa Abdel Hadi's Nucleogenre Paradigm (2008), a mathematically-based theory originally developed to identify the "Homogenous Medium" of the theatrical genre. According to the Nucleogenre Paradigm, the binary gender dilemma lies in treating the aesthetic characteristics of the culturally constituted concept of gender as if they were fixed structural elements. The first step to resolve this dilemma, therefore, is to identify the "Homogenous Medium," i.e. the nucleus without which a culturally constructed concept, like gender, cannot ontologically exist. The next step is to identify the structural elements, "Isomers" in Abdel Hadi's own terms, that are common to all manifestations of gender, the historically aesthetic characteristics, or what Abdel Hadi calls "Isotopes," which differ from one place to another and one culture to another. A further step is to predict the development of new aesthetic characteristics in the future, which Abdel Hadi calls "Possibility in Action". Through the Nucleogenre Paradigm, the age-old binary gender dilemma is not only resolved, but the horizon is opened for the development an infinite number of culturally constructed genders.

Biography: Ahlam Othman is an Associate Professor of English Language and Literature and Quality Assurance Unit Director at the Faculty of Arts and Humanities, BUE. She obtained her Ph.D. and MA degrees in English Literature from the Faculty of Humanities, Al-Azhar University. She also obtained an MA degree in TEFL from the American University in Cairo. Her main areas of research are English Comparative Literature, Literary Translation, Corpus Linguistics, Critical Discourse Analysis and Curriculum Development. Dr. Ahlam has seven published research papers. She is a board member of the Egyptian Society of Comparative Literature, and member of the Translation Division in the Egyptian Writers' Union. She is also editor of Muqaranat, a local annual journal. She has taught a variety of English Language and Literature Courses including: Comparative Literature, Literary Translation, At Sight Translation, Consecutive Interpretation and Academic Writing. She has also given teacher training courses including Second Language Acquisition, Teaching Methodology, Technology-enhance Teaching & Classroom Management.

Cross-Cultural Projects in Foreign Language Classrooms

Alla Kourova

University of Central Florida, USA

The purpose of this presentation is to define the expanding role of technological innovation in foreign language methodology. Development of new educational technologies allows for the greater transformative impact of education in its application to the person-oriented paradigm. In application for foreign language purposes, these new technologized approaches combine self-learning with intercultural connectivity. These conclusions are demonstrated by two digitally-based projects which instantiate TESOL and Russian pedagogical techniques with new learning technologies; these allow for interactivity in the learning process with live communication situations, and multi-media expression of culturally authentic materials. The two projects, a video game and digital photo storytelling experience for teaching English to Russian learners, also demonstrate the use of educational technology for targeting special needs English learners, specifically for the blind and visually impaired.

Biography: Dr. Alla Kourova is an associate professor of TESOL and Russian at the University of Central Florida. She graduated from Moscow State University with a Doctorate of Philosophy in Teaching Foreign Languages. For more than 10 years Dr. Kourova worked as a director of the International Linguistic Center at the Regional In-Service Teacher Training Institute in Penza Russia. With over 30 years of teaching experience globally and at various institutional levels, Dr. Kourova knows that there is more than one approach to language study, and constantly promotes dynamic and multifaceted techniques as well as cross-cultural dialogue in her publications and teaching practice. In 2002 Dr. Kourova was a Fulbright scholar at the University of Montana Sponsored by the American Council and Bureau of Education and Cultural Affairs U.S. Department of States.

She is the author of more than 50 publications on language teaching and cross-cultural communication. Dr. Kourova is a recipient of several prestige awards: National 2015 AATSEEL award for Excellence in Teaching (Post-Secondary), the University Excellence in Undergraduate Teaching Award, the Scholarship for Teaching and Learning Award, the Research and Teaching Incentive Program Awards. For last four years Dr. Kourova has received multiple US Department of States grants: US – Russia Dialogue Program, STARTALK grants, and Fulbright Hays-Group Grant. For many years, she has also collaborated with prestigious organizations such as the Peace Corps, the Fulbright Institution of International Education, FLEX, and Open World Foundation. Her pedagogical credo is teaching language through culture."

Ethical Issues in Using Mobile Reporting Apps by Sexual Assault Victims

Andrea Adams

University of the District of Columbia, USA

There are many reasons why sexual assault survivors do not report perpetrators to authorities. Research indicates a lack of statutes directly focused on sexual assault and, as a result, requiring survivors to use laws that required higher, more invasive levels of proof. Moreover, the lack of confidentiality in the court system and the possibility of future harm deter reporting. Survivors face shame and trauma that have long term effects on their lives. Several researchers have indicated that storytelling may reduce trauma and allow survivors to move on from their experiences. To this end, mobile applications (apps) are being used to help sexual assault victims report crimes, seek self help resources, thwart events in progress, and tell their stories. App owners include governments, non-profit organizations, victim support groups, and businesses seeking to support their client's needs. Though some of these apps provide needed linkages to support systems, they pose new ethical challenges based on their purpose, design, and features. This small-scale, interim study gathered data from the Google Play store to review apps directed at sexual assault victims, specifically those that assist in reporting and those that allow victims to share their stories. Of the twenty-six apps reviewed, nine apps provided information sufficient to review elements of consent, confidentiality, the existence of privacy policy, and unique issues related to sexual assault (reporting, prevention, storytelling). The study found privacy concerns related to app permissions, including capturing location and requesting full permission to use phone features such as contacts, video, and other personal information stored on the app. One interim conclusion that supports consequentialist ethical theories suggests that survivors using these types of apps exchange the privacy related to their stories to enhance the "greater good" of capturing perpetrators and disclosing the locations where these incidents occur most.

Biography: Andrea Adams, Ph.D. JD, MBA, is an Assistant Professor in the Crime Justice and Security Program in the College of Arts and Sciences at the University of the District of Columbia (UDC). Andrea is on the Advisory Board of the RedDot Corporation, the parent of the Safecity.in, a smartphone app. The Safecity app creates awareness of street harassment and provides a place for women and other disadvantaged communities to break their silence and report personal assault experiences. Andrea's work help design the organization's informed consent, privacy, and security provisions of the app, and one aspect of her research agenda focuses on the ethics of smartphone app use.

Unsupported Dominant Spouse and Familial Failure

Carmen M. Cusack

Nova Southeastern University, USA

Dominant members of the home are unsupported. This causes familial failure in the United States. Support is mutuality. It requires integrity and commitment. The family cell has failed in connection to the following: divorce and separation; spoliation and debt; infidelity and abuse (drugs and violence); and unfair advantage (leveraging compensation packages, authority, children, and household companions) and unethical self-promotion (unilateral gender role reassignment). Justice should be meted to family members equally, and especially in consideration of how the weaker spouse, who dissolves the marriage, unjustly describes the treatment of and denied or anticipated remedies for the dominant member.

Biography:

Carmen M. Cusack holds a BA and a JD from Florida International University (FIU). At FIU College of Law, she served as the President of the Animal Law Association. She is a PhD candidate in Criminal Justice specializing in Behavioral Science at Nova Southeastern University (NSU) and is the incoming President of Omega Tau chapter of Alpha Phi Sigma. Among other courses, she taught Animals in the Criminal Justice System at NSU, and has published on criminal law, criminal justice, and animal and environmental issues. Her interests and presentations include the topics of ecofeminism, ecofeminist shock art, and animal rights performance art. She clerked for People for the Ethical Treatment of Animals (PETA) and has been interviewed by numerous media outlets on a variety of animal mistreatment issues.

Intersex Rage, Biopolitical Protest, and the Movement for Black Lives

David A. Rubin

University of South Florida, USA

This paper argues that anger, aggression, and attitude are integral to the racialized genealogy of intersex survival and resilience. Far from being toxic, anti-social emotions, these affects manifest rage's eloquence by critically challenging the eugenic, racist, transphobic, ableist, and heteropatriarchal logics at the heart of intersex medical pathologization and non-consensual surgical normalization. Revealing the linkages and tensions between intersex activism and the history of Black freedom struggles, this paper traces how affective transmission bridges politics across time. Following Audre Lorde, I argue that ideas of sex and gender are fundamentally overdetermined by the global history of race, which links intersex medicalization to the history of medical racism in key ways. Analyzing transmissions of intersex anger, rage, and associated affects in the early 1990s activism of the Intersex Society of North America, the award-winning documentary film *Intersexion*, and the protest actions of the Intersex Justice Project, I argue that intersex rage, focused with precision, has helped to create a transnational legacy of biopolitical protest. I offer the term "biopolitical protest" to name a contingent form of intersectional, decolonial, and oppositional intersex politics. This politics contests the regulation of human life through the medicalization and pathologization of intersex, trans, and gender nonconforming body-minds and calls into question the administration of gender normativity through a cisgender logic of racial formation and white supremacy.

Biography:

David A. Rubin is Associate Professor in the Department of Women's and Gender Studies at the University of South Florida, the author of *Intersex Matters: Biomedical Embodiment, Gender Regulation, and Transnational Activism* (SUNY Press, 2017), and co-editor of *Queer Feminist Science Studies: A Reader* (University of Washington Press, 2017). Their articles and essays have appeared in *Feminist Formations*, *Journal of Lesbian Studies*, *Frontiers: A Journal of Women's Studies*, *Films for the Feminist Classroom*, *Palimpsest: A Journal on Women, Gender, and the Black International*, *Signs: Journal of Women in Culture and Society*, *A Companion to Lesbian, Gay, Bisexual, Transgender, and Queer Studies*, *Women's Studies for the Future: Foundations, Interrogations, Politics, and elsewhere*. Professor Rubin's research and teaching interests include critical intersex studies; transgender studies; transnational feminisms; feminist theory; queer theory; history of science; history of gender, race, and sexuality; masculinity studies; and disability studies.

A Country under Siege: Gender Based Violence in the Wake of Covid – 19 Pandemic in Botswana

Elizabeth Pulane Motswapong

University of Botswana, Botswana

Gender Based Violence in Botswana has become a monstrosity that has rendered any effort to curb it fruitless. Its ramifications were deeply felt during the COVID-19 pandemic lockdown. As the COVID-19 pandemic continued to rage across the globe, it was not only imperative but practical that governments devise measures to curb the spread. One of the measures implemented was to impose total lockdowns and extreme social distancing, which translated into residents staying home in order to protect themselves and others from the pandemic. Botswana was amongst the first African countries to impose strict measures to protect its two million population from the scourge. The strict coronavirus control measures meant a number services ceased to operate for the public, these included among others places of entertainment worship, schools and businesses. Ultimately homes became saddled with all the responsibilities that would have otherwise been spread and shared evenly across these places. Although the lockdown was a welcome development for some, the same cannot be said for gender violence victims, for it came with a heavy price for them pay. For the latter, the two months of lockdown and extreme social distancing turned into a nightmare when women, children and LGBTI community suffered unimaginable atrocities in the form of Gender Based Violence. Sadly, a home which was supposed to be a safe haven for all, became a dangerous place for them. Notwithstanding, women are generally depicted as Gender Based Violence victims by virtue of being in the majority of the victims and most of their cases being reported and documented. However, this article wishes to reiterate - they are not alone in this predicament, children and the LGBTI community have always been silent victims. Covid-19 pandemic simply uncovered an already prevalent problem. According to National Relationship Study, for example, in Botswana, 1 in 3 women have experienced some form of abuse during their lifetime. Furthermore, the World Population Review in 2019 placed Botswana as the second country on rape cases at 92.9 per 100 000 citizen. Similarly, reports from Botswana Police highlighted that during lockdown the risk of children being abused became manifold due to a number of factors like living in crowded dwellings. A trend emerged where closest members of the family became implicated in these children defilement cases. Likewise, the LGBTI community has been victims of abuse over the years but suffered in silence until Covid-19 exposed the abuse. Having said that, it is the intent of this article to unearth and explore how Covid-19 aggravated and uncovered the already rampant gender based violence culture in Botswana. Furthermore, the article will show gender based violence as against the principles of Botho/ Ubuntu which Botswana as a nation is known to pride themselves. Since GBV has held the country under siege for a long period, some recommendations will be shared on how best the situation can be diffused. Cycle Violence Theory (Widom 1989a, 1989b) will be engaged in order to further my argument.

Biography:

Dr Elizabeth Pulane Motswapong is a Senior Lecturer in Indo Religions specialising in Hindu Studies, in the Department of Theology and Religious Studies, University of Botswana.

She introduces students to Indian Religions with a concentration in Hindu Studies. Dr.Motswapong joined the University of Botswana, Department of Theology and Religious Studies as an SDF (Staff Development Fellow) in 1998.

After teaching for a year Motswapong went to pursue her Masters of Arts in Oriental and African Religions at University of London during the academic year 1999- 2000. Her dissertation was a comparative study between Tswana Bogwera and Hindu Upanayana Initiation rites for boys as instrumental in understanding these religions despite their diversity. Her supervisor was Dr. Julia Leslie (MHSRIP).

During the years 2004 -2007, Motswapong pursued her Ph.D and wrote a dissertation in Hinduism and Gender under the supervision of Guruji, Prof. Burkhard Scherer.

Motswapong work includes supervision of both undergraduate and postgraduate students in various aspects of religions.

Lastly, she examines dissertations for both undergraduate and post graduate (Masters and Ph.D) from universities across the globe.

Age of consent, Violence Prevention and Sexual Agency: The case of Sierra Leone

Luisa Schneider

Max-Planck-Gesellschaft Institute, Germany

Biography: Luisa T. Schneider joined the Law and Anthropology Department in 2019 with a research project that examines intimate relationships, privacy, violence, and state–citizen engagement among unhoused populations in Germany. She holds a DPhil in Anthropology from the University of Oxford, where she examined violence in relationships in Sierra Leone and responses to it at the interpersonal, household, community, and state levels. Set against the post-conflict and post-TRC watershed, her work combines an analysis of top-down policy and legal approaches to violence prevention with grassroots understandings of the role and place of violence in relationships

Gender Dysphoria: The Role of (epi)genetics

Rosa María Fernández García

University of A Coruña, Spain

Sexual differentiation of the brain is derived from the sex steroids' effects on the developing brain, during a restricted critical window. Brain masculinization is induced by estradiol produced from testosterone by the aromatase enzyme in the brain, matching chromosomal sex, gonads and genitals, to a male gender identity. In contrast, the lack of early exposure to testosterone in females allows the development of a feminized brain, in concordance with their feminized phenotype and female gender identity.

In mammals, brain sex differences occur in some brain areas such as the preoptic area (POA), the bed nucleus of the stria terminalis, and the hypothalamic nuclei. In newborn male rodents, aromatized estradiol (from testicular androgens) induces major changes in the POA. These hormone effects happen in the first days after birth, affecting the volume and number of cells, and remain until adulthood. Estradiol promotes neuritic growth, as well as changes in synapse and dendritic spine formation.

However, gender and sex do not always match. Transgender women are born with male genitalia and are assigned as male at birth, but they have a feminine gender. On the contrary, transgender men are born with female genitalia, are assigned as females at birth, but they have a masculine gender. Transgender individuals generally experience gender dysphoria due to the persistent incongruence between the birth-assigned sex and their experienced gender identity. Therefore, they often seek gender affirmative cross-sex hormone therapy, with or without surgery, to align their physical features with their gender.

The origin of gender dysphoria seems to be multifactorial. It might be associated with altered sexual differentiation of the brain, potentially as a consequence of a genetic vulnerability that implicates variations of the sensitivity of the nuclear receptors (AR, ER α and ER β) to their ligand. The most recent studies indicate that another process involved in gender dysphoria is DNA methylation since it is implicated in mammalian brain development and plasticity. Here we present the main investigations about the role of genetics and epigenetics in the etiology of gender dysphoria.

Biography: Rosa Fernández obtained her Bachelor in Biology from the University of A Coruña in 1995. She is Professor of Psychobiology, University of A Coruña since 2010. She has participated in several projects of national research, working in collaboration with national research groups, of which numerous research papers published in scientific journals were derived.

Women's Role in Education: Building a Sisterhood and Activating for Gender Equality

Shahana Rasool

University of Johannesburg, South Africa

In this paper I suggest that there are three critical roles for women in academia. First it is to build a resilient sisterhood, which is an important basis for feminist politics, and I provide various strategies for achieving this. Second, I suggest that women's leadership in academia is an important strategy for achieving gender equality. The third and critical role that is purported in this paper, is that women need to be involved in activating for gender equality and social transformation. This paper utilizes the role that young Black women have played in South Africa during the #FeesMustFall protests as an illustration of how activism can make a difference, both in terms of challenging access to university but also Colonial education. I also expand on each of these three roles, based on my personal experiences in academia, as a reflection of the feminist argument that the personal is political. I talk about the many women who were influential in my career and how the sisterhood in an out of academic was instrumental in my growth and development. This paper talks to the way in which women's leadership, sisterhood and activism coalesce, and can contribute to creating change in gender inequality and social transformation.

Biography:

Prof Shahana Rasool is the Head of Department of Social Work. As a Rhodes Scholar, she obtained her D Phil. in Social Work and Social Policy from the University of Oxford, UK. Her research interests lie within the field of gender, gender-based violence and transformation. She serves on several committees such as the Faculty higher degrees committee. She has 20 years of social work experience including training, research and lecturing. Shahana has received numerous awards:- including the Rhodes Scholarship; Abe Bailey Travel Scholarship; Ernest Oppenheimer

Gender and Data science : Challenges and opportunities

Shalini Gopalkrishnan

Menlo College, USA

Data science is the fuel for the 4th Industrial Revolution happening currently. This field has the most number of jobs and is growing at a rapid pace. This leads to AI (Artificial Intelligence) applications which are getting pervasive in all sectors in society from food, to education to health care , politics etc. But centuries of structures created by man have been designed for them and not women. Issues in transport, media, education are seen wherein all data collected is biased towards men. Given that data is what fuels applications, we women are at a disadvantage. Additionally due to standard stereotypes of women and STEM, we find that the number of women in this field is also not commensurate with the population of STEM graduates. This paper delineates the issues involved and examines solutions for the same

Biography: Dr. Shalini S Gopalkrishnan is a Visiting Professor for the Graduate School of International Policy and Management (GSIPM) . Her research interests include Technology and analytics to build and accelerate social enterprises, public policy in entrepreneurship, women leadership and impact investing.

Dr.Gopalkrishnan has presented at conferences across the globe and has published papers in peer-reviewed journals and book chapters. She has taught MBA, undergraduate and doctoral programs at universities across the world. In 2016, she won the best prize for teaching at the Experiential classroom XVII in entrepreneurship. In addition, Dr.Gopalkrishnan was the winner of the Global Brainstorm Challenge "Global Women's Leadership Alliance: 5 million women change agents improving our world in 5 years.

Dr.Gopalkrishnan is a judge at UC Berkley LAUNCH and BIG IDEAS competition. She is a member of Data Kind and, Youth Business USA. She has founded startups such as freelancemoms.com, Introspect and Lexion Global and worked as a consultant with A F Ferguson (then part of KPMG) and worked on projects with USAID, Fortune 500 firms and the Government. She has volunteered with Junior achievement, Big Brother Big Sister, Page 15, World Affairs Council, Girl Scouts, Hands on Atlanta and Orlando.

Dr.Gopalkrishnan earned her Bachelor of Mathematics/statistics degree from Bombay University, Masters in Business(PGDM) from Indian Institute of Management, Calcutta, India and her Doctoral credentials from University of Florida. She has been teaching at MIIS since 2018.



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