



Values and Attitudes Education for Inclusive Europe  
**2019-1-BE02-KA201-060238**

## **EQUALITY- Masculine Domination in Social Life**

Our separation begins with the colors of the overalls that we were dressed on the day we were born. We wear pink if we're a girl, and blue if we're a boy. When we get a little older and start playing games, our observations narrow our imaginations. Our father goes to work, our mother cooks. In the games we set up, if we are a father, we go to work, if we are a mother, we do housework in our game, we prepare meals for our husband, and we feed our doll and clean her diaper.

If we are male, we are given a toy gun or a toy car by our family and relatives, who do not give us a choice. If the girl wants the toy car, the reaction she will face is obvious. 'Girls don't play with the car, you play with your doll!'

We adopt these roles very quickly when we play house. The man continues to maintain his dominance over women, contented with his authority in the games. The man, who has never had a girlfriend playing with a toy car in his childhood, finds it strange when he sees women driving in traffic, thinks they have no right to do so, and makes unfair accusations against female drivers at every opportunity, just because they are women.

This masculine domination in social life, unfortunately, also manifests itself in law. The laws that we are obliged to abide by, both men and women, are unfortunately enacted by a male-dominated assembly and are still implemented by men. As such, women continue to be the oppressed party in our society, where equality between men and women has never been achieved in any way.

We've all been hearing about the concept of positive discrimination lately. What is this positive discrimination? Why is it mentioned that positive discrimination should be applied to women? Positive discrimination is trying to make disadvantaged individuals in the society equal with other individuals by



means of certain laws and rights. Those who try to adopt positive discrimination to women are primarily those who accept that women are in an inferior and disadvantaged position. For this reason, it is not possible to think that this movement is well-intentioned. Because males does this by looking down on the females in the first place.

Even if we try to see the movement positively, the steps taken are insufficient. On the one hand, the law says that I will protect women with positive discrimination, on the other hand, it almost ignores women with some of its institutions. For example, unjust provocation institution. The definition of this institution in the law is not made by considering the male and female natures and the separate social reactions of both genders, and in practice it always works in favor of one side. For example, in many feminicides, in the defense of the man who killed his wife, he claims that he learned that he was insulted or cheated on by his wife, etc. and he takes advantage of unfair provocation discount on the grounds that he is under heavy provocation at the time. However, when a woman who has been beaten, cheated on and insulted by her husband for years kills her husband for no apparent reason(!), she cannot benefit from this institution. Because our masculine legal system is strange to this social behavior, it acts according to the definitions made over males.


What needs to be done? It is not the fact that women are subjected to positive discrimination with subsequent patches to the legal system, but the complete change of the order, the destruction of the laws that legitimize the unequal situation. The struggle of the women's fighting merely for their rights is not to expect a man to grant them their rights. It is the making of egalitarian laws by women and men together, with equal representation. The most important thing is that families first recognize the same rights and give the same obligations to girls and boys.

When all this is done, all that remains is the beauty we bring from creation, which makes both genders too special to compare.

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**LESSON PLAN ON EQUALITY**

TOPIC	EQUALITY
IMAGE	
TITLE	INEQUALITY EQUALS DISCRIMINATION



<p><b>DETAILS:</b></p>	<p><b>Aim:</b></p> <p>Achieving equality awareness by seeing the negative consequences of inequality</p> <p><b>Objectives:</b></p> <p>Raising awareness of young people about inequality and discrimination</p> <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>• Recognizing the harms of discrimination</li> <li>• Developing a sense of responsibility</li> </ul> <p><b>Related Vocabulary:</b></p> <p>Discrimination, brainstorming, law, justice</p>
<p><b>HOW TO USE THIS LESSON:</b></p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Equality Text-3 is read by the teacher</li> <li>2. Regarding the theme in the text, the teacher asks the students the following questions: <ul style="list-style-type: none"> <li>o What topic did the text named Masculine Domination in Social Life deal with?</li> <li>o What message should we draw from this text?</li> <li>o Key words in the text are determined by the students. With these keywords, students brainstorm and discuss the subject from their own perspective.</li> </ul> </li> <li>3. The relevant video in the Equality module of the VAEIE project is watched.</li> <li>4. Students exchange ideas about the video. <ul style="list-style-type: none"> <li>-Encourage students to make a mindmap on the topic of equality.</li> <li>-Ask students to collect ideas from other peers on the definition of equality.</li> </ul> </li> </ol>



<b>MATERIALS</b>	<ol style="list-style-type: none"> <li>1. VAEIE platform Equality Module</li> <li>2. OOC-Modules</li> <li>3. Chart papers and markers</li> </ol>
<b>CATEGORY</b>	E-Learning Lesson
<b>TARGET GROUP</b>	13 -17 years old
<b>RELATED SCHOOL SUBJECTS</b>	English, Ethics, European Hours, English as a Second Language, Human Sciences

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