

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

**Topic: Feminist Approaches to Leadership**

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**Andrea Huang: Hi Eimeel, thank you for speaking with me today! Can you please provide a brief overview of the lesson plan and its learning goals?**

**Eimeel Castillo:** Yes, sure! I would be happy to share about this lesson plan. So, students learn about feminist perspectives on leadership and their organizations through the interviews. Some of the goals of these materials are that students understand the connections between gender stereotypes and discriminatory practices that affect the ways activists, as women, participate in their organizations. Another goal is that students are exposed to different organizational values and skills that the activists we have interviewed have shared with us when they encounter difficulties; for example, when building coalitions or reaching consensus among members. In general, the lesson plan encourages students to think about social activism in practice from the values and perspectives of feminists.

**AH: What are some of the proposed activities that instructors can find in the lesson plan?**

**EC:** The lesson plan contains two activities and one assignment. The first warm up kind of activity starts with a brainstorming of ideas about role models and takes them into a conversation of how stereotypes about women leaders contribute to specific forms of discriminatory practices. The second activity helps students acknowledge skills that are informed by feminist values, and that activists have used during processes of negotiation and coalition building. This is done through role playing in the classroom in which they read interviews, they discern the values that helped the activist to come up with a strategy or skill, and then they try to apply it to a fictitious situation. I think it should be a fun learning activity! At the end, the final assignment consists of a short research on one current organization that can be a political party or a NGO, not necessarily has to be involved in women's issues, and the students evaluate its model of leadership using feminist thinking from the actual leaders in the archive. What this assignment wants to achieve is that students observe the contributions of feminist leaders into practices in organizational culture at large.

**AH: Now, why would you say that this lesson plan is a helpful resource for instructors? Why did you create this lesson plan? And are there any adaptations that instructors can make of this lesson plan?**

**EC:** I created this lesson plan because I felt that interviewees were sharing so much about the harsh realities that they encountered when they first became activists in their own organizations and in the impactful stories about how they realized that in order for their activism to make sense and to truly make a difference, they needed to look at their peers and inside their communities and transform them. This is, I found so much valuable

insights about how feminist values of solidarity, justice, and dialogue were shaping the ways they saw their work as inspirational to others. Also, I wanted to design a lesson plan to be used in other areas that we may not think directly could benefit from the archive, such as business students or in courses of organizational psychology, for example. I think this lesson plan is particularly useful to instructors to modify and use in different courses because they can decide to only focus on the practical skills side and work with activity two or they can assign one case study as a final project, for example. I myself used the role playing activity in one course that I was teaching, a course of Introduction to Women's Studies, and it was pretty easy to accommodate to the needs of that particular class. There are many ways that we can engage students in looking at the theme of female leadership and take them to a contemporary conversation, for example, about how electoral campaigns reflect certain stereotypes about female candidates.

**AH: Thanks, Eimeel. Is there anything else that you would like to share about this lesson?**

**EC:** Yes, one last thing. Since the lesson plan includes discussions about consensus, coalition building, stereotyping, discrimination, and difference among members, it could be well-paired with some parts of all of the lesson plans on intersectionality and transnational feminisms. For example, if the interest is to include or to discuss cultural differences and stereotyping, it could well be conceived to start, for example, with Activity One of this lesson plan and then the instructor can decide to move with a role play using the case of the 1995 Beijing Conference as a scenario that is incorporated in the Transnational Feminisms lesson plan. So there are many ways to use the activities and fit them to the instructor's learning goals!