

# GENDER PERSPECTIVES IN SOCIAL WORK PRACTICE

Kristýna Pešáková – [pesakova@fss.muni.cz](mailto:pesakova@fss.muni.cz)

Lucie Čechovská – [144430@mail.muni.cz](mailto:144430@mail.muni.cz)

SPRING 2021

# NAMES

YOUR NAME

- THE MEANING OF YOUR NAME OR SOME STORY CONNECTED TO YOUR NAME
- THE NAME YOU WANT TO BE CALLED WITH DURING OUR COURSE

! THERE IS NO NEED TO INCLUDE THE NAME YOU HAVE ON YOUR IDENTITY CARD!



# NAMES

ENTERING A NEW ENVIRONMENT - AS A NEW MEMBER, TEACHER, RESEARCHER

- IT IS USEFUL TO THINK ABOUT THE ENVIRONMENT SETTINGS
- WHAT IT MEANS TO CREATE SAFE AND INCLUSIVE ENVIRONMENT

EXAMPLES OF ACTIVITIES (BASED ON YOUTH WORK WITH YOUNG LGBTQ+ PEOPLE):

- [HTTPS://WWW.WITHYOU-TH.ORG/HANDBOOK/METHOD/AN-EVERYDAY-OBJECT-AND-YOU/](https://www.withyou-th.org/handbook/method/an-everyday-object-and-you/)
- [HTTPS://WWW.WITHYOU-TH.ORG/HANDBOOK/METHOD/FACES/](https://www.withyou-th.org/handbook/method/faces/)

# GENDER

- How does the feminist paradigm in social theories change the definition of gender?
- What does this new definition of gender bring to social sciences (you can think of different aspects – micro, macro-level perspective, research, methodology, power relations, specific issues, social work)?

Discuss in your group – Make notes to be able to present your thoughts – Do not worry about right and wrong answers



# GENDER

- Gender as a set of social expectations that are reproduced and transmitted through a process of social learning
- The important aspect of the feminist analysis - what we learn is itself a social product that is generated within the context of the particular political and economic structure

EXPECTATIONS, NORMS, VALUES, ROLES connected with the idea of MASCULINITY and FEMINITY

CONFUSION of gender with sex - contribution to a justifying inequalities and discrimination based on sex (SEXISM)

## GENDER AS AN ANALYTICAL CATEGORY

GENDER AS A KEY COMPONENT OF THE ORDERING - HOW SPECIFIC SOCIAL CONSTRUCTIONS OF GENDER INTERFERE WITH THE LIVES OF PEOPLE

process of social learning – what we learn is itself a social product generated within the context of a particular political and economic structure

micro-level perspective: symbolic interaction – context as a key determinant of gender roles performance + social construction of reality (bringing our own understanding and meaning)



macro-level perspective: cultural norms as a significant structural force on behaviour (structural and institutional arrangements - political, economic and social)

- Meaning and understanding - a reflection on our own experience of masculinity and femininity
- Go beyond our own experience and look into the complexity and diversity of gendered experiences in the terms of race, social class, sexual preference, age, cultural differences
- Agency, subjectivity, voices
- Reflection on power relations within the research – breaking the mask of objectivity

- Links among multiple oppressions: based on gender, race, class, age, sexual preferences, etc. – complex of intersecting inequalities
- Institutional arrangements producing and reproducing gender (and other related) inequalities
- Gender-based experiences of many diverse groups



ACTIVITY

ASSOCIATION

MAN

KIDS, STRENGTH, BODY, HOME, MEN,  
EMOTIONS, SENSITIVITY, DRESS,  
EMPATHY, FAMILY

ACTIVITY

ASSOCIATION

WOMAN

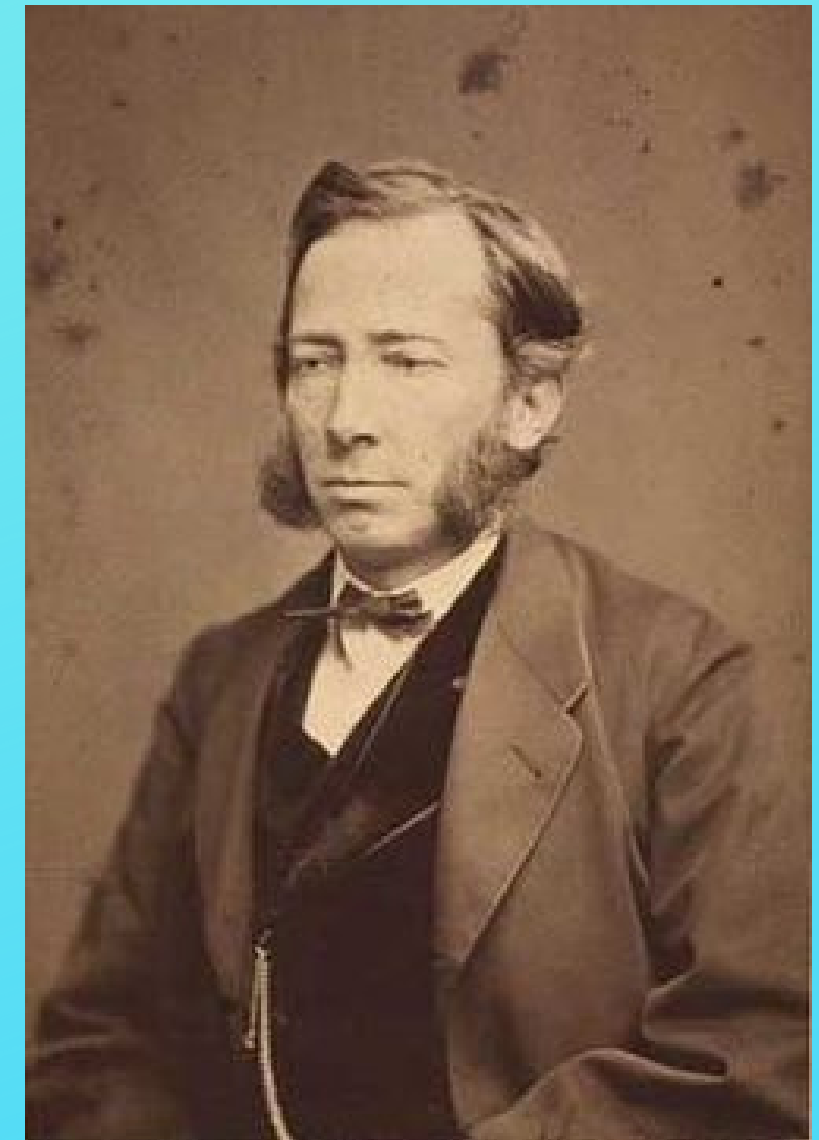
PROTECTOR, POWER, MUSCLES, HEAD OF  
THE FAMILY, STRENGTH, COUCH, EGO,  
RATIONALITY, IMPATIENT

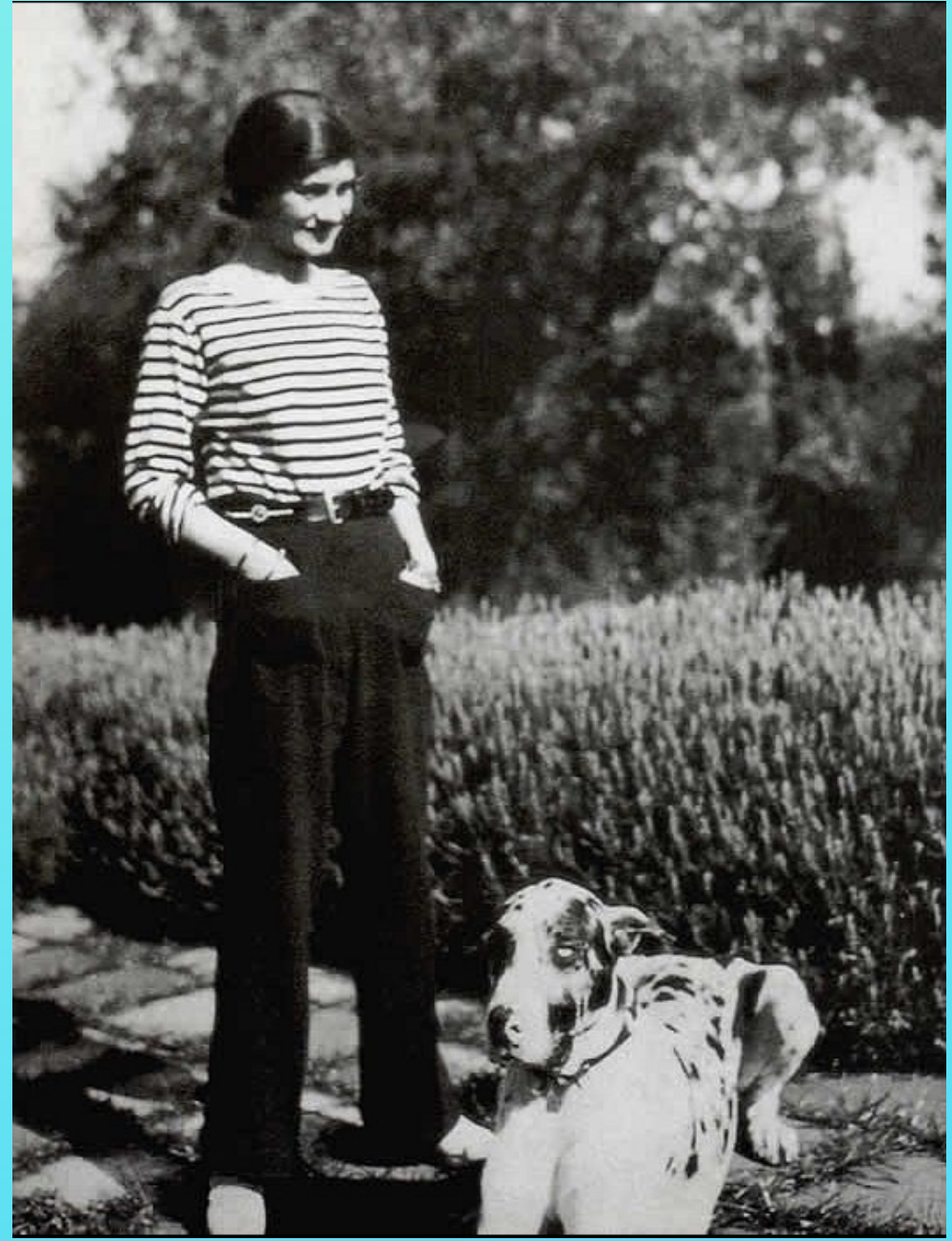


"Study can damage the uterus and lead to infertility."

Frantz Howitz

Danish doctor and first gynecologist  
in Scandinavia, 19th century





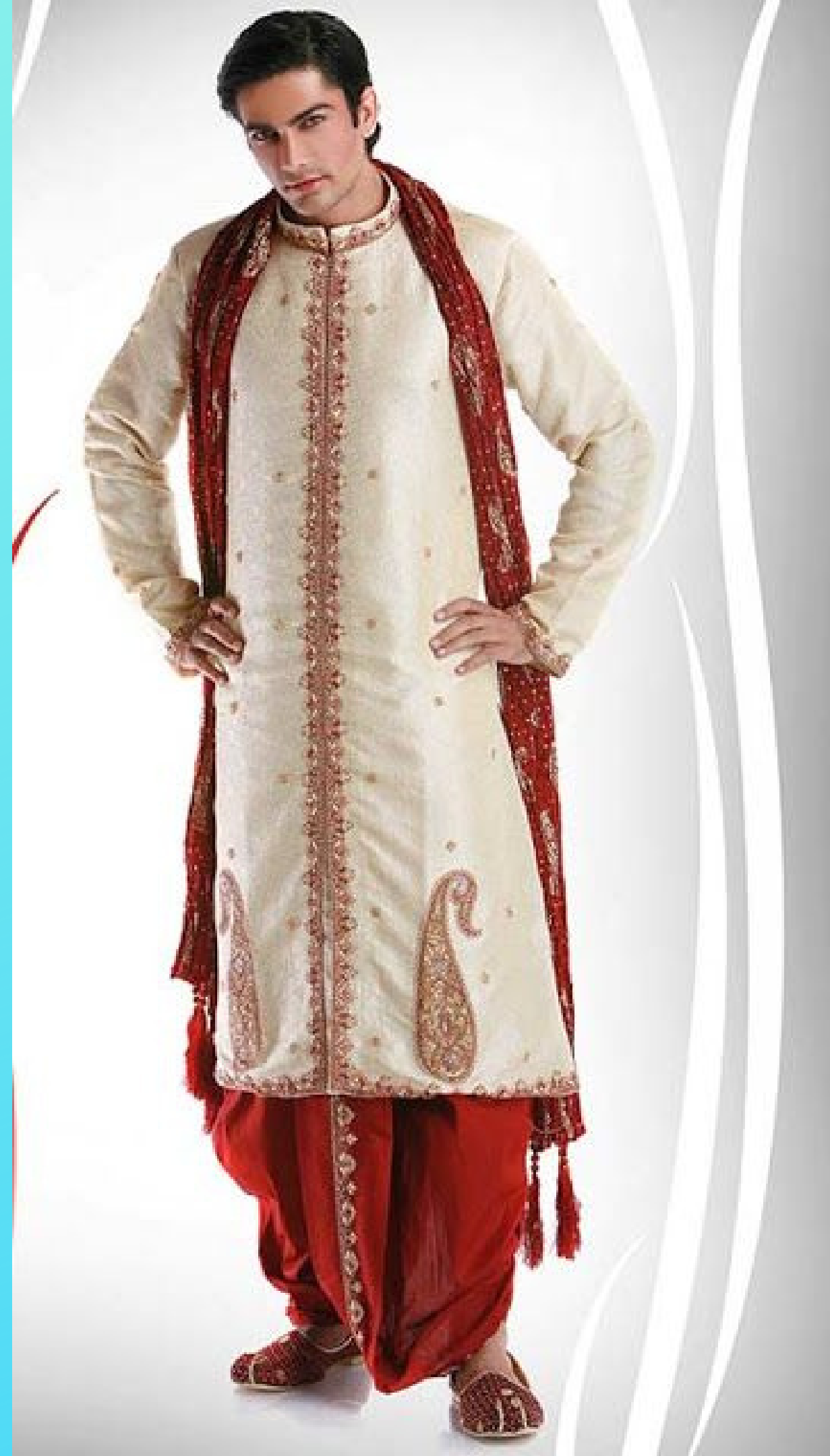


















"THE GENERAL RULE IS PINK FOR BOYS, BLUE FOR GIRLS. THIS IS BECAUSE PINK IS A STRONGER COLOR, MAKING IT MORE SUITABLE FOR BOYS; WHILE BLUE, WHICH IS MORE DELICATE AND GRACEFUL, IS NICER FOR GIRLS. "

(1918)

FATHER - PYGMY AKA





# VIDEO

- **A Class That Turned Around Kids' Assumptions of Gender Roles!**  
**<https://www.youtube.com/watch?v=G3Aweo-74kY>**
- **What would help to children to be able to imagine a more diverse range of people in jobs?**

# VIDEO

- **representation of men and women in diverse social roles (MISS REPRESENTATION movie, THE MASK YOU LIVE IN movie); opportunity to try diverse roles (Vienna kindergarten good practice)**
- **language – Jana Valdová, Vít Kolek (gender linguistic – the inclusion of women under the so-called generic masculine)**
- **process of learning – examples with toys**



# VIDEO

- **Girl toys vs boy toys: The experiment - BBC Stories**  
<https://www.youtube.com/watch?v=nWu44AqF0il>
- **BBC documentary about the effects and possibilities of gender-neutral education**  
<https://www.bbc.co.uk/programmes/b09202jz>
- **Vienna kindergarten good practice – how to work with toys and space sensitively to individual needs of kids**

# THE WAVES OF FEMINISM

## ACTIVITY

- **Split into 4 groups, read a short example of feminist influential text and connect this text with the author's name and photo, the title of the book and a specific wave of feminism.**
- **Discuss what specific issue, topic, relation does the author reflect on – in connection to recommended readings.**



# THE WAVES OF FEMINISM

## CZECH/SLOVAK CONTEXT

### 1ST WAVE

- as an integral part of the Czech National Revival with its demands for cultural upliftment – **the main goals: access to education, right to vote, employment of women – mainly changes in the law**
- M. D. Rettigová, B. Němcová, K. Světlá, S. Podlipská, E. Krásnohorská, T. G. Masaryk, who was influenced by the thoughts of the feminist thinker J. S. Mill and his wife Charlotte G. Masaryk.
- The important role of women and girls associations, clubs, educational activities – such as The American Ladies' Club, founded by K. Světlá and V. Náprstek in 1903, The Czech Women's Club, which was founded in 1903 – one of the important members was Františka Plamínková, who later founded the Women's National Council.

# THE WAVES OF FEMINISM

## CZECH/SLOVAK CONTEXT

### 2ND WAVE

- brought new topics and approaches - after achieving the goals of the first wave of feminism women experienced the situation where the legislation itself did not bring equality (it deals with only a small part of the problems).
- attention has begun to focus on **the origin of gender inequalities: culture in the broadest sense meaning (institutions, language, the behaviour of actors, members of a given culture, etc.) and the psychological issues of gender identity, the issue of socialization in childhood and the mechanisms of reproduction of the so-called gender patterns in adulthood.**
- The communist regime did formally establish the conditions by the directive (entry into the public sphere, support of women 's employment, system nurseries and crèches, proclaimed gender equality, etc.), which Western European or American women fought hard for, but in essence, the regime constructed an equally uniform "bakelite" image of a woman not giving much space and above all freedom of choice.
- More about this period: Kateřina Lišková, Sexual liberation, socialist style: Communist Czechoslovakia and the science of desire, 1945-1989



# THE WAVES OF FEMINISM

## CZECH/SLOVAK CONTEXT

### FEMINISM SINCE THE 1990S

- **development of feminist NGOs, academic institutions (gender studies) – interlinks between the academic sphere and NGOs**
- **many different approaches and branches within the Czech feminist movement**
- **<https://czlobby.cz/cs/clenske-organizace> – CWL as a part of EWL**
- **Other feminist organizations, groups – RKF, Sdruženy etc.**
- **Organizations helping victims of domestic violence – standing outside the feminist platform of CWL**
- **Organizations working with sex workers**

N E X T   L E S S O N

2 4 T H   M A R C H