

**GLOBAL FEMINISMS PROJECT PODCAST SERIES:
CONTEXTUALIZING FEMINIST VOICES:
THE LESSON PLANS**

Topic: Gender-Based Violence: Domestic Violence

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Marisol Fila: Hi, everyone. Today we are here with Özge Savas and she's going to talk about the Lesson Plan: Gender-Based Violence: Domestic Violence. Özge, thank you very much for coming today. Can you please provide a brief overview of the Lesson Plan and its learning goals?

Özge Savaş: Sure. Thank you, Marisol, for having me. The goal of this Lesson Plan is to help students identify gender-based violence in its various forms, understand what's at stake, locally and globally, articulate transnational feminist perspectives when dealing with violence, and analyze the roles of cultural and legal transformation in addressing gender-based violence. Sometimes those cultural and legal transformations are separated from each other, but one of the goals of this Lesson Plan is to understand that they go hand in hand. The Lesson Plan specifically focuses on intimate partner violence, but we recognize that gender-based violence has various forms, including state violence. In this one we focused on domestic violence or intimate partner violence, and specifically data from Brazil, China, India, Nicaragua, Nigeria, Russia, and the US. While doing this, one of the main goals of this Lesson Plan is to question what is universal and what is culturally relative and really help instructors hammer home the association between culture and violence is misconstrued. The idea of some cultures being backwards or more violent, and some cultures being modern, progressive, or less violent, is misconstrued, and this Lesson Plan helps us understand that point. The dichotomy doesn't really work. It is, in fact, institutions, legal, religious, educational institutions, and whatnot that are conducive of patriarchy. Often that is disguised as culture, but actually, this perspective of looking globally with all this data from these different countries helps us understand— with the critique of the women in the Global Feminism Project, the critique of various institutions in their countries— helps us understand that culture is not the one to blame. So actually, one of the interviewees from Nigeria, [Josephine] Effah-Chukwuma, very powerfully makes that point in her interview. That interview was part of the Lesson Plan, and she says that it's actually the institutions and not the cultures, in a very powerful account.

MF: Thank you. What are some of the proposed activities that instructors can find in it?

ÖS: There are some very thoughtfully structured activities in this Lesson Plan with lots of freedom for instructors to make changes as needed. The first activity is called “See the Invisible”, and the idea is that physical violence is often more visible and it is considered as the “real violence”. However, there are emotional and psychological forms of violence when it comes to domestic or intimate partner violence that we need to be attentive to. The students are asked to play a sorting game, and then they connect and elaborate on their findings from the sorting game, looking into these different forms of violence. The second activity is called “Adapting a Gender Perspective”, and it is designed to help students think

through what a feminist approach means in dealing with gender-based violence and reach discernment between feminist and humanistic approaches to combat violence, because often what we need is not really the humanistic approach but really the feminist approach, and so [this] really helps understand the differences. The third activity is called “Culture and Violence”, and the students are asked to examine the timelines of each country, specifically focusing on the legal regulations and laws about gender-based violence in these countries, and we have the timelines on our website. After the students examine and take notes on the provided handouts with the activity, this activity is supposed to generate some eye-opening conversations about that idea of backward versus progressive countries that often tend to be mapped onto East versus West or South versus North dichotomies. Finally, the assignment if the instructors choose to assign homework, allows them to go deeper about the legal contexts in different countries.

MF: Thank you. You did provide us a very great overview of all that instructors can find in the Lesson. So why did you create it?

ÖS: I created this lesson plan because I think we do not have enough conversations about gender-based violence in the global scale. And often the narratives we have stereotype women in the Global South as victims, while also hurting women in the Global North with singular narratives of empowerment. So really to defy all those stereotypes and to have it more like a global-scale conversation, I created this lesson plan.

MF: Absolutely. I appreciate this global perspective, this transnational perspective that you have put in this Lesson. Is there anything else that you would like to share about it?

ÖS: Yeah, maybe a little bit of thinking about the connection between teaching and research. I would like to say, working on this Lesson Plan and implementing this in class gave inspiration to one of our team's latest publications using the archive. We recently published an article— myself with Sueann Caulfield, Hanna Smith, Madeline House, and Abigail Stewart— in the *Journal of Feminism and Psychology* in a special issue about vulnerability and constructions of vulnerability. We looked at women's rights activists' own constructions of vulnerability and victimhood, especially in situations that include violence. One thing we learned is activists' emphasis on precarity and vulnerability as generated by systems, institutions, and structures that we created rather than being individual weaknesses. The title of the article is “Vulnerability and Empowerment on the Ground: Activist Perspectives from the Global Feminisms Project”, and published in *Feminism and Psychology*. I would recommend people to check it out if that's of interest.

MF: Thank you so much, Ozge, for coming and for providing a great overview of this very important Lesson, and I hope that we get feedback and instructors use it.

ÖS: Yes, please give us feedback, and thanks for having me, Marisol.