

# 2018 Application Form for ASC Grants for New Service-Learning Course Proposals

**Application Deadline: February 5, 2018**

You MUST use this form to submit your proposal. Please send submission (form and supplementary materials) to Linda Hood ([hood.82@osu.edu](mailto:hood.82@osu.edu)), Executive Assistant to Associate Executive Dean Steven Fink.

## 1. Working Title of Course Proposal

Feminist Perspectives of Incarceration in the United States

## 2. Applicant Information

- Name: Mary Thomas
- Title: Associate Professor
- Department: Women's, Gender and Sexuality Studies
- Address: 286 N Oval Mall
- Phone: 614-292-9866
- E-mail: [thomas.1672@osu.edu](mailto:thomas.1672@osu.edu)

## 3. Course Description

- **Provide general description of course goals of proposed undergraduate course.**

This course explains the growth in the US prison system and the punitive shift in US carceral society from feminist, anti-racist, and queer perspectives. This service-learning course is an Inside-Out Prison Exchange Program class. The class will take place at an adult correctional institution, either at the Marion Correctional Institution (MCI) or more likely at the Franklin Medical Center (FMC), and will involve roughly the same number of OSU students ("outsiders") as incarcerated students ("insiders"). Outsider students will also work on a small project with a reentry organization in Columbus, likely Healing Broken Circles. Course design emphasizes discussion and collaboration in learning. The course provides a unique experience for all students that I hope will have a transformative effect during the semester and beyond. It is my goal that all of us involved with the course will consider its format as vital to the ways we learn about incarceration, as we do the content that we will examine and discuss together.

I developed the course goals and learning outcomes in a December, 2017, Course Design Institute at UCAT. They are tabled on the following page.

Course Goals	Learning Outcomes
A Students will understand what historical, social, political, and economic forces led to the massive increase in the numbers of Americans incarcerated over the past several decades.	1 Students explain the history of prisons in the US.
	2 Students distinguish between the northern and southern models of criminal justice.
	3 Students recognize how the law and order society led to the dramatic increase in incarceration.
	4 Students describe how capitalist expansion and profit motives buttress the criminal justice system and its explosive growth in time.
B Students will articulate a feminist and queer analysis of mass incarceration in the US.	1 Students comprehend how the power relations of white supremacy and patriarchy benefit from the criminalization of poor, queer, and minority communities.
	2 Students utilize the terminologies of feminist and queer approaches to explain mass incarceration.
	3 Students explain how stereotypes create unjust and problematic representations of incarcerated people and prison experiences.
	4 Students create alternative representations of incarcerated people and prison experience.
C Students will value the range of experiences and identities of those held in US prisons and jails.	1 Students express the identities of incarcerated people through the intersectional configurations of race, gender, sexuality, and age.
	2 Students explain people's experiences within the criminal justice system and incarceration through intersectionality.
	3 Students comprehend that incarcerated individuals are unique people with their own stories to tell and with their own voices.
D Students will understand the goals of feminist and queer prison abolition movements and how these relate to racial justice in the US context.	1 Students recognize that mass incarceration does not result in safer communities.
	2 Students describe the strategies of feminist and queer abolition movements.
	3 Students motivate others to think about abolition social movements when discussing the criminal justice system in the US.
E Students will evaluate the impacts of service-learning in a prison setting.	1 Students explain how learning in a prison setting with insiders and outsiders in conversation is different from other coursework.
	2 Students value collaboration between insiders and outsiders.
	3 Inside and outside students articulate how learning together transformed their understandings of feminist and queer analysis, and of mass incarceration.

- **Provide general description of content of proposed undergraduate course.**

Students will learn about systematic and institutional racism built into the US carceral society and prison system; historical and ongoing disproportionate incarceration of the poor, people of color, and gender non-conforming people; and how juvenile and adult men's and women's prisons developed and expanded over time. The course also covers the themes of inmate racial identity and segregation in prison; sexual practices in prison; the sexualization by prison staff of trans\*, queer, and cisgendered women and girls; the ways that prison experience is represented in popular culture, especially considering homophobic representations of male desire; and the importance of place and age in specific people's encounters with the US justice system. The course ends with a consideration of feminist, anti-racist, and queer responses to incarceration, especially by prison abolitionists. Throughout the semester, students will also consider the challenges that formerly incarcerated individuals face with reentry, since the vast majority of incarcerated individuals return to their communities. A draft syllabus is included for greater detail on content, including possible readings and assignments.

- **Provide general description of service-learning component of the course.**

The course's theme of incarceration is an obvious connection to the teaching context of the Inside-Out format of instruction in a prison setting. Students from OSU will garner a rich understanding of prison environments and the experiences of prisoners and formerly incarcerated individuals. Initial weekly reflection papers (first 4 weeks) ask all students to express how their experiences of the prison learning environment and their engagement with others in that setting affect their learning process. I emphasize the development of communication skills in the first few weeks to help students process the overwhelming newness of their collaboration in class – this will be likely true for both insiders and outsiders. The students then will use these enhanced skills in tandem with their new content to build critical thinking and analysis skills through in class writing, case study work, and small group discussion.

Outsider students will also visit one of the Healing Broken Circles reentry support groups and identify one other small project on reentry with HBC's goals in mind. These may include: offering a small research project to enhance HBC's lobbying efforts affecting state policy and local economic and political support for newly returning citizens; attending an advocacy presentation made by HBC during one of their local events; providing a small group presentation at HBC for newly returned citizens based on the group work done in the classroom with insider collaborators; etc. The details of these components will be set up and finalized in summer, 2018, with HBC and possibly other reentry organizations.

- **Provide general explanation of how service-learning activities will contribute to the course goals.**

The emphasis of this service-learning setting is to have OSU and insider students learn to communicate, collaborate, and creatively envision social justice movements. The content helps students contextualize mass incarceration and personal experiences of incarceration while their new skills help them to translate that knowledge into empathy, communication across difference, and critical-analytical perspectives on justice systems. Outsider students will also gain direct experience learning about reentry challenges through their project with a reentry organization like Healing Broken Circles. In turn, students will begin to realize that their classroom activities with insiders provides them a voice to advocate for justice concerns with outside audiences especially for reentry issues.

All weekly themes address the community in which they are learning. The themes demand that students engage each other across cultural differences like sexuality, gender identity, age, race and place of origin. OSU students will understand the dire conditions of prison life, the severe challenges insiders face while

learning in a prison, the economic costs on communities with high rates of incarceration, as well as the rich emotional life and experiences of insiders whose lives are not summarily defined through their incarceration. Therefore, it is my goal that OSU students understand the complicated textures of insiders' lives and the difficulties faced upon reentry; these lives and experiences are not "just" about the context of a prison setting, and deeply impact and reflect social-political-economic contexts affecting families, personal relationships, and communities.

Finally, all writing assignments include reflection on the impacts of the course setting and environment. See the amended draft syllabus for details. I will focus a great deal of time on having students work through their responses to the course setting and collaboration in writing and in class discussion. Every in-class activity and writing assignment considers the particularities of collaboration and communication, which is at the heart of this service learning course.

- Optional: Should you happen to already have a tentative syllabus (with course number), please provide it. **The tentative syllabus follows Section 4, though it does not have any details about the reentry organization yet.**

#### **4. Community Focus and Reciprocity**

- **Identify and provide a brief profile of the intended community partner(s). (If a specific partnership has not yet been confirmed at the time of the grant proposal, provide a clear explanation of the kind of community partner(s) being sought and provide some examples of appropriate candidates for community partner(s).) *Community partners must be tax-exempt nonprofits or organizations with an easily identified public service component to their mission.***

There are three intended community partners:

- [Ohio Department of Rehabilitation and Corrections](#), and an ODRC adult correctional institution to be determined;
- The [Inside-Out Prison Exchange Program](#); and
- [Healing Broken Circles](#), a reentry support community organization.

Community partners include the state correctional facility (to be finalized in summer) which is overseen by the Ohio Department of Rehabilitation and Corrections (ODRC), as well as the insiders (incarcerated adults) at the facility, the Inside-Out program itself, and a to-be finalized reentry support organization, very likely Healing Broken Circles, as I have met with its executive director about the course.

The entire semester, students from OSU will go to the adult correctional facility for a weekly three hour class session with insiders. Inside-Out is recognized by the State of Ohio as a non-profit serving the needs of inmates learning reentry skills. Engaging in a college-level course in a collaborative learning environment allows for the development of important communication skills to insiders, as well as enhanced confidence, knowledge gain, and program experience. The ODRC facility administrative staff value Inside-Out for its focus on reentry skills and rich programming for inmates. I have met with the Warden of the Franklin Medical Center correctional institution along with other OSU Inside-Out instructors (including Prof. Angela Bryant, the state coordinator of Inside-Out). Its location on a COTA bus line makes it an ideal correctional facility for the course, and the Warden is welcoming of its first scheduling for Spring, 2019.

Inside-Out provides me, the faculty instructor, with course design and pedagogy training, as well as best practices for teaching in a prison environment. I have applied for an Office of Service Learning Grant to pay for the Inside-Out Training Institute for June, 2018. The Institute offers a 60 hour course for pedagogical training in the particularities of teaching in a prison setting, including curriculum

considerations, institutional staff relations, interactive teaching and learning methods, and establishing productive parameters on insider-outsider learning.

Also in summer, 2018, I will find one additional community partner for outside students to learn about reentry challenges for newly released adults. I have worked in the past with Healing Broken Circles (HBC), which operates a reentry program in downtown Columbus. Their Executive Director, Kendra Hovey, has indicated her enthusiasm to partner with me and my students, though details are to be determined on specific projects for students. Students will potentially work with newly released adults at HBC and will take their knowledge about reentry programs, obstacles, and opportunities to the insider students with whom they share the weekly classroom. *This aspect of the course will need to be developed and integrated into the draft syllabus.*

- **Describe the community partners' participation in the development of the service project.**

The Inside-Out Training Institute that I will attend in June will provide detailed best practices for preparing students – both insiders and outsiders – for the unique collaborative learning context in prisons. The syllabus course schedule also shows that separate meetings for insiders and outsiders will take place in week one and also in the final week of the semester. Each group of students will need tailored preparation for the collaborative learning context. In addition, outsiders will receive a two hour training at the facility on prison policy, privacy and safety regulations, and federally-mandated PREA training (PREA = Prison Rape Elimination Act).

I will also set up the course with ODRC (Ohio Dept of Rehabilitation and Corrections) and with facility staff. A Memorandum of Understanding (MOU) between Inside-Out and ODRC already exists. The logistics of facility organization for the course includes: all paperwork for outsiders completed before week 1 (NEXUS paperwork is required for a gate pass), class participant list finalized for gate passes to be issued, logistics of classroom space and weekly meeting times with facility staff, insider student access to supplies and readings, criteria for insider students' selection for the course (beyond a HS diploma and GE requirement, how do we select insider students if there is an excess of interest? – this is a collaborative process with facility administrators). I will ensure insider students have ALL course material at the first class meeting in Week 1 for the entire semester. My department is donating photocopying of reading materials and required books if I cannot get a grant to cover these materials (I applied for an OSL grant for supplies).

Healing Broken Circles will work with me to develop ideas for students' involvement in their support group for returning citizens, ongoing educational programming, and advocacy with state and local entities directly involved with policy, financing, and programming for returnees. HBC can also provide guidance on how outsider students can take the information gathered through their activities with reentry to the insider students.

- **How does the service project reflect priorities and stated goals/needs of community partners and collaborative planning by all partners?**

Course design emphasizes discussion and collaboration in learning. Outside students from OSU will receive training from prison administrators, including prison policy, safety and privacy regulations, and PREA training, therefore the students will learn about challenges of collaboration in a prison setting and the context of state concerns for outsiders involved in prison activities who are not staff. Inside-Out is recognized by the State of Ohio as a non-profit serving the needs of inmates learning re-entry skills. The week-long training that Inside-Out provides for its instructors, which I will do in June, offers time-proven pedagogical structure and learning activities for the particular context of prison setting as classroom.

Ohio's Department of Rehabilitation and Corrections and its correctional institutions recognize that engaging in a college-level course in a collaborative learning environment allows for the development of important communication skills to insiders, as well as enhanced confidence, knowledge gain, and program experience. The facility administrative staff value the design of Inside-Out for its focus on re-entry skills and rich programming for inmates.

HBC serves as a community center for adults upon their reentry to communities in Columbus. Education is a core component of their mission to aid in reentry processes for formerly incarcerated individuals. They also seek to humanize the public's view of incarcerated adults by showing the richness of their experiences, perspectives, and struggles to return productively and in good standing to their communities after serving time in prison.

- **Describe the anticipated community benefit and impact of the service project.**

Reentry and corrections experts know that higher education provided in prison settings increases the likelihood that incarcerated individuals will continue their training and education upon release; decreases recidivism dramatically; and offers a lens for social justice initiatives aimed at reducing the reach and spread of an expanded prison system in the United States and Ohio. The service project as envisioned as collaborative learning, and including a small project with the reentry organization, will greatly broaden students' understandings of the academic content of the course, and show them that critical learning strategies have deep impacts on their roles in the communities of Columbus and more broadly in the State of Ohio. The service projects will also obviously provide the correctional institution with programming opportunities for inmates, who are hungry for intellectual and social stimulation. Finally, the service project also provides additional support for a reentry organization like HBC in their quest to provide community outreach as well as programming at their downtown center serving the needs of returning citizens.

# **Feminist Perspectives of Incarceration in the US**

**WGSS 3300.01-S [tentative course number]**

**An Inside-Out Course**

**Spring Semester 2019**

**Mondays, 1:00-3:50pm**

## **Professor Information**

Dr. Mary Thomas, Associate Professor  
Department of Women's, Gender & Sexuality Studies  
Ohio State University  
Office location: 308E Dulles Hall  
Email: [thomas.1672@osu.edu](mailto:thomas.1672@osu.edu)  
Office hours: by appointment

## **Description**

This course explains the growth in the US prison system and the punitive shift in US carceral society from feminist, anti-racist, and queer perspectives. Students will learn about systematic and institutional racism built into the US carceral society and prison system; historical and ongoing disproportionate incarceration of the poor, people of color, and gender non-conforming people; and how juvenile and adult men's and women's prisons developed and expanded over time. The course also covers the themes of inmate racial identity and segregation in prison; sexual practices in prison; the sexualization by prison staff of trans\*, queer, and cisgendered women and girls; the ways that prison experience is represented in popular culture, especially considering homophobic representations of male desire; and the importance of place and age in specific people's encounters with the US justice system. The course ends with a consideration of feminist, anti-racist, and queer responses to incarceration, especially by prison abolitionists.

This service-learning course is an [Inside-Out Prison Exchange Program](#) class. The class will take place at the [? Correctional Institution (CI)] and will involve roughly the same number of OSU students ("outsiders") as incarcerated students at CI ("insiders"). Course design emphasizes discussion and collaboration in learning. The course also provides a unique experience for all students that I hope will have a transformative effect during the semester and beyond. It is my goal that all of us consider the format of the course as vital to the ways we learn about incarceration as the content we will examine and discuss together.

## **Course Goals**

- A. Students will understand what historical, social, and political forces led to the massive increase in the numbers of Americans incarcerated over the past several decades.
- B. Students will articulate a feminist and queer analysis of mass incarceration in the US.
- C. Students will value the range of experiences and identities of those held in US prisons and jails.
- D. Students will understand the goals of feminist and queer prison abolition movements and how these relate to racial justice in the US context.
- E. Students will evaluate the impacts of service-learning in a prison setting.

### **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### **Disability Services for outsider students**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); [614-292-3307](tel:614-292-3307); [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### **Mental Health Statement**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).



### **Required Texts and Course Readings\***

*The Story Within Us: Women Prisoners Reflect on Reading*, edited by Megan Sweeney. University of Illinois Press, 2012. Available for purchase at the University Bookstore and widely online.

*Are Prisons Obsolete?* By Angela Y. Davis. Severn Stories Press, an Open Media Book, 2003. Available for purchase at the University Bookstore and widely online.

\*Other course readings will be available to outside students on the course webpage or made available to inside students through a course packet. All required books will be made available to insider students.

### **Course format, requirements and grades**

Aside from two sessions which separate the inside students and outside students for orientation and assessment purposes (listed on syllabus), all classes are held on Mondays for three hours at the Correctional Institution (CI). CI will provide a room and chairs for our class meetings, and we will all assemble for large and small group class discussion in that room every week except for the separate sessions mentioned above.

Class participation is required for the successful completion of the course. The success of this course is only possible with *all* students being in *every* class prepared and ready to discuss readings and course content. Because this class meets only once weekly, you may not miss any class meeting. Outside students who miss one class lose a full letter grade at the time of final grades; those who miss two or more classes will fail the course. This format of this class is special and is only possible when everyone is present and respectful of others' presence. All members of the class – insiders and outsiders – will experience this format as new and atypical; therefore, all members of the class should expect to work on peer relations *as students* in creating a comfortable and inclusive classroom experience. In other words, you all create the experience together, and success in that creation will take sustained hard work and a commitment to the process of communicating across difference.

**For outsiders**, being on time to the facility is vital to that effort. You **MUST BE ON TIME EVERY WEEK, NO EXCEPTIONS**. You are responsible for your attendance and transportation, and I will help you all to organize carpools prior to the start of the semester so that students who do not drive or who do not have access to a car can enroll.

#### **Requirements**

	<b><u>% of final grade</u></b>
1. Reflection Papers (4 @ 10% each)	40
2. Literature Circles Papers (4 @ 10% each)	40
3. Final Group Project Presentation (5%) and Paper (15%)	20

1. Each student must write four (4) **reflection papers** in the four days following the joint class meeting for which they are reflecting; thus, papers are due Friday by 5pm the same week of the Monday class meeting that each student is writing about. Students will reflect on the following classes: **Jan 14, 28, Feb 4, & 11**. No reflection paper from outsiders will be accepted after Friday at 4pm, and papers

should be uploaded to the class website folder for the assignment. (Insiders will turn in their paper on the next Monday of class.) Reflection papers should be typed, at least three pages double spaced (about 850-1000 words), and should incorporate reading content as well as class discussion. Further guidelines will be distributed on January 7, and we will discuss expectations as a full group on January 14, too.

2. **Literature circles** are groups that consist of 4 students who read a book in common outside of the weekly assignments and discuss it in allocated time slots during class sessions. Literature circles will allow you to expand on the topics we cover in the weekly readings and will allow for more intimate conversation in small groups. Each time your literature circle meets (**Feb 18, 25, March 4, 18**), you will take on one of the roles listed below, rotating the roles each week (if your group has fewer than 5 members, you might take on two roles, or if your group has 6 members you'll divide one of them). The roles for literature circle groups are as follows:
  - (a) *Discussion Facilitator*. This student directs the entire meeting, making sure that everyone has a chance to participate and all roles are fulfilled during the meeting. This student is responsible for developing the discussion questions for the reading assignment. The Discussion Facilitator uses the questions during the meeting to encourage discussion among the members of the group. These questions are used as stimulators for other issues to be discussed as they arise. Open-ended questions (not simple yes/no questions) are important to allow for substantive discussions.
  - (b) *Literary Luminary*. The person who has this job is responsible for choosing a few passages from the reading assignment to share with the group. These passages may be chosen because the Literary Luminary finds them relevant to their anticipated context, applicable to a certain idea or method, or notable in some way. The Literary Luminary can share these passages with the group by choosing someone to read them aloud or by reading them aloud to the group. The student explains why he or she chose the passage, and the other students are given the opportunity to make comments or ask questions.
  - (c) *The Reporter*. This student is responsible for summarizing the assigned pages. The Reporter has to summarize fully the main events or primary purpose for the reading for that week. After sharing the summary, The Reporter encourages group discussion and clarification if needed. The summary should be sent, in writing, to the Scribe for that week.
  - (d) *The Scribe*. The Scribe collects the written material including who is present, the discussion questions, page numbers of passages, connections made, and the summary. This person also notes key points and questions that resulted from the discussion. After each literature circle meeting, each person writes a reflection about the experience following the same guidelines as the course reflection papers: due dates and times on the schedule.
  - (e) *All students are Connectors*. Connectors share text-to-self, text-to-world, or text-to-text connections made while reading. Making connections to course

readings, events in the news (local, national, world), or personal experiences are examples of this.

The following are the books which will be used for Literature Circles:

- Rashad Shabazz (2015) *Spatializing Blackness: Architectures of Confinement and Black Masculinity in Chicago* (U of Illinois Press)
- Tanya Erzen (2017) *God in Captivity: The Rise of Faith-Based Prison Ministries in the Age of Mass Incarceration* (Beacon Books)
- Allison McKim (2017) *Addicted to Rehab: Race, Gender, and Drugs in the Era of Mass Incarceration* (Rutgers U Press)
- Laura S. Abrams and Diane J. Terry (2017) *Everyday Desistance: The Transition to Adulthood Among Formerly Incarcerated Youth* (Rutgers U Press)
- Jerry Flores (2016) *Caught Up: Girls, Surveillance, and Wraparound Incarceration* (U of California Press)

3. **Final group projects** will consist of two components: a 25 minute group presentation/facilitated discussion and a final paper by each student of 8 double spaced pages due on the last class meeting during exam week. The final project groups will each choose one theme, pre-approved by Mary with no groups overlapping, to consolidate across the weeks of course material. No outside readings or research are required. Detailed guidelines for the final group project, presentation, and the final paper will be disseminated and explained in class early in the semester.

4. **TO BE DETERMINED: a small project with Healing Broken Circles or another reentry organization in Columbus for outsider students. This is not yet integrated into the syllabus.**

Grades for outsiders: I will use the OSU Standard Grade Scheme, as follows:

- 93 - 100 (A)
- 90 - 92.9 (A-)
- 87 - 89.9 (B+)
- 83 - 86.9 (B)
- 80 - 82.9 (B-)
- 77 - 79.9 (C+)
- 73 - 76.9 (C)
- 70 - 72.9 (C-)
- 67 - 69.9 (D+)
- 60 - 66.9 (D)
- Below 60 (E)

## **Class schedule and readings**

### **January 7: Separate Sessions**

- Separate meetings for insiders and outsiders at CI (Insiders with Mary from 1-2:30pm and then training by prison administrators 2:30-3:30pm; Outsiders with Mary from 2:30-3:50pm)
  - Syllabus review
  - Prison rules/Inside-Out rules
- Training at CI for outsiders is mandatory!

*Assignment by beginning of class: Read the syllabus!*

### **January 14: Joint Class**

Introduction of course themes: What makes incarceration a feminist, anti-racist, and queer issue?

Readings:

- Jodie Lawston and Erica Meiners, 2014. "Ending our expertise: feminists, scholarship, and prison abolition" *Feminist Formations* 26(2): 1-25.
- S. Lambie, "Transforming carceral logics: 10 reasons to dismantle the prison industrial complex through queer/trans analysis and action", in *Captive Genders*

*Assignment: Reflection paper due by Friday for outsiders; by Monday the 28th for insiders.*

### **January 21: No class, MLK Day, University holiday**

### **January 28: Joint Class**

Mass incarceration in the US contextualized historically

Readings:

- Charles Dickens (1842) "Philadelphia and its Solitary Prison" from his book, *American Notes*.
- Douglas Blackmon (2008) "Introduction: The Bricks We Stand On" from his book, *Slavery By Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II* (Anchor Books).
- Marie Gottschalk, "Law, order and alternative explanations," in *The Prison and the Gallows: The Politics of Mass Incarceration in America*, 2006 (Cambridge)
- Marie Gottschalk, "Squaring the political circle: the new political economy of the carceral state," in *Caught: The Prison State and the Lockdown of American Politics*, 2015 (Princeton).

*Assignment: Reflection paper due by Friday for outsiders; by next Monday for insiders.*

### **February 4: Joint Class**

Are prisons for rehabilitation or retribution?

Readings:

- Tanya Erzen, 2014. In the prison of new beginnings.  
<https://www.guernicamag.com/features/in-the-prison-of-new-beginnings/>
- Angela Davis, *Are Prisons Obsolete?*

*Assignment: Reflection paper due by Friday for outsiders; by next Monday for insiders.*

### **February 11: Joint Class**

Policing boys and men of color: the racialized pipeline to prison

Readings:

- Victor Rios 2011, Preface, Chapter 1, and Chapter 6 of *Punished: Policing the Lives of Black and Latino Boys* by (New York University Press)

*Assignment: Reflection paper due by Friday for outsiders; by next Monday for insiders.*

### **February 18: Joint Class**

Women, girls, and incarceration.

- *The Story Within Us* Introduction and Chapters 1-3
- Lisa Pasko 2008, "The wayward girl revisited: understanding the gendered nature of juvenile justice and delinquency" *Sociology Compass* 2/3: 821-836

Literature circle 1 in class.

### **February 25: Joint Class**

Finish *The Story Within Us*

- Chapters 4-11

Literature circle 2 in class.

*Assignment: Literature circle #1 paper due*

### **March 4: Joint Class**

Sexuality: Representation and Exploitation

- Regina Kunzel 2008, "Chapter 5: Rape, Race and the Violent Prison," in *Criminal Intimacy: Prison and the Uneven History of Modern American Sexuality* (University of Chicago Press)
- Lisa Pasko 2010/2011, "Setting the record 'straight': girls, sexuality, and the juvenile correctional system" *Social Justice* 37(1): 7-26
- Michelle VanNatta 2010/2011, "Conceptualizing and stopping state sexual violence against incarcerated women" *Social Justice* 37(1): 27-52

Literature circle 3 in class.

*Assignment: Literature circle #2 paper due; also begin thinking about and identifying themes for final group projects!*

**March 11: Spring Break, no class**

**March 18: Joint Class**

Transgender experiences in prison

- Wesley Ware, "Rounding up the homosexuals" in *Captive Genders: Transempodiment and the prison industrial complex*, edited by E Stanley and N Smith, 2011 (AK Press)
- Kristopher Shelley "Krystal", "Krystal is Kristopher and vice versa", in *Captive Genders*

In class video: *Cruel and unusual: transgender women in prison* (63 min)

<http://www.youtube.com/watch?v=5Yzy8oh5Fw0>

Literature circle 4 in class.

Last 20 minutes of class: organize groups for final projects.

*Assignment: Literature circle #3 paper due*

### **March 25: Joint Class**

Group projects work time.

*Assignment: Literature circle #4 paper due*

### **April 11 & 18: Joint Classes**

Group Project Presentations and Discussion

### **April 25: Joint Class**

Finish group project presentations and discussion if necessary

Roundup: What would it take to abolish prisons?

Closing ceremony at CI

### **Exam week: Separate Sessions**

#### **Times (and location for outsiders at OSU) TBD**

Separate meetings for insiders and outsiders, final debriefing, assessment and evaluation.

## **5. Letter of Support from Department Chair**

- Letter should provide departmental support for offering the service-learning course on a continuing basis once approved.
- Letter should also address how the course plays into the department's curriculum. For example, will course be an elective that will count toward the minor? Will it request General Education status?



24. January 2018

Dear Colleagues,

With great pleasure, I enthusiastically endorse Mary Thomas' proposal for a new Service Learning Course, "Feminist Perspectives on Incarceration in the United States." Prof. Thomas is eminently qualified to teach this course and the course will enhance our curriculum in WGSS, as well as the broader curricula of the university, immensely. I strongly and adamantly recommend that you grant her the ASC Service Learning Grant to develop this timely course fully.

Prof. Thomas has been conducting research inside of prisons for several years. In 2012-14, she undertook weekly visits to the Scioto Juvenile Correctional Facility, where she conducted interviews with girls in the facility related to her research. Upon the closure of Scioto, she then began working in the Marion Correctional Institution, which is a state prison for men; in 2016-17, she taught three college-level courses there as a volunteer. In addition to this direct work in prisons, Prof. Thomas has also consistently volunteered her time in advocacy for juvenile justice reform through the state-based group, Ohio Juvenile Justice Alliance. Clearly, Prof. Thomas has a great knowledge of the prison systems in Ohio and has built this Inside/Out course through the networks she has been developing across the last several years. She is working with colleagues at OSU to build a prison-to-college pipeline for returning citizens across the state of Ohio. This new course is part of that collective work of expanding higher education in prisons, offering insiders access to college credit before reentry into their communities, and encouraging OSU students to understand that rebuilding communities after mass incarceration demands the participation of all people—not just returning citizens.

The addition of this course to our WGSS curriculum is very exciting. Feminist research and teaching on the carceral system of the U.S. is a burgeoning field of scholarship and pedagogy. Especially as a Service Learning course, we anticipate that it will attract many students from across ASC and the general university population. (The Department of Women's, Gender & Sexuality Studies already has two Service Learning designated courses on the books; the one that has been taught has enrolled to capacity, while the second will be taught for the first time 2018-19.) Moreover, we also anticipate that such a course will attract students from across the university, not only from within ASC.

The Inside/Out Prison Exchange Program offers a successful curricular model that is now widespread across universities and colleges in the U.S. Prof. Thomas has already met all the requirements of that program, while also fulfilling all the requirements for the ASC Service Learning grant and designation.



This is an extremely thoughtful and important course that will enrich the lives of many students at Ohio State, as well as those of citizens across the State of Ohio. I adamantly recommend that you grant Prof. Thomas the ASC Service Learning grant to develop it fully.

Sincerely,

A handwritten signature in black ink, appearing to read 'Shannon Winnubst', with a stylized flourish at the end.

Shannon Winnubst  
Professor & Chair