Dublin Business School
Annual Research Day Seminars

Engaging Men in Gender Awareness and Equality in Higher Education

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Outline

1. Gender Equality in Higher Education
2. Gender/Sexual-Based Violence
3. Men & Gender/Sexual-Based Violence
4. Masculinities & Gender/Sexual-Based Violence
5. Kaufman’s - 7 ‘P’ of Men’s Violence
6. Tackling GBV in College
7. Engaging Men in Gender Awareness
Gender Equality in Higher Education

- **Diversity** - class, ethnicity, ‘race’, nationality, religion, disability, age etc.
- **Gender diversity** - LGBTQIQI (lesbian, gay, bisexual, transgender, queer, questioning, intersex) - respect, recognition & visibility
- **Competitiveness** - institutionalised cultural capital
- **Identity formation** - career/ professional & intimate sexual relations
- **Empowerment** - women are gaining power and agency through education
Gender/Sexual-Based Violence

- **Terminology** - gender-based violence (GBV) / intimate partner violence [IPV], sexual assault [SA], sexual harassment [SH] and domestic violence [DV]) woman abuse [WA], violence against women etc. – similar, overlapping, competing terms
- ‘**Normal’** - feature of human relations
- **Broad** - physical, sexual, emotional & threat of violence
- **Complex** - cause & consequence of gender inequality
- **Diverse contexts** - particular social relational contexts
- **Diverse forms** - sexual assault, everyday sexism, trolling, hazing, stalking, homophobic bullying, biphobia, transfobia, rape, revenge porn etc.
- **Factors** - individual, familial, socio-cultural (inc. risk/protective, ‘safety work’)
- **Hidden & harmful** - stigma, shame, victim blaming, silencing, social & psychological harms
The Istanbul Convention definition:

- Violence against women’ is understood as a violation of human rights and a form of discrimination against women and shown in all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life (Council of Europe 2011: Article 3).
Men & Gender/Sexual-Based Violence

- **Male** - most men not violent - most violence male
- **Gender order** - specific gender regimes & relations - between women / men & amongst men
- **Entitlement** - women’s bodies, get needs / desires met
- **Superiority** - respect re dignity / equality of women
- **Sexism** - different value on men over women
- **Backlash** - against equality, preserve dominance
- **Sexual ideology** - pressure cooker (predatory) model / women as gatekeepers
- **Sexual scripts** - sexual double standard, sexual capital for young men
- **Doing gender** - gender within particular social contexts
Masculinities & Gender-based Violence

- **Hegemonic masculinity** - hierarchical set of relations among men - ideal of men with power, in power, of power - shape relations between men/ women & among men

- **Dominance** - strength, resilience, authority, control

- ** Rejects** - emasculating/ feminising attributes, care, empathy compassion

- **Practices** - domineering, objectification, dehumanisation, sexual conquest

- **Complicity** – with misogynist culture

- **Contested** – e.g. ‘inclusive masculinities’
1. **Patriarchal Power** – male dominated societies are hierarchical and involve a triad of men’s power: *violence against women; violence against other men;* and *violence against the self.*

2. **Sense of Entitlement to Privilege** – men’s violence occurs within the context of a sense of entitlement and as a defence against feeling denied privilege.

3. **Permission** – men’s violence occurs within the context of an explicit or tacit sanction by the legal, moral, and normative structures (e.g. weak laws and law enforcement, bystander acceptance).

4. **Paradox of Men’s Power** – men are caught up within contradictory experiences of power; the expectation that men should be powerful also gives rise to an enormous fear, isolation and pain.
Michael Kaufman - 7 ‘P’ of men’s violence

5. **Psychic Armour of Manhood** – keeping emotional distance from others and the rejection of qualities associated with femininity, empathy and caring.

6. **Psychic Pressure Cooker** – emotional repression and the transformation of the emotion such as sadness and fear into anger, rage and aggression.

7. **Past Experiences** – violence, brutalization and bullying form part of the socialisation experiences of many boys growing up.
Tackling GBV in College

- **Primary intervention** (awareness, understanding, recognition, education)
- **Secondary intervention** (reporting, responding, support services for victims)
- **Higher Education** - practical information/guidance, awareness of risks & supports, curricula, support research etc.
- **U.S.** - Federal law to notify students’ about crime on campus, maintaining data, publicise response & prevention policies, support the rights of victims
- **Reality** - lack of written sexual assault response policies, unclear definitions of sexual misconduct, a lack of training for response staff, unclear procedures for reporting sexual victimization, limited resources available for victims, inadequate investigation & adjudication procedures
Engaging Men in Gender Awareness

- **International** - EU / UN - importance of targeting men as agents for gender equality (e.g. HeForShe / White Ribbon)

- **National** (e.g. Rape Crisis Network, Safe Ireland, Men’s Development Network & MEND).

- **Challenge** - other men’s attitudes, values, sexist practices – ‘potential perpetrator’ to ‘bystander’ approach

- **Awareness education** - public awareness campaigns, training re gender-based violence, sexual assault, sexual consent, diversity

- **Public health education** - programmes re risk taking, sexual health, drugs, violence

- **Effective policies** – complaints, codes of conduct / sanctions

- **Consent** - from giving to getting consent
Engaging Men in Gender Awareness

- **Socialization** - GBV is learned gendered behaviour
- **Disinterest** - resistance, negativity, hostility
- **Basic programmes** - define inappropriate behaviours, consequences, victim information, support services (often including self defence courses, risk management strategies for women, counselling, health & security services).
- **Gender-awareness** - role of masculinity in men’s violence, changing masculine culture
- **Tailored** – education to acknowledge the differing needs of men and women
- **Support** capacity of profeminist men (e.g. role models, peer educators)
A gender-aware perspective entails an understanding of the social pressures on men to behave in culturally defined “masculine” ways, an awareness that they have choices about their behaviours, and an exploration of the consequences of their choices. Very few college men have such a prospective. Traditionally gendered men avoid learning about masculinity, as questioning the “macho ethic” may feel like one is unsure of oneself and therefore unmasculine. As a result, many men see sexual-assault programmes as “male bashing” and/or as presentations on “women’s issues” that do not concern them as long as they are not committing such behaviour” (KILMARTIN & BERKOWITZ. 2014, p.1-2).
The Problem of Consent

- Consent and a Cup of Tea
- Free
- Informed
- Capacity
- Formal
- Informal
- Blurred lines & clear lines
Conclusion

- **Reputation** - more than merely reputational concerns
- **Emotionally safe learning spaces** - develop critical thinking, nurtures diversity, inclusivity & respect & support retention
- **Discrimination** - denying equal opportunities to participate, enjoy & benefit from education, care & the respect enjoyed by others.
- **Equal rights** - culture of bodily autonomy equality and respect
- **Affective equality** - limit victims ability to engage in social life
- **Changing institutional practices** - underpinning invisibility & complicity
**References**

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