



Professional Development | An tSeirbhís um Fhorbairt
Service for Teachers | Ghairmiúí do Mhúinteoirí



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

Politics and Society

@PDSTie

@PDST_PolAndSoc

Politics & Society



Round 2 Day 2

Group Discussion

Discuss a topic of your choice in your groups.



Nominate an observer to take notes on the workings of the group.

When those outside the room return continue your discussion without engaging with them, answering questions or “catching them up”.

What is the purpose of this activity?

Could it be used to introduce other topics? Give examples.

Seminar Overview

Session 1 9.30 – 11.00	<ul style="list-style-type: none">• Marginalisation through Gender Equality• UN and the Irish Context
11.00-11:15	Coffee 
Session 2 11.15 – 1.00	<ul style="list-style-type: none">• Patriarchy (Walby)• Inequality (Lynch)
1.00 – 2.00	Lunch 
Session 3 2.00 – 3.30	<ul style="list-style-type: none">• Capabilities Approach (Nussbaum)

Key Messages

A wide range of participatory and enquiry-focused teaching and learning activities are appropriate for Politics and Society

The decisions as to the most appropriate sequence and structure for learning will need to be made by the teacher in light of their own knowledge of the learners in their class

Developing in learners the skills of analysing and interpreting data is an important objective of Politics and Society

At the end of this session participants will

be familiar with learning outcomes and pedagogies for topics 2,4,5 and 6.

have had an opportunity to explore different pedagogies to unpack outcomes connected to topics 2,4,5 and 6.

have an understanding of the links between gender and equality in Ireland and the relevance to our membership in the UN.

be able to link a minimum of 3 key thinkers with data to interrogate the relevant learning outcomes to understand gender and marginalisation

Using formative assessment tools

Complete the anticipation guide, by filling in your answers on the left hand side.

How could you use this as a Formative Assessment method in class?

Anticipation Exercise				
	Before		After	
True	False		Statement	True
		1	Women's rights are Human Rights.	
		2	There are two types of patriarchy: Public and Private	
		3	There is a €12,500 difference in pay between men and women with Masters degrees.	
		4	Class and race have no impact on gender equality	
		5	Women TDs increased from 13% in 2005 to 22% in 2016.	
		6	Nussbaum developed the Capabilities Approach to address her belief that a "rights" approach does not go far enough in accommodating all citizens	
Instructions: Predict answers, listen, read and participate in activities, predict n, compare your results before & after				

Marginalisation: Use of reports



IHREC's CEDAW Report 2017

Who are the marginalised?

Other reports relevant to topics across the four strands and where to find them?

Who is marginalised?

How are people marginalised?

PDST Politics and Society

Name: _____

Date: _____

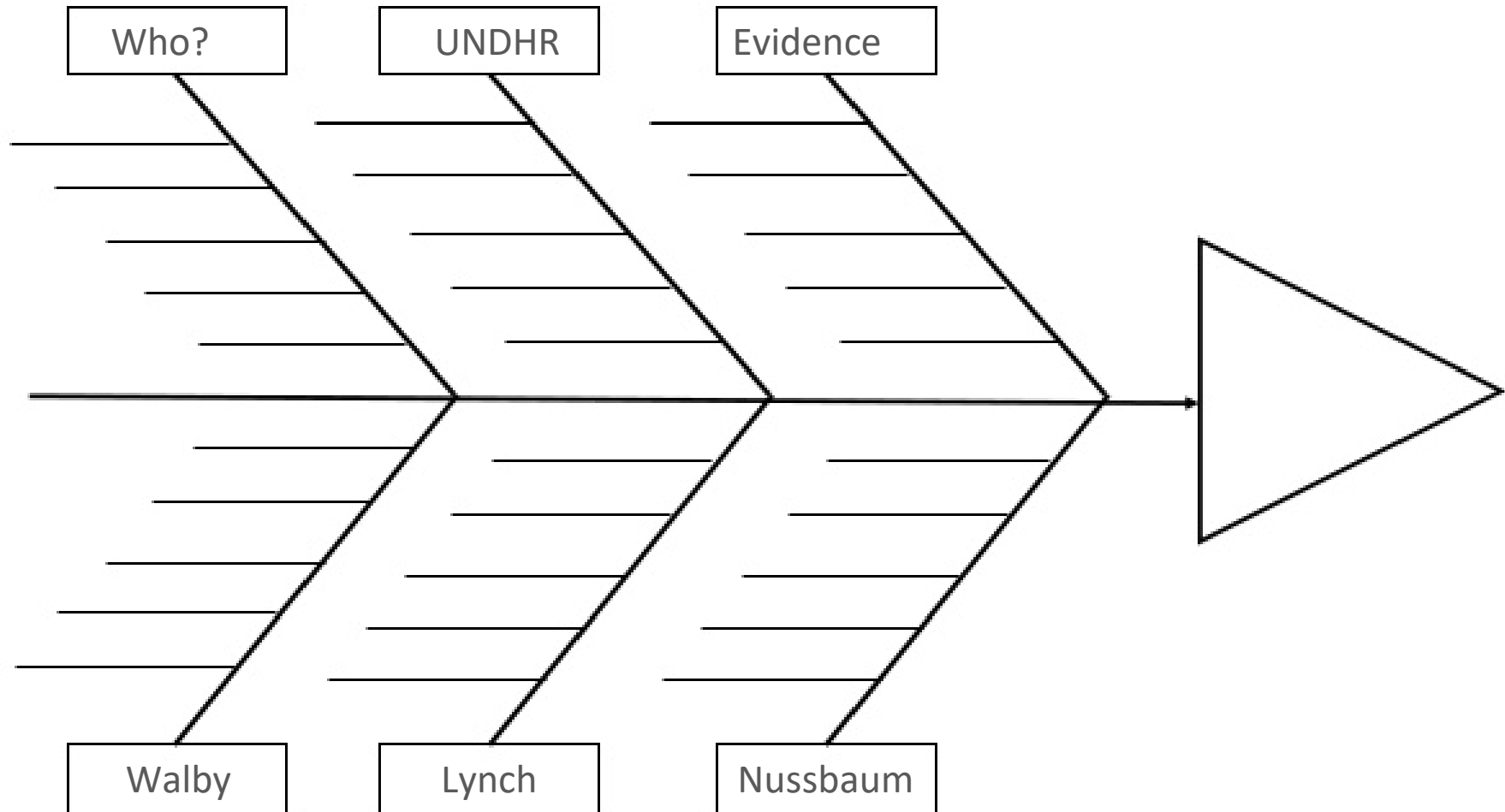
Marginalisation

Who is marginalised?

How are they marginalised?

Definition of marginalised

Graphic organisers for note taking



When summarising a topic or when investigating multiple cause and effects or when collating factors associated with a complex topic and how they interrelate.

How might women in Ireland be marginalised?

Dáil Éireann

Employment & pay inequality

Sole parent – majority are women

Carers – Women usually in the “caring” profession and role in society

Budget – does it consider women on the margin?

Media – how are women portrayed? Would you get away with referring to a minority or a man the way women are?

Using data from reports\think tanks

According to the most recent figures, the hourly rate of gross pay for men in Ireland is around 14 per cent higher than for women. This of course only takes into account paid work and neglects the fact that women do more unpaid and caring work.

The most important reason for this is the ‘motherhood penalty’, in which dropping out of the labour force due to childbirth and childrearing results in lower earnings and slower progression upon re-entry. Not only do women lose years of experience; mothers are also more likely to work part-time, which tends to be less well-paid per hour.

(TASC: Cherishing all children equally 2019)

Supporting the exploration of evidence and data in class

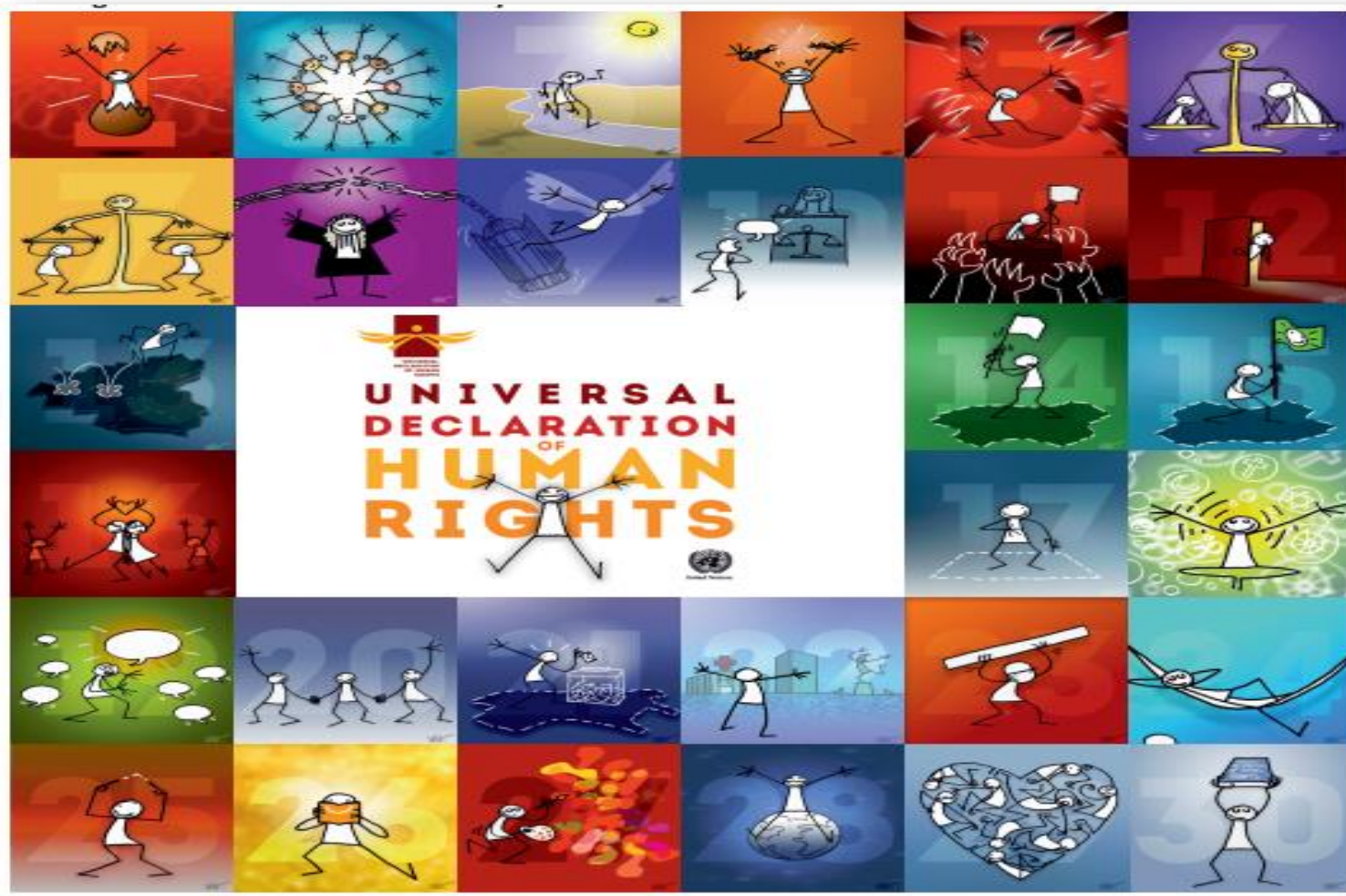
History of CEDAW (UN Convention on the Elimination of all forms of Discrimination Against Women).

Questions asked of Ireland

Ireland's response to issues and questions

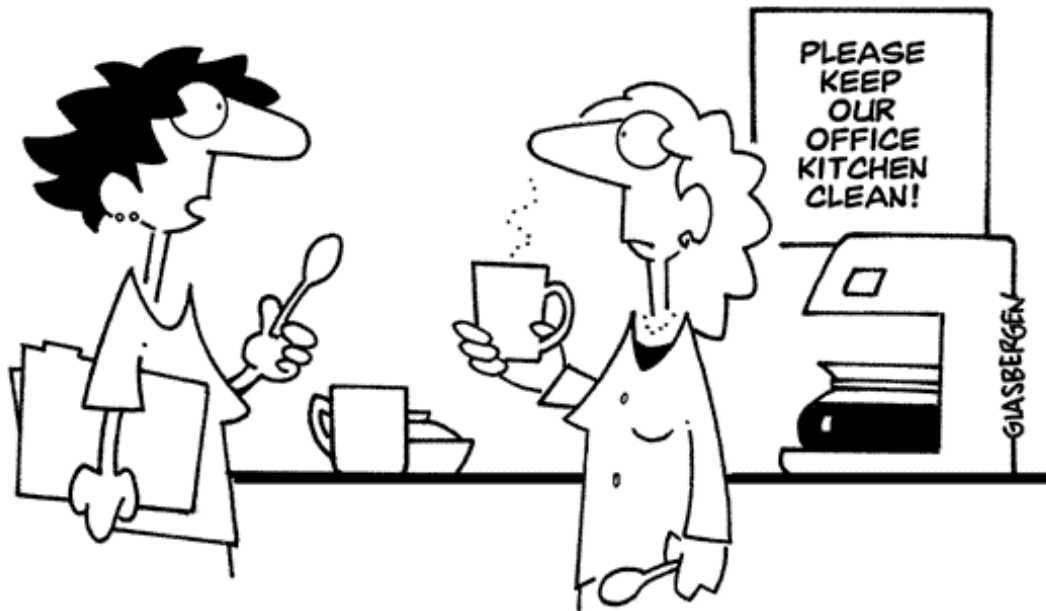
National Strategy for Women 2017-2020

Synthesising CEDAW and UNHDR



Coffee Break

Copyright 2004 by Randy Glasbergen.
www.glasbergen.com



“We only have sugar for the coffee. Someone decided that the pink and blue sweetener packets are sexist.”

Essential Question

“...blatant, intentional discrimination against women is far from being something merely to be read about in history books” (Fine,2010)

Agree or disagree with this statement using appropriate data and integrating at least two relevant Key Thinkers.

2015



\$11k



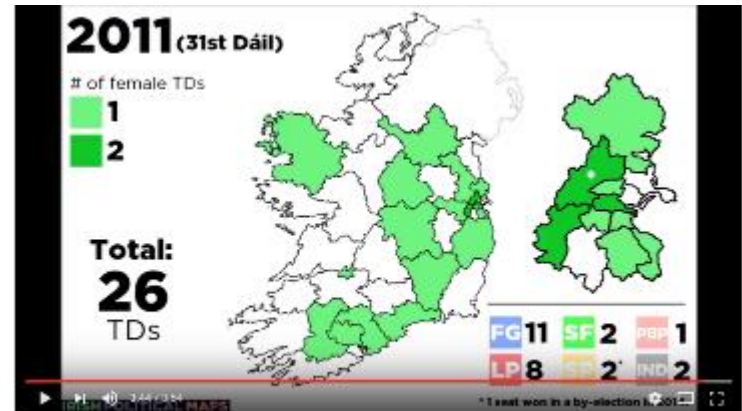
\$21k

Source: The Global Gender Gap Report 2015



Patriarchy: 6 Key Structures

Sylvia Walby



Irish Political Maps: Female TDs in the Dáil, 1918 - 2016

Patriarchy: 6 key structures (summary of Sylvia Walby, “Theorising Patriarchy, 1990)

1. Operates via paid work where females **often receive lower rates of pay** than for men.
2. Operates via the **gender division of labour in the household** which forces women to take primary responsibility for housework and childcare even if they are in full time employment.

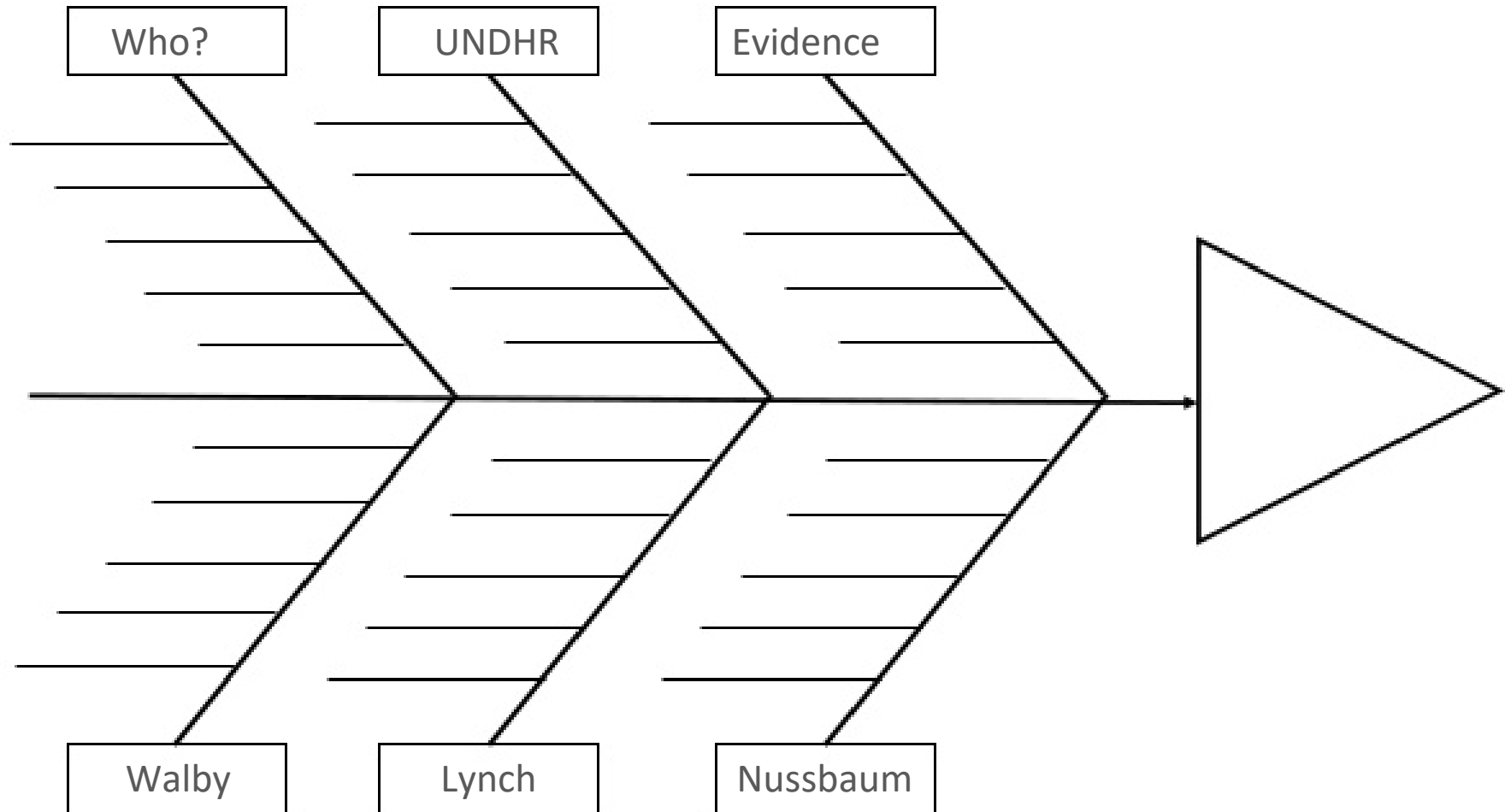
3. Cultural disadvantage because modern western culture emphasises the importance of **feminine attractiveness** which degrades and sometimes threatens women.

4. **Heterosexual relationships** are essentially patriarchal although women have made gains as a result of modern contraception and the liberalisation of abortion and divorce laws.

5. Often sustained by male **violence** against women.

6. Sustained by the **activities of the State** which is still patriarchal as well as capitalist and racist – although there have been limited reforms through more equal educational opportunities and easier divorce laws that have helped to protect women against patriarchy.

Note taking: Revisit Fishbone



When summarising a topic or when investigating multiple cause and effects or when collating factors associated with a complex topic and how they interrelate.

Two Types of Patriarchy

Private

where domination occurred privately in the family as the man in his position of husband or father was the oppressor and beneficiary (mostly married women were not allowed to work outside the home)

Public

moved from the private as women gained greater opportunities for employment but still disadvantaged in the labour market relative to men (exploitation by the collective)

Using Bunreacht na hEireann to frame discussion on patriarchy

“In particular the State recognises that by her life within the home, woman gives to the State a support without which the common good cannot be achieved.”

“The State shall, therefore, endeavour to ensure that mothers shall not be obliged by economic necessity to engage in labour to the neglect of their duties in the home.”

Article 41.2 Bunreacht na hEireann

Is the experience of patriarchy generic?

The Irish constitution being given to the Church for input before ratification

Are women from origins other than white Western countries likely to experience more exploitation via private and public patriarchy?

White, poorly educated/qualified women may also be exploited/ignored by public patriarchy

Muslim women in Ireland might experience more private patriarchy

Sojourner Truth

Four Corner Debate

Strongly Agree

Agree

**Can we go so far as to say that Ireland is institutionally patriarchal? Absolutely.
(Dr Rosarii Griffin, UCC, Irish Times , 2019)**

Strongly Disagree

Disagree

Use of terminology in the Politics and Society classroom

Gender: refers to the social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys. The attributes, opportunities and relationships are social constructed and are learned through socialisation process.

Gender Equality: refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.

(www.eige.europa.eu)

Kathleen Lynch - On Affective Equality

Pick out 2 or 3 points for each section:

Systems where inequality can be generated.

Dimensions of inequality where it can be manifested.



Inequality (K. Lynch, 2015)

Systems where inequality can be generated	Dimensions of inequality where it can be manifested
Economic	Resource inequalities
Cultural system	Respect and recognition inequalities
Political system	Representation inequalities
Affective System	Relational inequalities – love, care and solidarity



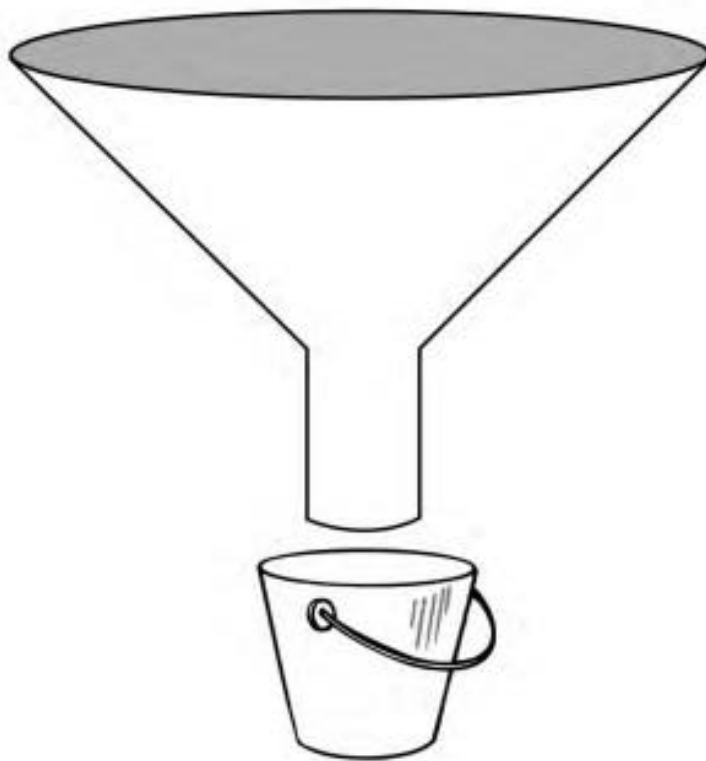
LUNCH TABLE POLITICS EP.1

The Capabilities Approach (Nussbaum...)



1. Live
2. Bodily health and integrity
3. Bodily integrity
4. Sense, imagination and thought
5. Emotions
6. Practical reason
7. Affiliation
8. Other species
9. Play
10. Control over ones own environment

Synthesising thinkers/evidence/UNHDR



Essential Question

“...blatant, intentional discrimination against women is far from being something merely to be read about in history books” (Fine,2010)

Agree or disagree with this statement using appropriate data and integrating at least two relevant Key Thinkers.

