**Assignment**

Students work in groups to write & archive a history of a local feminist or gender justice organization.

**Sub-assignments**

- Group proposal
- Group presentation
- Reflective journal
- Pitch to *The Seattle Globalist*
- Report to organization
- Transcripts & images for Social Justice and Diversity Archive
- Paper

**Learning goals**

1. Learn a history of a local organization
2. Learn how organization is related to movements studied this quarter
3. Learn the importance of qualitative and feminist research
4. Learn the significance of scholarly/activist archives.

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**Organizations**

- **Domestic Abuse Women’s Network**: Lead and support efforts to end domestic violence by providing the critical services and education for survivors to make informed choices about their future and engaging communities to raise awareness and take action.
- **Entre Hermanos**: Promote the health and well-being of the Latino Gay, Lesbian, Bisexual, Transgender, and questioning community in a culturally appropriate environment through disease prevention, education, support services, advocacy and community building.
- **Ingersoll Gender Center**: Mutual support and education organization for transgender, trans*, gender variant and genderqueer people, and the people who support them.
- **LGBTQ Allyship**: LGBTQ and Allies who believe that all oppressions are interconnected and in the possibility of a world free of oppression.
- **Mary’s Place Seattle**: Empowering homeless women, children and families to reclaim their lives by providing shelter, nourishment, resources, healing and hope in a safe community.
- **Planned Parenthood Votes NW**: Promotes and protects reproductive health, rights and justice.
- **Young Women Empowered**: Empowering young women from diverse backgrounds to step up as leaders in their schools, communities, and the world.

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**Assessing the assignment**

With Kara Adams, Acting Director of UWB CBLR & Denise Hattwig, library curator of the UWB Social Justice and Diversity Archive.

1. **Adams**: Survey community partners to see if they feel they benefited from the assignment
2. **Hattwig**: Check document formatting to make sure students’ efforts were thorough enough
3. **Shayne**: Assess quality of students’ written & analytical work based on assignment guidelines.

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“We must leave evidence. Evidence that we were here, that we existed, that we survived and loved and ached. Evidence of the wholeness we never felt and the immense sense of fullness we gave to each other. Evidence of who we were, who we thought we were, who we never should have been. Evidence for each other that there are other ways to live—past survival; past isolation.”

-Mia Mingus

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**Researching and Archiving Local Feminist Activism: A Pilot Assignment**

~ For the class “Histories and Movements of Gender and Sexuality” ~

**Julie Shayne**

Senior Lecturer, School of Interdisciplinary Arts and Sciences