

**Altin, Özge**

**Women in public space: the relation between political discourse and discrimination**

Discrimination against women has become more significant in the Turkish society and more visible in public space for the last sixteen years, because of the effect of the contemporary political regime. I claim that, beside legislative regulation, the political discourse has a direct impact on discrimination against women. The effects of this political discourse and regulations have rapidly been seen in production of public space. To investigate this relation, I have been researching on a particular public space where it is possible to observe the direct reflections of the political discourse in everyday life. Therefore, I will examine gendered socio-spatial practices in Taksim Square which is a symbolic place in Turkish history, and a unique place to see people from different cultural, economic, ethnic, and religious backgrounds in Istanbul. In this way, I aim to improve a critical feminist analysis of the gendered production of urban public space in the last sixteen years. The research specifically focuses on how governmental decisions and discourses have directly affected women's experiences in public space in their everyday lives. In this context, I will examine and analyze how women have been discriminated in and excluded from public life, and public institutions such as education, work, and health system. The method of the study is based on the qualitative analysis of interviews, observations, and textual and visual resources.

Autobiographical blurb:

Özge Altin is a PhD candidate at the Department of Sociology and also at the Institution for Housing and Urban Research at Uppsala University. She has had her BA and MA degrees at Sociology departments at Bilgi University and Sehir University in Turkey. Her ongoing PhD thesis focuses on the production of gendered urban public spaces from a critical feminist perspective. She currently teaches Intersectionality and Urban Sociology courses in master's level at Uppsala University.

**Álvarez-Riera Escandón, Raquel**

**The Perks of Embracing Vulnerability: Resistance and Empowerment in Stephen Chbosky's Novel and Film Adaptation**

Within the patriarchal binary system of social standards, vulnerability is tightly connected to the idea of weakness and to the emotional. Consequently, it has been internalized as something that may touch on the realm of the abject; in as much as the weak may contaminate, hinder or threaten the strong.

This paper will advocate a feminist intervention to provide new perspectives for a reconceptualization of vulnerability based on the work of Judith Butler (2016) and Margrit Shildrick (2009). For this purpose, *The Perks of Being a Wallflower* (1999) and its film adaptation (2012) will be taken as a case study. The story depicts how through vulnerability its main characters—a group of youths still in high school—are able to build a friendship community based on mutual support and affect. It is when they share what makes them vulnerable—non-normative sexuality, mental illness, family issues and love—that they develop a strong, emotional bond that catalyses a collective

resistance to certain impositions in their high school and families. Hence, their vulnerability empowers them indicating a “broader condition of dependency and interdependency that challenges the dominant ontological understanding of the embodied subject” (Butler, 21).

The Perks of Being a Wallflower allows conceiving vulnerability differently, showing the power and resistance that emerge from its collective dimension. The aim of this paper is to highlight the urgency to reconceptualize vulnerability and, as Butler defends, to promote an understanding of it as a potential source of resistance and empowerment for individuals.

Autobiographical blurb:

*Raquel Álvarez-Riera Escandón* holds a bachelor’s degree in English Studies from the University of Oviedo (2012-2016). Afterwards, she enrolled in the Erasmus Mundus Master’s Degree GEMMA in Women’s and Gender studies coursing the first year at the University of Oviedo (2016-2017) and the second year at Utrecht University (2017-2018), where she read her master thesis entitled *With a Kiss I die: Love, Suicide and Vulnerability: An Intersectional feminist Film Analysis of Romantic love in Contemporary Adaptations of Romeo and Juliet*. In September 2018 she started a PhD in Gender and Diversity at the University of Oviedo.

***Amrouche, Charlotte***

**Leaky Bodies: Learning Through Discomfort**

My PhD research examines case of gendered and embodied activism using Margrit Shildrick’s concept of leaky bodies, defined as the “uncontrollable natural processes and passions [which disqualify women] from mature personhood” (1994, p. 20). In my exploration of bodies which leak across boundaries and borders I have focused on bodies which bleed, specifically on the mobilisation of women and menstruator’s blood as a tool of resistance, unpacking how these leaky bodies hold the potential for radical disruption.

In this paper I will examine the feelings I encounter when presenting, discussing or workshopping my research. I want to explore whether the feelings that emerge are discomfort and shock, or whether it is something else, perhaps intrigue? I will unpack how to teach, present and discuss work on leaky bodies to feminist and non-feminist audiences in a way which urges the audience past their initial emotional reactions to the content, to instead engage with the research and theoretical concepts. To support these questions, I will turn to feminist literature on teaching practices (hooks, 2010), and specifically the examination of discomfort in the classroom (Linkon, 1992; Pereira, 2012), to explore the question of how to teach ‘difficult’ topics.

Autobiographical blurb:

*Charlotte Amrouche* is a second year PhD candidate in the Global Women’s Studies Department at NUI Galway, Ireland. Her research looks at how women activists mobilise their ‘leaky bodies’ as resistance tools. She completed her MA in Gender Studies at Utrecht University with a focus on

menstrual activism. Her research interests include: menstrual activism, embodied activism, embodiment, feminist theory, storytelling, and borderlands.

***Aragonés González, María***

**The school as promoter of equal opportunities: Coeducation and teaching staff.**

The coeducation has been gaining importance in recent years given the interest of the gender equality and gender studies issues. Likewise, this methodology questions the traditional approaches of an educational model that confused equal access to knowledge with education for equal opportunities.

Studies were identified and reviewed by a Scoping Review method. The main aim is to analyse the existing international scientific evidence about the type of interventions, that have been developed for the promotion of coeducation and its consequent impact.

We were able to review 12 studies, where it is evident that in the education system still seems to be few experiences with coeducational interventions and their assessment. It has become clear that gender equality is not so real today, since elements that reproduce gender inequality still persist within educational system.

Thanks to the study, it is reflected the need to promote the training of teachers in coeducational methodologies and theories based on equality and gender. The school is the ideal context and the teaching staff is the ideal guide for the promotion of gender equality and the overcoming of sexist stereotypes that perpetuate gender inequalities.

Autobiographical blurb:

Doctoranda del Programa de Estudios Interdisciplinarios de Género del Instituto Universitario de Investigación de Estudios de Género de la Universidad de Alicante.

***Ausmeier, Robyn***

**Transformative Discomfort: Confronting Complicity and Complacency in Academia**

This presentation explores the manifestations and uses of discomfort in academic spaces, examining the reasons for discomfort and using this as an invitation for further action and self-exploration. More specifically, the research focuses on the uneasiness encountered by those in privileged positions, concentrating on race and the pervasiveness of whiteness in academic spaces. Building on Boler's (1999) "pedagogy of discomfort" as well as Wekker's (2016) *White Innocence*, this paper is interested in how discomfort can be mobilized to confront internal prejudices and academic silences. The analysis centres on the context of the Netherlands, although this discussion is not limited to a single academic space. Additionally, it concentrates on the field of Gender Studies, which emphasises positionality and self-reflexivity in theory, but does not always translate this into practice. Expanding on these ideas, the presentation interrogates the concept of safe spaces, examining who these spaces protect and how power relations continue to be enacted within

the academic environment. Ultimately, it is argued that there is a need to change the pedagogical approach to uncomfortable or 'negative' emotions and to envision alternative ways of approaching discomfort in academia.

Autobiographical blurb:

Robyn Ausmeier is currently completing her master's degree in Gender and Women's Studies, moving between Utrecht University and the University of Oviedo. She is a feminist researcher and gender rights activist with a specific interest in pedagogical structures and radically transforming education systems. Robyn is from South Africa and completed her undergraduate studies at the University of Cape Town. Her research is focused on decolonising the university and reimagining classroom spaces through collective action.

***Avanzas Álvarez, Elena***

**DEATH BECOMES HER: FORENSIC (E)MOTIONS IN US POPULAR CULTURE**

Forensic science has become part of 21<sup>st</sup>-century popular culture after the critical and popular success of several female-led series of novels and television shows in the past thirty years.

The aim of this communication is to explore feminine and feminist genealogies in US popular culture by analysing forensic popular products featuring both female victims/patients and female forensic doctors. All of these characters – usually the title characters – and the authors behind them have relied upon each other's legacy of change and feminist re/education to build an archetype that challenges traditional (e)motions and medical performativities surrounding death and women's bodies – both dead and alive. Their work is especially relevant for the crime fiction and the medical canon, where the female body has traditionally been represented as a silent narratological object of study lacking any agency.

The analysis of popular products will combine feminism, medicine, philosophy and literary studies to conclude that the new ways of feeling, seeing, and doing that these women have embedded in contemporary society have had a deep impact on how we perceive violence towards women, science, and eventually, death.

Autobiographical blurb:

*Elena Avanzas Álvarez* is a lecturer at the University of Oviedo and a freelance medical translator. Her research focuses on the representation of medicine and death in contemporary popular culture, and her research aims to bring Humanities and Medicine together. Her work has appeared in various international journals and magazines, and she is the founder of *Bodies in the Library*, a website dedicated to crime fiction.

*Avraamidou, Lucy*  
*Lopez Lopez, Monica*

**Muslim women in STEM: The role of body and affect in the formation of identity**

In this paper we put forward an argument about placing emphasis on *emotionality* (body and affect) when examining women's in STEM life histories. Emotionality, we argue, can give meaning to the process of becoming a scientist and at the same time, shed light on issues related to power, inequality, racism, and exclusion. We draw from the life-history of a Muslim physicist and we argue that body and affect can offer an important lens to studying gender inequalities in STEM because emotions comprise a web of complex political relations dependent on the social hierarchies of who is expressing the feeling, who is receiving the feeling, the surrounding structures, and the power relations within that structure. Attending to body and affect, we argue, can help to unpack the social, cultural, historical, and political aspects of formations of Muslim women's self/identity. We use affect in relation to body to demarcate affect from cognitive conceptualizations of emotions. Affect is rather an unpredictable production of force occurring between bodies, human and nonhuman, and preceding and exceeding consciousness and rationalities. Therefore, it signifies a pre-subjective agency, which becomes of value in education especially for addressing the dynamism of bodily encounters and affect in teaching and learning.

Autobiographical blurb:

*Lucy Avraamidou* is a Rosalind Franklin Fellow and an Associate Professor of Science Education at the University of Groningen in the Netherlands. Her research, framed within intersectionality, includes topics related to widening and diversifying STEM participation with emphasis on underrepresented groups' identity trajectories and negotiations.

*Shakhnoza Kayumova* is an Assistant Professor of STEM Education and Teacher Development in the College of Arts & Sciences at the University of Massachusetts in Dartmouth. Her research aims to help educators, policymakers, and researchers design instructional programs that support long-term achievement among students who are diverse in race, ethnicity, culture, and language.

*Geetha Reddy* is a social psychologist based at the University of Groningen. In her current position as Assistant Professor of Transdisciplinarity and Sustainable Cooperation, she focuses on developing transdisciplinary research and teaching methods within the social sciences. Her research takes an intersectional perspective on identities, racism, migration, and multiculturalism, highlighting power structures and systems that influence the psychology of the individual as they traverse multiple social worlds.

*Monica Lopez Lopez* is an Associate Professor and Rosalind Franklin Fellow at the Faculty of Behavioural and Social Sciences of the University of Groningen in the Netherlands. For the last 12 years, she has been actively seeking a way of improving child protection systems through research on decision-making, with a special interest in assessments and decisions of out-of-home placement and reunification, decisions of matching children with foster families, and participation of children and families in decision-making.

**Blanco Ruíz, Marian**

### **La concepción del amor romántico en la adolescencia**

El amor romántico representa una construcción social y cultural específica, con sus correspondientes mitos como el de la media naranja o la omnipotencia del amor, que actúa como configurador de prácticas interpersonales, sociales e individuales.

El objetivo de la investigación es conocer la percepción del amor romántico entre adolescentes (12 a 18 años) residentes en España y en qué medida influyen las representaciones mediáticas en dicha concepción. Para ello se empleó como instrumento un cuestionario en el que participaron un total de 1550 adolescentes (755 hombres, 783 mujeres y 12 personas que se no identifican con los géneros binarios), con un error muestral de 2,5% y un nivel de confianza de 95%.

Los resultados muestran que el ideal del amor romántico continúa siendo el discurso predominante, y casi único, a la hora de establecer una relación amorosa en los relatos mediáticos consumidos por adolescentes. Además la socialización de género sigue estando plenamente vigente en la idea de amor romántico que manejan los y las adolescentes españolas. No obstante, aunque es cierto que son las mujeres quienes consumen en mayor medida los contenidos mediáticos de temática amorosa, esto no influye en una mayor aceptación de los ideales del amor romántico.

#### Autobiographical blurb:

Doctora en Investigación en Medios de Comunicación (UC3M). Actualmente es profesora de Periodismo y Publicidad en la Universidad Rey Juan Carlos. Sus líneas de investigación se centran en los Estudios de Género, el análisis de las representaciones de género en los medios y las nuevas tecnologías en jóvenes. Secretaria de la revista "Comunicación y Género" (UCM). Directora del Curso Online de Especialización Interdisciplinar en Violencia de Género (UC3M).

**Carri, Christiane**

### **Dealing with Emotions in User-Controlled Social Work**

Professional distance and objectivity are central concepts in social work. Throughout their training, social workers are taught on how to maintain boundaries with service users. User-controlled projects profoundly contest these basic assumptions. This paper explores the role of emotions and affects in user-controlled social work. It will draw on three projects in Berlin, Germany: the anti-psychiatrist Runaway House and the feminist rape crisis organizations *Wildwasser* and *Tauwetter*. The paper will examine how the three projects have pioneered methods that engage emotions and situatedness as a means of supporting users whilst framing their needs as part of a broader politics of social justice. The paper will argue that the way emotions and affects are dealt with within these projects fundamentally differs from mainstream social work, which subscribes to psychiatric and psychological logics. User-controlled social work thus bears the potential of fostering a counter-hegemonic basis through which crises and emotions can be addressed.

#### Autobiographical blurb:

*Christiane Carri* is a lecturer in social work at the University of Applied Sciences Western Switzerland. She was previously visiting professor of social work and diversity at the Protestant University of Applied Sciences Berlin. Christiane's work engages with anti-psychiatric alternatives to reformist psychiatry, psychiatrization and the history of sexuality. She holds a PhD in cultural studies from Humboldt University Berlin. Her thesis explored conceptualisations of madness and femininity in court cases against women between 1900 and 1933. As a trained social worker, she has worked at the user-controlled Runaway House Berlin, which shelters victims of compulsory psychiatric treatment.

**Chen, Yin-zu**

**Translating Feminism into Practices of Intimacy: The Case of Feminists in Mexico City**

The intimate sphere belongs to one of battlefields, where the feminist ideas transform into everyday practices that challenge the world of patriarchy. This paper investigates the intimacy practices of young feminists in the Mexico City to assess the question: how do the women practices feminism(s) in their intimate relations? The study is based on the interviews with 20 Mexican women between 24 and 35 years old, who consider them self as feminists and participate actively in feminist groups and activities. The results of analysis reveal: 1. the interviewees have partners, who differ from the traditionally expected ones; 2. they introduce alternative forms in sharing of housework and money in their relationship; and 3. most of them have open relationship. The study shows the contribution of feminists' practices to the construction of more equitable intimate relation and also discusses the unexpected effects of those practices.

Autobiographical blurb:

Yin-zu Chen is associate professor of Sociology at National Taipei University, Taiwan. She holds a degree in social sciences and a doctorate in sociology from Ruhr-Universität Bochum, Germany. Her research interests include gender and social movement, young feminisms, masculinities and child care. She has published, among others, in *Journal of Youth Studies*, *Frontiers. Journal of Women's Studies*, *Sociedade e Cultura* (in Spanish) and *Journal of Women's and Gender Studies* (in Chinese).

**Cienfuegos, Cecilia**

**Fearful gendered politics. Rethinking the spatiality of gender and violence through a critique of fear politics**

Sara Ahmed has defined fear as "a technology that can be used for governance" (Ahmed, 2014, 72). Among other reasons, this is so because fear can be understood as the effect of a rhetoric that pre-defines subjects in the political sphere in relation to a politics of mobility that defines which bodies are allowed in the public space and which represent a threat to this space or an ontological fearful presence whose dwelling in the public sphere is always susceptible of being controlled or restricted. That is, fear implements a certain 'politics of mobility', establishing a relation between

space and privilege, since it “works to restrict some bodies through the movement or expansion of others” (Ahmed, 2014, 69). From a philosophical point of view and taking as a case study the rhetorics that come to organize the relation between gender and the possibility of sexual violence, some of the key questions that will organize this paper are: How does fear intervene in the organization of gender? How does variables such as race or class play in this gendered fearful politics? What kinds of interventions can be made in order to challenge the gendered organization of bodies and fear? And, finally, how can fear be theorized from feminism to address the experience of women without reproducing a confining and/or xenophobic rhetoric?

Autobiographical blurb:

*Cecilia Cienfuegos* (Madrid, 1989) is a PhD candidate in Carlos III University. She is an intersectional researcher in gender studies, philosophy and literature. She got a “La Caixa” Foundation’s Grant to study the Research Master in Gender Studies in Utrecht University (2016-2018), and before she studied the master in Cultural Theory and Criticism of Culture in Carlos III (2013-2015). She has been awarded with the *Elisa Pérez Vera Prize*, 2014, as well as with the *V Prize for Research in Gender Studies Ciudad de la Cerámica*, 2016, to the work “Subjects of Violence”, published in 2018 by Ápeiron Ediciones.

**Cortese, Vera**

**Teaching through emotions: engaged pedagogy as an act of resistance**

*The classroom remains the most radical space of possibility in the academy* (hooks, 1994, p.12). In this presentation, I ruminate on the implications of a feminist and engaged pedagogy in a neoliberal context. I first examine the classroom as a microcosm of neoliberal society, where students are socialised to conform and accept one’s place in society, while teachers are assumed as distant, rational and neutral, coined by Palmer (1993) as the ‘domineering mentality of objectivism’. Drawing on feminist and decolonial scholarship, as well as my own experiences as a lecturer, I then explore how teaching through emotions can counter these narratives and ‘undo’ the classroom. How can we rethink the presence of the teacher as a body in the classroom? What are the implications of teacher vulnerability, self-disclosure, engagement and compassion? How can we create safe and participatory spaces in which we decolonise ways of knowing and relate class content with students’ lives? This presentation aims to enable conversations on teaching as an anti-oppressive praxis and the classroom as a dynamic and radical location of engagement and self-understanding.

Autobiographical blurb:

*Vera Cortese* (1993, Belgium) holds an MA in Agogic Social Sciences and an MA in Gender & Diversity. She is a lecturer at the Erasmus University-College (Brussels) and coordinator at Sophia, the Belgian network for Gender Studies.

***Cruz-Gutiérrez, Cristina***

**Intimately Public Markets and the Hustling of Affect: Lola Shoneyin's *The Secret Lives of Baba Segi's Wives* and Yejide Kilanko's *Daughters Who Walk This Path***

My paper explores marketplaces as spaces of emotional and affective negotiation in two third-generation Nigerian novels: Yejide Kilanko's *Daughters Who Walk This Path* (2012) and Lola Shoneyin's *The Secret Lives of Baba Segi's Wives* (2013). Departing from Berlant's notion of "intimate public sphere" (2008) as a site of emotional contact, I delve into the changes resulting from Kilanko's and Shoneyin's characters visiting local markets. Demonstrating that "emotions accumulate over time, as a form of affective value" (Ahmed 2004, 11), Shoneyin and Kilanko have their female characters work, love, fight, and fear in this palimpsestic setting during different crucial moments of their development. The marketplace will be delineated as a site in which women come to personal realizations and negotiate ideals which range from political beliefs to (anti)romantic feelings. In this manner I shall present Kilanko and Shoneyin as sketching female struggle to accommodate romantic and nationalist values Nigerian women are meant to embody. Against this background, I will focus on the protagonists' interaction with other women in the market and upon markets' potential for transgressive feminist attachments stemming from teaching through emotions.

Autobiographical Blurb:

*Cristina Cruz-Gutiérrez* has a MA in Modern Languages and Literatures from the University of the Balearic Islands, and she is currently enrolled in its PhD Philology and Philosophy programme. Her research focuses on the field of African literatures and Gender Studies, and she is especially interested in contemporary Nigerian female writing. Within this field, she has published articles on Chimamanda Ngozi Adichie, Noo Saro-Wiwa, and Chika Unigwe.

***De Graeve, Katrien***

**Learning through emotions in ethnographic fieldwork in ethical non-monogamy communities in Belgium**

Feminists have been at the forefront of explaining how the romantic couple model is an institution that cannot be separated from the classed, gendered and raced division of labour. Some critical perspectives notwithstanding, most studies draw a rather optimistic picture of 'ethical' non-monogamy and polyamory, as having the potential to constitute a more egalitarian alternative for the monogamous couple and having counterhegemonic and, above all, ethical and emancipatory qualities. Relatively little attention so far is given to the ways in which these lifestyles reproduce the gendered politics of affect and buy into, rather than resist the neoliberal governance of emotions and subjectivities. Reflecting on my own and others' emotions and emotional labour in the course of my auto-ethnographic fieldwork in non-monogamy communities in Belgium (both virtual and in real life), I aim to gain understanding of the affective politics in these communities. Although I see fragile potential for subverting unequal power relations and for the building of new types of solidarities and cooperation, the prevailing neoliberal discourse of invulnerability, individualization and casualization is a serious constraint on that potential.

Autobiographical blurb:

*Katrien De Graeve* is a postdoctoral researcher of the Research Foundation Flanders (FWO), affiliated to the Centre for Research on Culture and Gender of Ghent University (Belgium). Her research interests include the anthropology of family, parenting and intimate relationships. She specifically worked on relationships of care in the context of transnational adoption and unaccompanied minors' guardianships, and sexuality/romantic relationships and discourses of exclusivity and plurality in light of the normative two-parent nuclear family.

***De Riba, Silvia***

**Emotion and affect: thinking through Cart(e)ographies**

An affective pedagogy facilitates the exploration of the transformation of bodies during the learning process. This differentiates from the use of emotion inside a pedagogical framework. In articulating an educational research through emotion, we go through the social construction of the sensations that we live in a pedagogical situation. Thus, the focus of this paper is to explore differences between emotion and affect in an educational research process in order to keep developing theory about an affective pedagogy of movement.

Founded on an Arts-Based Research methodology from a new materialist perspective, this paper presents the method of cart(e)ographies of the movement. This method is based upon an affective relation between the children's body, their own movement, and an artistic materialization of the process. The cart(e)ographies that inform this research empirically have been gathered in three different groups of children that have experienced a pedagogical event of movement. The results of this paper are obtained from the process of production of the visual dispositive, which composes one of the main differentiations between an affective research and an emotional one.

Autobiographical blurb:

*Silvia de Riba* is graduated from Audiovisual Communication at the University Pompeu Fabra.

Moreover, she undertook the master of Visual Arts and Education: A Constructionist Approach Master at the University of Barcelona. Currently, she is a PhD student under the program Arts and Education. Her PhD thesis is about Affective Pedagogy of Movement, a research that she already started in her master thesis.

***Debergh, Marlyse***

**On Being Affected in Ethnography**

This communication offers a feminist reflexion on the role of affects in ethnography through the case study of a research conducted in a family planning clinic and in a health community centre for men who have sex with men.

I argue that emotions are central in ethnography and constitute a relevant analytical tool regarding three main dimensions:

- | *What People Do.* Affects have a concrete materiality. For example, in medical practice, I observe that patients look anxious while being tested for HIV.
- | *What People Say.* Emotions are performed through discourses. Actors make sense of their subjectivities by expressing their emotions. For example, the statements “I am ashamed” or “I am relieved” are common in the case of pregnancy tests.
- | *Who People Are.* Affects are socially constructed and are gendered. In my fieldwork, I observe that women are expected to “naturally” express their feelings, while men are viewed as neutral and rational.

Furthermore, this communication intends to bring a feminist epistemological reflexion on the role of affects in the production of knowledge. As Harding claims, “knowledge is always socially situated” (2004: 7). Therefore, I argue that analysing affects could participate in the development of a feminist “strong reflexivity” (Ibid: 138).

Autobiographical blurb:

*Marlyse Debergh* - PhD Candidate at the Institute of sociological research of the University of Geneva, Switzerland.

Co-supervisors: Prof. Claudine Burton-Jeangros (University of Geneva, Switzerland) & Prof. Véronique Mottier (University of Lausanne, Switzerland, & Jesus College, University of Cambridge, UK).

My dissertation is entitled “*Santé sexuelle: ethnographie de la mise en pratique d’un universel*” [An Ethnography on Sexual Health: from Universality to Local Politics]. This research aims at analysing local politics and dynamics of sexual health at play in two Swiss medical institutions: a family planning clinic and a health community centre for men who have sex with men. Based on an ethnographic approach, this research develops a broader reflexion on the governmentality of sexuality.

***Dejanović, Marija***

**Feminization of the Profession, Stress and Unclear Expectations: Emotional Labor Done by Guidance Counselors in Croatia (Case Study)**

*Government pedagogical standard* defines the number of expert associates that school collectives are entitled to regarding the number of students. However, those normatives are rarely applied. Consequentially, guidance counselors (or school pedagogues) often do the job that should be done by psychologists, administrative workers etc. Also, there is no clear description of the extent of duties of guidance counselor in law, resulting in their functioning depending on school principal's whims and on power relations in the workplace. There is no standardized set of duties for high school guidance counselors. *The statute of weekly duties of teachers and expert associates in elementary schools* has no legal analogue for expert associates in high schools.

Extent of duties of female guidance counselor is also not clear on the issue of emotional labor that is often taken for granted to be performed. Lack of free time, unpredictability of work, unclear extent of

professional tasks and sense of responsibility for interpersonal relationships and culture of the institution, are cause of great deal of emotional stress for female school guidance counselor.

After observation of everyday life inside a nursing school, I did a semi-structured interview with a guidance counselor that works there. The interactions of perceived professional role, stress, lack of free time, work climate in the institution with emotional work done by the counselor have yielded some interesting results that will be presented in this paper.

Autobiographical blurb:

Marija Dejanović is croatian graduate student of pedagogy and comparative literature, awarded poet, activist and a proud founder of first croatian student feminist association "Inicijativa za feministički Filozofski". She held lectures on many international conferences and student conferences. Her primary academic interests are critical pedagogy and feminist pedagogy. In her free time, she writes articles related to education and daily politics for croatian websites MAZ and VoxFeminae.

***Demirkaya, Elif***

**Precarization of the Queer, and Vulnerable Writing:  
How Can We Talk About Hande Kader's Murder?**

On 8 August 2016, Hande Kader's dead body was found on a roadside in Istanbul. She was raped and burned to death. She was a 23-year-old trans activist and sex worker. On 21 August 2016, those who want justice for her gathered and walked along the Istiklal Street<sup>1</sup> and mourned after her. Since then, the prosecutor hasn't brought forward a criminal action yet. At the end of 2018, a suspect got arrested, but we couldn't get any follow-up information about the case from media. Based on this case, I want to examine the affects which make queer lives more vulnerable and disposable. How does a trans woman's body become a target of hate, abjection and resentment? How are such hostile feelings organized and performed? What are the effects of sociopolitical conditions and dominating discourses in Turkey on the organisation of hate? How can we talk about Hande Kader's death without causing any more vulnerability? And finally, how vulnerability can empower us against violence with friendship and queer alliances? I will discuss these questions in my essay.

Autobiographical blurb:

I completed my BA in sociology at Istanbul Bilgi University in 2008. Then, I got my MA degree in sociology at Mimar Sinan Fine Arts University. I have been a Ph.D. student in the same department since 2014. Currently, I am in the process of writing my thesis which is about the geopolitical distribution of corporeal vulnerability occurring in Turkey. Also, I work at Arel University as a Research Assistant. My interests are biopolitics, necropolitics, queer theory, affect theory and post-human studies.

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<sup>1</sup> An emblematic place for protests in Istanbul.

**Díaz Pérez, Cristina**

**What the history of sexuality can teach us about the affective and sexual education**

The sexual is a complex domain which was shaped in the sex and marital manuals of the late nineteenth and early twentieth century. Texts such as *Married Love*, *Het volkomen huwelijk (Ideal Marriage)*, *The Sex Technique in Marriage* or *El problema sexual tratado por una mujer española (The Sexual Problem Written by a Spanish Woman)* envisioned how (sexual) relations should be and limited the practices of bodies and feelings. They also introduced ideas regarding means of contraception.

The English and Spanish sex manuals will serve us as the framework to understand how prescriptive has been the topic of sexuality. From them onwards, the questions and practices that need to be addressed when teaching affective and sexual education in formal and non-formal education will be exposed in an attempt to develop a feminist citizenship of affections and emotions.

Autobiographical blurb:

My name is *Cristina Díaz Pérez*. I am a PhD student at the University of Oviedo (Spain) looking at how sex and marital manuals influenced and still shape our relationships and sexualities. My research also comprises sexuality intertwined with pregnancy and citizenship.

I finished the Joint-European Master's Degree in Women's and Gender Studies at the University of Hull with a dissertation entitled: *Lesbian desire, femininity and language between the wars*.

**Diego Sánchez, Jorge**

**“It is the world asking to be made again”:**

**Anxiety and Fury in Tishani Doshi's “Every Unbearable Thing” (2018)**

Sexual violence and its multiple forms to inflict fear, hate and pain against the physical and spiritual female bodies in India has been recently researched and narrated by feminist theorists (Bhuthalia 2000, 2006; Menon 2004, 2012) and writers (Roy 1996, 2017; Roy 2015, 2018; Kandasamy 2014, 2017; Doshi, 2017). In this context, Affect Theory emerges as a theoretical concept that can challenge dominating political, economic and capitalist structures through studies that recognise the interlocking systems of patriarchal domain based on economy, race, gender or sexuality (Ahmed 2004; Mankekar 2015; Fraile-Marcos 2018). Tishani Doshi's poem “Every Unbearable Thing” (2018), published on the occasion of the rise) behind the #Metoomovement in India, is a declaration used by the author to recognise why the anxiety and fury were affects used to describe both the passion and animosity that the movement received during October of the year 2018.

In this context, the aim of this paper is threefold. Firstly, it aims at understanding the different forms of violence committed against Indian women and how Doshi identifies the historical recurrence of the structures of “enforced shame” imposed on them (Kandasamy 2018). The intersectional thought and practice of Indian feminists such as the above-mentioned are the theoretical source to analyse how Doshi reveals the hidden purposes of sexual violence to control women's minds and bodies in India and elsewhere. Secondly, it deals with the literary devices (lack of punctuation, first person

plural narrator, and no capital letters) that Doshi uses to describe the sense of individual anxiety and social fury that permeates the poem. Finally, Doshi's writing of resilient bodies is emphasised as a possibility to call for a feminist practice through which physical and psychological bodies survive, defy political and religious structures, and transmute the anxiety and fury that had been imposed to them throughout a celebratory tone.

Autobiographical blurb:

*Jorge Diego Sánchez* is Assistant Professor at University of Salamanca (Dpt. of English Studies). His academic background focuses on Post/Decolonial, Gender and Cultural Studies in English with a focus on literature, cinema and dance from India and its diaspora. He has published articles about writers such as Meena Kandasamy, Jhumpa Lahiri, Aravind Adiga, Rokeya Hossain, Sarojini Naidu, Cornelia Sorabji or Toru Dutt; filmmakers Deepa Mehta or Mira Nair; TV shows like *Kumars on the No. 42*.

**Erdoğan, Barışhan  
Sezer Erim, Osman**

**HATE SPEECH IN SOCIAL MEDIA AND THE ORGANISATION OF HATE**

Hate plays a role in forming the body and the World through producing its own object as a defence against vulnerability. A subject endangered by imaginary others is constructed for legitimating the threat of vulnerability. The so-called injured part of the normative subject is thus reconstructed by a victimization production permitting to convert the body of the other into "hated". A common threat is created via the metonymic extension between different others via unifying all different others as "different from us" (Ahmed, 2013).

Hate speech and crime –the pandemics of our era- can be scrutinized regarding to the affect theory. Hate, forming the base for almost any case related to forensic sciences, manifests via hate speech and crime. Nicknames in cyberspace enables anonymization and disidentification, making the positions easier for victims and perpetrators. The importance of the affect theory in formation of forensic sciences is thus obvious but largely neglected in Turkey, especially when the significance of feminist pedagogies and negative emotions is taken into a victimological consideration.

In the light of these, 4 videos (positive, negative and neutral experiences expressed by queer people) were chosen. Comments added to these will be examined regarding to masculinity, racism, militarism and nationalism.

Autobiographical blurb:

*Barışhan Erdoğan:* I completed my BA in *Psychology* at *Istanbul University* in 2015, and my MA degree in *Social Sciences* at *Istanbul University – Institute of Forensic Medicine* in 2018, with my thesis on Dark Personality, Sadism and Self-Mutilation. I am currently a Ph.D. student at the same Institute while working in *Arel University* as a Research Assistant.

*Osman Sezer Erim:* I completed my BA in *Psychology* at *Istanbul University* in 2015 and I'm currently in the process of writing my thesis on Psychological Addiction in *Social Sciences* at *Istanbul University – Institute of Forensic Medicine*. I also work as a primary school counselor.

Our shared interests include psychoanalytic theory and projective methods, psychopathology and

criminology.

***Ergin, Nezihe Başak  
Beşpınar, Fatma Umut***

**Feminist Teaching as Affective Labour: A Passionate Struggle**

The purpose of this self-study (Briskin & Coulter Priegert, 1992; Coia & Taylor, 2013) is to explore our feminist teaching and “affective labour” (Weeks, 2007; Ahmed, 2015) in the academia in Turkey. The paper revisits our practices (Bright, 1987; Gontarczyk-Wesola, 1995; Parry, 1996; Webber, 2005; Moss & Pryke, 2007), roles (Shrewsbury, 1993; Morley, 1998; Gallagher, 2000; Crabtree & Sapp, 2002; Webb et al., 2004; Cook & Fonow, 2005; Bruce et al., 2008; McCusker, 2017) and affects of teaching (Probyn, 2004) for critical consciousness (hooks, 1989; Markowitz, 2005; Wood, 2015). Considering discussions about differentiating “emotion” from “affect” (Gorton, 2007), the paper focuses on mutual exploration (Briskin & Coulter Priegert, 1992; Shrewsbury, 1993; hooks, 1994; Haworth, 2012) of students’ and our emotional experiences (hook, 1965; Fisher, 1987; Manicom, 1992; Magolda, 2002; Blakely, 2007; Holmes, 2015) and the passionate struggle to walk the walk (Crabtree & Sapp, 2003) for feminist praxis (Manicom, 1992; Bignell, 1996; Morley, 1998) and a feminist life (Ahmed, 2017). This self-reflexion (Crabtree & Sapp, 2003) is a critical evaluation of “emotional labour” (Briskin & Coulter Priegert, 1992; Morley, 1998; Wood, 2015), emotional and mental distress (Peake & Mullings, 2016) in academia.

Autobiographical blurb:

Assoc. Prof. Dr. Fatma Umut Beşpınar made her undergraduate studies and received master degree in sociology at Middle East Technical University. She received Ph.D. Degree in sociology at the University of Texas at Austin. She is working in the Department of Sociology and Gender and Women Studies Program at METU. Her research areas are historical and comparative sociology, intersectionality of class, ethnicity and gender, sociology of development, sociology of work, qualitative research methods.

Dr. Nezihe Başak Ergin is in the Department of Sociology at Giresun University. She conducted her post-doctorate research in the EU Project titled as ‘Effective Gender Equality in Research and Academia’. She was the vice-director of Women’s Problems Research and Implementation Centre at Giresun University and is currently a member of the board of Giresun University UNESCO Chair on Gender Equality. Her current research interests are gender, feminist pedagogy and sociology of emotions.

***España Chico, Celia***

***González-Yubero, Sara***

**Towards a Positive Youth Development model as an intervention strategy to prevent transphobic violence in educational environments.**

Several national and international reports alert about the high prevalence of violence towards children with non-normative sexualities in educational environments. According to this reality, transgender students are in a higher risk of vulnerability. Due to this fact, it is necessary to find

methods to promote an optimal adjustment between the minor and the context. Both, legislative guarantees and socio-community programs are needed to achieve these aims. From Positive Youth Development models, health perspective is focused on strengths and makes the emphasis on the development of the social, emotional, and psychological well-being. The target of this research is to analyze different realities experienced by several transgender children in formal educational contexts. The present qualitative study corroborates that there are situations in which violence is reiterated towards these students and shows that institutional support is needed. The results of this research reinforce the idea of implementing action plans that guarantee an optimal and healthy development fostered by public policies.

Autobiographical blurb:

*Celia España Chico* es Graduada en Magisterio en Educación Primaria, Máster en Educación Emocional, Social y de la Creatividad, y Máster en Investigación e Innovación en Contextos Educativos. Forma parte del Personal Investigador en Formación en el Departamento de Educación de la Universidad de Cantabria. Realiza su doctorado en el Programa en Equidad e Innovación en Educación. Su investigación se focaliza en el estudio de la diversidad sexual y de género en los entornos educativos.

*Sara González-Yubero* es Licenciada en Psicopedagogía, Diplomada en Magisterio de Educación Primaria y ha cursado Máster en Educación Emocional, Social y de la Creatividad y Máster de Profesorado. Cuenta con experiencia profesional como psicopedagoga. Actualmente realiza su doctorado en el Departamento de Educación de la Universidad de Cantabria. Su investigación y sus aportaciones se focalizan en el estudio de las habilidades socioemocionales como factores protectores del consumo de drogas en la adolescencia.

***Estalayo Bielsa, Paula***

**Pictures of Refugees on visibility device. Images, bodies and materiality**

The focus of the present paper is the relation between visual artefacts and dispositives (Rancière, 2010) in which the images of refugees are inscribed. I understand the image not as a representation, but “as an aggregated concept and as a material thing that is the result of a series of relational positions, the centre of which is a body.” (Felicity, 2014: 9). Therefore, the images belong to a dispositive that enhance their visibility, being this dispositive the regulation of the status of the bodies represented. The first part of my research focuses on developing the theoretical framework for these questions: to investigate the visibility device of which refugee images are a part; how photography can be an instrument for the construction of the “Other” within this device; what discourses, practices and relationships are imbricated in it; what sense of reality is built, what truth, what modes of perception and meaning from it. A selected sample of the most influential photographs related to refugees and migration will be chosen to illustrate the theoretical steps towards a configuration of the image as a catalyst for social intervention instead of an active representation of a passive reality.

Autobiographical blurb:

Paula Estalayo graduated from Fine Arts at the Complutense University of Madrid. Besides, she undertook the Master on Visual Arts and Education at the University of Barcelona. Currently, she is

a PhD student at the same university under the program Arts and Education. Her PhD thesis is carried out within the framework of a the European project H2020-SC6-MIGRATION-2018-2019-2020 (MIGRATION).

***Gallardo Nieto, Elena María***

**Disrupting gendered embodiment in childhood and adolescence: Emotions and affects of trans\* lives**

This paper reflects on how the socio-cultural construction of gender is burdensomely imposed on and challenged by children, through gender creativity. By transgressing the rigid binary sex/gender system and eschewing the established socio-cultural mandates, this child agent experiences, as we argue here, forms of violence through their bodies.

Working through the theoretical perspective of trans\* depathologisation, this qualitative research is based on five case studies conducted with trans\* children and adolescents between the ages of eight and eighteen living in Andalusia (Spain). This research spanned three years – beginning in 2015 and concluding in 2017 - and utilised multiple research methods and technics adapted to explore issues of materiality, embodiment and emotions and specifically designed for child subjects. The methodology combined cases study and autoethnography in order to approach the daily life and subjectivity of trans children through a method that seeks a relationship of trust, consensus and understanding between research subjects and researcher. Furthermore, the articulation of research techniques that I developed to work with adolescents and young people -drawings, writings, lifelines and body maps- made possible to frame the research project within the perspective of child protagonism and queer positioning.

Attending to the emergent trans\* activism in Spain formed by youth and families, this study explores the way in which trans\* gender identities are re-conceptualised and socially negotiated in social institutions. Politics, law, protocols and professional intervention are the research object in this project in order to deepen on how power relations affect and shape lives since childhood.

Autobiographical blurb:

I was graduated in Social Work (2016) and I own the Erasmus Mundus Master's Degree in Women's and Gender Studies from Granada and Utrecht Universities (2018). This research proposal gathers my academic transfeminist research project on childhood and transgender issues part of her final BA, MA theses and current PhD project along with my activist belonging to the LGBTQIA\* and transfeminist movements.

***Ganterer, Julia***

***Lehner, Daniela***

**The hidden body**

**Conflicting experiences from an emotional and bodily perspective**

In this contribution, the conflicting experiences and their potential to initiate change processes are made visible in both emotional and bodily dimension. The experiences of body modifications and a

gestalt therapeutic self- experience process are used to highlight emotional moments of lived experiences where the body is the vehicle of expression. Pain, self-discipline, aggression, longing, lust and vulnerability are pictured in their various expressions and dimensions. Body Modifications are processes and practices that are in-between pain and pleasure. The modifications are expressions through the body that make emotions visible to the world. As Seigworth und Gregg (2010) describe, affects are in between-ness: in the capacities to act and be acted upon...found in those intensities that pass body to body (human, nonhuman, part-body and otherwise" (ebd.:1). The Gestalt therapeutic self- experience workshop gives participants the experience of inner conflicts such as the longing and the fear of changes. How are emotions such as pain, lust, fear and longing experienced and expressed through the body and what are its implications for Feminist Teaching? Through a phenomenological lens, these inner conflicts and coping mechanisms are made visible through the case studies of Fred and Annika.

Autobiographical blurb:

*Julia Ganterer* is a social pedagogy and gender lector on the Universities Klagenfurt, Salzburg and Vienna.

*Daniela Lehner* is a peace education researcher working with Gestalt therapeutic self- experience processes from Austria in Klagenfurt.

***García Arroyo, Ana***

**Re-educating Emotion Troubles through Literature: A Feminist Pedagogy in the EFL  
Class**

Throughout history gender imbalances have generated emotion troubles and a great variety of feelings like loath, hate or inferiority. Today the most explicit expressions of gender inequality, sexism and violence are not only outside but also inside our classes.

Drawing on Butler's theory of performativity (1990), of acting differently to promote gender-fair societies, and adopting hook's engaged pedagogy (2010) to create independent critical thinking, this paper is based on an innovative project that I carried out with my pre-service student teachers during the course 2018-19 (Fall-semester). It had the following aims: 1) to prepare student teachers to adopt a gender-based methodology that relies on literature to teach English as a FL; 2) to create an alternative textbook composed by a good selection of literary texts that bring gender issues into analyses so that it can be used in real English classes at an intermediate level.

As a result pre-service students that are introduced into a gender-sensitive education environment become more emotionally aware of the implications of teaching and learning EFL, when gender fairness is at stake.

Autobiographical blurb:

*Ana García-Arroyo* is a Spanish scholar and writer who works at the Language & Literature Teaching Department, University of Valencia. She taught English in Primary, Secondary and Higher Education for many years. As a researcher and academic in Postcolonial cultures, she is a specialist in Indian Studies in the fields of Literature and Gender, with 6 books published. As a creative writer

her latest works are *Madre India* (2012), *Cuentos para educar el género* (2014) and *Devi la intocable* (2017).

**García Navarro, Carmen**

**The pedagogy of affects and resilience in the teacher training practices through the poetry of Joy Harjo**

From the University and, in particular, from the training spaces of future high school teachers, evidences must be shown in the teaching and learning processes in which the presence of the gender perspective is recognized as a content for emancipation of democratic citizenship. Undoubtedly, scientific and professional training cannot ignore the creation of learning opportunities about care and the recognition of diversity as paths that lead to the attainment of higher levels of human dignity (Pérez Tapias, 2018). All this, in a world imbued with the techno-scientific attraction of capitalist economic globalization. It is in this framework that this contribution is offered, paying attention to the need to introduce humanistic components (Nussbaum, 2014) in the Master's Degree in Secondary School Teacher Training. This proposal presents an experience of a teaching and learning practice using the work of Mvskokee poet Joy Harjo, to awaken the latent emotional component of citizenship in any cognitive interpretation to overcome ethnocentrism (Otten and Geppert, 2009) and strengthen resilient aspects of intercultural education.

Autobiographical blurb:

Carmen García-Navarro (PhD) is a Lecturer in English at the University of Almería, Spain.

**Garofalo, Sabrina  
Mancini, Bruna C.  
Vingelli, Giovanna**

**Anti-feminist discourses on love and femininity**

The concepts of love in contemporary culture is usually related to processes of democratization and emancipation. However, the fluidity of the concept also enables other kinds of representations. During the past few years there has been a transnational upsurge of an explicitly antifeminist movement online. As advocates of traditional gender love, male rights' activists use images of heterosexual love, often entwined with the idealised heterosexual nuclear family. Masculinist discourses often deal with strong emotions such as love and hate. However, their beliefs and practices use love as a repressive, heteronormative ideology in an attempt to re-position women and men within the traditional gender order. Our research aims at analysing how love and the female body are represented in masculinist online texts through a review of the latest entries published on the internet (blogs and social media) in Italy. Moreover, we will analyse how the concepts of love and femininity are represented in Margaret Atwood's *The Handmaid's Tale*. Our hypothesis is that love and a certain perspective of the female body are used to justify restoration of a patriarchal order in which the white heterosexual Western male dominates, subordinating people of any other gender or ethnic background.

Autobiographical blurb:

Sabrina Garofalo, PhD is a post-doc researcher at the University of Milan. She is member of the Centre of Women's Studies "Milly Villa", University of Calabria

Bruna C. Mancini is Associate Professor of English Literature and Gender Studies. She is member of the Centre of Women's Studies "Milly Villa", University of Calabria

Giovanna Vingelli is senior lecturer at the University of Calabria, where she teaches Gender and Development. She is Director of the Centre of Women's Studies "Milly Villa", University of Calabria

***Giacobbe, Giuliana Antonella***

**Las narradoras y heroínas de los cuentos de Letterio di Francia: una reconstrucción feminista de la literatura folklórica**

La literatura folklórica calabresa (Italia) encuentra su máximo exponente en Letterio di Francia, uno de los grandes recopiladores de narraciones orales italianas, considerado por otros grandes estudiosos del cuento folklórico italiano como Italo Calvino y Giuseppe Pitrè.

Los cuentos y leyendas que componen los dos volúmenes de *Fiabe e novelle calabresi* (Donzelli, 2015) tiene un elemento peculiar con respecto a los cuentos que hoy en día heredamos de la tradición oral: destacan las heroínas que demuestran su valía y capacidad por encima del género masculino, desde siempre protagonista de los cuentos. A través de las narradoras que ayudaron a Letterio di Francia a componer su obra, encontramos un mundo en el que son las mujeres las verdaderas protagonistas, transmitiéndonos sus emociones y su igualdad de capacidades con respecto a los protagonistas masculinos. Asimismo, a diferencia de cuanto ocurre en los cuentos de los hermanos Grimm, entre otros, asistimos a una deconstrucción del amor romántico, argumento que encaja perfectamente con la temática de la conferencia.

Autobiographical blurb:

Doctorada y profesora asociada del área de Filología Italiana de la Universidad de Oviedo.

***Gibert, Teresa***

**An Affective Response to Margaret Atwood's *The Blind Assassin***

Although Margaret Atwood does not overtly call upon her readers' sharing of emotions, she employs various empathetic narrative strategies throughout *The Blind Assassin* (2000). This multi-layered novel consists, to a large extent, of the fictional memoir written by Iris Chase, its eighty-two-year-old protagonist and first-person narrator as well as the author of an embedded novella. Atwood elicits affective responses by resorting to a wide range of techniques, such as the use of realistic characterization, plausible plot development, an extremely self-conscious first-person narrator, the closeness of an apparently reliable and authentic confessional voice, the enhancement of mimetic illusion through distance-reducing metanarrative commentary, and a skilful revelation of the inner thoughts and changing emotional states of her protagonist, who mixes self-reproach with

self-vindication. An affective reading evolves with ease thanks to the conjunction of these artistically blended narrative devices. Indeed, they encourage us to proceed under the impression that we have been allowed full access to Iris Chase's mind and heart to the point that we can adopt her perspective and may even come to think that we are able to share her intimate feelings and emotions in the numerous vividly portrayed scenes of the novel.

Autobiographical blurb:

Teresa Gibert is Professor of English at the UNED (Madrid), where she teaches American and Canadian literature. Her publications include the book *American Literature to 1900* (2001; 2nd ed. 2009), numerous journal articles and essays in collected volumes such as [\*T. S. Eliot at the Turn of the Century\*](#) (Lund UP, 1994), [\*T. S. Eliot and Our Turning World\*](#) (Macmillan, 2001), [\*Telling Stories: Postcolonial Short Fiction in English\*](#) (Rodopi, 2001), [\*Transport\(s\) in the British Empire and the Commonwealth\*](#) (PULM, 2007), [\*Stories for Children. Histories of Childhood\*](#) (PUFR, 2007), [\*Postcolonial Ghosts\*](#) (PULM, 2009), [\*Stories Through Theories / Theories Through Stories\*](#) (Michigan State UP, 2009), [\*Short Story Theories: A Twenty-First-Century Perspective\*](#) (Rodopi, 2012), [\*Traces of Aging. Old Age and Memory in Contemporary Narrative\*](#) (Transcript Verlag, 2016), [\*Le jardin et ses mythes aux Etats-Unis et en Grande-Bretagne\*](#) (PUR, 2017) and [\*Representing Wars from 1860 to the Present: Fields of Action, Fields of Vision\*](#) (Brill/Rodopi, 2018). Furthermore, she contributed to [\*The Cambridge History of Canadian Literature\*](#) (Cambridge UP, 2009) with the chapter "Ghost Stories: Fictions of History and Myth".

**Gisbert Gracia, Verónica**

**Acciones colectivas y emociones de las mujeres en espacios festivos.**

Desde finales del siglo XX las culturas festivas se convirtieron en elementos centrales de la vida social, las identidades territorial/personal y de las economías de las ciudades. Las festividades han sido analizadas en sus vertientes simbólicas, económicas o turísticas, pero no como espacios donde las identidades y el orden social tradicional se tensiona con realidades sociales y de género diferentes a los hegemónicos.

Este artículo constituye una reflexión sobre algunas de las funciones que realizan las emociones en la construcción y mantenimiento en el largo tiempo de la acción colectiva de los movimientos sociales, en concreto de un movimiento de mujeres. El foco de análisis ha sido el Colectivo Fonévol, cuyo objetivo es fomentar la participación de las mujeres en las Fiestas de moros y cristianos de Alcoi (Alicante) en plenas condiciones de igualdad. A través de un exhaustivo trabajo empírico cualitativo, se han identificado la activación de los componentes emocionales que ha facilitado tanto la solidaridad interna como la aceptación externa del colectivo, favoreciendo no solo a la transformación social de la ciudad de Alcoi, en particular de sus festividades, sino también a la sostenibilidad en el largo plazo del movimiento en un contexto en principio hostil a su existencia.

Autobiographical blurb:

Investigadora del Centre d'estudis sobre Cultura, Poder i Identitats (Universitat de València). Estudió el Erasmus Mundus Master's Degree in Women's and Gender Studies (GEMMA), con especialidad en Cultural Studies, en las Universidades de Granada y la Universiteit de Utrecht (Holanda). Actualmente, realiza su tesis doctoral sobre emociones y acciones colectivas de mujeres en espacios festivos, focalizando su análisis en diferentes festividades del estado español.

**Guest, Carly**

**Teaching on the Edge of Time: using affect, reflexivity and feminist science fiction in the feminist classroom**

In this paper I reflect on how three of my 'companion texts' (Ahmed, 2017) – Sara Ahmed's (2017) *Living a Feminist Life*, Una's (2015) *Becoming Unbecoming* and Marge Piercy's (1976) *Woman on the Edge of Time* – helped me to reflect upon an incidence of victim blaming in the classroom. This moment of victim blaming prompted me to reflect more broadly on the emotional and pedagogical challenges of 'troubling talk' in the classroom. hooks' (1994) vision for a radical, transformative classroom begins with the humanity and wellbeing of its participants and I looked to these companion texts for guidance on how to navigate troubling talk in a way that recognises students' histories and emotional lives, whilst creating critical and transformative learning spaces. Reflexive strategies, such as diary writing, helped me to consider how emotion is circulated through the classroom, particularly in these moments of troubling talk. The voices of these feminist writers have become central to the ongoing development of my feminist pedagogy, one founded in feeling.

Autobiographical blurb:

Carly Guest is a lecturer in sociology at Middlesex University. Her work is concerned with the everyday, personal, and intimate narratives and memories of political moments, movements and institutions. Working from a feminist perspective, she adopts creative, narrative research methodologies to explore the relationship between the personal and social and the collective nature of narrative and memory. Amongst other publications, Carly's monograph *Becoming Feminist: Narratives and Memories* was published by Palgrave Macmillan in 2016. It explores women's personal accounts of developing a feminist politics.

**Havlin, Tetiana**

**Teaching Intersectionality: on the Crossroad of Gender, Ethnicity, Class and Nationality.**

My talk *Teaching Intersectionality: on the crossroad of gender, ethnicity, class and nationality* is dedicated to the concept of teaching intersectionality to non-specialised students. Firstly, I will focus on challenges of teaching intersectionality to students with different backgrounds and limited experience with feminist and gender tradition. Secondly, I will assess an intersectionality theory as a theory *for* sensibilisation to explain identity matters, privilege/disprivilege, mechanisms of domination/ subordination, public discourses based on intersections of gender, ethnicity, class and nationality. Thirdly, I will show that a theory *for* sensibilisation does not work properly unless its main

content is reflected on personal experiences of students, unless participants are not only rationally but also emotionally involved. The empirical background of this talk is based on the analysis of over 80 hours of teaching intersectionality to seven student groups in two German and one Austrian universities. Additionally I use the results from the content-analysis of student reflection essays. The analysis of the teaching experience illustrates that the concept of teaching intersectionality to the non-specialised students is more effective if: there is time for developing a group dynamic; intersections are taken apart and then merged in identity and inequality crossroads; it incorporates a space for individual and group reflections as well as a large amount of peer-to-peer interaction.

Autobiographical blurb:

I am sociologist, researcher and lecturer at the Department of Sociology of the University of Siegen, with a focus on the analysis of social structures and social inequality. Currently my research and writing is devoted to human agency, identity matters, migration, and incorporation strategies. I have been teaching courses on sociology of culture, gender studies, sociology of housing, urban sociology and migration sociology at the University of Kaiserslautern, Mainz University of Applied Sciences, and University of Düsseldorf in Germany, at the University of Maryland University College Europe, Alpen-Adria-Universität Klagenfurt in Austria, Universitatea A.I. Cuza din Iași in Romania and University of A Coruña in Spain. Some of the teaching experiences inspired me for the talk *Teaching Intersectionality*.

**Heijstra, Thamar Melanie**

**Pétursdóttir, Gyða Margrét**

***Feminist academics rollercoaster riding through emotional rewards and physical costs: How to come out on top?***

Women in academia face multiple challenges and identifying oneself as a feminist or activist is only adding to these challenges. In order to create space for themselves and their discipline, feminists and activists have to establish themselves as 'productive academics' and simultaneously work towards a feminist academia (Pereira 2017). Qualitative interviews were conducted with senior academic women that have been teaching at the margins of the human and social sciences in Iceland, in critical disciplines of which the scientific value is regularly questioned. Not only do these disciplines analyze privilege and power relations but their often interdisciplinary nature makes them sit somewhat uncomfortably between the more traditionally established disciplines. The aim of this study is to map the experiences of these academic activists who are in the twilight of their academic careers and to ask: What have been the costs and rewards? What can other feminist activists in academia learn from their experiences? What are the coping strategies for physically and mentally surviving the Ivory Tower? And what is it that keeps this group of women going, despite the scale of serious stress-related illnesses that they have experienced?

Autobiographical blurb:

*Dr. Thamar Melanie Heijstra*, Associate Professor in Sociology, Faculty of Sociology, Anthropology and Folkloristics, University of Iceland.

Thamar has a PhD in Sociology. Her main fields of interest are: gender, inequality, labour markets, work cultures, work conditions, unpaid-work, well-being, work-life balance, gender budgeting, academia

*Dr. Gyða Margrét Pétursdóttir*, Associate professor in Gender Studies, Faculty of Political Science, University of Iceland.

Gyða has a PhD in Gender Studies. Her main fields of interest are: Gender Studies in a broad sense but with a focus on feminism, masculinity, femininity, gender based violence, gender budgeting, work cultures, gender relations, family responsibility and queer studies.

***Heinonen, Anna M.***

**Love makes a house a home? Emotions in Finnish communal living**

In my presentation I will look at emotions in Finnish communal living. I examine, how living with other people than one's romantic-sexual partner challenge notions of home. In the Euro-American context, the home space often reflects ideas of (heteronormative) couple-centered nuclear family life and tie notions of love into the family constellation.

At the same time social and material intertwine in the spatial design of homes, their walls, floors, kitchen tables and photo frames. The material objects usually carry a historical load of emotional, social and temporal meanings. In Finland, most of the apartments big enough for communal living are designed as family apartments. When people build homes based on relations which differ from the nuclear family assumption, also the social structure of material space is challenged.

How does the emotional landscape of Finnish communes look like, when the relational map at home is not built around the loving couple? How do various communal relationships re-organize and shape the material dimension of homes? In my paper I will go through interviews with Finnish residents of communes and sketch out how the relational, emotional and affective shape the meanings attached to the concept of home.

Autobiographical blurb:

Anna Heinonen is a doctoral student in the doctoral programme Gender, Culture and Society (SKY) at the University of Helsinki, Finland. In her research project "Close relations in Finnish communal living" she studies how gendered and sexual practices, roles and commitments take shape in homes which are not built on romantic and sexual coupledness, and what kind of role the material aspect of homes has in shaping the relations.

**Jarris, Mari**

**Affective Material: Socialism and Feminism in Nikolai Chernyshevsky's *What Is to Be Done?* (1863)**

Since the International Wages for Housework campaign in the 1970s, feminist and queer theorists including Selma James, Silvia Federici, Maria Mies, Rosemary Hennessy and Kevin Floyd have critiqued and expanded Marxist and socialist theories to develop materialist critiques of gender and sexuality. Despite the crucial contributions of Marxist feminists and feminist materialists, the field has primarily focused on Western Europe and the United States and the texts of Marx and Engels. In my talk, I aim to contribute to the work of feminist materialists by drawing attention to an early socialist feminist novel by a contemporary of Marx and Engels, Nikolai Chernyshevsky's *What Is to Be Done?* (1863). Although it is acknowledged as "the nineteenth-century novel that has had the greatest influence on Russian society," (Joseph Frank) it remains relatively unknown outside of Russia. Building on the recent work of scholars including Irina Paperno and Valeria Sobol who reframe the novel as a feminist as well as socialist text, I analyze the relationship between structural changes and emotional needs that is modeled by the novel's protagonist, Vera Pavlovna. Through a discussion of "fictitious marriage," love triangles, and the all-women's sewing cooperative, I argue that Chernyshevsky posits affect as a material need. My aim is to demonstrate that Chernyshevsky, along with the generation of Russian radicals to which he belonged, provides an alternative framework for developing feminist materialist theories.

Autobiographical blurb:

Mari Jarris is a Ph.D. Candidate in Comparative Literature and Gender and Sexuality Studies at Princeton University. Following the completion of her B.A. at Wesleyan University, she received a DAAD fellowship to study at Institute of German Literature at the Humboldt-Universität in Berlin. Her research areas include 19th century German and Russian materialism, feminist affect theory, feminist and queer Marxism, and psychoanalysis. Her primary research languages are English, German, Russian and French.

**Končar, Lara**

**Cruise Tourism and Emotional Labour: Gender Perspective on the Production of Touristic Experience in the Cruise Ship Industry**

Since the beginning of the 21<sup>st</sup> century, the development of the cruise ship industry has drawn the attention of authors in the domains of tourism studies and social-cultural approaches, while the cruise tourism phenomenon grew into an international business for organising vacation and travel, and mobilizing a multinational worldwide workforce. Seen as both a process and a project of globalization, it inspired scientific research questions regarding the nature of labour flexibilisation, work conditions and production of "mobile touristic enclaves". Since cruise ships are understood as multinational touristic spaces for fabricating culture and touristic experience, a gender perspective is very useful for understanding various levels of work hierarchies, gendered work and interactions between service workers and tourists, in socio-cultural and economic contexts. In this presentation I will focus on the concept of emotional labour of service workers and sketch unwritten rules

governing the cruise ship workplace. Taking emotional labour into account I will try to address inter-relations and practices which are simultaneously constituted through the hosts-guests relations and shaped by established regulations of cruise ship companies.

Autobiographical blurb:

Lara Končar is a PhD student and project researcher at the Faculty of Political Sciences, University in Belgrade, Department of Media and Culture, with a BA degree in Ethnology and Anthropology and an MA degree in Gender Studies. Interested in the areas of tourism and gender studies and work ethnographies, she aims to offer a view from “within”: from the perspective of those who live and work on cruise ships.

**Kovar, S. Nehir**

**Uzcan, Ece**

**On the Potential of Online Intimacy on a Feminist Platform: Femihat**

In this study, our main purpose is to discuss ‘online intimacy’ through an imaginary feminist character Femihat (sort of feminist agony aunt) whose name is formed through a Turkish word game, meaning ‘feminist line’ (femi-hat). ‘Femi’ comes from the word ‘feminist’ and ‘hat’ means ‘line’ in Turkish. Femihat is a special section in a feminist web magazine ‘Çatlak Zemin’ which has become a feminist platform where all issues relevant to women can be discussed, and thereby aimed to reduce the gap between feminist activism and everyday knowledge. Femihat’s intention is to talk about the topics in her readers’ letters which are usually about quite personal problems that the readers are afraid to tell other people. One of the important points is that the readers can stay anonymous and feel more comfortable when they open themselves. That provides women an online intimacy to talk about their emotions and feelings, which are very political as well as personal from a feminist perspective. In this study, we want to look at the affective relationship established between Femihat and her readers and evaluate how this relationship give a different opportunity for feminist politics.

Autobiographical blurb:

**S. Nehir KOVAR**

Feminist activist. Participated in Istanbul Feminist Collective and organized several campaigns. One of the initiators of the Lesbian Bisexual Feminists in Istanbul. Beside that one of the initiators, editor and writer of the feminist web magazine Çatlak Zemin. Participated Feminist Night March organization in Istanbul (since 2013). Also, member of Women for Peace Initiative (since 2013). Work for Women’s Museum Istanbul (since 2016). Co-coordinated Feminist Pedagogy: Museums, Memory Sites and Practices of Remembrance conference, 2018 Istanbul.

Published essays in magazines such as Feminist Politics, Kaos GL, K24, P24.

Co-writer essay of *Trojanisches Pred der Regierung: Konservative Frauen-NGOs in der Türkei* (published book).

*Ece UZCAN*

Graduate of philosophy in Bogazici University and still student in Istanbul Bilgi University Cultural Studies Master Program. Participated in the Lesbian Bisexual Feminists in İstanbul. Worked as an intern editor in T24 which is an online newspaper in Turkey. Participated in a field research (*Turkey Demographic and Health Survey 2018*) about health and status of women in Turkey conducted for 50 years.

**Larruzea-Urkixo, Nerea**

**De la Fuente Gaztañaga, Amaia**

**Cardeñoso Ramírez, Olga**

**Is awareness the first step towards change?**

**Self-perceived gender discrimination among prospective teachers: situations, emotions and thoughts**

Gender is one of the most relevant socialising factors that dictates the different way women and men see the world, feel about their everyday lives or think in different situations. These gender-based patterns and roles often lead to discrimination, even in academic contexts. This work was aimed at exploring student teachers' self-perceived gender discrimination situations at university, together with the feelings and thoughts linked to them. It involved 141 students (102 women and 39 men). The information was obtained by the use of thought listing techniques and the analysis was carried out by using Iramuteq software. The results demonstrated emerging shared representations and emotions about gender discrimination among students. These representations and emotions were mainly related to situations that implied group work, and they resulted from characterizations of gender roles. If we take into consideration the fact that the participants were prospective teachers, the impact they could have is even greater, as gender role beliefs may affect our future generations at school (differential interactions, indoctrination, role models, etc). In any case, these findings imply the need for a more feminist-based practice at our universities in order to raise awareness.

Autobiographical blurb:

*Nerea Larruzea-Urkixo*

Graduate from Primary Education Degree - she obtained a collaboration fellowship - and University Master's in Psychodidactics, both at the Univeristy of the Basque Country (UPV-EHU). Her Master's thesis was awarded by the Gender Equality Department of the aforementioned university. Since 2015-2016, Nerea has been a PhD student on Psychodidactic. Her line of interest and research focus on self-regulated learning, self-talk and gender in university teacher training. In fact, her doctoral thesis includes those variables in order to provide a new approach based on students' real cognition.

*Amaia De La Fuente Gaztañaga*

Ph.D. student of the Psychodidactic Program at the University of the Basque Country (UPV/EHU). She also graduated from the UPV/EHU in Social Education to earn a Master's degree in Psychodidactics. Amaia's primary research interest lies in the impact of social problem solving and the coping strategies in the motivation and performance of undergraduate students, as well as gender differences in the same. Amaia's recent papers are based on this research line.

*Olga Cardeñoso Ramírez*

Doctor in Philosophy and Educational Sciences at the University of Deusto with a thesis on "Cognitive Assessment in Teenage Victims of Maltreatment". Olga is an associate professor and she has a six-year research period. She has been supervisor for PhD theses and several pieces of research work on "Self-regulated learning. Cognition, emotion and gender". The constant contrast between theories, research and social interventions has led her to an eclectic and multidisciplinary approach regarding Female Psychology, their empowerment processes and health. This approach is reflected in the chapters and books that she has published.

*Lisy, Dominika*

#### **Emotions in sexuality**

##### **A diffractive analysis of the sexuality and our apparatuses of investigation**

My thesis project examined the conceptualisation of binaries in sexuality and how questionnaires, as diffractive apparatuses, are unfolding patterns of differences in binary concepts. One particular aspect of sexuality are emotions and their division into positive and negative emotions and part of my study explored a diffractive understanding of the role of emotions in sex.

Barad (2007) proposed a new way to think difference differently and used the concept of diffractivity. She theorises that investigation of our research tools as apparatuses, unfolds diffractive patterns of difference, which inspires us to think binaries and categories anew.

Therefore, I investigated binaries which influence the becoming of sexual experiences. I have used a diffractive reading and asking questions (de Freitas, 2017), and the method of plugging in (Mazzei, 2014) to analyse a common research tool: sexuality-related questionnaires. This particularly allowed me to look into meanings of emotions for sexual encounters in these questionnaires. As a result, emotions show different side, diffracting different patterns of meanings in different questionnaires. A diffractive reading of emotions can therefore allow us to move away from binary conceptualisations but take material-discursive entanglements seriously.

#### Autobiographical blurb:

I recently finished my Master in Gender Studies at the University of Gothenburg after doing a Bachelor in Psychology at the University of Groningen. This interdisciplinary profile has provided me with a curious eye for different practices and methods in the sciences and humanities. My main interest is emphasising and investigating diffractivity as a tool to overcome interdisciplinary challenges. Particularly in sex research where binaries in thinking and doing are prominent.

**Llano Busta, Andrea**

**Emotional Myth-Making: Shifting Empathy through Feminist Retellings of the *Ramayana***

The intergenerational transmission of myths may serve to perpetuate the teaching of “emotional rules that help to maintain our society’s particular hierarchies of gender, race and class” (Boler 1999, xxi). Such is the case with Valmiki’s *Ramayana*, an ancient epic poem in which deities Rama and Sita have acted as a—rather patriarchal—prototype of exemplary behaviour for Hindus over the centuries. However, and as often is the case with tradition, its unquestioning obedience has frequently proven highly detrimental to the female population. In the socio-political sphere, for instance, the traumatic consequences of Partition were felt more deeply by those women who had to bear widespread hate and disgust (Ahmed 2004) as a result of abduction and/or rape. For its part, fiction presents a record of those events while allowing for the inclusion of silenced perspectives. By focusing on selected modern retellings of the *Ramayana* (Arni 2011, Volga 2016, Divakaruni 2019) that consider Sita’s long-suppressed feelings, this paper explores the potential of literature to challenge hierarchies and trigger empathy across the board in an attempt to show that “in order to know differently, we have to feel differently” (Hemmings 2012, 150).

Autobiographical blurb:

Andrea Llano Busta is a first-year PhD student at the University of Oviedo. She holds a BA in English Studies and an MA in Gender and Diversity. To date, her work has focused on literary representations of refugee and abducted women during the Partition of India in 1947, as well as on those of grieving processes from a psychoanalytic approach. Her areas of interest include postcolonial cultures and literatures, gender studies and trauma theory.

**Machin, Laritza**

**Cifre, Eva**

**Positive management of conflicting gender roles: a well-being intervention with a gender perspective**

A defining axis of women’s identity is the role of caring for others. Consequently, working women who have decided to have a family have a source of conflict when managing their time to meet both responsibilities in order to develop professionally.

Seligman’s (2011) PERMA well-being model sustains that the presence of five elements count towards it: positive emotions, using highest strengths and talents to develop optimal experiences, nurturing positive relationships, having a meaningful life and accomplishing goals.

An intervention based on the PERMA model will be performed during eight weeks, with a group of women leaders in Castellon (Spain). The aims of the intervention are: Increasing participants’ awareness of cultural, social and personal elements structuring their identity as women, and its influence in the conflict that supposes exerting caring and working roles; Identifying the emerging emotions when handling the conflicting caring and working roles; Providing strategies and

techniques for generating emotional well-being; Designing working and caring roles strategies by participants, so this role exertion will represent a well-being source.

Qualitative measurements -pre and post intervention- will be performed. The results will be presented.

Autobiographical blurb:

Laritza Machin studies a PHD in Psychology with a gender perspective in Universitat Jaume I (UJI), Spain. Member of GeST research group, interested in gender identity, psychological capital and positive psychology interventions with a gender perspective.

Eva Cifre PhD is Associate Professor, coordinator of GeST and of the PhD programme on Gender Studies there at UJI. She is currently interested on psychosocial health at work with a gender perspective.

***Mai, Yên***

**“WHEN THE HYPE IS OVER”:  
BACKGROUND EMOTIONS IN VIETNAMESE YOUTH ACTIVISM**

This contribution comes from my PhD research, which investigates the role of background emotions in the sustenance of youth activist networks in Vietnam. The research project takes its theoretical point of departure from the intersection of emotion and political sociology, which has yielded several studies on the role of affects in social movements, particularly in contexts of protests and mobilization. While previous studies in this field have addressed the role of indignation, anger, hope, pride and solidarity in activism, there seems to be a lack of discussion on the everyday emotions that actors of social movements experience when the hype is over. This contribution aims to address this gap and to examine the role of these everyday emotions in the formation of different rival mobilization networks, using Barbalet's (1998) concept “background emotion”. While the contribution is mainly theoretical, I will also use data from my fieldwork in Vietnam to show how young activist use background emotions to keep their organization intact, and how these emotions contribute to boundary-making processes that separate professional duties and friendships in an activist network.

Autobiographical blurb:

Yên Mai is a Doctoral Candidate at the Department of Sociology in Uppsala University. Her research interests focus on social movement, gender/sexuality, emotion, and youth research. In her master's thesis, she analyzes the way in which Vietnamese LGBTQ youth construct their identities based on norms of gender and class, creating a social hierarchy in the process.

***Marinardi, Arianna***

**Building strategies of resistance through affects:  
online and offline alliances in Muslim girls' political experiences.**

This article engages with the current debate on new forms of feminist solidarity and digital media through an empirical analysis of new forms of political participation by Muslim girls in France. This work contributes to recent research addressing the theme of Muslim women's participation in the context of political life, looking at the relationships among politics, embodied subjectivity and social transformation from a feminist perspective.

The results show that in a contest the girls perceive as characterised by contemporary processes of racialisation and everyday discrimination against Muslim people, the girls have developed a number of strategies to cope with racist and anti-Islamic rhetoric and practices. These strategies are not isolated acts but collective efforts built through relationships with other subjectivities, nourished by everyday bodies and affective experiences with other girls. The girls give life to spaces of exchange and knowledge through their bodies and their affects—both considered to be strategic sites for building new bonds and practices of resistance. This work also shows the relevance of digital media in the girls' processes of embodied subjectivation—in organising these strategies, Muslim girls are building their own political subjectivity, both online and offline.

This contribution is rooted in the idea that girls' discourses, actions and practices offer valuable knowledge based on direct experiences of how to respond to the topic of racist and anti-Islamist radicalisation.

Autobiographical blurb:

Arianna Mainardi is a Postdoctoral Researcher Fellow at the Department of Sociology and Social Research, University of Milano-Bicocca. Previously, she has been Postdoctoral Research Fellow at the Institute of Humanities and Social Sciences of the Scuola Normale Superiore (Florence, Italy) and at the Centre d'Analyses et d'Intervention Sociologique (CADIS), École des Hautes Études en Sciences Sociales (Paris). Her research interests include Gender & Media; Body, Sex and Tech; Youth and Digital culture; Social Research Methods, and Political Participation.

***Mauerer, Gerlinde***

**Household economy and couples challenges and strains in dual career management.  
Empirical Evidence from Austria.**

Starting with presenting my research on parents' challenges and strains in managing the reconciliation of their career and family life, I would like to focus on bi-national couples and transnational gender relations. My results have revealed several aspects in that respect, indicating the persistent power of traditional sex-gender-relations especially at the work place, but also in the public. Although individual couples strongly aimed at overcoming traditional gender barriers in managing their career and family life, their support at the work-place was weak in terms of going beyond traditional gender attributions (in parenting). Moreover, the results showed a higher level of

gender equality in couples and families with a good financial background in the family of origin. The results indicated several aspects of social influences impacting on the reconciliation of gainful work and (unpaid) family work. Furthermore couples who had good and stable financial conditions were able to pay for being supported in the household management and in child care. This fact revealed a further transnational impact, as couples often referred to engage household help with precarious income conditions (see also Prattes 2017).

Concluding, long-lasting effects of economic power (inheritance, education, subsequent income conditions) and gender influences were revealed, indicating several flaws in consistently promoting gender equality (focusing on parental dual career management).

Mauerer, Gerlinde (2018). Both Parents Working: Challenges and Strains in Managing the Reconciliation of Career and Family Life in Dual-Career Families. Empirical Evidence from Austria. *Soc. Sci.* 2018, 7, 269. <https://www.mdpi.com/2076-0760/7/12/269/htm> 06.01.2019.

Mauerer, Gerlinde (2018): Paternal leave and part-time work in Austria: Rearranging Family Life, Book Chapter 7 in: Musumeci, Rosy/ Arianna Santero (Eds.): *Fathers, Childcare and Work Cultures, Practices and Policies in Comparative Perspective*. Emerald Series, Bingley, UK, pp. 183-207. <https://www.emeraldinsight.com/doi/abs/10.1108/S1530-353520180000012008> 10.10.2018.

Prattes, Ulrike (2017). Outsourcing responsibility - Towards a transformative politics of domestic work (Doctoral thesis, Australian Catholic University). <https://doi.org/10.4226/66/5a9dba6e3361d> 11.01.2019.

#### Autobiographical blurb:

Main research fields: Feminist Theories, Gender Studies, Sociology of the Family, Sociology of Health. 2013-2017: Research on paternal leave and parental part-time work. October 2016: Visiting Fellow at the University of York, Department of Sociology, UK.

University Lecturer at the Institute of Sociology, University of Vienna, Austria, 2004-2017.

2016: Visiting Fellow at the University of York, Department of Sociology, UK. Research and research presentation on in October 2016 on Couple Relationship, Family Management and the Workplace,

<https://www.york.ac.uk/news-and-events/events/public-lectures/autumn-16/couple-relationship/> 06.01.2019.

#### **Murataj, Olta**

##### **Rural Woman's Gender Role Attitudes and Life Satisfaction**

There is a tendency to focus more on studies related to urban family leaving little space for rural household, and still less focus on the agricultural woman. Woman's in rural areas are compelled to do both farm work and home work which adds more fatigue and unpleasantness to their lives. Woman's are constantly suffering emotional and psychological stress by adhering to traditionally feminine sex role. As gender role attitudes influence marital satisfaction and stability in a marriage,

how sex role attitude influence the life quality of rural women's? This is a case study of twenty Albanian woman married and living in rural areas in Serbia. Premarital gender role learning behavior, the division of labor between men and woman in their household, power relations between husband and wives, how their father's masculinity and mother's femininity are constructed in their families and how the image of femininity is transferred to them. Through in-depth interviews we seek to explore how important is gender learning in a woman's life before marriage and how it is reflected during marital life and beyond in division of work within the family, how much indicates the behaviors, feelings, and emotions and their daily life.

Autobiographical blurb:

Olta Murataj is a PhD candidate at Hacettepe University in Ankara at department of Sociology. Her current research is focused on multicultural marriages based on gender roles and uses marriages between Albanian woman and Serbian man living in Serbia as a case study. She holds an MA in Comparative Literature and a BA in Albanian Language and Literature from Tirana University. She has been awarded as gold medal student on her MA program

***Nikunen, Minna***

**Higher education, affective governance and gender**

In my presentation, I will present my analysis on the recent trends of 'employability' that relate to affective capacities, and how they are applied to higher education. I inspect what are the capacities required from the students and teachers in the Finnish universities at the times of affective capitalism. Additionally, I ponder how the ideals of affective employability affect the teacher-student relationship and, among other things, learning and teaching gender studies. By affective capitalism, I refer to the current phase of neoliberal capitalism, which emphasises 1) end products' affective and immaterial value, 2) worker's affective labour and affective capacities and 3) engage workers utilising affective incentives and deterrents.

In my analysis, I use materials from Finnish universities' web sites on student employability and policy documents on youth employability created by Finnish ministries and European commission. In Finland, there has been a longstanding reliance to entrepreneurialism, especially as developing an entrepreneurial mind-set - as a central important component in increasing employability. I claim that the current idea of tuning one's mind to entrepreneurial frequency has incorporated some ideas of therapy culture, such as personal growth, self-assurance, happiness and affective capacities.

Autobiographical blurb:

Dr. Minna Nikunen is Senior Lecturer in Gender Studies at the University of Jyväskylä, Finland. Her recent research has focused on young adults, working life, employability, gender, social class and social marginalization. The project Division into two? Young adults, future and work (funded by the Kone Foundation) continues in the year 2019.

**Özkurt, Dijan**

### **The Experience of Emotions in the Case of Queer Relationships in Turkey**

In this paper I will focus on the affects (Ahmed, 2004) and emotional flows of queer community, and how to experience their feelings in relationships. Some kind of relationship forms and emotions such as affection, compassion, monogamy and care have been considered as normative by the queer politic circles in Turkey. As an agent of queer community in Turkey, I claim that protecting oneself from those emotions lead to be more precarious (Butler, 2004) relationships between queer subjects. Thus developing a discourse that relates these emotions with heteronormativity and motherhood operates as a mechanism to distance ourselves from experiencing these emotions. By this way the relationships including affect and devotion have been assumed as the components of heteronormativity, and the people who demands relationships including affect, devotion and monogamy labeled as “not enough queer”, and this kind of labeling have been caused to create queer communities’ own homonormativity. This paper is based on my experiences and short interviews with people who identify as queer, gender queer, transgender, lesbian and bisexual women.

#### Autobiographical blurb:

Dijan Özkurt is a research assistant in the Department of Sociology at Karamanoglu Mehmetbey University in Turkey. She is a member of STS-Turkey research network. She holds master’s degree in Sociology from Mimar Sinan Fine Arts University in İstanbul and she is a PhD candidate at the same department. She is especially interested in queer theory, post-human studies, feminist techno-science studies and critics of anthropocentrism in contemporary arts.

**Panico, Carla**

### **The girls of the *crisis*. Inquiring precarity, migrations and social movements in the *PIGS* as a subjective experience.**

The aim of this text is to propose a methodological approach focused on emotions and relations in order to inquire the concept of “precarity” in Southern Europe (Possenti2012) since the financial crisis of 2008 (Coin2018).

I assume precarity as a form of “feminization of labor” (Morini2009), that deals with the exploitation of women’s’ ability to care, to express empathy and emotions. Starting from my personal experience, I analyze precarity not only as a consequence of the transnational organization of labor, but above all as an existential condition (Fischer2017) that characterizes an entire generation (Bove, Murgia2017). I am referring to a collective historical subject: the Southern-European youth that mobilized in the struggles of 2008-2011 against austerity and that is now inserted into the new labor mechanisms imposed to the PIGS during the financial crisis.

This generation lived the movements’ defeat and the constant necessity to move towards different (mainly northern) European countries, according to intermittent labor conditions (Coin2017). Being a precarious Southern European young woman means to experience the loss of stable identities, new

forms of affection, relation and “intimacies at distance” (Zafra2018). The subjective/collective condition emerging from this complex emotional *palette* deserves to be inquired from a proper socio-political point of view, as it defines the lived experience of precarity.

Autobiographical blurb:

I am a PhD student in Postcolonialism and Global Citizenship (CES-FEUC) at the Universidade de Coimbra. I hold a master's degree in Contemporary History from the Università di Pisa, Italy.

I am currently developing a research about the connections between precarity, migrations and new social movements in Southern Europe, with a postcolonial critical approach and a feminist methodology. I am an activist in the Italian movements since the cycle of struggles of 2008 against austerity.

***Papcunová, Kristína***

**Gender injustice as part of the feminist consciousness**

The presentation will be focused on the issue of feminist consciousness, which is central in forming a collective identity within the feminist movement. Although the feminism abroad was challenged with different issues from the Czech Republic, here is also possible to observe the decline of female participation in feminist movement. Therefore, the objective of the study is to elucidate the question of how women develop their collective feminist identification and become civically engaged in collective action.

Extensive research into framework processes has contributed significantly to the recognition that a major component of the framework for collective action is a sense of injustice, an important motivation to overcome obstacles and achieve social change. Feminist activists often perceive gender inequalities at multiple levels of private and working life, but on the other hand they see obstacles and problems in areas where they did not have to deal with them personally. Despite the fact that these inequalities do not affect them personally, they feel a high level of empathy and solidarity with women who have to face these problems. These prepositions will be further detailed in the presentation.

Autobiographical blurb:

I am PhD student at Charles University in Prague, currently working on my doctoral thesis focusing on feminist consciousness in Czech Republic. My primary research interests are in the field of gender studies and sociology, specifically in the topic of feminist consciousness and social movements. Lately, my academic research has resulted in several conference papers as “Construction of feminist consciousness as part of the collective identity” at 10th European Feminist Research Conference in Gottingen in 2018.

***Paspali, Panagiota***

**Female bodies, feminist lives and the work of becoming: feminist movement's struggle against femicide in contemporary Greece**

On November 25<sup>th</sup>, 2018, the International Day for the Violence Against Women, feminist and queer collectives were demonstrating in Athens claiming their bodies, their rights and spaces. Few days after, on November 28<sup>th</sup>, 2018, a university student, Eleni Topaloudi was murdered by two men after refusing to consent to have sex with them. It is my purpose to take up this case so as to look on affect and its links with the diasporic dissemination of information on Facebook regarding femicide. I aim to explore how the knowledge/discourse generated around femicide fosters the consciousness of women over their bodies and safety in contemporary Greece. I will use theories of affect (Ahmed, Clough, Massumi) and emotion (Sceer) to describe their digital circulation through language (posts of feminist pages on Facebook regarding femicide). Deploying the Deleuzian theory of becoming and its critical approaches of feminist theorists (Colebrook, Braidotti) I attempt to discuss the discursive formation of feminist political becoming.

Autobiographical blurb:

Panagiota (Penny) Paspali holds a BA degree in History and Social Anthropology and she currently a second-year student in Erasmus Mundus Master's Program for Women's and Gender Studies. Her academic interests are orchestrated around the fields of History and Social Anthropology and their epistemological convergences with feminist, queer and critical theory. She is interested in research on the horizontal dissemination of knowledge, the affect as well as on the anthropology of activism, social movements and human rights (with emphasis in feminist and queer activism and grassroots).

***Pérez Fernández, Irene***

**Passing on Tales of Survival: Affective Memories in Black British Neo-Slave**

Joan Anim-Addo, both a writer and an academic, has argued that "the body of twentieth century texts by African-Caribbean women should be read in a post-slavery continuum" (2007: 11). In relation to plantation culture, Anim-Addo has discussed the significance of affect and theorised about the need of understanding and reading "affect as silence" (2013: 7) and has examined how in order to secure survival affect functioned, as well, "by being masked, disguised often from the self" (2013: 8). In this paper I shall analyse her short story "Daughter and His Housekeeper" (2008) as a literary work that transcends this conception of "affect as silence". In this emotionally gripping short story, Anim-Addo presents maternal love as an empowering emotion that does not only secure survival but ultimately breaks the silence of female slaves. Housekeeper, the protagonist, recounts her own (her)story of slavery and this is woven in the narrative through her affective memory, which becomes a productive tool for resilience and emotional survival. I shall argue that Housekeeper's emotional teaching becomes a site from which dominant narratives and discourses about slavery can be challenged.

Autobiographical blurb:

Pérez-Fernández, Irene is a Lecturer in English Studies at the University of Oviedo. Her research focuses on contemporary British literature with a special interest in contemporary Black British and Asian British Women Writers. She has published articles on Andrea Levy, Zadie Smith, Diana Evans and Monica Ali in various international journals and is the author of two books *Espacio, Identidad y Género: Aproximaciones Teóricas* (2009) and *Maggie Gee: 'The Artist/Artista.'* (2011).

***Peyrefitte, Magali***

***Hager, Tamar***

**Academia Uncensored: Exploring personal and collective stories of compliance and resistance within neoliberal academia**

Sara Ahmed argues that 'Feminism as a collective movement is made out of how we are moved to become feminists in dialogue with others' (Ahmed, 2017: 5). Applying this statement to our engagement with one another as a collective posture against the individualistic and individualising nature of an increasingly neo-liberal academia, we present in this paper how we are adapting a feminist methodology known as collective biography (Davis and Gannon, 2006) to write and reflect on our experience of teaching in academia. Using the conflicts, challenges and dilemmas, which stem from these stories, the collective biography aims to map and analyse unspoken experiences in neoliberal academia, rooted in emotional and affective encounters between lecturers and students, between lecturers as well as with the academic system. Valuing story-telling as a way to contest power-relations, the focus is on everyday life biographical stories written by academic teachers from various disciplines and places. The paper will as such be based on these personal stories aiming to open up the discussion on the potential as well as the challenges of a feminist but also anti-racist approach to teaching within neo-liberal academia.

Autobiographical blurb:

*Magali Peyrefitte* is a Senior Lecturer in the Department of Criminology and Sociology at Middlesex University. Using a range of multi-modal and multi-media methodologies, her research focuses on how identity and power relations are affected and transformed within everyday spaces, in cities as well as in the home. With a commitment for greater social justice, she has looked at identity, home and belonging in cities at the intersection of different social categories (gender, sexuality, ethnicity and class). She is also developing a scholarship in the pedagogy of the urban multicultural classroom.

*Tamar Hager* teaches in the Department of Education and Gender Studies Program at Tel Hai College, Israel. Critical feminist methodology, microhistory, art sociology, fictional and academic writing, multiculturalism and critical pedagogy are core issues of her research and writing. She published in 2000 a book of short stories *A perfectly Ordinary Life* (in Hebrew) and in 2012 *Malice Aforethought* (in Hebrew), in which she attempts to reconstruct the elusive biographies of two English working class mothers who killed their babies at the end of the 19<sup>th</sup> century. She is also a co-editor of *Bad Mothers: Regulations, Representations and resistance* (2017).

**Riestra Camacho, Rocío**

**“Embodied Disgust in the Anorectic Mind: An Analysis of the Narrator’s Perspective in Laurie Halse Anderson’s Fiction”**

One of the most popular novels among young women readers today is *Wintergirls* (2009), by Laurie Halse Anderson. This work of fiction belongs to the so-called anorexia *memoir* genre, where the protagonist, Lia Overbrook, narrates her life as it is haunted by the homonymous eating disorder. A cognitive literary analysis of the text reveals two prominent aspects of the novel’s imagery; namely, the metaphors and the sound symbolism of repugnance around which the novel revolves. It is proposed that abjection, in Kristeva’s sense, functions as a perceptive mechanism for the protagonist, whose mind is, as a result, embodied in disgust. Recent neurological evidence shows that anorexia produces functional brain alterations. Specifically, experiments demonstrate that anorectic’s brains have an increased global disgust sensitivity. I suggest that this finding is consistent with anthropological medical research on anorexia, which has proved how abjection is at the core of understanding the experiences of anorectics. The aim of this paper, hence, is to bring to light such features of the novel, by analyzing how the narration builds around an imagery focused on revolt. This analysis is necessary inasmuch as a deeper comprehension of anorexia through fiction can lead to crucial changes in the politics of the body.

Autobiographical blurb:

Rocío Riestra-Camacho is a PhD Candidate at the Department of English, French and German Philology at the University of Oviedo. Her research interest focuses on the study of the representations of eating and sports patterns in US fiction, namely juvenile novels and drama, to investigate the extent to which these influence corresponding behaviours in young women readers. Her thesis project, specifically, evaluates the cognitive bibliotherapeutic potential of these texts to contribute to the treatment of anorexia.

**Ripoll-Fonollar, Mariana**

**Affected Suffrage: Romanticising Transgressive Bodies in Robin Lee Hatcher’s *Catching Katie* and Courtney Millan’s *The Suffragette Scandal***

Marketed as feminist texts encouraging empowerment, fearlessness, and independence, as traits associated with the icon of the suffragette, Robin Lee Hatcher’s *Catching Katie* (2003) and Courtney Millan’s *The Suffragette Scandal* (2014) (ab)use this transgressive figure to hook the target reader in a context where (pseudo)feminism is the trend. These authors offer readers an apparently liberated and autonomous protagonist which nevertheless transmits and fosters hegemonic romantic values. The heroines of both novels initially promote feminist ideals, specifically in the field of politics, urging women to fight for their vote. However, envisaged as historical romances, the focus of *Catching Katie* and *The Suffragette Scandal* lies on the romantic story between the protagonists, which translates into “the anxieties of these bodies displac[ing] other anxieties” (Davis 2013,10). Against this background, I attempt to demonstrate that the heroines’ progressive abandonment of and

disillusionment with suffrage is the result of anxiety, classified by Sianne Ngai as an “ugly” feeling (2005). Such anxiety stems from their preoccupation and willingness to establish and consolidate a romantic relation with the hero, which her fight for suffrage seems to obstruct. Hence, the novels under analysis “accommodate some changing attitudes, [even if] the messages of the texts are backward-looking” (Hughes 2005, 17)”, commodifying suffrage and the symbol of the suffragette to transmit gender values of the context in which the story develops.

Autobiographical blurb:

Mariana Ripoll-Fonollar works as an associate lecturer at the University of the Balearic Islands where she completed her BA in English Studies and her Teaching Training MA. She is currently enrolled as a PhD student in the Philosophy and Philology programme of the University of the Balearic Islands. She is also a member of the research project HER: (The politics, aesthetics and marketing of literary formulae in popular women's fiction: History, Exoticism and Romance).

***Ruokonen-Engler, Minna-Kristiina***

**“But I am Afraid that ...”: Dealing with Feelings of Uneasiness and Anxiety in a Research Training Process**

In this paper, I explore my experiences of teaching qualitative methods in general and biographical methods in particular in the field of social sciences. I take my starting point expressions of uneasiness and anxiety of students, while learning to apply qualitative research methods, especially those of narrative, biographical research approach. Firstly, I analyse the emotional and ethical issues that emerge out of such expressions. Secondly, I compare these with the principles of method of narrative, biographical interview. Consequently, I seek to challenge narrative, biographical interview as a method of data collection only, but to consider it as an interactive, reciprocal power relation that demands emotion work and ethics of caring. Thus, I close my paper by arguing that emotional and affective dimensions should be integrated in teaching of qualitative research in general and narrative, biographical research approach in specific. Students should be given space and time to reflect on their uneasiness and anxieties concerning the research process. This means that there is not only a need for theoretically founded examination of these emotions and their influence on a research process, but also a need for the implementation of methods of self-reflexion in the research training curriculum.

Autobiographical blurb:

Minna-Kristiina Ruokonen-Engler is a sociologist, research associate and lecturer in women's and gender studies at the Institute of Sociology at Goethe University Frankfurt in Germany. Her research and teaching interest lies in the field of gender, diversity, migration and qualitative methods.

***Sagebiel, Felizitas***

**Teaching women's solidarity for building networks**

Networks regulate and control societies nationwide and international. Men are learning competition and cooperation as competencies for networking in their juvenile plays. In contrast women have learnt only to compete with each other about body, mind and men, but not as much to help each other, especially when they are different. Trust as a fundamental emotion for building and stabilizing of networks has been neglected historically in women's socialization. In our still patriarchal European societies social and economic power is gendered. To get power positions in politics, business and other institutions / organizations women have to learn and practice networking with each other. For this aim they have to overcome pure competitive attitudes to learn the combination of competition and cooperation. Feminist teaching especially in further education could help to overcome historically learnt emotional separation between women. Women's and feminist awareness is a necessary precondition for this learning process. Feminist pedagogy should include, besides theoretical complexities, teaching and practicing of emotions like hate, love, trust and mistrust. Exchanging and discussing of emotions and their impact on each other should be central. The paper will argue for feminist learning of women's solidarity and networking.

Autobiographical blurb:

Felizitas Sagebiel, diploma in Social Sciences 1970, PhD in Sociology 1978 (Technical University of Berlin), is an associate professor in the Faculty of Human and Social Sciences (Bergische University of Wuppertal). Research on gender in science and engineering in several European and German projects. Numerous papers on relevant international conferences. Actual publication of special edition on "Gender and Masculinities in Careers and Leadership in Higher Education in the International Journal for Gender, Science and Technology.

***Salas Sigüenza, Irma***

**Could Disney's magic save us from Donald Trump?**

The aggressiveness of Donald Trump's administration is sustained to a large extent in an emotional discourse. His management of concepts such as fear, disgust, patriotism, heroism, strength, and manliness, as well as his follower's approval to his display of traditional and toxic masculinity have led to regrettable consequences. The recent separation of families in Mexico-USA's border, the increasing cases of police brutality against minorities, the Charlottesville's "Unite the Right" Rally, his defunding of Planned Parenthood or his intention to eliminate VAWA are some examples of the alarming proportions that this could reach.

Nevertheless, both society and the media have reacted against it, using the same emotional basis. The aim of this paper is to analyze in which way some mass culture productions, specifically the ones addressed to young audiences, try to counteract this political use of feelings. In addition, we will ponder the effectiveness of presenting movies or books that promote values such as tolerance, love, acceptance, and respect, in the middle of Trump's era. Are these both useless and desperate measures, or could Disney's magic and Marvel's technology be to some extent the right answer to this situation?

Autobiographical blurb:

Studies: Humannitie's Graduate (Licenciatura en Humanidades) at the Universidad Popular Autónoma del Estado de Puebla (México). Currently studying the program GEMMA at the Universidad de Oviedo and a master's degree in Educationa Innovation at UPAEP online.

Publications: El ser y el deber ser femenino en La vida conyugal de Sergio Pitol (Universidad de Zacatecas, 2015)

Work experience: Literature and Mexico's history teacher from 2011 to 2018.

***San Segundo, Rosa***

**Deconstruct romantic love to allow equality relationships**

The current romantic love arises as a reaction to the French Revolution, where a social self emerges for the first time, which changes the economic and social political reality, in front of that social ego there is a great reaction with exaltation of the individual self, which generates the romanticism, embodied in Philosophy, literature, music, and others. Today this romantic love adapts to individualism and diffuses as a cultural product, in an environment in which aid and cooperation networks are weakened, collective responses to problems decay, an accused individualism emerges. However, love conceived from a theoretical perspective requires generosity, honesty and can be directed towards people, nature, animals, in short it is an emotional utopia.

Love is built with feminine and masculine myths, always harmful. Men divide women into good and bad, perpetuating inequality, and leading them to an inability to love powerful women, because they are not submissive women. For women symbolically, a masculine image has been constructed and enlarged, creating frustrations All this does not allow egalitarian relationships, being necessary to demolish traditional stereotypes, subvert roles, and learn to love and love each other.

Autobiographical blurb:

Ph. D. in Information Science, professor Knowledge Organisation. Head of University Platform of Feminist and Gender Studies. Head of Gender Studies Insitut, has been Secretary and Head of the Department of Information and Library Sciences, at Carlos III University. Was president of Spanish Chapter of ISKO, the International Society of Knowledge Organization. Is member of UDC Consortium Advisory Board. Author of some books, collective books, adjustments, Numerous articles and specializes versions.

Responsibility majors Federation of Progressive Women, Federation of separated and divorced women, Women CELEM eurpoeo Lobby, AUVIM University Association against gender violence, Volunteering platform of Spain

***Sifaki, Aggeliki***

**“Affective Atmospheres of Nationalism” and Lesbian Teachers in Greece**

In *Banal Nationalism* (1995), Michael Billig's pivotal insight is that nationhood is not only reproduced by state-centred procedures (e.g. celebratory events, etc.) aimed at instilling patriotic feelings amongst its members, but also through the routine use of deixis ("we", "them", "here", "the", etc.), which makes nationhood appear as something natural in people's everyday lives. Building on this insight, other theorists of nationalism (e.g. Antonsich, 2016) have suggested that, instead of focusing on top-down, state-centric rhetorical gestures, it would be better to explore how nationhood is activated from below—how it is variously articulated and mobilised by the different subjects involved. Other scholars have investigated the importance of "affective atmospheres of nationalism" (Closs Stephens, 2017), known as "happy atmospheres"—of being together in the course of everyday mundane happenings. Drawing on my interview-based research, in this paper I investigate how the "affective atmospheres of nationalism" are entangled with sexual politics in the case of lesbian teachers in Greece. I ask: how do lesbian teachers in Greece actively engage with nationhood? What role does their agency play in reproducing nationalism in the everyday school practices? What kind of knowledge does the entanglement of national(ist) with sexual politics propagate and with what aim?

Autobiographical blurb:

I have recently finished my PhD in Gender Studies at Utrecht University, the Netherlands. My dissertation, titled *Greek Lesbian Teachers: School, Nation, Family*, focuses on the intersections of education, gender/sexuality and nationalism. So far, my work has appeared in *Women's Studies International Forum Journal*, *Gender and Education* and *Chiasma*. I have edited and translated in Greek Rosi Braidotti's book *Nomadic Subjects: Embodiment and Sexual Difference in Contemporary Feminist Theory*.

***Silva Reis, Josemira***

***Santos, Geisa***

**Among bits, rags and communal affectivities: harawayan notes to think the web stitched by a digital feminist box**

This work reflect on the affective-pedagogical experiences observed from the use of Fuxico box, a mobile electronic device designed to facilitate processes of digital access, narratives production, memory and knowledge exchange among Latin American women, especially those ones from spaces where internet access is still difficult, without the need to go through the conventional internet and the risks it presents to them, nowadays.

Fuxico is a popular handcraft technique, quite common in the Brazilian Northeast, made with remains of clothes stitched in a shape of flower. As it is made by hundreds of units, a fuxico piece usually requires a collective effort to get ready. And although it is a very important way of income among poor families, historically the activity has been taked in a pejorative way. It is said that women who dedicate to that kind of practice just do as an excuse to meet up and talk about others life.

If we agree with Donna Haraway that feminist theory advances by figuration in times of crisis, thus, what we are presenting here cannot be seen only as artifact, but as a struggle to generate another value for women's productive relations in a hyperdigitalized time.

Autobiographical blurb:

*Josemira Silva Reis* is a Brazilian PhD student from the Universidade Federal da Bahia (UFBA) and member of the research group Gender, Digital Technologies and Culture (GIG@). Currently, lives in Barcelona (Spain), where develops an internship at the Internet Interdisciplinary Institute (IN3), a research centre of the Universitat Oberta de Catalunya. Her research is about the new expressions of cyberfeminism, focusing on the life trajectories and processes of technological appropriation carried out by female hackers.

*Geisa Santos* is member of the research group Gender, Digital Technologies and Culture, based in the Federal University of Bahia (UFBA). In her city, Salvador, she co-organizes international women in tech projects, such as Rails Girls and the PyLadies. Also, she is a member of the Wikimedia Users Group, since 2016. Her work remains on topics such as Digital Inclusion, autonomous technologies and Transhackerfeminist Education.

***Slezáková, Katarína***

***Doing Difference: Ethnomethodology, Discursive Psychology and Early Care***

This paper focuses on cultural dimensions of class as formulated by parents and teachers regarding early care and education facilities, that are attended by their children or where they teach. Inspired by the approach of Christina Scharff, we combine ethnomethodology with discursive psychology to analyze the ways in which actors 'do difference'. We employ an intersectional approach, paying special attention to ethnicity/race, which allows us to examine how these categories intra-act. However, the entry point of analysis is class. The article draws on semi-structured interviews with parents and teachers and explores ways of 'doing difference' in two early care facilities: a private exclusive kindergarten, and kindergarten in an excluded area. This comparison enables us to see, how middle class operates as a normative category and recognize the agency of working-class actors.

Autobiographical blurb:

Katarína Slezáková is currently doing her PhD in Sociology at the Masaryk University in Brno. She is also employed at the Institute of Inclusive Education, Masaryk university and at the Sociological Institute of Czech Academy of Sciences as junior researcher. Her interests include class, gender and race/ethnicity, intersectional feminist theory, ethnomethodology, and qualitative methodology in general. Topics she has covered mostly relate to education, from early care and education to university graduates and academic spaces.

**Spitznagel, Julia**

**'Bodily roots of subjectivity' and blind spots in current German educational sciences**

The (new) material feminism makes an important contribution to feminist scholarships analysing the field of 'embodied subjectivity'. The sexualised nature and radical immanence of power relation form the key concept of (new) material perspectives.

This abstract highlights Rosi Braidotti's theoretical involvement in 'rethinking the bodily roots of subjectivity'. The re-definition of the situated positionality of the subject within current discourses of German educational sciences offers new viewpoints.

In stressing the bodily experience as an immanent aspect of education the pedagogical and positioned subject receives a new relevance. Dimensions of the body as 'matter' and the recognition of standpoint feminism render aspects of situated knowledges (Haraway 1899). The 'materialist acknowledgement of a historical location' (Braidotti 2012 in Dolphijn/Van der Tuin 2012: 23) refers to a new way to contextualize the positionality of the female subject within feminist and power critical pedagogy. Especially the refusal to 'disembody sexual difference' into a postmodern and anti-essential subject opens a new view of bodily existence and experience of women in a material feminist pedagogy.

Autobiographical blurb:

Julia Spitznagel is a Master student in 'Bildung und Erziehung: Politik – Kultur – Gesellschaft' ('Education and Pedagogy: Politics - Culture - Society') at the University of Tübingen, Germany. The program focuses on the critical engagement with philosophical and sociological theories on power in pedagogical and educational settings. In her Master thesis she focuses on new material feminism and feminist epistemology in order to highlight the theoretical figures of a 'disembodied subject' in German educational sciences.

**Suárez Rodríguez, Ángela**

**The Image of Abjection in Contemporary Afrodiasporic Narrative Written by Women:**

**A Reflection on Current Politics of Hegemonic Patriarchal Exclusion**

The examination of emotional textualities in contemporary postcolonial literature is a fundamental tool to achieve a better understanding of the socio-spatial dynamics of exclusion in our world today. In particular, the identification of a disgust discourse in new diaspora narratives serves as a prism through which to enquire into the symbolic marginalisation of racialised 'others' in the modern western metropolis. In the light of the 'emotional turn' which is still under development within Postcolonial and Gender Urban Studies, this not only broadens traditional considerations of this positionality in geographical urban peripheries, but also defines the liminal status of immigrants in this neoimperial space. Specifically, the main purpose of this paper is to present a critical analysis of the image of abjection in a selection of the latest Afrodiasporic narratives written by women so as to demonstrate the potential of their disgust discourse as a source of reflection of the gendered racial

exclusion in present postcolonial cities. The consideration of race at its junction with the variables of gender and class will highlight the case of black undocumented immigrant women in the hegemonic patriarchal metropolis as an extreme case of an ambivalent condition of social abjection at present.

Autobiographical blurb:

Graduated in English Studies from the University of Oviedo in 2015, afterwards, Ángela Suárez Rodríguez enrolled in the Erasmus Mundus Master's Degree in Women and Gender Studies. She completed her second year of the programme at the University of Hull and defended her master's thesis in Oviedo in July 2017. Currently, she is a 'Severo Ochoa' scholarship holder as a second-year student of the Doctoral Program in Gender and Diversity at the University of Oviedo.

***Yalley, Abena Asefuaba***

**Unveiling the veil: An Analysis of the Impact of Gender Studies and Affective Pedagogy in Transforming Gender relations and patriarchal beliefs of students in the University of Ibadan, Nigeria**

This research explored the impact of affective pedagogy and teaching methodologies on students in the University of Ibadan. In spite of the various waves of feminism, the unequal status of women persist. A major achievement of transnational feminism however, is the production of knowledge and awareness creation on the perils of patriarchy. Another major gain has been the establishment of teaching and research centres to advance the feminist movement. Although much has been documented on the emergence of feminism and feminist research in Nigeria, there is however a gap in scholarly literature on the impact of academic centres in transforming gender relations and patriarchal beliefs. Critical is the dearth of knowledge on how affective pedagogy and teaching methodology impacts the lives of students. This paper evaluated the impact of the Gender Studies Program and the affective pedagogy on students in the University of Ibadan, Nigeria through the qualitative research methodology. The results of the study revealed that affective pedagogy greatly improved gender relations and transformed the patriarchal beliefs of students.

Autobiographical blurb:

I am a doctoral student in Gender Studies in the University of Ibadan, Nigeria. I hold a Bachelor's degree in Arts and Master's degree in development and International Cooperation from the University of Jyväskylä, Finland. I have extensive work and research experience on gender issues in Africa and have been supported by ECOWAS and other regional bodies. As a young African researcher, I am a member of the Association of African Women on Development Research and the Finnish Society for Development Research.