

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

**Topic: Art and Feminism**

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**Özge Savaş:** Hi everyone! Today we have Marisol Fila, and she's gonna tell us about the Art and Feminism Lesson Plan from the Global Feminisms Project. Hi Marisol, can you tell us a little bit of an overview of the Lesson Plan and its learning goals?

**Marisol Fila:** Yeah, absolutely. And thank you so much for having me today. In the Lesson Plan Art and Feminism, students begin by exploring and discussing different definitions of art and artists' roles, and that's done from different quotes and testimonials that the instructor gives to the students. And then, the students compare these broad definitions of art and artists' roles with diverse understandings and conceptualizations of feminist art, including the role and practice of self-identified feminist artists. Through this activity, students are encouraged to reflect on the connections between art and social and historical and cultural issues, and to think of connections for different countries and art forms. That's the overarching goal of this lesson plan. The lesson plan includes two suggested activities that work as a scaffolding for the final assignment, and the final assignment is something that I really like because it's a hands-on activity. And in that assignment, students create in groups their own feminist manifesto to demonstrate their understanding and ideas of feminist art.

**ÖS:** Wow, that sounds so interesting. I like that final assignment. I can't wait to use that. Can you say a little bit more about the suggested activities before the final assignment? What do you do- what do you suggest doing in the classroom with the students?

**MF:** So in the first activity, the students are divided in groups. Those groups will remain the same for the two activities and the final assignment if the instructor wants to. In the first activity, students compare different quotations and brief testimonials from artists, writers, art critics, and scholars with excerpts from interviews with feminist artists. The goal is that through this activity, students can compare those broad definitions of art and the role of the artist with feminist understandings of art and artistic practice. So, to start reflecting on what's, what's the same and what's different in different approaches to art. This activity builds a base for the second activity in which the same groups go deeper in discussing the role and practice of feminist artists. In this activity, each group works with interviews from the archive and testimonials from a broad range of feminist artists, and students are encouraged to think about the relationship between feminist artists and the women's movement, which is something that it's building from the previous activity. Furthermore, through the analysis of the interview excerpts with feminist artists, students discuss the way in which a feminist art speaks of women's lives and experiences, and of the social and political issues as a whole. The lesson ends with a final assignment that asks students to create a feminist manifesto. The manifesto can take different forms; it can be a text, an audio file, a video, a collage, or any other form of creative work. And of course, this lesson

includes different resources for teachers to introduce feminist manifestos, and also manifestos as a whole, and to guide the students through the work.

**ÖS: This is so exciting. Can you also say a little bit about in what ways this lesson plan could be a helpful resource for instructors, and maybe different instructors?**

**MF:** I think that this lesson plan is a great way to encourage students to reflect on the singularities of feminist art and feminist artists. Through the activities, the students also connect the practice and work of feminist artists with the broader demands of women's movements, and discuss the different ways in which a feminist art expresses the lives and experiences of women in connection with social, historical, and cultural issues. I see this lesson as a great resource for art and art history classes, and it also helps students to develop hands-on skills by asking them to produce this feminist manifesto that I was mentioning earlier. This in particular can also serve to introduce historical feminist's manifestos, and how they have worked to make visible the demands of women and feminist artists through time and space, right? Through history. Why these different collectives, these different groups, created those manifestos, what they were trying to make visible. And a quick note for instructors is that even if this lesson uses interviews from Brazil, the United States, Russia, and India, there are many other interviews that can be used. On our website, instructors can find some alternative interviews with feminist artists from different countries, as well as resources to better contextualize and introduce manifestos and feminist art. And also on the lesson plan packet instructors can find additional materials for art lesson plans.

**ÖS: So Brazil, US, Russia, and India specifically included, and if they wanted, they could just look for material in other countries as well.**

**MF:** Yeah.

**ÖS: That's good to know. Is there anything else that you want to add and share about this lesson plan?**

**MF:** Well, I think that, as always, we want to hear back from instructors who have used this lesson in their classes. We are constantly looking for feedback and alternative uses of each of our lesson plans. I believe that it's through this sharing of feedback and resources that we can support each other as instructors, and can also work on improving our proposed lesson plans to help better new instructors that want to incorporate the archive in their classes. So if you have used this lesson or some activities of it, or if you have some experiences in doing activities similarly to this one, we would love to hear your feedback

and comments and for you to share your resources if you want to. And as always, thanks for listening, sharing, and thank you so much for your questions, Ozge.

**ÖS: Thank you. I think it could also be very nice to hear about some of those feminist manifestos that students and their classes are going to come up with.**

**MF: Yeah! Of course. Thank you!**