

# Presentation 4.

## SOCIALISATION PROCESSES

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# Presentation 4.

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## SOCIALISATION PROCESSES

Training seminars Primary and Secondary Teachers. TeachXEvidence (Ref. 101096234 CERV-2022-DAPHNE) © 2024 is licensed under [Attribution-NonCommercial-NoDerivatives 4.0 International](https://creativecommons.org/licenses/by-nc-nd/4.0/)



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# Index

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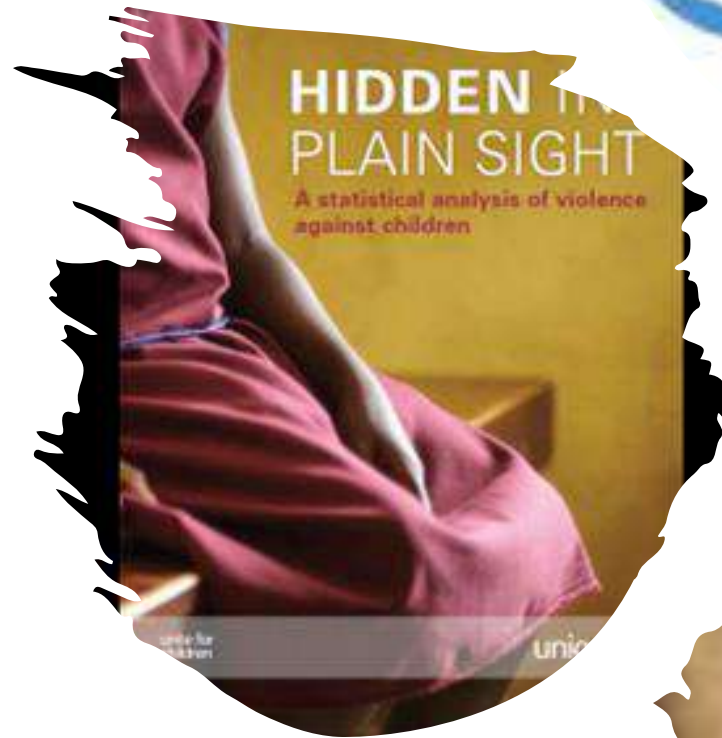
1. **The presence of Violence in Schools**
2. Violence 0 from the age of 0
3. Socialisation in feelings
4. Dominant coercive discourse: the link between attraction and violence



# 1. The presence of violence in schools.

More than 120 million girls worldwide (more than 1 in 10) **have experienced forced sex or other forced sexual acts at some point in their lives (2014).**

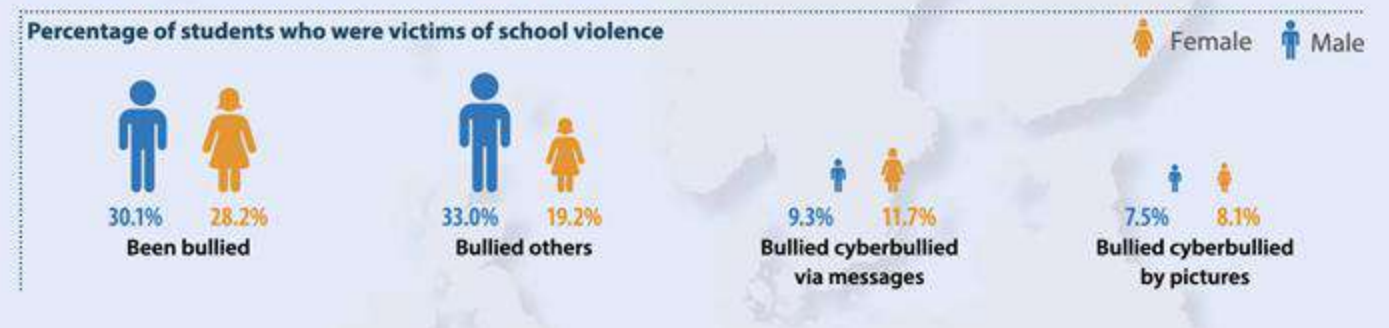
The World Report on Violence Against Children notes how **schools are not safe spaces**, and that **violence is part of everyday life.**



# Overview



Figure 24. Status of school violence and bullying in Europe





# Overview

Teachers spend more time with students, but identify and report less.  
(Goldman, 2007)

There is a degree of improvisation, some before the doubt refrain from intervening (Baginsky, 2000; Svensson & Janson, 2008)

In some cases, it is justified by saying that the child's situation was not severe enough (Svensson & Janson, 2008) or attitudes of abuse among children are normal (Oliver, Soler y Flecha, 2009)

# Trivialisation

**"We have to be role models to them ... we have to be clear about how to act." For example, saying, "Nothing happened, no problem!" when one child hits another, it's because it happened... Right? And often, adults say, "Well, are you okay? Yes? It wasn't that much, it was nothing." "What's that 'it was nothing'?" "What kind of message do we send when we say this?"**

**"If children see these kind of attitudes in us, it's normal that children will also say it was nothing."**

Teacher



# Trivialisation

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- "Prejudice and bullying is something normal, it has always existed in schools."
- "It's just games, children's things."
- "It was nothing, make up and give a hug."
- "It's not violence, it's part of learning and development"
- "If someone hits you, you hit harder."





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## 2. Violence 0 from the age of 0

**Do not normalise violence in any context  
context**

**“Yet aggression can and must be stopped as  
early as possible if children are to be integrated  
and successful members of society” (p. 26).**

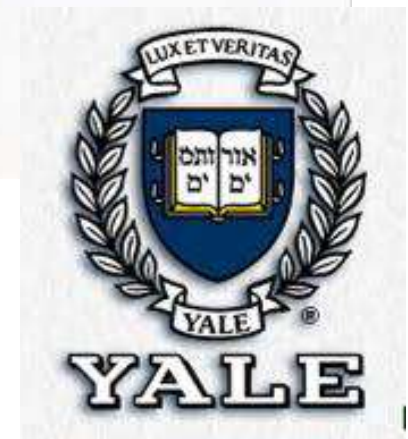
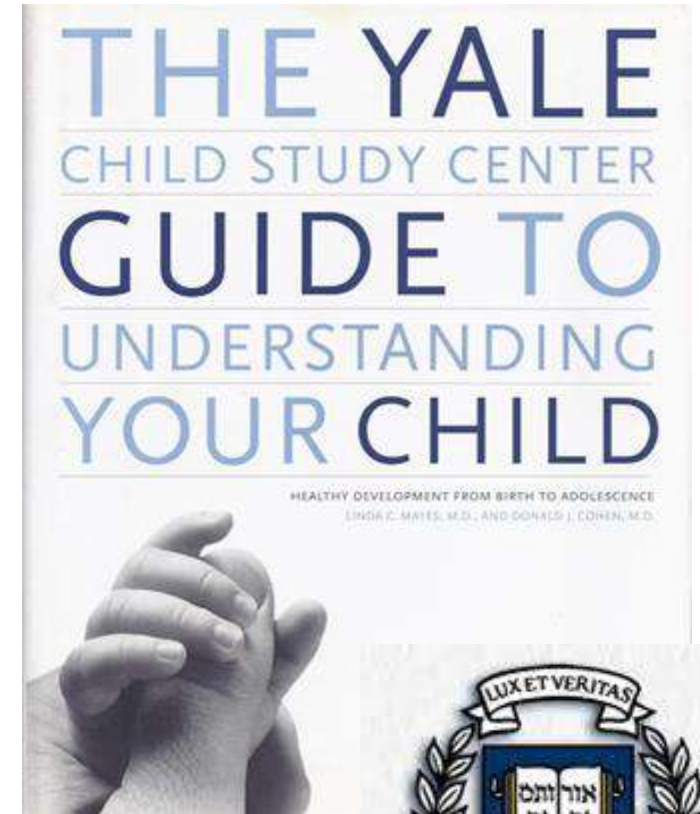


Centre of Excellence for Early  
Childhood Development GRIP  
University of Montréal

## 2. Violence 0 from the age of 0

- There are children who are victims of violence, others who generate it.
- The belief that young children do not perceive violence is false.

**“Any exposure to violence becomes part of our child's worldview” (p. 398).**



## 2. Violence 0 from the age of 0

Violence in adolescence has its roots in childhood violence. This is why interventions to stop physical aggression must begin before children reach the age of 5 (p. 6).



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Development



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Articles

## Promoting zero violence from early childhood: a case study on the prevention of aggressive behavior in Cappont Nursery

Oriol Rios-Gonzalez ✉, Lidia Puigvert Mallart, Paquita Sanvicén Torné & Adriana Aubert Simón

Pages 157-169 | Published online: 27 Feb 2019

<https://doi.org/10.1080/1350293X.2019.1579544>



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# Who are the victims?

- 4.2% believe they were victimised because of their sexual orientation, 5.1% and 5% say it was because of **their skin colour, culture or religion**. (Save the Children)
- **People belonging to ethnic, cultural or religious minorities face discrimination in different areas**, school being one of them. 10% of the Roma group said they had suffered some kind of discrimination from school or centre staff over the last year, and 8% of North Africans and 6% of sub-Saharanans (FRA, 2014).
- Four out of ten cases are caused by the victim's sexual orientation (FRA research)

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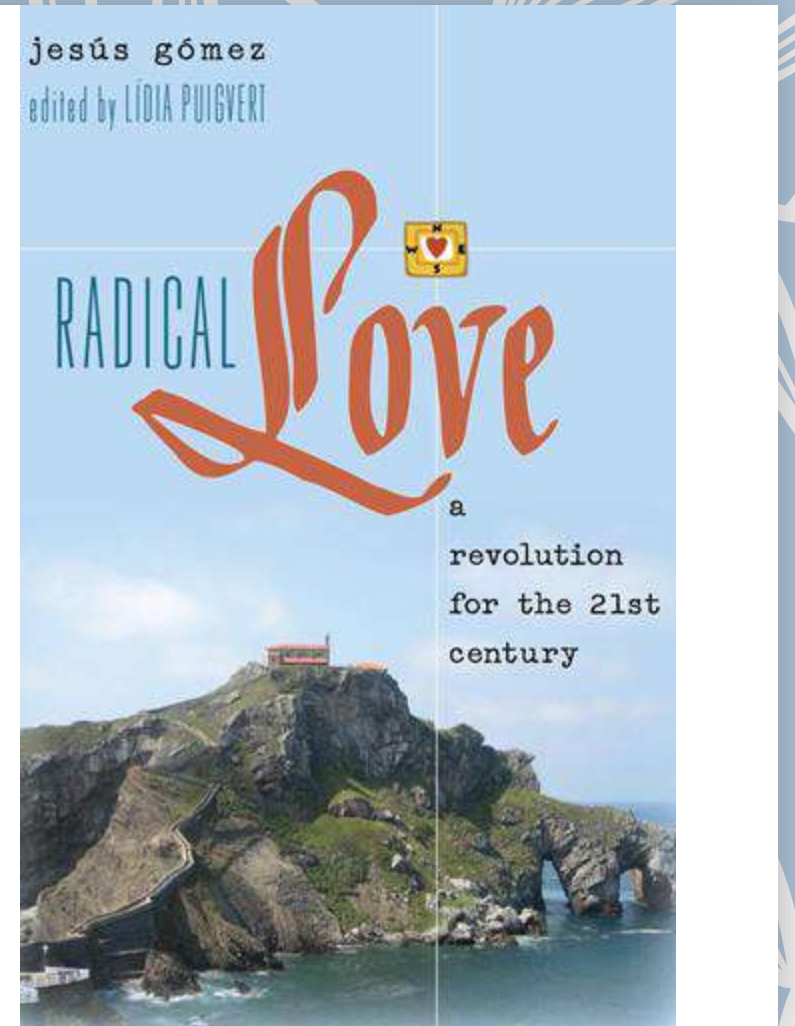
1. The presence of Violence in Schools
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4. Dominant coercive discourse: the link between attraction and violence

# Preventive Socialisation of Gender Violence

- Love and desire are social
- Who do we like and why is not biological, but a matter of **social construction**.

Gómez, J. (2015) *Radical Love. A Revolution for the 21st Century*. Peter Lang Inc.

<https://vimeo.com/7757310>





# PRINCIPLES OF NEURAL SCIENCE

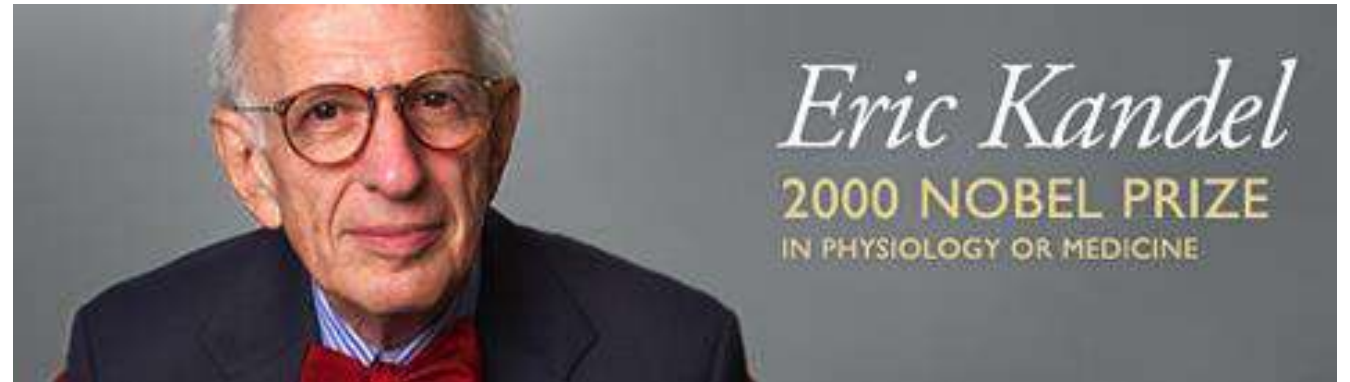
Fifth Edition

Eric R. Kandel  
James H. Schwartz  
Thomas M. Jessell  
Steven A. Siegelbaum  
A. J. Hudspeth

# Difference between emotions and feelings

48

Emotions and Feelings

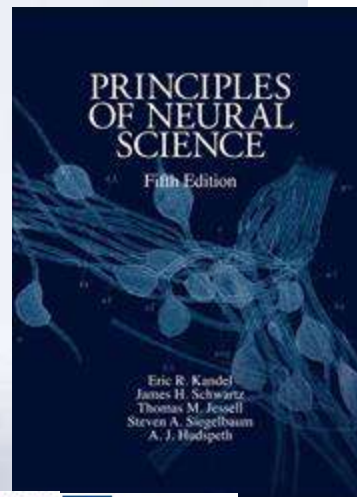


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# Difference between emotions and feelings



**Emotions** are "the set of **physiological responses that occur more or less unconsciously** when the brain detects certain challenging situations. These automatic physiological responses occur both **within the brain and in the body**" (p.1079).

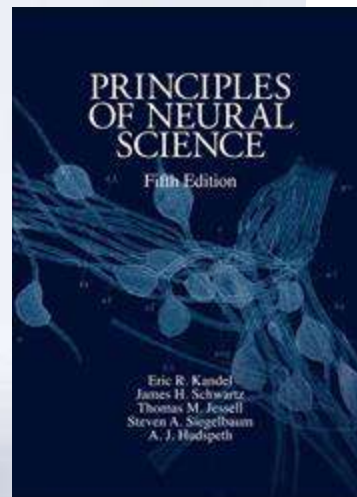


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Emotions and Feelings

# Difference between emotions and feelings

**Feelings** "are the **conscious experience** of these somatic and cognitive changes"  
"are the conscious perceptions of these emotional experiences" (p.1079).



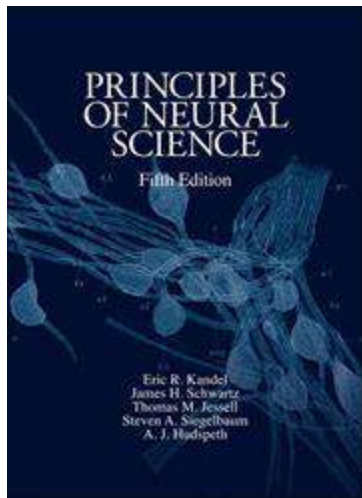
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Emotions and Feelings



# Difference between emotions and feelings

- Only human beings have feelings, because only we have a conscience...



Aplysia has emotions





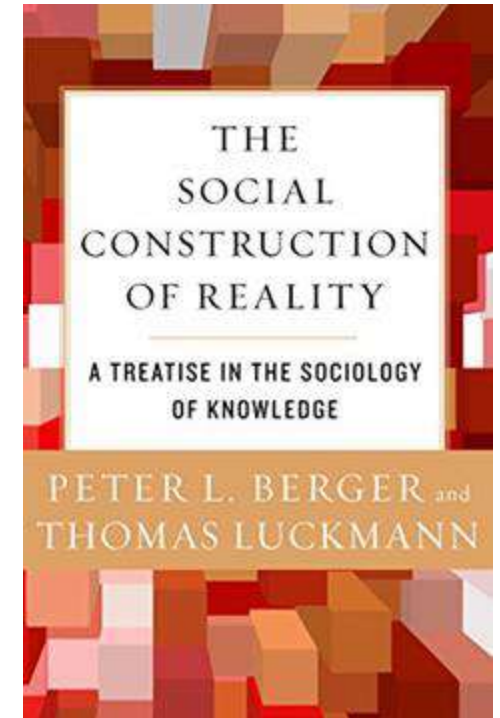
# Socialisation



A process through which the individuals of a society or culture learn and internalize a combination of rules, values and ways of perceiving reality.



This process gives individuals the necessary capacities to develop themselves in the social interaction with other individuals.



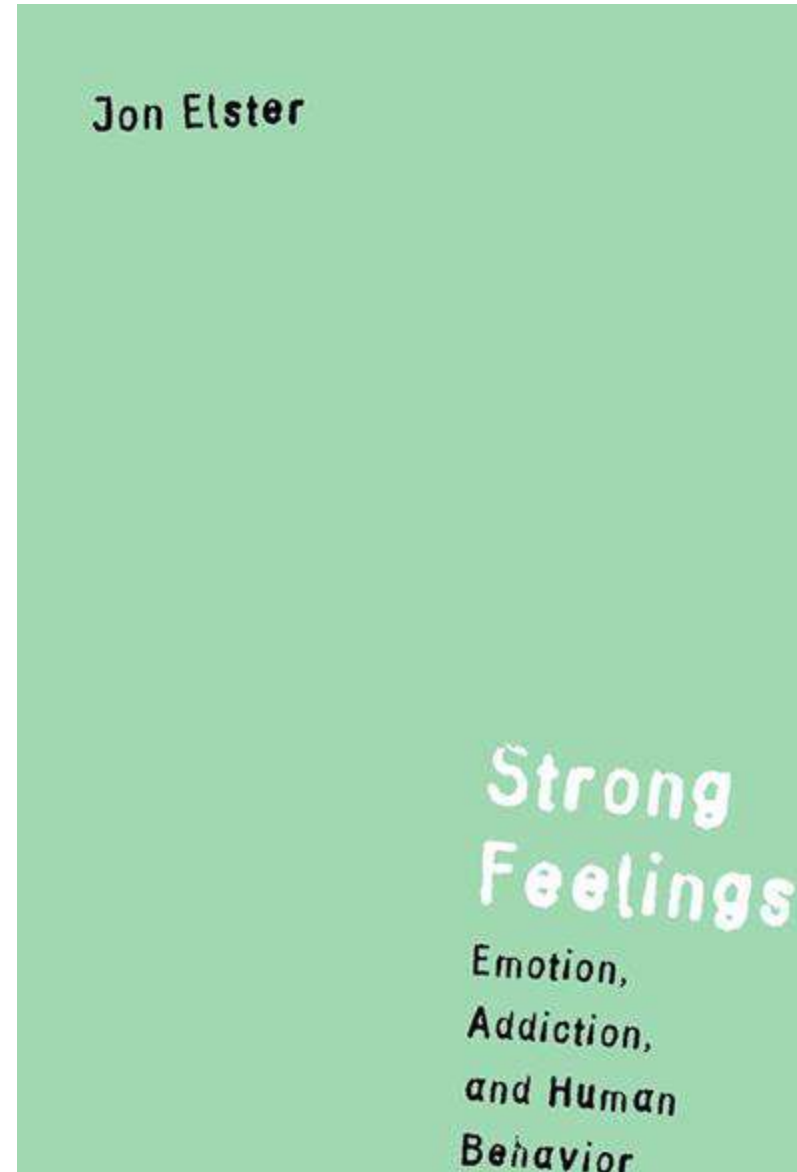
Berger and Luckmann, (1966).  
The Social Construction of  
Reality

# Reason and passion are social

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There is no universal law that inversely associates reason and passion. That is to say, a person can be completely in love and at the same time be perfectly lucid and in control of his or her behaviour.

*A person who is passionately in love can remain perfectly clear-headed about his prospects and in complete control of his conduct (...) There is no universal law of human nature which expresses an inverse relation between the passions and reason (p.151).*



Elster, J. (1999) Strong feelings: Emotion, Addiction and Human Behavior. CNRS EDITIONS

# Beck & Beck-Gernsheim: *The Normal Chaos of Love*

- Love is social and dialogue plays an essential role in shaping relationships.

“It has gone from being a lifelong relationship to a relationship that is maintained under certain conditions”

(Beck and Beck-Ghersheim, 1995:V).

“In love everyone is responsible and guilty for his or her actions, everything is done with intention and will”

(Beck and Beck-Ghersheim, 1998: 340).

Beck, U. & Beck-Gernsheim, E. (1995) *The Normal Chaos of Love*. Polity

# THE NORMAL CHAOS OF LOVE



Ulrich Beck and  
Elisabeth Beck-Gernsheim



# How are feelings formed?

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# Interactions

- Family
- Internet
- Friends (Peer Group)
- Tv Series
- Educational Institution
- Media
- Social Networks





# Scientific Evidence

## Peer group is more influential than the family

Interactions with the peer group, what is talked about and how it is talked about, are essential insofar as these interactions create expectations about gender (Giordano, 2003; Kimmel, 2000).

Other studies (Collins, Welsh and Furman, 2009; O'Sullivan and Meyer-Bahlburg, 2003) have highlighted the pressure sometimes exerted by the peer group on a girl to enter into a relationship with a boy.

The peer group, in the case of boys, may encourage contempt for girls (Giordano, Longmore and Manning, 2006; Willis, 2008).



The first relationships you establish are the most influential in the future



# Scientific Evidence

- 25% of adolescents experience psychological or physical abuse in their dating lives (James, West, Deters & Armijo, 2000).
- Girls who had been assaulted in high school were more likely to be assaulted in their first year of college and so on (Smith, White & Holland, 2003).
- The likelihood of victimisation in youth is related to violent relationships in adolescence, over and above abuse in childhood.

James, W. H., West, C., Deters, K. E., & Armijo, E. (2000). Dating violence. *Adolescence*, 139, 455-466.

Smith, P. H., White, J. W., & Holland, L. (2003). A longitudinal perspective on dating violence among adolescent and college-age women. *American Journal of Public Health*, 93, 104-109.





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1. The presence of Violence in Schools
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4. **Dominant coercive discourse: the link between attraction and violence**



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# There is a link between attraction and violence

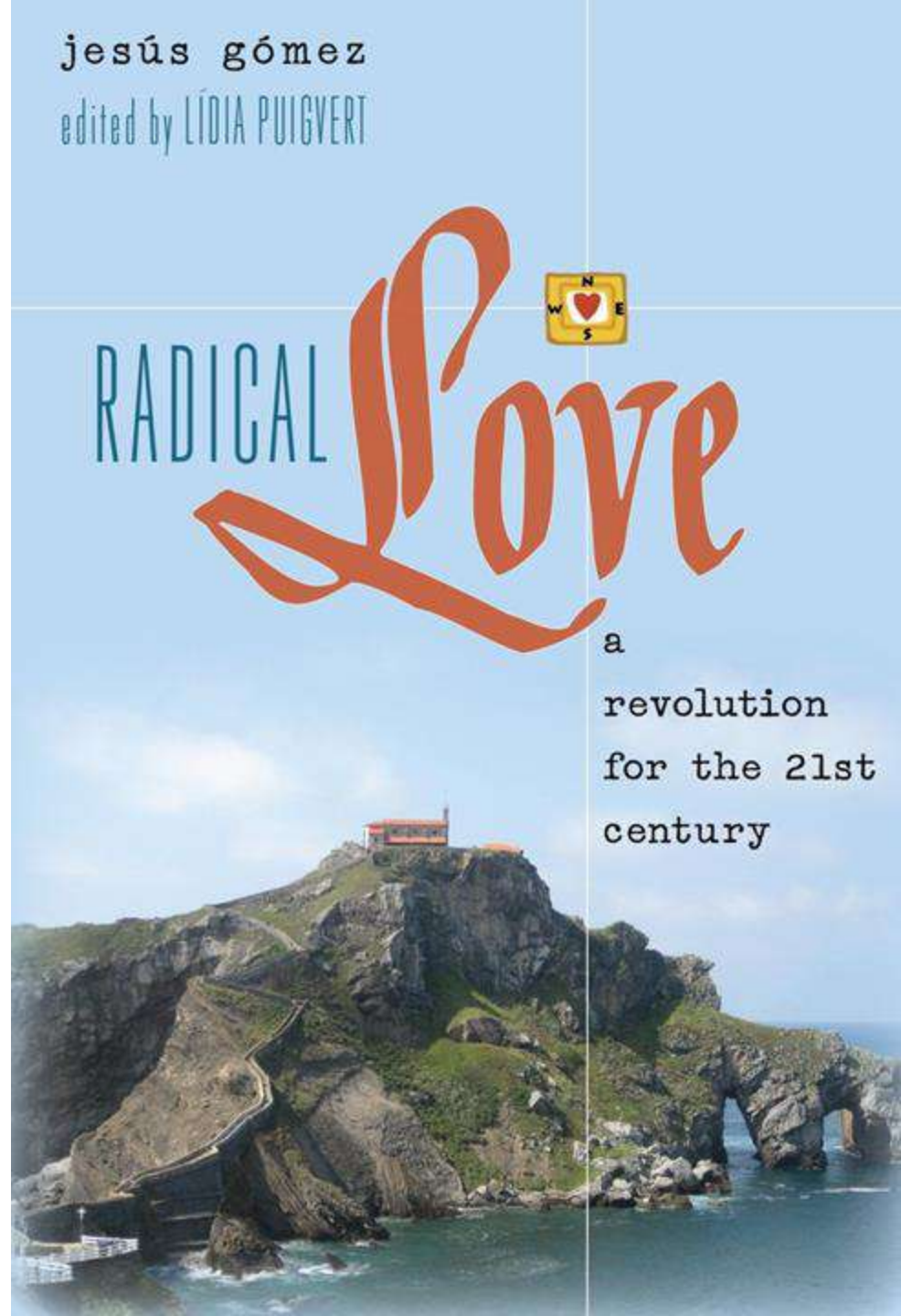
What does this mean?

jesús gómez  
edited by LÍDIA PUIGVERT

# RADICAL Love



a  
revolution  
for the 21st  
century



# Scientific Evidence

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- This line of research points to the existence of a **dominant coercive discourse that associates attraction with violence and influences the socialisation processes** of many girls at the beginning of their affective-sexual relationships. Previous research has shown this to be a risk factor for gender-based violence victimisation".

Puigvert, L., Gelsthorpe, L., Soler-Gallart, M. & Flecha, R. (2019). Girl's perception of boys with violent attitudes and behaviours, and of sexual attraction. *Palgrave Communications*, 5(56) <https://doi.org/10.1057/s41599-019-0262-5>

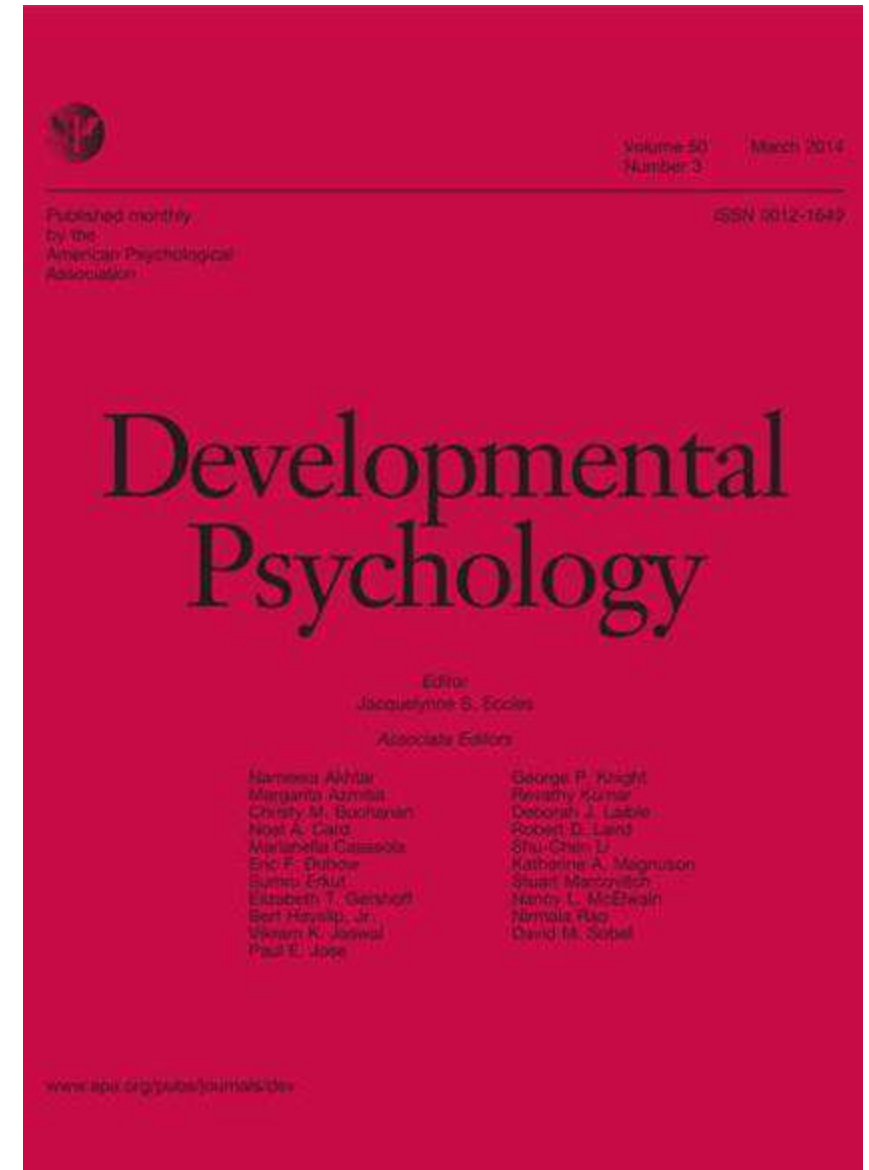


palgrave  
communications  
HUMANITIES | SOCIAL SCIENCES

Bukowski, Sippola & Newcomb (2000) argue for increased attraction to aggressive youth.

- **Moreover, girls' attraction to aggressive boys may make them vulnerable to negative experiences in their initial heterosocial relationships, which may lead to later problems such as abusive dating or abusive marital relations (p.154)**

Bukowski, W. M., Sippola, L. K., & Newcomb, A. F. (2000). Variations in patterns of attraction of same-and other-sex peers during early adolescence. *Developmental psychology*, 36(2), 147. <https://psycnet.apa.org/doi/10.1037/0012-1649.36.2.147>



# Justice Quarterly



ACJS

Routledge  
Taylor & Francis Group

Results suggest that **delinquency increases dating outcomes by making the delinquent more attractive to prospective mates** (p.382)

Rebellon, C. J., & Manasse, M. (2004). Do “bad boys” really get the girls? Delinquency as a cause and consequence of dating behavior among adolescents. *Justice quarterly*, 21(2), 355-389. <https://doi.org/10.1080/07418820400095841>



Girls equate the "nice guy" as one who is physically attractive, funny, strong, self-confident, romantic, exciting, and seen in a good light by friends, **but who if perceived as a sweet/make nice guy is in danger of becoming ("too nice, loser guy")**.

McDaniel, A. K. (2005). Young women's dating behavior: Why/why not date a nice guy?. *Sex Roles*, 53(5-6), 347-359. <https://doi.org/10.1007/s11199-005-6758-z>



Existence of a  
"hooking" towards  
people who treat badly

When it became  
destructive, I found it  
difficult to leave. I found  
myself accepting  
behavior (verbal and  
physical abuse) that I  
would not have  
tolerated in a friendship.

hooks, b. (2001)

*All about love. New Visions.* Harper Collins  
Publishers

# *all about love*

NEW VISIONS

bell hooks



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# How is the coercive discourse transmitted?

How is the attraction to violence "sold"?

# Coercive discourse throughout history

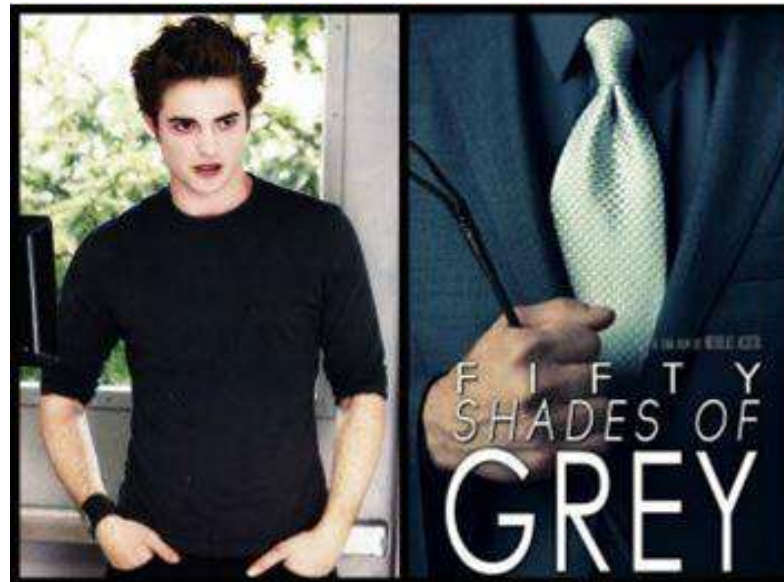
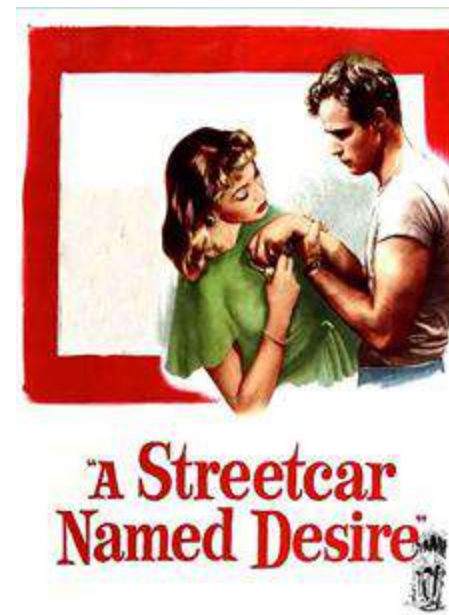
## THE MEMOIRS OF CASANOVA



GIACOMO CASANOVA



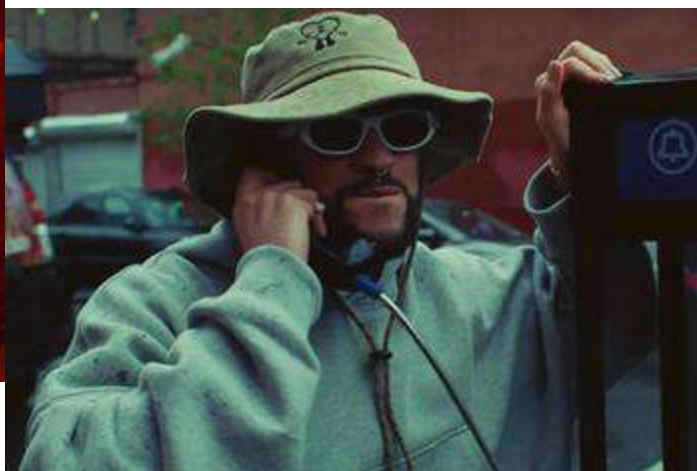
# Socialisation through movies



# Socialization through songs



“Tití me preguntó” - Bad Bunny





# Coercive discourse by adults



**Merritt Smith**

6 de octubre a las 7:19 · Editado ·

"I bet he likes you."

Dear man at the registration desk at Children's hospital, I'm positive that you didn't think that statement through. As soon as I heard it I knew that is where it begins. That statement is where the idea that hurting is flirting begins to set a tone for what is acceptable behavior. My four year old knows "That's not how we show we like someone. That was not a good choice."

In that moment, hurt and in a new place, worried about perhaps getting a shot or stitches you were a person we needed to help us and your words of comfort conveyed a message that someone who likes you might hurt you. No. I will not allow that message to be ok. I will not allow it to be louder than "That's not how we show we like each other." At that desk you are in a position of influence, whether you realize it or not. You thought you were making the moment lighter. It is time to take responsibility for the messages we as a society give our children. Do Not tell my 4 year old who needs stitches from a boy at school hitting her "I bet he likes you." NO.



104 35 503

A photograph of the lower legs and feet of four children standing in a row. They are wearing various styles of rain boots: black, blue, green, and red. The background is a blurred outdoor setting. The text 'Violence can be present in all kinds of relationships' is overlaid in white, with a white underline under the word 'relationships'.

Violence can be present  
in all kinds of  
relationships





# Violence can be present in all kinds of relationships

Not only in couples

Stable and sporadic relationships

# Socialisation in disdainful hook-ups

Open Access Article

## Bartenders and Customers' Interactions. Influence on Sexual Assaults in Nightlife

by Elena Duque<sup>1</sup> , Javier Rodríguez-Conde<sup>2</sup> , Lidia Puigvert<sup>3,\*</sup> and Juan C. Peña-Axt<sup>4</sup>

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<https://doi.org/10.3390/su12156111>

Open Access Article

## The Consequences of Disdainful Hook-Ups for Later Egalitarian Relationships of Girls

by Ane López de Aguilera<sup>1</sup> , Patricia Melgar<sup>2</sup> , Elisabeth Torras-Gómez<sup>1,\*</sup> and Nerea Gutiérrez-Fernández<sup>3</sup>

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Academic Editor: Paul B. Tchounwou

*Int. J. Environ. Res. Public Health* **2021**, *18*(18), 9521; <https://doi.org/10.3390/ijerph18189521>

<https://doi.org/10.3390/ijerph18189521>

## The imposition of disdainful hook-ups

NOTICIAS

MAYO 28, 2021  Lidia Prügvert Y Ramón Flecha 



In the 19th century, girls were forced to marry and were told with whom they should get married. Nowadays girls are forced to hook up and are told with whom they must do it. Very often, this happens with someone who despises them. Scientific literature has already shown this reality, and we can also see it all around us if we take off the opaque lenses that prevent us from seeing it. One only needs to check on social media what *womanizers* say about the girls they have hooked up with, or just listen to one of the conversations they have on the train. Of course, the opaque lenses will “protect” us, making us think that the girls we know have never hooked up with one of those guys. It can be discussed whether that protects us or not, but scientific evidence clearly states that, this way, we are not supporting their freedom to hook-up or not and with whom.

<https://eldiariofeminista.info/2021/05/28/the-imposition-of-disdainful-hook-ups/>

**WHAT  
HAPPENS  
IN IBIZA  
WILL STAY  
IN IBIZA**

I wouldn't go out with a jerk... but for a while, yes  
(girl, 15 years old).



# Sporadic relationships

## Audrie & Daisy (2016)

- "The words of enemies do less harm than the silence of friends" (Daisy Coleman).



# Dominant Coercive Discourse And Attraction To Violence

Is it a teenage thing?  
Is it only about sexual affective  
relationships?

From childhood also in  
relationships of friendship,  
family...

With the "collaboration" of  
teachers, family, friends...

# Dominant Coercive Discourse And Attraction To Violence

Who do you want to be friends with? Which friend do you consider more interesting or more boring?

Which person (family, friends) do you admire the most? Which person (family, friends) do you find least interesting?

# Dominant Coercive Discourse And Attraction To Violence

Which pupil in the class do you consider to be the most "**clever**"? Which pupil in the class do you consider the most "**passive**"?

Which classmate do you choose to study with?



RADICAL

# Love



a  
revolution  
for the 21st  
century



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## Preventive Socialisation of Gender Violence

- Love and desire are social
- There is a dominant coercive discourse that links violence to sexual attraction and desire and also links caring to boredom.
- **Good news: If this is social it can be changed.**

# Socialising in...

To treat well, to  
admire, to  
desire... Who  
treats you well

Reject those  
who treat you  
badly

DO WE DO IT THIS WAY?

# Presentation 4.

## SOCIALISATION PROCESSES

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