

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

**Topic: Gender**

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**Marisol Fila: Hi, everyone. We are here today with Özge Savaş, and she's going to talk about the lesson plan that she designed on gender. So Özge, thank you very much for coming and can you please provide a brief overview of the lesson plan and its learning goals?**

**Özge Savaş:** Hi Marisol! Thank you for having me, and yes, of course. So in this lesson plan, students will be given various kinds of data and analytical tools to gain a gender perspective in analyzing data. So the title of the lesson plan is “Gender,” and the data includes images of gendered toys and text from the literature and interview data from the Archive. So the interview data is about lived experiences of gender socialization, or coming out as a lesbian, gay, bisexual, trans, or queer individual. Students will learn to analyze these various forms of evidence, [and] also gain media literacy and gender literacy in general, with the help of the text written by feminist scholars. There are some proposed assigned texts in the lesson plan in addition to this material that we have from the archive. Some of the main learning goals are really just basic definitions of concepts such as gender, sex, sexuality, and examining these as social constructions, and as codependent. This lesson plan in a way is kind of the foundation for learning about gender. It also helps [with] identifying sexism and androcentrism as it exists in our social contexts. It helps students develop a descriptive language to analyze images, data and stories using gender as a lens. They are able to generate some discussions of gender socialization, gender roles, and gender binary, and examine the complexities of sex and gender through interpretation of these lived experiences in the light of feminist scholarship.

**MF: Wonderful. I'm sure that this lesson is great for all these introductory courses on Women's and Gender Studies. So what are some of the proposed activities that instructors can find in the lesson plan?**

**ÖS:** Yes, actually, I wanna say a little bit more later, after we talk about the activities about “who is this lesson plan for, actually?”. That's a very interesting point. So the activities— the first one focuses on gender and sex as concepts. And most students are familiar with the idea. Nowadays, I think most of them are familiar with the idea that gender is a social construct. Some students may have a hard time understanding sex as a social construct with biological significance. So this activity, the first activity, helps students understand the relationship between sex and gender and deconstruct biologically deterministic and essentialist ideas.

And then the second activity brings sexuality into picture and builds on the understandings from the first activity, but helps us question the relationship between our gender and our attraction. So gender and sexuality. In a way, the lesson plan, the activities, are built in a way to both help understand the differences between gender, sex, sexuality, but also the

relationship between them, and how they are all together helping these social constructions that we have.

**MF: And why would you say that you created this lesson plan?**

**ÖS:** Yes, and that actually answers, maybe, the question about, “Who is this lesson plan for?”. So this lesson plan is supposed to be a foundation for other lesson plans that we have created collaboratively in this archive, but also a foundation for any course to begin discussing gender.

Some courses, or student groups, or curricular requirements, are well ahead of this point now. I think mostly, we're at a point where people understand gender as a social construction. It's a little tricky to teach about just gender anymore. It's risky, because it has to be almost always— not almost, actually— *always* intersectional. And regardless, we felt the need to create this lesson plan simply focusing on gender as a social construction kind of stripped off from all the other things like race, ethnicity, nationality, because we heard there was a need. And I see this lesson plan being more useful as incorporated into an introduction course. But specifically, maybe, an Introduction to Psychology course that has nothing to do initially with gender. And because Intro to Psychology courses (or maybe Sociology) has a wider audience with this wider student profile who likely have given less thought to gender than an Intro to Women's Studies class, I think this may be a useful resource to them. Maybe it's not as useful to an Intro to Women's Studies class, because students these days are well beyond this point. And in that case, perhaps directly starting with something like the Intersectionality lesson plan makes more sense. But I think the instructors should judge based on their students' group and profile, and this could be an initial step to the Intersectionality lesson plan if there is need. If you need to bring the students up to speed, I think this is a good foundation course.

**MF: Thank you so much. This is great and it's great that you have this discussion here, and that listeners can get a sense of what the different lessons have, and maybe what is the target audience for each of them, and it can hopefully help them to pick the right lesson to include in their classes. So thank you, Özge. Is there anything else that you would like to share about this lesson, or the work that you did for it?**

**ÖS:** Yes, absolutely. I think it's really important for people— we want people to choose what is helpful to them, and it's really helpful to have these conversations for that. I personally think to add that it is important to almost always follow up this with learning about intersectionality right after learning about gender if this foundation is needed. Really, we cannot think about gender as just gender anymore. The meaning of our gender, whether it's binary or non-binary, depends on the meaning of our race, ethnicity, ability, nationality,

social class, and all of that. And the Intersectionality lesson plan provides a good perspective on that. So I would recommend, really, if you're using this lesson plan, following up with some conversation of intersectionality, to open eyes more.

**MF: Perfect. Thank you so much for coming today, for sharing this great overview of this lesson. Hopefully, we'll get some feedback that the students are using this lesson plan or this one in combination with the intersectionality one. Thank you!**

**ÖS:** Thank you, Marisol, for having me.