

## **Russian Women Chemists: Gender Issues, Unlearned Lessons.**

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Women in Russia received equal access to higher education in the 20s of the twentieth century. The gender policy of the Soviet state, having the goal of labor mobilization of the female population, included the practice of special quotas in order to attract women to higher educational institutions. From 1928 to 1938, the number of female students increased from 28 up to 43%<sup>1</sup>. The active involvement of women in the chemical industry has led to the fact that by the end of the 60s the number of women began to prevail<sup>2</sup>. Currently there are 57% of women-students in higher education direction on "chemistry and biotechnology"<sup>3</sup>. Despite these successes in quantitative presence in the industry, Russian women chemists have typical gender issues: gender gap in wages (73% of men's wages), glass ceiling (2-4% of women are in the management of academic institutions), gender stereotypes pressure. At present, due to neoliberal reforms, the situation in the Russian science and education is deteriorating, gender inequality is increasing. Adoption decisions, including the allocation of resource, are concentrated in the hands of men executives. Women often play the role of "workhorses", few are involved in international projects, do not have sufficient institutional support. Russian professional chemists societies have no gender sections, f.e. in the number of events of the year of the periodic table in Russia there is no thematic "gender" event<sup>4</sup>. There are practically no studies on the peculiarities of the scientific and teaching activities of women chemists, with the exception of biographical descriptions outstanding women scientists of the late nineteenth and twentieth centuries. But even rare studies testify that women feel biased attitude towards themselves from their male colleagues and management, that they are less than men satisfied working conditions<sup>5</sup>. Lack of self-organization, readiness for collective actions, subjectivity of female specialists in the field of chemistry (and not only chemistry) can be to consider as a direct consequence of the crisis the paternalistic model of the implementation of ideas of gender equality in Russia. Without a real feminine movement, comprehensive feminist criticism of science is not possible to overcome this crisis.

### **References**

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