

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

**Topic: A Conversation With the Podcast Creators**

**Speakers: Marisol Fila, Ozge Savas, and 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**

**Intro:** Welcome to *Contextualizing Feminist Voices: Teaching with the Global Feminisms Project Lesson Plans*. This series is focused on teaching, pedagogy, and uses of the archive in the context of the classroom. Designed with a special emphasis on educators, each of the episodes of this series showcases one of the twelve available Lesson Plans from the Project, including its activities, assignments, and additional resources for incorporating the archive into your class.

**Marisol Fila:** Hi everyone! Thanks for listening to another episode of our teaching series focused on the Lesson Plans. Today I'm here with Özge Savas and Eimeel Castillo. Özge is an assistant professor of psychology at Bennington College. Eimeel is a doctoral candidate in History and Women's and Gender Studies at the University of Michigan. I'm Marisol, also a doctoral candidate in Romance Languages and Literatures at the University of Michigan. Thanks for coming today, Özge and Eimeel.

**Özge Savas:** Thank you so much, Marisol, for having us. One thing we can do today is to reflect on that process of creating the Lesson Plans.

**Eimeel Castillo:** I was wondering about the practical side of it. How have we used the Lesson Plans or some activities in class? How did it go? For those of you who have not used them, how are you planning to use them? In my experience, I have used several activities not only from the Lesson Plans that I designed but from others. I have used them in courses that are introductory, like Introduction to Women's Studies, or in others that are more specific for first year students, [like] one on Latin American Feminism. And one of the wonderful things about the activities is their versatility. I think we've emphasized that already, but it is important to remember that they can be used by themselves or just together or as adaptations. I remember now that I used the central role-playing activity from the Lesson Plan on "Feminist Approaches To Leadership" in one of the Intro to Women's Studies courses, and it was pretty easy to modify them based on the content at the survey level for students who were not necessarily familiar, for example, with concepts in feminist theory that I initially used for the Lesson Plans. That has been my experience. I would like to hear yours.

**MF:** I completely agree with you, Eimeel, on the flexibility and malleability that the Lesson Plans and the activities have in the way they are presented. I personally didn't use an entire Lesson Plan in one of my classes, but as I was working on the Lesson Plan on "Black Feminisms", I used some of the interviews that I included in a conversation course in Spanish a few years ago. It was very good to see how I was able to adapt very easily the interview to the goals of the class. It was a conversation class on Afro-Latin America, and we were working with different audiovisual materials. I used two of the interviews — one from Brazil, another from Nicaragua ([they were] two Black feminist women) — and I combined the way in which they were representing their identities with some other discussions of mainstream feminisms, like the singularities of Black Feminist thought and the way this two interviewees were representing that. That really helped me and made me think a lot about some other activities that I could use and how I could further incorporate the interviews. What is great about the primary sources that we have is that we provide a lot of materials to be used in the classroom. We have the original videos with the

interviews, the transcripts in the original language, and the translation. That's already a lot that can be used for different purposes.

**ÖS:** I had to definitely come up with a structure over time — like learn how to use the material effectively. I figured early on that when I only tried to use the archival material as part of an assignment structure, without necessarily exploring them in the class, it leads to confusion. It's always great to give them the necessary tools and lenses to think about the material in the class. Otherwise, it feels like it might be a little too much. I tried to use it only as an assignment before and it didn't go well. So I just wanted to put that out there. My most positive experiences with the material have been when I intentionally brought them into the classroom to decolonize the curriculum and to bring knowledge and experiences that are not easily actually found in the textbooks or in the literature in general. Students really appreciated having access to those stories and voices, perspectives, that are not represented in the literature, especially because I'm teaching psychology. It could be super valuable. So mostly positive experiences, but it requires a little bit of easing into it and scaffolding the students, especially in disciplines where there's not enough resources that you can rely on.

It really depends on the class. For psychology, maybe this is the case, but I can easily see a course that is focused on Latin America, for example, that has a regional focus, just using the assignment from one of the Lesson Plans to create an assignment for the course without using other activities. So that would be possible. But for me, I had to cover lots of other contextual elements in a psychology course. And when the students are introduced with this rich material without being introduced to that background information, it could be jarring at times.

**MF:** Yeah. And now that we are thinking and talking about the different ways in which we can incorporate the activities and the Lesson Plans in the classroom, what Lesson Plans or activities do you think will work well together or in a sequence?

**ÖS:** I thought about this a lot, and I am thinking of doing a full syllabus based on just the Global Feminisms material, so that's why I was thinking about how to kind of combine different Lesson Plans. I think the Gender Lesson Plan that I created is not essential maybe for most disciplines. For an Introduction to Women's Studies class, the "Gender" Lesson Plan is too basic. But for Introduction to Psychology class for example, I could see how gender could be a foundation and then intersectionality builds on that and then other things come after.

Another thing that I was thinking kind of overlaps with coalition — there's so much about coalition building, and one Lesson Plan is "Feminist Approaches to Leadership" that talks about coalition building. Another one Eimeel created, "Transnational Feminisms", and the "Intersectionality" Lesson Plan also has things about coalition building. I think they all could be combined in a Women's Studies class that takes an international and local perspective and thinks about coalitions.

Finally, I think “Intersectionality” is interesting. It obviously comes up in a lot of the different Lesson Plans. There are so many overlaps with the “Black Feminisms” Lesson Plan, “Transnational Feminisms,” and “Intersectionality,” and I think it’s very interesting to think about the debate about the origins of intersectionality. It emerges from Black feminist movements in the US, but now we are talking about transnational feminisms in intersectional terms. I think about a lot of Jennifer Nash’s work like “Home Truths” [an article], *Black Feminisms*. I think there is a lot of ground to be explored with all three of those — “Transnational Feminisms,” “Black Feminisms,” and “Intersectionality” — in any kind of Gender and Women’s Studies course.

**MF:** That is very helpful for many people who are designing their classes right now. To end up, I would like to ask you one more question that is about new Lesson Plans. I’m always thinking about new ideas as we also get new countries and new interviews added to the project, which is always great to help us think about new connections that can be made. So if you had the chance to design new Lesson Plans, what topics would they be about and why do you think that you would like to have those Lesson Plans on the website?

**EC:** Thanks for that question, Marisol. If I had the chance, I would design a Lesson Plan on care work. I think it could complement the ones on reproductive rights and, of course, the one on gender, for example. I think there is a lot of potential in the lived experiences of these remarkable women in this archive, and their reflections about how caring for others in different ways, in their organizations, in their families, in their political activism, has been made. It could help us trace how care work has been made invisible and naturalized as a gendered type of labor that I think it would be relevant for discussion in classes and it could also lead to more complicated conversations around patterns of economic migration, for example, or new social movements, for example, the domestic labor movement or sexual workers. That could really amplify the vision and the potential of what the archive can offer now, to incorporate new conversations into teaching experiences.

**ÖS:** Please do that. I want to use it and combine it with the Reproductive Justice Lesson Plan. I was thinking for a while now, which I couldn’t get around to doing, but like education and religion. We have such rich material on those two issues in this transnational data and I think that could be complementary thinking about gender based violence. Education and religion would add thinking about transnationally debunking myths or stereotypes about women’s lives in places that are not North America. So it definitely would have a kind of perspective about culture and methodological nationalism and things like that. I was also thinking about desire. Mostly when other countries like non U.S. countries are mentioned they’re often considered in the context of violence. What about pleasure and desire and women’s lives and choices in the Global South especially? So those three have been in my mind. What about you, Marisol?

**MF:** These are all great topics. I work on literature and languages, and I developed the Lesson Plan on “Art and Feminism”, but I would really like to dig deeper into literature and fictional selves — a Lesson Plan about the different fictional selves that are created, what are the identities, women’s writers, and how that is expressed in different interviews for different countries. I also thought that maybe a helpful Lesson Plan for also language

instructors could be one in translation and that can go different ways. That can be purely about the ways in which different feminist women are understanding aspects of translation, or it can also be different feminisms in translation. And lastly, I created a Lesson Plan to work with some digital tools, which is Timeline JS, an interactive timeline. I do also work on other digital tools and digital humanities stuff. I see many of the interviews working very well for some other computational analysis or distant reading analysis that can focus more on the text itself and the different ways in which these women are representing themselves and how we can pull that out using these digital tools and more distant reading techniques. Is there anything you would like to add?

**ÖS:** If people out there have been using this material and are using them in different ways or want to create more Lesson Plans and think about using them in different ways, they should reach us and we can maybe come up with a more effective way of doing all these ambitious projects because it's a lot.

**MF:** Well, thank you so much to both of you and thanks to our listeners. We hope that our conversation has sparked some interest in our Lesson Plans and that you found useful some of the different ways in which you can combine and adapt them. Thanks, everyone. Until soon.

**Outro:** Thank you for listening to this episode of *Contextualizing Feminist Voices: Teaching with the Global Feminisms Project Lesson Plans*, a podcast created by the Global Feminisms Project. The entire team hopes it will help you understand and grab ideas to incorporate the materials on the website into your class. If you liked this episode, check out the other podcasts in the series, as well as materials about countries, teaching resources, and interviews on the website.

—

Check out these additional [resources](#) for teaching with the Global Feminisms Project!