

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

**Topic: Transnational Feminisms**

**Host: Andrea Huang  
Speakers: Eimeel Castillo**

**University of Michigan  
Institute for Research on Women and Gender  
1136 Lane Hall Ann Arbor, MI 48109-1290  
Tel: (734) 764-9537**

**E-mail: [um.gfp@umich.edu](mailto:um.gfp@umich.edu)  
Website: <http://www.umich.edu/~glblfem>**

**© Regents of the University of Michigan, 2023**

**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! Thank you for having me. First, I would like to say that one of the principles of the lesson planning was to avoid privileging certain voices over others. In other words, so we made an effort in avoiding hierarchies. This is because we are cognizant of the issue of representation, the uniqueness of each perspective, and of the importance of not speaking for others. So, having so many interviews from diverging places we knew from the beginning of the need to try to explain how women from different parts of the world engage in feminist activism and work together against gender inequality, as a global phenomenon, but from their own knowledge, expertise, methods of organizing and particular understanding of their oppression, without holding one country more important than others. So some of the questions this lesson plan addresses are, for example, what are common issues that women face that cannot be properly addressed, or resolved, only at the national level? And what kind of strategies feminists have used to build coalitions with peers with whom they may have little in common in terms of history or culture? For this reason, some of the learning objectives were to allow students to explore the transnational nature of certain women's issues and how multiscale dynamics play a role in the ways in which activists try to solve them. So for example, we can think about climate change. Women experience differently the effects of environmental degradation, some more than others. But we did not want to leave the lesson plan at the level of acknowledging cultural or geographical differences. Through the study of specific cases, the lesson plan takes students to reflect upon concrete strategies and values that feminists have creatively employed to overcome such differences and get others on board, and to recognize the importance of their activism.

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

**EC:** This lesson plan contains three activities and one final assignment. The first activity is a warm-up, exploratory kind of activity in which students brainstorm and think about issues that require some sort of international collaboration and solidarity, such as warfare and poverty. They create concept maps to visualize these connections. The second activity encourages students to think about women's issues outside of the United States and exposes them to the views of women who acknowledge those differences, differences of any nature among women, are important to recognize and work through them for collaborating at the transnational level. Students work in pairs to imagine alternatives in which difficulties can be potential sources of strength. So, the last activity uses the case of the 1995 International Conference on Women in Beijing to help students develop an attitude of non-judgmental openness to other women's perspectives and their localized practices, and

asks them to design concrete strategies to advance women's rights with a transnational awareness. Lastly, the assignment consists of a script for a radio broadcast in which students incorporate all they have learned and reflect on how the discourse of women's rights as human rights has evolved since Beijing.

**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:** Yes, I think it is definitely a helpful resource in a variety of courses and settings, from history of feminism as a social movement, to feminist theory, even organizational psychology in the ways in which this lesson plan allows students to think about how global phenomena and historical events have an impact in the ways women think about their status and how to address their problems as a movement. Another important thing I would like to mention is that this lesson plan builds from the ideas in the lesson plan on intersectionality. So, teachers would want to check that lesson plan and cover some of its content before introducing students to think about differences among women from different regions and countries. Also, the lesson plans have the possibility to be implemented remotely and we have included all the required resources and instructions to make that happen.

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

**EC:** I would only like to express that I think this is a lesson plan about empathy, getting out of the comfort zone, and acknowledging one's biases and stereotypes about people whom we know little about. In that sense, it teaches about values of connection, dialogue, and solidarity.