

Term Information

Effective Term Autumn 2013
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

S designation to SOC 2211

GE Designation for 2211

What is the rationale for the proposed change(s)?

It somehow lost the designation in the transition to semesters.

Seek GE designation approval.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None, Inside-Out is a community-based learning course

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2211S
Previous Value	2211
Course Title	Corrections: An Inside-Out Course
Transcript Abbreviation	Corrections (S)
Previous Value	Corrections
Course Description	Examines theory and policy, and is comprised of OSU students and prison inmates with class meetings held in a local state prison.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Always
Campus of Offering	Columbus, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Prereq: 2209 (209), and permission of instructor.
Not open to students with credit for 211.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0401
Subsidy Level Baccalaureate Course
Intended Rank Sophomore

Quarters to Semesters

Quarters to Semesters Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)
List the number and title of current course being converted Sociol 211: Corrections: An Inside-Out Course.

Requirement/Elective Designation

General Education course:
Service-Learning (new)
The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

- Course goals or learning objectives/outcomes**
- This inside-out course examines theory and policy and is comprised of Ohio State students and prison inmates with class meetings held in a local state prison
- Content Topic List**
- Penology
 - Stereotypes about prisons and prisoners
 - Crime
 - Justice
 - Social actors
 - Social change
 - Public service and citizenship
 - Social movements

Attachments

- S_GE_SOC2211_Bryant012813.doc: S Designation Form,S/GE rationale, S/GE Assessment
(GEC Model Curriculum Compliance Stmt. Owner: Chamberlain,Lindsey Joyce)
- SOC2211Syllabus_IO_Harvey_Autumn2012.pdf: Course Syllabus
(Syllabus. Owner: Chamberlain,Lindsey Joyce)
- MOU-SCI and OSU-Harvey.pdf: ODRC & OSU
(Memo of Understanding. Owner: Chamberlain,Lindsey Joyce)
- IO_Summer2011Newsletter_Color.pdf: Newsletter Feature
(Other Supporting Documentation. Owner: Chamberlain,Lindsey Joyce)
- Week 01 Handout Rules.doc: Rules of Inside Out
(Other Supporting Documentation. Owner: Chamberlain,Lindsey Joyce)
- Group Project Guideline_AU2012.pdf: Group Project Guideline
(Other Supporting Documentation. Owner: Chamberlain,Lindsey Joyce)
- Final Group Project_AU2012.pdf: Final Group Project
(Other Supporting Documentation. Owner: Chamberlain,Lindsey Joyce)
- WEEK 1 HANDOUT RULES FOR INSIDESTUDENTS.doc: Inside Student Rules
(Other Supporting Documentation. Owner: Chamberlain,Lindsey Joyce)
- SOC 2211_FINAL PAPER GUIDELINES_AU2012.doc: Final paper Guidelines
(Other Supporting Documentation. Owner: Chamberlain,Lindsey Joyce)

Comments

- Course has legacy approval for s-designation. No further documentation required. Approved for s-designation. *(by Cox,Harmony Mae on 02/11/2013 10:05 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Chamberlain,Lindsey Joyce	01/28/2013 02:00 PM	Submitted for Approval
Approved	Williams,Kristi L.	01/28/2013 03:11 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/28/2013 04:28 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	01/28/2013 04:28 PM	ASCCAO Approval
Approved	Cox,Harmony Mae	02/11/2013 10:05 AM	Ad-Hoc Approval

SOC 2211: Corrections (An Inside-Out Course)
Angela Harvey, PhD
Fall 2012

Professor Information

Angela Harvey, PhD

Office Location: Hopewell 69A

Office Phone: 740-366-9197

Email: Harvey.283@osu.edu

Office Hours: Tuesdays and Thursdays 11-12 and by appointment

Course Description:

This course engages student in critical readings and discussions focused on the origins and development of the American criminal justice system, the historical and contemporary use of punishment and rehabilitation, the re-emergence of restorative justice, and the broader relationship between criminal and social justice. Specifically, we will focus on better understanding mass incarceration, considering its causes and consequences, as well as exploring the impact of crime, imprisonment and related policies on victims and communities.

The course is an Inside-Out Prison Exchange Program class in which a marriage of theoretical knowledge with practical understanding and experience is achieved by holding class inside the Southeastern Correctional Institution (SCI) throughout the semester. Involving roughly equal numbers of OSU students and incarcerated students, the class utilizes a variety of active learning techniques and leads to production of one or more class projects by the end of the course. There are texts and a course reader for the course, as well as reflective and analytical assignments throughout the semester.

Goals and Objectives for the Course:

1. To increase students' knowledge and skills by:

- integrating theoretical learning and academic course material with 'hands-on' or practical knowledge and experiences,
- exposing students to multiple viewpoints and methods of inquiry,
- promoting an increased awareness of the importance of context and personal values in people's lives,
- providing inside students an opportunity to explore their views in an academic setting and a vehicle for feedback,
- assisting students in further developing their capacities for both written and oral self-expression,
- advancing ability to think critically and creatively about criminal justice issues and related public policies, and
- refining "higher-order" thinking skills such as application, evaluation and synthesis in the reflection/analysis process.

2. To empower students and encourage them to become more active participants in their own education by:

- creating an environment that will facilitate the honest exchange of ideas in a dialogic format,
- providing an experiential setting for students to test and hone their theoretical and personal understandings about criminal justice and crime prevention issues,
- increasing students' interest in what they are studying through exposure to how the issues play out in people's lives,
- increasing engagement in the classroom experience and the larger educational enterprise,
- encouraging students to personally reflect on the connections among course material, class discussions and their prior knowledge,
- increasing students' self-efficacy and leadership, including leadership activities, self-rated leadership ability, and interpersonal skills,
- increasing students' perceptions that they are having meaningful learning experiences and
- strengthening each student's belief that he or she can make a difference.

3. To advance students' understanding of the significance and impact of human and cultural diversity, especially race, class and gender.

4. To increase understanding and empathy for people who have been victimized by crime.

5. To break down stereotypes and misinformation that may exist between those on the outside and those on the inside of correctional facilities.

6. To promote important social values, including commitment to service, social change, and racial understanding.

Required Texts/Course Readings*

Mauer, Mark and Meda Chesney-Lind (Eds.) (2002). *Invisible Punishment: The Collateral Consequences of Mass Imprisonment*. New York, NY: New Press.

Davis, Angela Y. (2003). *Are Prisons Obsolete?* New York, NY: Seven Stories Press.

All additional course readings will be provided through Carmen for "outside students" or a course reader for "inside students".

*In addition to the required readings, I will be providing handouts and/or articles to read throughout the semester.

Class Format:

Aside from the three separate sessions, which are noted in the class schedule, the rest of the classes will be held on Wednesdays for 2.5 hours at SCI-Lancaster. We will be seated in a circle in all classes, in order to facilitate discussion. Class sessions will take the form of a guided dialogue, in both the large group and smaller subgroups, on particular topics each week. The separate meetings provide everyone an opportunity to prepare for and to brief and debrief the process and events in the joint sessions. **Subsequent to every class session**, each participant will hand in a reflection paper the following session (based on the previous class and related readings), although you may skip two reflection papers during the semester.

Attendance & Participation:

This special experiential-based learning course, most of which will be held at the Southeastern Correctional Institution (SCI), is dialogue-based and, therefore, highly interactive. We will be meeting with a group of 10-15 individuals who currently reside at SCI. Given the unique nature of this course, it is **IMPERATIVE** that each student attends and fully participates in every session. Since we clarified scheduling issues prior to signing up for this class and OSU-N is providing a bus to transport students to SCI, there should be no problems with attendance. If, due to be **SERIOUS** and **VERIFIABLE** circumstances, you will be unable to attend one of the sessions, you **MUST CONTACT ME IN ADVANCE**. Any absence will change the dynamics of the group, as well as disappoint those who will be participating in the program. This is a special program that will take special effort on the part of each of us.

Active participation is also key to this process. As a group, we (those inside and out) will be discussing all sorts of issues, some of which may be controversial in nature. We are all-everyone involved- challenged to say what we think, even if it is not a popular point of view. For this experience to be the real educational opportunity that it's meant to be, we each have to take responsibility for the direction and depth of the discussion. As we will be meeting in a rather unfamiliar, atypical sort of setting, we will each have to work on getting comfortable enough to take the risks involved in fully participating in discussions. Also, while listening is vitally important and necessary to this process, sitting back to **JUST LISTEN** is not acceptable. Everyone must be fully involved for this to work.

Needless to say, when we are traveling to the prison, it is **ABSOLUTELY NECESSARY** to be **ON TIME**- to meet the group at the time and place as arranged. We will be using the campus bus for these trips, which will leave campus at 11:30 and will be parked at the turn around in front of Founders Hall.

Readings:

The assigned readings are to be done **PRIOR TO THE MEETINGS**, according to the separate "Schedule of Readings" handout. The residents participating in the program will be doing the same readings, so it will be expected that everyone will be "on the same page," so to speak. The style of these in-house sessions will generally be more interactive and participatory than lecture. Additional readings in the form of articles and other handouts may be required.

Written Assignments: SIX (6) Reflection Papers, Final Paper and Group Project.

Reflection Papers:

Each student is required to **complete SIX reflection papers** (as well as a final paper). A paper will be due after each joint class held at SCI. You can skip up to two reflection papers, if desired, still giving you a minimum of SIX required reflection papers. Extra credit is available to those who complete reflection papers based on all joint meetings at SCI (excluding the last joint meeting on 11/28).

Papers are **due the week following a particular session**; you can't skip a week and then submit a paper on that session two weeks later. They are to be typed, double-spaced, at least three pages in length (longer, if desired), and incorporate a minimum of five quotes (with citations) from the week's readings. **Make sure you credit the specific materials that**

you quote, even when you are using articles/books assigned for the class. The papers will call for you to observe, feel, reflect, analyze, and integrate the information in the readings with the prior week's discussion. Please submit two copies of each paper, one of which will be returned to you.

Each paper should include three sections: Section One: Observations
Section Two: Analysis and Integration
Section Three: Reactions

Tips for writing a strong paper are provided at the end of the syllabus.

Final Paper and Group Project:

In lieu of a final exam, a **final paper** of approximately 7-10 pages in length, typed, double-spaced, and a **final group project** also will be required. The final paper is an opportunity for you to pull together the entire experience of the semester, reflect on your own process (and that of the group), and further analyze the issues that were addressed. A minimum of 12 relevant quotes with citations will be required in the final paper. The final paper will be due on the last day class will be held, when we will meet in separate sessions to debrief the semester. Additional guidelines for preparing this last, integrative product will be handed out.

In the last few weeks of class, students participate in a final group project designed to utilize empirical research to guide specific criminal justice policy recommendations, and the final product is formally presented to all participants at the public closing ceremony. At a closing ceremony before an audience that includes administrators from OSU, the Southeastern Correctional Institution, ODRC representatives, and guests of Inside students, each student is presented with a certificate acknowledging his/her participation in the Inside-Out Program

Grading Policy:

Given the interactive nature of this study, 1/3 of the grade will be based on attendance and full participation. This includes attention, listening, AND actively joining in the dialogue, in both large and small groups. The rest of the grade will depend on the quality of the written work submitted: reflection papers (1/3) and final paper/group project (1/3). Papers written by both University and SCI students will be graded according to standard college grading procedures. However, SCI students not obtaining University credit may choose to be graded on a sliding-scale basis – that is an individual choice to be made at the beginning of the semester.

Academic Integrity

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. Any student suspected of engaging in academic misconduct as set forth in section 3335-23-02 of the Code of Student Conduct will be reported to the Committee on Academic Misconduct. Academic misconduct is defined in the code as “any activity that tends to compromise the academic integrity of the university, or subvert the educational process.” Examples include but are not limited to violation of course rules, submitting plagiarized work, knowingly providing or receiving information during exams or quizzes, and other such acts of academic dishonesty.

All students are required to follow the OSU Student Code of Conduct. Please refer to http://studentaffairs.osu.edu/resource_csc.asp for details. **Plagiarism is a serious offense at this university and will not be tolerated.** All quoted and paraphrased passages must be cited appropriately in your written work. Copying sentences or whole sections of another's work from web sites or other materials is considered plagiarism and will be grounds for a failing grade and disciplinary action if not dismissal, from OSU. *When you find it, you can use it if you cite it!!* Cutting and pasting from websites/online articles without proper citations is considered plagiarism. In addition, you must do your own work, as extremely similar papers will not receive credit. **Any plagiarism will result in 0 points for the assignment and may result in a failing grade for this class.**

Special Accommodations: Outside Students Only

If you need accommodations due to a disability, you must first register with the Office for Disability Services (ODS) at 226 Warner Center, ext. 441; <http://www.newark.osu.edu/studentlife/ODS/Pages/Service.aspx>

On the Columbus campus, you can find ODS at 150 Pomerene Hall, 1760 Neil Avenue; telephone 614-292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

After you receive your authorized accommodation from ODS, you should show me your access plan and discuss your needs with me. Ideally, we should meet within the first week of class.

Schedule for Meetings at SCI and OSU-N: All Joint Class Meetings Take Place from 12:45-3:15

Tues. Aug. 21	Separate Session with Inside (SCI) Students (12:45-3:15).
Wed. Aug. 22	Separate Session with Outside (OSU-N) Students (8:30-11:30AM).
Wed. Aug. 22	First Joint Class at SCI.
Fri. Aug. 24	Separate Session with Outside Students (OSU-N) (12:45-3:15).
Mon. Aug. 27	Separate Session with Inside (SCI) Students (12:45-3:15).
Wed. Aug. 29	Joint Class at SCI.
Wed. Sept. 5	Joint Class at SCI.
Wed. Sept. 12	Joint Class at SCI.
Wed. Sept. 19	Joint Class at SCI. Preceded by a tour of SCI for Outside Students. Bus leaves at 10:30***
Wed. Sept. 26	Joint Class at SCI.
Wed. Oct. 3	Joint Class at SCI.
Wed. Oct. 10	Joint Class at SCI.
Wed. Oct. 17	Joint Class at SCI.
Wed. Oct. 24	Joint Class at SCI.
Wed. Oct. 31	Joint Class at SCI.
Wed. Nov. 7	Joint Class at SCI.
Wed. Nov. 14	Joint Class at SCI. (NO CLASS WED, Nov. 21)
Wed. Nov. 28	Closing Ceremony at SCI (12:45-3:15).
Wed. Dec. 5	Separate Session with SCI Students (12:45-3:15). Final Paper Due.
Fri. Dec. 7	Separate Session with Outside (OSU-N) Students (12:45-3:15). Final Paper Due.

TIPS FOR WRITING REFLECTION PAPERS

Section One: Observations. Identify three things that you observed during our combined meetings. These observations can include anything that especially stood out for you, such

as certain kinds of interactions between people, interesting issues or common themes that emerged (beyond what we were discussing), insights about the dynamics of the group, etc. Explain what was significant to you about each of the observations.

Tip: Be sure to include, and explain, **three** observations.

Example on an observation:

During our discussion about power, I noticed that most definitions of power were negative. For example, several students said that power is the ability to control other people. We didn't discuss the positive elements of power until much later in the class.

Section Two: Analysis and Integration. In this section, you are to look at the issues that were discussed in the prior week's class, reflecting on and analyzing the topics that were addressed. Integrate the readings for the week, including at least five relevant quotes (with citations) from those readings. This is probably the most difficult section to write well. In this section, you are expected to present your own analysis based on the readings and discussion for each class meeting. This section is to be at least two pages long.

Tip 1: Prior to writing this section you should reflect on the issues and themes that were discussed during the class meeting and those that came up while you were doing the reading. What themes, points, or issues did you find interesting? Jot these down.

Tip 2: Since it is difficult to write about several issues well, select one (*maybe two*) of these issues or themes to write about.

Tip 3: Develop your own analysis of the issue or theme you select. What do YOU think about what you read and discussed during class?

Tip 4: Use quotations from the readings and examples from class discussion to support your analysis or to highlight the limitations of your analysis.

Example of part of an Analysis and Integration section:

During the last decade, tougher drug laws have been introduced in most states. I find it interesting that although these laws supposedly apply to everyone, they often seem to affect men and women differently. As Dr. Jones states in *Her Really Good Book*, "**women are likely to receive harsher penalties than men for their involvement in similar offenses**" (HRGB p. 3). In class last week we identified several explanations for why that might be true and I want to discuss here those that I find to be most persuasive. I also will suggest means of eliminating unwarranted differences in sentencing of men and women that legislators should entertain. In addition, lawmakers need to have their feet held to the fire to make sure they consider the broader impact of harsher penalties for drug offenses beyond the lives of the individuals sentenced for such crimes. As Prof. Harvey writes, "**incarceration also punishes the families of men and women on the inside**" (PPB p.7).

Tip: Try not to do the following:

Quote #1: “Women are likely to receive harsher penalties than men for their involvement in similar offenses” (HRGB p.3). This quote shows that women in the criminal justice system are treated differently from men. It seems that women and men are treated differently at the county jail.

This is not necessarily “wrong,” but notice whose voice and opinion is emphasized when the quote comes first: not yours. Use this assignment to showcase YOUR analysis. You’ve done the work, read the books, and listened in class. Now give YOUR take on all of this. Use the quotations and examples to support YOUR analysis or to highlight the limitations of your analysis. Also take care to avoid including a string of quotes as if the quotations speak for themselves. Again, most of the analysis and discussion should come from you. Also avoid simply restating what’s in a quotation. That doesn’t tell us what you make of the quotation or how you would expand on its message.

Section Three: Reactions. In this section, you should write about your emotional reaction (how you felt) after class. Try to describe *in as much detail as possible* how class or a particular discussion or activity made you feel. For example, don’t just say that class made you feel sad. Tell the reader what made you feel sad and why. If possible, spell out more about what it means when you say you were sad. Sadness is not necessarily experienced in the same way by everyone. It may be difficult to explore these feelings. Writing can be a useful way to examine feelings that we might otherwise ignore. Remember, you will not be penalized for honesty.

Final Tip: Value the time you spend on each assignment. I’ve graded A LOT of papers and can tell when you are not giving your full effort. Your time, and mine, is too valuable to waste.

Tentative Schedule of Readings and Assignments

This schedule is subject to change. The actual pace of these topics may vary to meet the needs of the class.

Date	Readings to Prepare for Class	Class Activities
8/21: Inside Students (12:45-3:15)	Read Syllabus/Course Reader	<ul style="list-style-type: none"> • Overview/History of Inside-Out • Dyad Introductions/Instructor Intro • In-depth Syllabus Review • Prison Rules/Inside-Out Rules • Use of Labeling Language • Assignment: Media Awareness
8/22: Outside Students (8:30-11:30 AM)	Read Syllabus Review E-reserves	<ul style="list-style-type: none"> • Overview/History of Inside-Out • Dyad Introductions/Instructor Intro • In-depth Syllabus Review • Prison Rules/Inside-Out Rules • Use of Labeling Language • Training by SCI on Prison Rules • Assignment: Media Awareness and SCI website
8/22: FIRST JOINT CLASS AT SCI (12:45-3:15)	Reading to be done prior to class: Syllabus and Rules of Program, and Reading 1: "The Caucasian Invasion"	<ul style="list-style-type: none"> • Name Tags/Wagon Wheel Exercise • "Two Truths and a Lie" • Review of Syllabus and Parameters of Program • Guidelines for Dialogue • Dostoyevsky Quote • Assignment: First Reflection Paper Mandatory for All (Due 8/24 for Outside Students and 8/27 for Inside Students)
8/24: Outside Students	Begin Reviewing the Assigned Readings for 8/29	<ul style="list-style-type: none"> • Reflection Paper 1 Due • Thoughts and Feelings Regarding Previous Class • Overview of CJ System-Handout • Reflection Questions Assigned
8/27: Inside Students	Begin Reviewing the Readings for 8/29	<ul style="list-style-type: none"> • Reflection Paper 1 Due • Thoughts and Feelings Regarding Previous Class • Overview of CJ System-Handout • Reflection Questions Assigned

Date	Readings to Prepare for Class	Class Activities
8/29: Joint Class	Reading to be done prior to class: Reading 2: "A Crime by Any Other Name" Reading 3: "Victims and Offenders: Myths and Realities about Crime" Reading 4: "The Invention of the Penitentiary" Reading 5: "A Look at Prison History"	<ul style="list-style-type: none"> • Forced Choice Exercise • Reading and Reflection questions • Large Group Brainstorm and Discussion: What are Prisons For? • Small/Large Group Discussion • Assignment: Reflection Paper 2
9/5: Joint Class	Reading to be done prior to class: Reading 6: "Penal Harm and Its Justifications" Reading 7: "Assessing the Penal Harm Movement" Reading 8: "Order in the Courts: The Myth of Equal Justice"	<ul style="list-style-type: none"> • Reflection Paper 2 Due • Alligator River Handout and Discussion • Large Group Brainstorm and Discussion: Why do People commit Crime? • Leading Theories of Criminal Behavior • Reflection Questions Assigned • Assignment: Reflection Paper 3
9/12: Joint Class	Reading to be done prior to class: Reading 9: "Ending the Street Culture of Crime" Reading 10: "On the Characteristics of Total Institutions" Reading 11: "Culture and the Determination of Attitudes" Reading 12: "In Search of the Convict Code"	<ul style="list-style-type: none"> • Reflection Paper 3 Due • Small Group: Ending the Culture of Crime • Reflection Questions Assigned • Assignment: Reflection Paper 4

Date	Readings from Text to Prepare for Class	Class Activities
<p>9/19: Joint Class (Preceded by Tour of SCI for Outside Students from 11:45-12:45)</p>	<p>Reading to be done prior to class: Reading 13: Varieties of Punishment Reading 14: "Inmates and Officers" Reading 15: "NEWJACK"</p>	<ul style="list-style-type: none"> • Reflection Paper 4 Due • Debrief Prison Tour • Myths and Realities of Prison Life • Small/Large Group Discussion • Assignment: Journal • Assignment: Reflection Paper 5
<p>9/26: Joint Class</p>	<p>Reading to be done prior to class: Reading 16: "Cons and Country Clubs: The Mythical Utility of Punishment" Reading 17: "Project Exile: Race, the War on Crime, and Mass Imprisonment" Reading 18: "The New Jim Crow" Reading 19: "What is to be done?"</p>	<ul style="list-style-type: none"> • Mid-Course Evaluation • Three Day Journal • An Analysis of the CJ System • Small/Large Group Discussion • Reflection Questions Assigned • Reflection Paper 5 Due
<p>10/3: Joint Class</p>	<p>Reading to be done prior to class: Reading 20: "Invisible Punishment: The Collateral Consequences of Mass Imprisonment" (Parts I and II, pgs. 13-113)</p>	<ul style="list-style-type: none"> • Punishment and Rehabilitation • Philosophies of Sanctioning • Small/Large Group Discussion • Case Studies • Victimization Survey • Reflection Questions Assigned • Assignment: Reflection Paper 6
<p>10/10: Joint Class</p>	<p>Reading to be done prior to class: Reading 22: "Invisible Punishment: The Collateral Consequences of Mass Imprisonment" (Part III, pgs. 115-162) Reading 23: "Are Prisons Obsolete?"</p>	<ul style="list-style-type: none"> • Reflection Paper 6 Due • Revisiting Alligator River • Who Experiences Crime? • Reflections on Harm: Handout • Small/Large Group Discussion • Reflection Questions Assigned • Assignment: Reflection Paper 7/Group Project Ideas

Date	Readings from Text to Prepare for Class	Class Activities
10/17: Joint Class	<p>Reading 24: "Reconsidering Restorative Justice: The Corruption of Benevolence Revisited"</p> <p>Reading 25: "Peacemaking Criminology: Introduction and Implications for the Intersection of Race, Class, and Gender"</p> <p>Reading 26: "Invisible Punishment: The Collateral Consequences of Mass Imprisonment" (Part IV, pgs. 163-292)</p>	<ul style="list-style-type: none"> • Reflection Paper 7 Due/Group Project Ideas Due • Group Project Decision-Making • New Directions/Restorative Justice • Peacemaking Circle • Small/Large Group Discussion • Reflection Questions Assigned Group Projects • Assignment: Reflection Paper 8
10/24: Joint Class	Group Project Guidelines	<ul style="list-style-type: none"> • Reflection Paper 8 Due • Group Project Ideas DUE •
10/31: Joint Class	Readings for Group Project	<ul style="list-style-type: none"> • Group Project Guidelines
11/7: Joint Class	Readings for Group Project	<ul style="list-style-type: none"> • Group Project
11/14: Joint Class	Readings for Group Project	<ul style="list-style-type: none"> • Group Project (1.5 hours) • Finalize Closing Ceremony • Guidelines for Final Paper • Assignment: Final Paper
11/28: Closing Ceremony at SCI		
12/5: Inside Students		<ul style="list-style-type: none"> • Final Paper Due • Evaluations
12/7: Outside Students		<ul style="list-style-type: none"> • Final Paper Due • Evaluations

State of Ohio
Ohio Department of Rehabilitation and Correction
And
Ohio State University at Newark
Corrections (An Inside-Out Course)
Memorandum of Understanding

THIS Memorandum of Understanding (MOU) made and entered into this 1st day of September, 2009, between the OHIO DEPARTMENT OF REHABILITATION AND CORRECTION; 770 West Broad Street; Columbus, Ohio 43222 (hereinafter referred to as the "DEPARTMENT") and THE OHIO STATE UNIVERSITY on behalf of its Department of Sociology at Newark, located at 1179 University Drive; Newark, Ohio 43055 (hereinafter referred to as the "UNIVERSITY") witnesseth that:

WHEREAS the DEPARTMENT has a Community Reentry Program Partnership with the UNIVERSITY by approving a Reentry education course at the Southeastern Correctional Institution (SCI) in Lancaster, Ohio for rehabilitation opportunities; and

WHEREAS the UNIVERSITY is responsible for educational programs for students in Sociology, particularly corrections, and believes it can complement and enrich its educational programs through affiliation with the DEPARTMENT by bringing University students and incarcerated students together in a classroom setting at the SCI, and

NOW THEREFORE, the parties in consideration of the mutual promises and covenants contained herein agree to the following terms and conditions;

1. TERM

This MOU shall be effective ^{October} ~~September~~ 1st 2009 and shall terminate on 9/30/2011. This MOU shall be renewable for an additional two-year period upon agreeable negotiation of the parties involved.

2. UNIVERSITY RESPONSIBILITIES

The UNIVERSITY shall:

- A. Provide an instructor who will deliver a service learning course based on the Inside-Out curriculum and will be taught as Sociology 294S: Corrections (An Inside-Out Course) as outlined in Appendix A, which is attached hereto and incorporated herein, and interact and collaborate with the DEPARTMENT'S personnel at the DEPARTMENT'S SCI.
- B. Provide University students who reside and work "outside" the prison fence for course participants.

- C. Conduct all face-to-face screening meetings with University and SCI students. Additional screening rules for participation by students in the Inside-Out Course are set forth in Appendix B, which is attached hereto and incorporated herein.
- D. Provide the course reader for all SCI students. Additional information regarding the course assignments are set forth in Appendix A.
- E. Conduct evaluations specific to measuring the impact the courses have on students.
- F. Work closely with SCI administrators to assess the impact the course has on students' behavior in prison, as well as identify and measure possible effects of the course on incarcerated students upon their release to the community.

3. DEPARTMENT RESPONSIBILITIES

The DEPARTMENT shall:

- A. Provide UNIVERSITY students and instructors with security access to the SCI for participating in the Inside-Out Course.
- B. Require UNIVERSITY students and instructors to report to the main entrance of the SCI and sign the entry log for the purpose of allowing SCI staff to be aware of their presence on-site.
- C. Provide UNIVERSITY students and instructors with a DEPARTMENT identification badge.
- D. Provide initial screening of "inside" inmate-students, classified as 1A, who reside at SCI including interest in taking the course, disciplinary record, mental health issues, and offense history.
- E. Provide SCI students with access to computers for class assignments.

4. JOINT RESPONSIBILITIES

UNIVERSITY and DEPARTMENT shall:

- A. Ensure that the students comply with the respective administrative policies of the DEPARTMENT and the UNIVERSITY. The UNIVERSITY shall be responsible for conducting an orientation to inform students visiting SCI of the DEPARTMENT's existing rules, policies, and procedures that must be followed while participating in the learning experience. In accordance with the DEPARTMENT'S DRC Policy 39-TRN-12 (Contractor Training), the

DEPARTMENT shall provide an orientation with regard to safety and security procedures. The orientation covering DEPARTMENT policies will be documented with a sign-off sheet for those UNIVERSITY students that participate in the Inside-Out Course.

- B. Mutually agree to schedules and activities to implement this MOU that will not interfere with the primary mission of the DEPARTMENT or the UNIVERSITY.
- C. Have administrators attend a closing ceremony where each student will be presented with a certificate acknowledging their participation in the Inside-Out Course.

5. TERMINATION

The UNIVERSITY and the DEPARTMENT shall have the right to terminate this MOU with at least a ninety (90) day written notice of termination to the other party.

6. NOTICES

All notices required to be submitted hereunder shall be in writing and shall be deemed duly given upon receipt, if sent by certified mail, return receipt requested, addressed to the parties as follows:

If to the UNIVERSITY: Dr. Angela Harvey
Assistant Professor
Department of Sociology
The Ohio State University at Newark
1179 University Drive
Newark, OH 43055

If to the DEPARTMENT: Coretta Pettway
Chair, Reentry Program Oversight Committee
Ohio Department of Rehabilitation and Correction
770 West Broad Street
Columbus, OH 43222

7. MODIFICATION

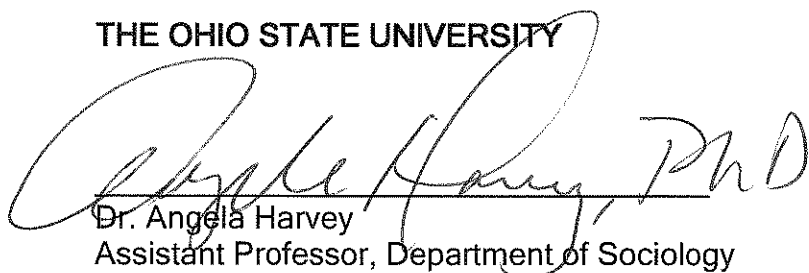
Either party to this MOU may, in writing, request a modification or amendment to this MOU. The party receiving the request shall have thirty (30) business days to respond to the request. Such modification or amendments to this MOU shall become effective only when signed and dated by both parties and approved by the appropriate governing bodies of each party.

8. APPLICABLE LAW

This MOU shall be construed in accordance with the laws of the State of Ohio.

IN WITNESS WHEREOF, the parties have duly executed this MOU as of the dates set forth below.

THE OHIO STATE UNIVERSITY



Dr. Angela Harvey
Assistant Professor, Department of Sociology

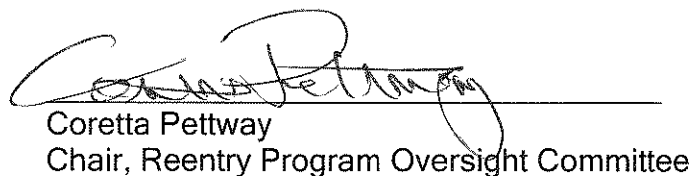
10/11/09
Date



William L. McCall

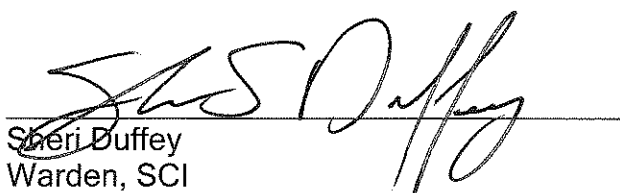
10/11/09
Date

**STATE OF OHIO
OHIO DEPARTMENT OF REHABILITATION AND CORRECTION**



Coretta Pettway
Chair, Reentry Program Oversight Committee

12/1/09
Date



Sheri Duffey
Warden, SCI

10/1/09
Date

Stephen Young
Stephen Young
Staff Counsel

12/1/09
Date

SOC 294S: Corrections (An Inside-Out Course)
Angela Harvey, PhD
Autumn 2009

Professor Information

Angela Harvey, PhD

Office Location: Hopewell 69A

Office Phone: 740-366-9197

Email: Harvey.283@osu.edu

Office Hours: Most Thursdays from 12:30-2:30 (excludes 9/24, 10/1, 11/4, and 12/3) and
By Appointment

Course Description:

This course engages student in critical readings and discussions focused on the origins and development of the American criminal justice system, the historical and contemporary use of punishment and rehabilitation, the re-emergence of restorative justice, and the broader relationship between criminal and social justice. Specifically, we will focus on better understanding mass incarceration, considering its causes and consequences, as well as exploring the impact of crime, imprisonment and related policies on victims and communities.

The course is an Inside-Out Prison Exchange Program class in which a marriage of theoretical knowledge with practical understanding and experience is achieved by holding class inside the Southeastern Correctional Institution (SCI) throughout the quarter. Involving roughly equal numbers of OSU-N students and incarcerated students, the class utilizes a variety of active learning techniques and leads to production of one or more class projects by the end of the course. There is a course reader for the course, as well as reflective and analytical assignments throughout the semester.

Goals and Objectives for the Course:

1. To increase students' knowledge and skills by:

- integrating theoretical learning and academic course material with 'hands-on' or practical knowledge and experiences,
- exposing students to multiple viewpoints and methods of inquiry,
- promoting an increased awareness of the importance of context and personal values in people's lives,
- providing inside students an opportunity to explore their views in an academic setting and a vehicle for feedback,
- assisting students in further developing their capacities for both written and oral self-expression,
- advancing ability to think critically and creatively about criminal justice issues and related public policies, and
- refining "higher-order" thinking skills such as application, evaluation and synthesis in the reflection/analysis process.

The Syllabus is in "Draft" form and will be finalized by September 7, 2009.

Appendix A

2. To empower students and encourage them to become more active participants in their own education by:

- creating an environment that will facilitate the honest exchange of ideas in a dialogic format,
- providing an experiential setting for students to test and hone their theoretical and personal understandings about criminal justice and crime prevention issues,
- increasing students' interest in what they are studying through exposure to how the issues play out in people's lives,
- increasing engagement in the classroom experience and the larger educational enterprise,
- encouraging students to personally reflect on the connections among course material, class discussions and their prior knowledge,
- increasing students' self-efficacy and leadership, including leadership activities, self-rated leadership ability, and interpersonal skills,
- increasing students' perceptions that they are having meaningful learning experiences and
- strengthening each student's belief that he or she can make a difference.

3. To advance students' understanding of the significance and impact of human and cultural diversity, especially race, class and gender.

4. To increase understanding and empathy for people who have been victimized by crime.

5. To break down stereotypes and misinformation that may exist between those on the outside and those on the inside of correctional facilities.

6. To promote important social values, including commitment to service, social change, and racial understanding.

Class Format:

Aside from the three separate sessions, which are noted in the class schedule, the rest of the classes will be held on Tuesdays for 2.5 hours at SCI-Lancaster. We will be seated in a circle in all classes, in order to facilitate discussion. Class sessions will take the form of a guided dialogue, in both the large group and smaller subgroups, on particular topics each week. The separate meetings provide everyone an opportunity to prepare for and to brief and debrief the process and events in the joint sessions. Subsequent to every class session, each participant will hand in a reflection paper the following session (based on the previous class and related readings), although you may skip a certain number of papers during the quarter.

Attendance & Participation:

This special service learning course, most of which will be held at the Southeastern Correctional Institution (SCI), is dialogue-based and, therefore, highly interactive. We will be meeting with a group of 10-15 residents who are currently at SCI. Given the unique nature of this course, it is **IMPERATIVE** that each student attends and fully participates in every session. Since we clarified scheduling issues prior to your signing up for this class and OSU-N is providing a bus to transport OSU-N students to SCI, there should be no problems with attendance. If, due to be **SERIOUS** and **VERIFIABLE** circumstances, you will be unable to attend one of the sessions, you **MUST CONTACT ME IN ADVANCE**. Any absence will change

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the dynamics of the group, as well as disappoint those who will be participating in the program. This is a special program that will take special effort on the part of each of us.

Active participation is also key to this process. As a group, we (those inside and out) will be discussing all sorts of issues, some of which may be controversial in nature. We are all-everyone involved- challenged to say what we think, even if it is not a popular point of view. For this experience to be the real educational opportunity that it's meant to be, we each have to take responsibility for the direction and depth of the discussion. As we will be meeting in a rather unfamiliar, atypical sort of setting, we will each have to work on getting comfortable enough to take the risks involved in fully participating in discussions. Also, while listening is vitally important and necessary to this process, sitting back to JUST LISTEN is not acceptable. Everyone must be fully involved for this to work.

Needless to say, when we are traveling to the prison, it is ABSOLUTELY NECESSARY to be ON TIME- to meet the group at the time and place as arranged. We will be using the campus bus for these trips, which will leave campus between 11:30 and 11:45.

Readings:

The assigned readings are to be done PRIOR TO THE MEETINGS, according to the separate "Schedule of Readings" handout. The residents participating in the program will be doing the same readings, so it will be expected that everyone will be "on the same page," so to speak. The style of these in-house sessions will generally be more interactive and participatory than lecture. A Course Reader has been created and is available for University students to purchase at the OSU-N bookstore. Additional readings in the form of articles and other handouts may be required.

Written Assignments: SIX (6) Reflection Papers and a Final Paper/Group Project.

Reflection Papers:

Each student is required to complete SIX reflection papers (as well as a final paper). A paper will be due after each joint class held at SCI. Also, you can skip up to two reflection papers, if desired, still giving you a minimum of SIX required reflection papers. Extra credit is available to those who complete reflection papers based on all eight joint meetings at SCI (excluding the closing ceremony).

Papers are due the week following a particular session; you can't skip a week and then submit a paper on that session two weeks later. They are to be typed, double-spaced, at least three pages in length (longer, if desired), and incorporate a minimum of five quotes (with citations) from the week's readings. Make sure you credit the specific materials that you quote, even when you are using articles assigned for the class. The papers will call for you to observe, feel, reflect, analyze, and integrate the information in the readings with the prior week's discussion. Please submit two copies of each paper, one of which will be returned to you.

Each paper should include three sections: Section One: Observations
Section Two: Analysis and Integration
Section Three: Reactions

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Tips for writing a strong paper are provided at the end of the syllabus.

Final Paper:

In lieu of a final exam, a final **paper/project** of approximately 7-10 pages in length, typed, double-spaced, also will be required. The final paper is an opportunity for you to pull together the entire experience of the semester, reflect on your own process (and that of the group), and further analyze the issues that were addressed. A minimum of 12 relevant quotes with citations will be required in the final paper. The final paper will be due on the last day class will be held, when we will meet in separate sessions to debrief the semester. Additional guidelines for preparing this last, integrative product will be handed out during the third week of classes.

Grading Policy:

Given the interactive nature of this study, 1/3 of the grade will be based on attendance and full participation. This includes attention, listening, AND actively joining in the dialogue, in both large and small groups. The rest of the grade will depend on the quality of the written work submitted: reflection papers (1/3) and final paper (1/3).

Papers written by OSU-N students will be graded according to standard college grading procedures. Due to wide variations in educational levels, papers submitted by the SCI participants will be graded on a sliding scale. However, SCI students may choose to be graded on a college basis – that is an individual choice to be made at the beginning of the semester.

Academic Integrity

Academic dishonesty of any sort, including but not limited to cheating and plagiarism, may result in a failing grade for the course and referral to the appropriate college and university committees for possible additional sanctions. All students are required to follow the OSU Student Code of Conduct. Please refer to http://studentaffairs.osu.edu/resource_csc.asp for details. **Plagiarism is a serious offense at this university and will not be tolerated.** All quoted and paraphrased passages must be cited appropriately in your written work. Copying sentences or whole sections of another's work from web sites or other materials is considered plagiarism and will be grounds for a failing grade and disciplinary action if not dismissal, from OSU. *When you find it, you can use it if you cite it!!* Cutting and pasting from websites/online articles without proper citations is considered plagiarism. In addition, you must do your own work, as extremely similar papers will not receive credit. Any plagiarism will result in 0 points for the assignment and may result in a failing grade for this class.

Special Accommodations:

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs, and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so. You may visit the office in Warner 226, call the

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office at (740) 366-9246, or visit them on-line at:
http://www.newarkcampus.org/studentlife/Disability_Services/default.asp

Schedule for Meetings at SCI and OSU-N: All Class Meetings Take Place from 1-3:30

Wed. Sept. 23	Separate Session with Inside (SCI) Students.
Thurs. Sept. 24	Separate Session with Outside (OSU-N) Students.
Tues. Sept. 29	First Joint Class at SCI.
Wed. Sept. 30	Separate Session with Inside Students. First Paper Due (on joint class). (Read ahead.)
Thurs. Oct. 1	Separate Session with Outside Students (OSU-N). First Paper Due (on joint class). (Read ahead.)
Tues. Oct. 6	Joint Class at SCI.
Tues. Oct. 13	Joint Class at SCI. Preceded by a tour of SCI for Outside Students.
Tues. Oct. 20	Joint Class at SCI.
Tues. Oct. 27	Joint Class at SCI.
Tues. Nov. 3	Joint Class at SCI.
Tues. Nov. 10	Joint Class at SCI.
Tues. Nov. 17	Joint Class at SCI.
Tues. Nov. 24	Joint Class at SCI.
Tues. Dec. 1	Closing Ceremony at SCI.
Wed. Dec. 2	Separate Session with Inside Students at SCI. Final Paper Due.
Thurs. Dec. 3	Separate Session with Outside Students at OSU-N. Final Paper Due.

TIPS FOR WRITING REFLECTION PAPERS

Section One: Observations. Identify three things that you observed during our combined meetings. These observations can include anything that especially stood out for you, such as certain kinds of interactions between people, interesting issues or common themes that emerged (beyond what we were discussing), insights about the dynamics of the group, etc. Explain what was significant to you about each of the observations.

Tip: Be sure to include, and explain, three observations.

Example on an observation:

During our discussion about power, I noticed that most definitions of power were negative. For example, several students said that power is the ability to control other people. We didn't discuss the positive elements of power until much later in the class.

Section Two: Analysis and Integration. In this section, you are to look at the issues that were discussed in the prior week's class, reflecting on and analyzing the topics that were addressed. Integrate the readings for the week, including at least five relevant quotes (with citations) from those readings. This is probably the most difficult section to write well. In this section, you are expected to present your own analysis based on the readings and discussion for each class meeting. This section is to be at least two pages long.

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Tip 1: Prior to writing this section you should reflect on the issues and themes that were discussed during the class meeting and those that came up while you were doing the reading. What themes, points, or issues did you find interesting? Jot these down.

Tip 2: Since it is difficult to write about several issues well, select one (*maybe two*) of these issues or themes to write about.

Tip 3: Develop your own analysis of the issue or theme you select. What do YOU think about what you read and discussed during class?

Tip 4: Use quotations from the readings and examples from class discussion to support your analysis or to highlight the limitations of your analysis.

Example of part of an Analysis and Integration section:

During the last decade, tougher drug laws have been introduced in most states. I find it interesting that although these laws supposedly apply to everyone, they often seem to affect men and women differently. As Dr. Jones states in *Her Really Good Book*, “women are likely to receive harsher penalties than men for their involvement in similar offenses” (HRGB p. 3). In class last week we identified several explanations for why that might be true and I want to discuss here those that I find to be most persuasive. I also will suggest means of eliminating unwarranted differences in sentencing of men and women that legislators should entertain. In addition, lawmakers need to have their feet held to the fire to make sure they consider the broader impact of harsher penalties for drug offenses beyond the lives of the individuals sentenced for such crimes. As Prof. Pompa writes, “incarceration also punishes the families of men and women on the inside” (PPB p.7).

Tip: Try not to do the following:

Quote #1: “Women are likely to receive harsher penalties than men for their involvement in similar offenses” (HRGB p.3). This quote shows that women in the criminal justice system are treated differently from men. It seems that women and men are treated differently at PICC (the county jail).

This is not necessarily “wrong,” but notice whose voice and opinion is emphasized when the quote comes first: not yours. Use this assignment to showcase YOUR analysis. You’ve done the work, read the books, and listened in class. Now give YOUR take on all of this. Use the quotations and examples to support YOUR analysis or to highlight the limitations of your analysis. Also take care to avoid including a string of quotes as if the quotations speak for themselves. Again, most of the analysis and discussion should come from you. Also avoid simply restating what’s in a quotation. That doesn’t tell us what you make of the quotation or how you would expand on its message.

Section Three: Reactions. In this section, you should write about your emotional reaction (how you felt) after class. Try to describe *in as much detail as possible* how class or a particular discussion or activity made you feel. For example, don’t just say that class made you feel sad. Tell the reader what made you feel sad and why. If possible, spell out more about what it means when you say you were sad. Sadness is not necessarily experienced in the same way by everyone. It may be difficult to explore these feelings. Writing can be a

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useful way to examine feelings that we might otherwise ignore. Remember, you will not be penalized for honesty.

Final Tip: Value the time you spend on each assignment. I've graded A LOT of papers and can tell when you are not giving your full effort. Your time, and mine, is too valuable to waste.

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Angela Harvey, PhD
SOC 294S: Corrections (An Inside-Out Course)
RULES OF THE INSTITUTION

Things to Bring In:

- **Photo ID.** For example, some institutions will want a valid driver's license, passport, or state ID, while others will require the students' school ID cards. Some institutions will take either one.
- **Students may bring in a notebook, textbooks, and a pen** for class, provided that doing so has been cleared with the institutional liaison ahead of time.

Things NOT to Bring In:

- **Weapons.** (Not on prison property, not even in your car, not even with a permit.)
- **Illegal drugs.** (They're *illegal*. By the way, some prisons use ion scanners on outsiders as they enter to determine if they have handled drugs. Some institutions use dogs to determine if there are cars in the parking lot that contain drugs.)
- **Medications of any kind.** (If you or a student has a need to have some kind of medication on hand, like an inhaler for asthma, you will need to get clearance ahead of time, or it will not be allowed inside.)
- **Alcohol.**
- **Cigarettes or any other tobacco products.** (An increasing number of institutions are smoke-free, and cigarettes are considered serious contraband.)
- **Maps.** (If you do keep maps in your car – you may need one to get to the prison, for example – make sure they are locked in the glove compartment or in the trunk.)
- **Chewing gum.**
- **Cell phones, beepers, or car alarm remotes.**
- **Wallets, pocketbooks, or money.**
- **Umbrellas.**
- **Food or drink, which includes hard candy.**

- **Make-up, lip balm, hand lotion, aspirin, Advil, cough drops, etc.**

How to Dress:

- **No clothing that resembles the uniforms worn by either staff or those who are imprisoned in the institution.** It is best to check out in advance whether blue denim, orange, brown, black, olive green, neon green or khaki may be worn (uniform colors vary from jurisdiction to jurisdiction).
- **Anything that reveals skin inappropriately** (i.e., tummies, legs above knee, cleavage, upper arms, and shoulders). Most institutions do not allow shorts on men or women.
- Given that, in many institutions, it is necessary to climb stairs, we have set the rule that **women cannot wear dresses or skirts.** It is also helpful, since the length of skirts varies widely. If long skirts are worn, they cannot be wraparounds or garments that button all the way down to the hem.
- **Nothing excessively tight or low cut.** We instruct students to dress casually, but appropriately, with loose-fitting pants and tops, recognizing that “loose-fitting” is a relative term.
- **No jewelry, including body piercing, such as nose rings, tongue rings, etc.** A piercing that does not show (e.g., navel) is usually not problematic. Wedding rings are a frequent exception to the “no jewelry” rule, as are religious medals, which are not supposed to be banned by institutions.
- **No watches,** except for the instructor.
- **No under-wire bras,** when there is a metal detector involved (there usually is).
- **No hooded sweatshirts** (aka “hoodies”), **white tee-shirts, bandanas, colored shoelaces, caps.** Some of these items are considered related to gang activity.
- **No coats or other outerwear.**
- **No open-toed shoes or sandals.**

Behavior on the Inside:

- **No outside student may bring anything in to give to an inside student,** no matter how small or seemingly insignificant, including such things as articles, pens, paper, and the like (not to mention books – institutions have strict policies about the process by

which books are brought inside).

- **No inside student may give anything to an outside student.** A frequent exception to this is hard candy, which is one of the few “luxuries” inside students have, which they may want to share during the class.
- **Inside students may not ask outside students to bring in anything for them – or to contact anyone for them.** There is no mailing of letters or making phone calls on an inside student’s behalf.
- **There can be no contact between inside and outside students beyond the classroom, including after the course is over.** This restriction includes letters, telephone calls, and visiting. This regulation is fundamental – and must be understood by everyone involved in the program.
- **There can be no displays of physical affection between inside and outside students.** Warm handshakes, sometimes with an arm grasp, are acceptable. Hugging is not. This is important to clarify, especially since, as people get to know each other, it feels natural to give each other a warm embrace. Although this is not enforced the same way everywhere, a hug can get you banned from prison. The inside students are aware of this rule and generally observe it, but sometimes – in the moment – it might be hard to remember.
- **No personal information may be exchanged, such as address, telephone number, prison number, or other contact information.**

RULES OF INSIDE OUT

- **Remember that we are not there to study the inside students,** to “help” the inside students, to find out why the inside students are incarcerated, or for either the inside group of students or the outside group of students to “teach” the other group. We are simply there to explore issues together.
- **Students must behave appropriately during class,** remembering that it is a college class and that it is being held inside a prison. Not only is there no hugging or other physical contact with or between the inside and outside students, but there can also be no flirtation, inappropriate body language, etc.
- **There is no loaning of pens or pencils, no bringing anything in for someone on the inside, even something as trivial as a newspaper article.** Everything of this nature must be handled by the instructor.

- **There must be no passing of notes between any students.**
- **Notebooks can be labeled with first names only and no other identifying information, and papers submitted are to be marked with first names only.**
- **Confidentiality: what is shared in the classroom stays there.** Not only can it not be shared with anyone outside of class in a way that could identify the speaker, but it must not be a topic of further discussion among students who are enrolled in the class.

Semi-Anonymity:

What Inside-Out means by semi-anonymity is the use of **first names only** and **no last names allowed** in the prison classroom (except for the instructor). Students may find this policy dehumanizing and ironic in light of Inside-Out's emphasis on humanizing issues and including all voices. However, it is essential that this policy be followed. The basic reasons for the policy are as follows:

- **It makes it much harder for students to try to keep in touch with one another** during or after the semester, which is a serious violation of the rules of the program and, probably, of most prisons.
- **It protects the inside students.** Though we make it clear from the beginning that it is neither required nor advisable, inside students often do talk about their cases. Doing so can cause legal problems for them, particularly if they have an open case of any kind. Using first names only removes the threat that other students will be subpoenaed to testify in a classmate's case. And it preserves inside students' privacy so that their past or present legal situations cannot be researched by outside students who may be curious about why they're in prison.
- **It protects the outside students.** It is in the realm of possibility that an inside student or someone they know could present problems in the life of one of the outside students. This is not to cast aspersions on inside students; the point is, it only takes one instance for someone to be seriously harmed or for the program to be shut down. Statistically, the more people who participate in Inside-Out, the more likely it is that someone with problematic inclinations will be in a class. Since we have no way of knowing who that will be, the rule protects everyone, all the time.
- **Some students, inside and out, are uncomfortable sharing their last names.** A policy prohibiting all students from sharing last names makes the decision of whether or not to share this information a lot less difficult for individuals.
- It teaches the lesson that it is not necessary to know things **about** people in order to come to know them in a different way and learn with and from them.

I, the undersigned, hereby state that I have read, understand, and agree to follow the above rules.

Name (printed)

Signature

Date

Service-Learning Designation Request Form

Please upload attachments to the appropriate Course Request Form in the Course and Program Entry and Approval System (curriculum.osu.edu).

1. Has this class previously received an S-Designation? X Yes No

2. Is this class always taught with a service-learning component? X Yes No

(If no, please provide details)

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

COURSE CONTENT/PLANNING

3. Please describe the planned service activities to be performed by students in this course.

The International Inside-Out Prison Exchange Program is a national initiative directed at transforming ways of thinking about crime and justice. This program was established in 1997 to bring college students and incarcerated individuals together as peers in a classroom setting that emphasizes dialogue and critical thinking. In the hopes of expanding this innovative partnership between institutions of higher learning and prison systems nationally, Lori Pompa, the program's founder and director, organized the Inside-Out National Instructor Training Institute, with the assistance of the Philadelphia Prison System, Temple University, and the Soros Foundation. To date, over 300 instructors across multiple disciplines from U.S. universities and abroad have participated, returning to their institutions and bringing over 10,000 "inside" (incarcerated) and "outside" (university) students together in classrooms behind prison walls in order to consider the issues of crime and justice in a real-world setting (for more information see: <http://www.insideoutcenter.org/>).

My SOC 2211 Course content includes a series of critical readings and discussions focused upon such topics as the origins and development of the American criminal justice system, the historical and contemporary use of punishment and rehabilitation, the re-emergence of restorative justice, and the broader relationship between criminal and social justice. OSU students participate in weekly three-hour meetings at the Southeastern Correctional Institution in order to engage in critical discussions with prisoners about U.S. corrections. Through this course, all participants will write a minimum of six reflection papers. The papers require that the students observe, feel, reflect, analyze, and integrate the information in the readings with the prior week's discussion. In lieu of a final exam, a final paper of approximately 7-10 pages in length, typed, double-spaced, is also required. The final paper is an opportunity

for students to pull together the entire experience of the semester, reflect on their own process (and that of the group), and further analyze the issues that were addressed (for additional information regarding the assignments, see syllabus). At a closing ceremony to an audience that will include administrators from the university and the Southeastern Correctional Institution, each student will be presented with a certificate acknowledging their participation in the Inside-Out Program.

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s).

Scholars and corrections officials across the U.S. acknowledge that the current mass incarceration binge cannot be fiscally sustained and has done very little (if anything) to curtail crime. Additionally, most scholars would agree that there is an urgent need for the U.S. to address the social factors that contribute to the continuous cycle of offending and the revolving door of admission to prisons by utilizing empirical evidence that demonstrates “what works” (for a review see Latessa and Holsinger, 2006). The Ohio Department of Rehabilitation and Correction (ODRC) is deeply entrenched in efforts to enhance the likelihood of success for offenders. Specifically, ODRC has implemented programs and policies across the state through the “Second Chance to Change” initiative in order to reduce the rate of recidivism for people who have been incarcerated. The ODRC makes use of the empirical research that demonstrates the need for effective formal and informal support mechanisms for people transitioning from prisons back to the community through developing a variety of reentry programs. In particular, the ODRC recognizes the importance of empirical research that clearly demonstrates the relationship between participation in higher education and reduced recidivism for people who are incarcerated (see Batiuk et al., 2005; Erisman and Contardo, 2005) by formally supporting and endorsing “inside-out” (I-O) courses in Ohio.

In May of 2009, I completed the Inside-Out National Training Institute through the assistance of an OSU Service Learning Course Development Grant. I facilitated my first Inside-Out class in Autumn 2009 at the Southeastern Correctional Institution (SCI) in Lancaster, OH and have taught the same course every fall since 2009. The institution houses approximately 1,642 minimum and medium security inmates and is approximately 45 minutes from the OSU-Newark campus. The logistics of the course includes an in-person screening process to determine the appropriateness of the student’s participation in the course, a strict set of institutional and classroom rules, semi-anonymity (first names only), and a strict no-contact rule upon completion of the course for both inside and outside students. SCI staff conduct the initial screening of “inside” students (based on interest in taking the course, disciplinary records, mental health issues, and attainment of a H.S. diploma or GED), but I also meet with the identified “inside” participants for additional screening. It is important to interview both the inside

and outside students for the class -- looking for things like maturity, openness to others' viewpoints, ability to be part of a group process (neither dominating nor remaining silent), and -- very importantly -- an understanding of and willingness to stay within the parameters of the program. Vetting -- however one can in an interview -- about boundary issues is important. In addition to the face-to-face interview, I have interested "inside" and "outside" students write an essay about why they're interested in taking the course, what they hope to gain from participation, and what knowledge/skills they think they can bring to the course (see attached copy of rules for additional requirements for participation by both inside and outside students). Furthermore, I make it clear to the inside students that they are not only not expected to talk about what they're in for (e.g. convictions) -- but we ask them to avoid doing so. The outside participants are not there to study those on the inside. We don't know what they are convicted of -- as it is not our business and it's not relevant to what we're studying. We are studying issues, not people.

5. Service-learning activities are all based on an agreement between three parties, each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience.

Please describe goals/expectations/responsibilities for:

See attached MOU between OSU and SCI (the first developed and now serves as template for all subsequent Inside-Out courses in Ohio) and syllabus.

a) Faculty

b) Students

c) The community partner(s)

6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.

What started off in Autumn 2009 as a group studies topic course that was funded by a Service Learning Course Development Grant has become a permanent offering (that somehow lost its S-designation in the transition to semesters). My inside-out course has been covered by multiple local and national media outlets (see attached 2011 Summer Inside-Out newsletter for testimonials from the OSU-Newark dean and the warden at SCI as an example).

COURSE GOALS

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course? See syllabus

Service-Learning GE-specific questions

Courses proposed for the Service-Learning component of the General Education (GE) should be designed with the following goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Goals:

Students gain and apply academic knowledge through civic engagement with communities.

Expected Learning Outcomes:

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service-learning activity.

Please include the following documents:

1. The appropriate Course Request Form via the Course and Program Entry and Approval System (curriculum.osu.edu)
2. A course ASC Curriculum and Assessment Operations Manual syllabus that follows the ASC syllabus template guidelines. (see pp. 12-13 of
3. A GE rationale that answers specifically the following questions:
 - a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work?

SOC 2211 course content includes a series of critical readings and discussions focused upon such topics as the origins and development of the American criminal justice system, the historical and contemporary use of punishment and rehabilitation, the re-emergence of restorative justice, and the broader relationship between criminal and social justice. OSU students participate in weekly three-hour meetings at the Southeastern Correctional Institution in order to engage in critical discussions with inmates about U.S. corrections. Through this course, all participants will write a minimum of six reflection papers. The papers require that the students observe, feel, reflect, analyze, and integrate the information in the readings with the prior week's discussion. In lieu of a final exam, a final paper of approximately 7-10 pages in length, typed, double-spaced, also will be required. The final paper is an opportunity for students to pull together the entire experience of the semester, reflect on their own process (and that of the group), and further analyze the issues that were addressed (for additional information regarding the assignments, see syllabus). At a closing ceremony to an audience that will include administrators from the university and the Southeastern Correctional

Institution, each student will be presented with a certificate acknowledging their participation in the Inside-Out Program.

- b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?

The weekly reflection papers require the students to integrate text material with class discussions and weekly encounters in the prison environment (see syllabus for guidelines). Further, students complete a final paper and group project. The final paper has two main dimensions to it: process and content. Students are asked to consider the entire experience shared by the class over the past semester and write about, in detail, several observations of our experience. In this paper students explain and analyze what they learned this semester (see attached guidelines for final paper).

Based on the readings and class discussions in the course, by consensus, students select an element(s) of the criminal justice system the class wants to focus on addressing for a culminating group project. They spend the last four weeks developing a project with specific policy recommendations to present to the Ohio Department of Rehabilitation and Correction (ODRC) that can be considered for implementation. The project must be realistic with consideration of the financial impact of the plan and put forth in as positive and professional a manner as possible -- with an eye towards a forward-looking reform of the CJ system. They must keep in mind the interplay between the offender, the victim, and the community in the recommendations developed. Each of these three parties has to contribute something to the process, as well as get something out of the process (see attached 2012 group project as an example)

- c) How does the course promote reflection on and evaluation of the impacts of the service-learning activity?

There are three primary methods to facilitate students to critically analyze material discussed: the requirement of active participation (1/3 grade), reflection papers (1/3 grade), and the final paper (1/3 grade) (see attached syllabus)

4. A GE Assessment Plan

As a direct measure of assessing how effectively students are meeting the Service-Learning ELOs, instructors are required to give students an end-of-course assignment that should be scored using the Scoring Rubric provided below. This assignment can take different forms, including--

but not limited to--a student reflection paper or a student video presentation. (See Appendix below for further details.) This assignment is required for assessment purposes; the instructor may choose to include this assignment as one of the assignments a student completes for his/her final grade.

As part of the proposal, please explain the end-of course assignment for your course.

See above description and attached final paper and final group project guidelines.

Also briefly answer the following questions: Once you collect the data on student achievement, how will you use it to make course improvements? How will the information be archived and made available to future instructors?

As the Ohio statewide coordinator for Inside-Out instructors, we regularly share information about our experiences and the experiences of our students for course improvement. We also participate in an international listserv for the same purposes. Only faculty trained in the National Inside-Out Prison Exchange Program can offer Inside-Out courses. I assisted numerous instructors across the state, but specific to OSU, I assisted Brenda Chaney at OSU-Marion develop and implement the first Inside-Out course at the women's prison, ORW, and since fall of 2012 I have been working with the OSU law school on the development of an Inside-Out course for the law curriculum.

The Scoring Rubric for this end-of-course assignment, developed by the ASCC Assessment Panel in collaboration with the Service-Learning Initiative, is included in the Appendix.

Within a month of completing the class, please submit a summary of rubric scores using the table provided, one paragraph of instructor reflection (which may include instructor's explanation of student scores, qualitative analysis of student growth and development, changes to be made in the course, *etc.*), and three sample assignments (one low score, one average score, and one high score) to the ASC Curriculum and Assessment Services electronically (keep copies for your own and your department's records).

Further details about end-of-course assignment:

All instructors of GE Service-Learning courses are required to give an end-of-course assignment that measures how well students are achieving the Expected Learning Outcomes. The point of requiring such an assignment for all GE Service-Learning courses is to help university committees evaluate the effectiveness of the GE Service-Learning Category as a whole, and as a new option in the GE.

The assignment should assess *all three* of the Service-Learning ELOs. Here is an example of a prompt for an end-of-course student reflection paper:

Please write a thoughtful four-page (double-spaced, typed) reflection paper that considers the following aspects of your Service-Learning experience:

1. How are the concepts and skills that you have learned in an academic setting connected to your community-based work?
2. Demonstrate your understanding of the issues, resources, assets, and cultures of the community in which you worked.

3. Evaluate the impacts of the service-learning activity. Use concrete examples.

Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
(ELO1) Students make connections between concepts and skills learned in an academic setting and community-based work	Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to Service Learning activity.	Connects and analyzes knowledge (facts, theories, etc.) from course content to Service Learning activity.	Begins to connect knowledge (facts, theories, etc.) from course content to Service Learning activity.	Student expresses a limited, unclear connection of course content to Service Learning activity.
(ELO2) Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.	Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which they are working.	Identifies and clearly understands the issues, resources, assets, and cultures of the community in which they are working.	Identifies the issues, resources, assets, and cultures of the community in which they are working.	Shows minimal awareness of the issues, resources, assets and cultures of the community in which they are working.
(ELO3) Students evaluate the impacts of the service learning activity.	Student thoroughly evaluates the impacts of the Service Learning experience on themselves, the organization, and also considers the long term impact of the work on the community.	Student evaluates the impacts of the Service Learning experience on themselves and the contributions that they made to the goals and aims of the organization.	Student evaluates the impacts of the Service Learning experience on themselves.	Student minimally evaluates the impacts of the Service Learning experience.

The Inside-Out Center NEWSLETTER

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National Update: Watching this Movement Take Wing

This summer has been a significant time for Inside-Out – in several important ways. We are about to hold our fourth national training of the summer, which brings the total number of trainings to 22 since 2004. As of the end of August, we will have approximately 310 Inside-Out instructors throughout North America, which includes a quickly-growing contingent in Canada (further described in this issue). But the numbers only tell one story – that of rapid expansion. Another dimension of the growth of Inside-Out is reflected in the deepening of the program in many places across the nation. One of these hotbeds of activity is Ohio, which is specially featured in our regional focus for this issue. We will continue to provide a spotlight on a particular region in each forthcoming newsletter. We hope that the activities described from these regions serve as both examples and inspirations for students and instructors everywhere.

A further vital step for the program was offering the first ever national training held regionally this past May, sponsored by the University of Michigan - Dearborn in collaboration with Ryan Correctional Facility in Detroit. The training week was outstanding and helped to prepare us for further trainings offered regionally in the future. Another training in Michigan is possible for next May, as well as one to be held in Oregon in June, besides the trainings offered in the Philadelphia area. We developed a Train-the-Trainers process in which the members of the Michigan Theory Group (their Think Tank) took part, in preparation for the training.

Additionally, the next few months will see a continuation – and deepening – of the strategic planning process that we began a few months back. We are looking to carefully consider Inside-Out's strategy for growth and continued sustainability as we move into the future. We are working with a consultant who will help us think through our goals and priorities for the next several years, and the steps we need to take to achieve them. This process will be informed by the input that was garnered from alumni, members of the Steering and Research Committees, Graterford Think Tank members, our advisors at Temple, as well as program staff. We are appreciative of the time and effort invested by everyone who offered their perspectives on the program and its future.

As we begin a new academic year, we hope that those who are new to Inside-Out will make it your own and that those who have been involved for awhile will continue doing really awesome things! It continues to be a humbling experience watching this movement take wing. Thank you for being so involved and invested in this work.

- Lori Pompa
Founder and National Director



I took this photo outside of Alcatraz, and the image struck me as symbolic of Inside-Out: the dark “bar lines” coming from part of the prison structure behind me and reflected on the wall in front of me – which was part of the remains of the prison warden’s home, I recall. The windows from the hollowed-out home reveal life beyond the prison – beautiful blue skies/ clouds, light, and freedom without bars.

- Jennifer Mastrofski
Penn State University (retired)



Regional Highlight: Ohio Tireless Efforts Lead to Extraordinary Growth

The story of Inside-Out in the state of Ohio is one of gradual, consistent growth. Inside-Out professors and supporters there have worked tirelessly to foster a strong partnership with corrections officials. Initiated in 2006, today the program enjoys support from six correctional institutions, many 'inside' students receive college credit for their coursework, and spring 2012 will see the first Inside-Out course offered in an Ohio women's facility, to be facilitated by Brenda Chaney, Senior Lecturer of Sociology and Criminology at The Ohio State University at Marion. These ongoing efforts have ensured the program's security, invited its future growth, and not insignificantly, protected the transformative Inside-Out experience for 'inside' and 'outside' students alike during these sparse economic times.

Inside-Out Supporters

- The After Prison Initiative of the Open Society Institute (Soros Foundation)
- The Brook J. Lenfest Foundation
- The Chace Granting Group
- The Douty Foundation
- The Patricia Kind Family Foundation
- The Phoebus Criminal Justice Initiative (Bread and Roses Community Fund)
- The Threshold Foundation (Restorative Justice Funding Circle)
- An Anonymous Foundation
- An Anonymous Major Donor

How to Donate to Inside-Out

Your gift to Inside-Out means that our exciting new initiatives will continue to take shape and bring an unforgettable, life-changing experience to inside and outside students involved in the program across the country and abroad.

See last page

In spring of 2006, Anne Nurse, Professor of Sociology, College of Wooster, taught her first Inside-Out class with the youth at Indian River Correctional, a segment of the Department of Youth Services. That same year, Christine Shimrock, Instructor of Criminal Justice at Xavier University and a member of the Inside-Out National Steering Committee, pitched Inside-Out to Ernie Moore, at that time the Warden at Lebanon Correctional Institution. He agreed to allow Christine to teach it as a pilot class in the spring of 2007 in the facility's Honor Camp, which houses Level 1 and 2 men who are within two years of release. The pilot was so successful that the next year, the facility welcomed Inside-Out to its 'main compound' and in doing so opened the new course to the facility's general population (enrollment was conditional on specific criteria). Later in 2007, Michelle Brown, Associate Professor of Sociology, Ohio University, taught her first class at Hocking Correctional Facility, Ohio's designated 'geriatric' facility (all of Michelle's 'inside' students are above the age of 50).

Angela Harvey, Assistant Professor of Sociology at Ohio State University-Newark, was trained as an instructor in 2009, and became a member of the National Steering Committee in 2010. Her first class, now a permanent offering, was offered at Southeastern Correctional Institution in the fall of 2009. Over the past two years, Angela has helped craft Ohio's first Memorandum of Understanding with one of the staff attorneys at the Ohio Department of Rehabilitation and Correction (ODRC) and, in collaboration with Christine Shimrock, coordinated a pivotal statewide Inside-Out meeting of the state's Inside-Out instructors, ODRC staff, and an OPEC (Ohio Penal Education Consortium) representative, in February 2010. This meeting resulted in a number of key outcomes that shaped current Inside-Out guidelines.

Much of the discussion at that meeting addressed the fundamental intricacies of implementing Inside-Out more broadly, such as which pieces would be consistent across the prisons (format, security, training required for facilitators) and the pieces that will likely vary (disciplines, funding, credits). Those present agreed to standardize the program model as much as possible to simplify implementation across the state, while still preserving the autonomy of each warden/prison, where necessary.

Christine presented Inside-Out at the fall 2010 statewide wardens' meeting, where many current wardens expressed strong support for the program. The statewide coordination has made the process of initiating new Inside-Out courses much less cumbersome for both instructors and prisons. Alana Van Gundy-Yoder, Assistant Professor of Criminal Justice, Miami University Middletown, was instrumental in gaining Inside-Out's current 'one-contact' status with the ODRC. This will allow Inside-Out instructors to get classes started without having to approach the ODRC anew each time there is a new class.

continued on page 5

Outside Student – Ohio: The Complexity of Inaccurate Labels

I wasn't nervous about having class in a prison. I wasn't nervous about sitting next to someone who is in prison. From the time I had the interview with my teacher to the time we had the closing ceremony, I kept telling myself that the guys are just like everyone else. I was looking forward to taking the class. It's not that I thought everybody in prison was a bad person; I just thought they made stupid decisions that could have easily been avoided. Of course, this class taught me otherwise; I learned that sometimes you just make a mistake or a poor decision.

Inside-Out was a rare opportunity allowing us, the outside students, to speak with the most judged grouped in America. It was interesting to hear their points of view and hear about real life in prison, not some account on TV. It was interesting that some of the dorms were completely open rooms where hundreds of men temporarily resided. I couldn't believe how one of the dorms was so hot and congested that it seemed unlivable. But what was really unbelievable was seeing the real life people who made up this complex community. A prison is basically a community unto itself. It's almost like there are two societies in our country – the good, 'regular' people and the bad (perceived as one-dimensional group of people). Yet, this course showed the true complexity of these inaccurate labels.

The readings deepened my insight into the criminology field. I almost considered changing my major! Taking a class like Inside-Out is actually the type of experience you're supposed to have in college. I'm glad that I'm able to look back on my life and say that I learned about the realities from my fellow classmates about a community that provokes our curiosity.

- Tannah Penny

Former 'outside' student, The Ohio State University-Newark



The graduation ceremony for Angela Harvey's 2010 Inside-Out class, offered through The Ohio State University-Newark's Sociology Department.

Inside Student – Ohio: Still Growing from the Experience

To say Inside-Out meant a lot to me would be an understatement. It is life changing for me. I say 'is' because I'm still growing from the experience. I took that class to be able to broaden the 'outside' students' perceptions, and to learn more about criminal justice other than what I experienced. Little did I know that it would be my perceptions blown out of the water.

Professor Harvey was very passionate, which opened our own passion for the course. The students were inspiring, great people. Everyone was very engaged in the text, which made for some really exciting discussions. All of us grew closer because we all had personal growth.

This course made me feel that I'm no longer stagnant. My dream is to help misguided youth before they make mistakes, as I once did myself. Now a dream can become reality with the right degree. I became confident in my ability to pursue that dream now because of this course.

I learned so many life lessons alongside the text. After a disagreement in class, I realized how I came across to people, even though it wasn't my intention to come across like that. I learned it's not how you perceive what you're saying; it's how others perceive it. It taught me not to let prison conquer me into believing this is the only way of life. I learned how to shape a better future, surrounding myself with the right people and continuing education. Thank you, Inside-Out.

- Robert 'Diesel' Shoemaker

Southeastern Correctional Institution
The Ohio State University-Newark

School Administrator – Ohio: A Sustainable and Valued Partnership

With support from a Service Learning Course Development Grant from The Ohio State University's Office of Outreach and Engagement, Dr. Angela Harvey brought the first Inside-Out course to Ohio State in the fall of 2009. Ohio State is committed to innovation in teaching and learning and the Inside-Out program exemplifies the benefits of expanding our pedagogical framework to encompass the community. The program has created a new, sustainable, and valued partnership between The Ohio State University at Newark and the Ohio Department of Rehabilitation and Corrections, and is providing profound learning experiences for students. Both 'inside' and 'outside' students describe Dr. Harvey's course as a life-changing experience.

In a short time frame, Angela obtained internal and external grant funds to ensure the program's initial success and achieve permanent course-offering status. At the same time, she worked to ensure that both 'inside' and 'outside' participants who successfully completed her rigorous course achieved the same result: college credit. For her second course, she took interested 'inside' students through the university's admissions process and inspired our campus to utilize non-state-subsidized funds to support tuition costs for 'inside' students. But, she didn't stop there. Over the last year, she navigated multiple university offices and campuses to gain support from numerous decision-makers to make college credit and tuition for 'inside' students an enduring reality. The foundation of our rationale for doing so is that, without the incarcerated students' participation in the course, we would not be able to offer this unique experiential learning opportunity.

Ohio State's Inside-Out program continues to grow. Additional faculty are receiving training in the national model and initiating courses at additional prison sites. As a result of Angela's work at the Southeastern Correctional Institution, her efforts at ensuring statewide coordination of Inside-Out programming at Ohio State and across Ohio universities, and her success at obtaining internal and external research funds to study Inside-Out, she was awarded Ohio State's 2010 Faculty Award for Excellence in Community-Based Scholarship. I look forward to the program's continued success!

- William L. McDonald
Dean/Director of the Ohio State University at Newark
and Executive Dean of the Regional Campuses

Correctional Administrator – Ohio: Changing Values and Trends

Southeastern Correctional Institution has partnered with The Ohio State University for this extraordinary experience giving 'inside' students a rare opportunity. Dr. Angela Harvey reached out to our institution with excitement and eagerness over two years ago. Though cautious of such a different approach to learning for a correctional environment, this was an offer that appealed to me. Not only did the 'inside' students have a chance to participate in a course from a respected university, but they would be interacting with 'outside' students in a true learning environment.

Entering our third year with Dr. Harvey and the Inside-Out course, the excitement from the 'inside' students is easily seen. Word travels fast within the confines of the fence and the 'inside' students have heard they will be challenged each week. When they finish this course, they will have pride for completing such a demanding criminal justice class, and they will have a college credit. The 'inside' students were willing to participate in this course for the educational experience. They were not expecting to be able to obtain a college credit. This bonus adds to the positive reentry for 'inside' students to one day become 'outside' students.

I have been pleasantly surprised to see the ownership taken by the offenders. They strive to comply with prison rules and maintain a positive attitude. Their self-confidence grows week to week as they feel like 'real' students. It has become the norm for the 'inside' students to speak about furthering their education upon their release. The Inside-Out program is more than a college class; it has become a vital step in the rehabilitative process, changing values and trends.

I appreciate Dr. Harvey's enthusiasm and her dedication to this program. I look forward to another successful year with The Inside-Out Prison Exchange Program.

- Sheri S. Duffey
Warden of the Southeastern
Correctional Institution

Regional Highlight: Ohio Tireless Efforts Lead to Extraordinary Growth

continued

Each of five Inside-Out instructors from the University of Toledo, hailing from different academic disciplines, teaches an Inside-Out course every semester at Toledo Correctional Institution. Renee Heberle, Associate Professor of Political Science at the University of Toledo, reports that four 'outside' alumni, five 'inside' alumni, and two Inside-Out instructors continue to meet twice a month as the 'People For Change' group (their Think Tank) to plan continued programming, develop projects, and share in discussion.

Like other Inside-Out regions, Ohio continues to advocate for the earning of college credit by inside students for courses taken on the inside. Notably, Angela Harvey has obtained support from OSU and OSU-Newark to allow all 'inside' cohorts the opportunity to achieve college credit for her course.

It is clear that Inside-Out in Ohio is cementing its position as a hotbed of the national Inside-Out movement.

- Alex Plattner
Inside-Out Intern
University of Oregon

We want to thank Alex Plattner for coordinating and editing this issue of the newsletter. A student at the University of Oregon, Alex volunteered to take on this task, which is no small feat. We appreciate his willingness to go out of his way to make this issue happen.

Professor – Ohio: Always Exceeding My Expectations

Since I began teaching criminology courses, I incorporated experiential learning in the form of 'field trips' to local jails/prisons in order for students to gain a deeper understanding of the issues discussed in class. I have always taken great care to develop relationships with jail/prison administrators to ensure these visits are as non-intrusive and sensitive as possible to the people who reside and work there. In fact, the actual tour is the smallest portion of our time at these facilities. Instead, we have facilitated dialogues with people who work and temporarily reside (i.e.: are incarcerated) there with guided questions about contemporary corrections issues we've discussed in the class.

I was always looking for innovative ways to enhance my students' learning and, after I attended a regional Inside-Out conference held in Indianapolis in the fall of 2008, I knew I found the answer. I attended the May 2009 National Inside-Out training and taught my first Inside-Out course as a group studies topic (Corrections) in fall 2009 at the Southeastern Correctional Institution (a minimum-medium security prison for men in Lancaster, OH). My course was recently approved as a permanent course offering at OSU, SOC 211: Corrections (Inside-Out).

Even with all of the additional work as a faculty member to prepare and teach Inside-Out courses, the course I teach every fall continues to exceed my expectations. Compared with similar courses I teach on campus, I am continually amazed by the breadth and depth of shifts I see in my Inside-Out course participants in terms of how we understand ourselves, others, and the CJ system. Consequently, I have initiated multiple research projects geared toward assessing the short- and long-term benefits of the program for participants, prisons, colleges, and communities. It is my hope that this research will in turn result in significant growth of Inside-Out offerings at OSU, as well as encourage other universities to consider the vast benefits of partnering with local prisons to offer this incomparable community-based learning opportunity.

- Angela Harvey
Assistant Professor of Sociology
The Ohio State University-Newark



Michigan Training Reflections 1: A Transformative Challenge

Everyone had told me that the Inside-Out training would be transformative, and they were right. My experience in Dearborn in May 2011 challenged me as a person, a teacher, and a historian. The commitment of the Theory Group to learning and the dedication of all the people involved with Inside-Out were truly inspirational. I am extremely lucky because I'll be teaching in an Inside-Out program already in place here at the University of Toledo, so I have the chance to 'walk the talk' right away. My class is titled 'American History on Trial,' and it has been both daunting and exciting to try to combine what I learned at the training with the particular curriculum of a history class. So, we'll see!

- Cynthia Ingham
Assistant Professor of History
The University of Toledo



As part of the training, small groups worked together (as seen here) on developing an original curriculum, booklist, and activity for an Inside-Out class.

Michigan Training Reflections 2: Excited and Inspired by the Training

After completing the Detroit training in May, I am both excited and overwhelmed by the prospect of teaching a class at Toledo Correctional Institution (ToCI) in the Spring 2012 semester. For me, the most powerful part of the training was the time we spent with the Theory Group (Inside-Out alumni) at Ryan Correctional. Not only were they our mentors and coaches as we struggled to put together coherent and engaging group activities, but their excitement about learning, their mastery of the readings, and their enthusiasm in participating in icebreakers and group activities was really inspiring.



Inside-Out National Instructor Training Institute #19, held in Michigan, through the collaboration of Ryan Correctional Facility and the University of Michigan - Dearborn. This was the first national training held regionally in the history of the program.

The training also helped me to think about the focus of the class I will be teaching, and reach a decision to adapt my Ethics in Public Policy and Administration course to the Inside-Out setting. I was fortunate to have some time this summer to read some of the books on the reading list from the training – Drew Leder's *The Soul Knows No Bars*, Victor Hassine's *Life Without Parole*, Nell Bernstein's *All Alone in the World*. My background is not in criminal justice, so these books have helped me develop some understanding of some of the issues that affect the lives of 'inside' students. I also plan to incorporate some of the group work exercises into my other graduate and undergraduate classes on campus.

- Lynn Bachelor
Associate Professor of Political Science
University of Toledo

Michigan Think Tank: Plans Are Afoot!

The Michigan Theory Group stopped for air after our phenomenal participation in the first ever National Regional Instructor Training in May 2011. We had an awesome time with some really wonderful instructors. The training has already borne fruit – new Inside-Out courses are being planned in Indiana in January 2012 and in Michigan in September 2012. Slowly, slowly it's happening. We're pleased and excited to have made these small contributions to the national movement.

Now we're working on getting a MIO (meow – Michigan, Northern Indiana, Northern Illinois, and Ohio) Hub started. Plans are afoot for a Hub meeting that will be combined with a Restorative Justice Conference in November. On Thursday evening, three Hub members will meet for dinner and then go 'inside' to work with Theory Group members to define what we want the Hub to do, or be. The next day, the RJ conference will begin. We have confirmed Sister Helen Prejean (author of *Dead Man Walking*) as one of our keynote speakers. The conference will take place over two days. Friday, November 4, we'll be on the campus of the University of Michigan – Dearborn, considering the ways that MI can begin to incorporate RJ practices and policies. Then, on Saturday, November 5, conference participants will be inside Ryan Correctional with Theory Group members to consider the ways that 'inside' people can help move a Restorative Justice agenda forward. We're in the planning stages right now, so everything is fluid. We'll begin to firm it all up in September. Wish us luck!

Oregon Think Tank: Building an ACE Community

At the August 8th meeting of the Oregon State Penitentiary Think Tank, now named ACE (Another Chance at Education), we were treated to a community-building activity designed by inside members Eric and Tariq. Rather than our usual circle, Eric and Tariq randomized the participants and questions asked, so that we could focus on listening rather than mentally preparing to speak. Questions included: "What skills do you bring to this group?" and "What would you change in your life?" The responses were inspiring and insightful, and we plan to return to the activity frequently in coming months.

The community-building reflected two of ACE's summer projects: getting to know each other better so we can work together skillfully, and further developing individual members' facilitation and leadership skills. Additional summer work has included developing ACE's organizational and leadership structure, writing a mission statement, and working with Freire and Horton's *We Make the Road by Walking*. Both inside and outside participants have led these efforts. From now until October, we will review the Inside-Out training manual and curriculum to prepare for our training-for-trainers, tentatively planned for October, in anticipation of hosting Oregon's first National Instructor Training Institute in June 2012.

ACE works in collaboration with OSP's Education Committee (members of which include inside alumni, other incarcerated students, and OSU Inside-Out instructor Michelle Inderbitzin), which coordinates and promotes post-secondary education in OSP. We hope future projects will include encouraging participation in education programs, tutoring other incarcerated students, and spreading the word about the value of education in prison.

- Melissa Crabbe
Inside-Out Assistant National Director



Oregon Update: Peacebuilding, from the Ground Up

On an April evening, we sat in a circle in the visiting room of the maximum-security Oregon State Penitentiary in Salem, Oregon. We were in store for an unlikely meeting that brought two visitors from Derry/Londonderry, Northern Ireland together with our University of Oregon Inside-Out class. Anna Murray, a Catholic who works for a community relations organization called the Peace and Reconciliation Group, and Nigel Gardiner, a Protestant who works in support of former political prisoners at the Ex Prisoners Interpretive Centre, had travelled to Oregon to share their experiences with a class that was focusing on conflict transformation in Northern Ireland.

We had already spent several weeks learning together about the challenges of conflict resolution within the Northern Ireland context. From learning about efforts to reach across societal boundaries, emphasizing dialogue and mutual understanding, we felt that we were able to understand the importance of actively engaging with ‘the other’ – something that we were simultaneously practicing by engaging with classmates in the Inside-Out program.

Nigel and Anna came to speak during the fourth week of the term. They shared stories from their own backgrounds and outlined the goals of their current projects. Although they grew up on separate sides of the conflict, they demonstrated that it is possible to work in collaboration for a peaceful future, and their presentation put a human face on what we had previously felt was an abstract struggle in a distant country. Several of us noted that hearing Anna and Nigel’s perspectives brought them to a place of emotional investment that they had not anticipated prior to the experience, and they were moved that our guests had travelled so far to share their stories. They showed us that peace must be built from the ground up, by everyday citizens reaching out and listening to one another.

The effects of their stories inspired the continuing efforts between the students from the University of Oregon and Oregon State Penitentiary. Our class learned from them how to put forth the effort to advocate for peaceful resolutions to conflicts



Anna Murray of the Peace and Reconciliation Group and Nigel Gardiner of the Ex Prisoners Interpretive Centre in Derry/Londonderry traveled to the United States to share their work in community relations and peace building with the “Post-Conflict Transformation in Northern Ireland” Inside-Out course at the Oregon State Penitentiary. In this image, they join course instructor Shaul Cohen from the University of Oregon in sending greetings back to the class from Northern Ireland with the slogan “Wish You Were Here” in Irish. May 2011.



The closing ceremony of Bill Cadbury’s film class held at the Oregon State Correctional Institution in collaboration with the University of Oregon.

that we are likely to encounter – be they on the prison yard or the university campus. In turn, Anna and Nigel were inspired by the remarkable nature of the class and have begun exploring the possibility of bringing Inside-Out to Northern Ireland.

The opportunity to work with peacemakers from Northern Ireland was one of the most powerful aspects of the class, and their support of our efforts reaffirmed our belief in the power of Inside-Out!

- Written by students from the Spring 2011 Inside-Out course, “Post-Conflict Transformation in Northern Ireland” at the Oregon State Penitentiary

Lori Pompa, Inside-Out's Founder and National Director, and Tyrone Werts, who is working with the program on Public Relations, were presented with the Social Activist Award at the annual meeting of the Justice Studies Association, held at Chestnut Hill College in June. JSA is an international community that fosters work in the area of criminal, social, and restorative justice. They were selected because they have served as a source of inspiration to JSA members through their continuing work for justice. The theme of this year's conference was "Unlocking the Prisons of Our Lives" and both Lori and Tyrone, through the work they do with Inside-Out, as well as other prison-related work, honored that theme. The audience was deeply moved by the reflections that each of them shared in accepting the award.

- Susan Krumholz
University of Massachusetts - Dartmouth

Graterford Think Tank: Moving into the Future

The Graterford Think Tank has once again hosted three dynamic instructor trainings this summer, adding a total of 50 new instructors to the map of the (inter)national program. Trainees came from 32 different universities and colleges, and as always, the trainings were prolific with ideas and inspiration. With all the focus, attention, and energies that go into the trainings, the Think Tank has once again contributed a great deal to furthering the presence of higher education in prisons and jails. In addition, the Think Tank is taking time this summer to focus on group dynamics, with an aim towards assessing and defining the group's unique mission and purpose for the upcoming years. With special interest and attention on movement building and alumni initiatives, the Think Tank is doing the important work of laying the foundation for future success.

- Erin Howley
Inside-Out Program Coordinator

Canada Update: Pioneering a Uniquely Canadian Experience

This summer's trainees have included several Canadians, from disciplines including Social Work, History, and Philosophy. Fall 2011 will see the launch of Canada's first two Inside-Out courses, across the country from each other. In British Columbia, Kwantlen University professors Jane Miller and Hollis Johnson will teach "Deconstruction of the Other," a criminology course that will include both literary and criminal justice readings, at a medium-security men's facility. Meanwhile, Shoshana Pollack, one of three professors from Wilfrid Laurier University's Faculty of Social Work to be trained this summer, will teach "Diversity, Marginalization and Oppression" at Grand Valley Institution, a federal prison for women in Kitchener, Ontario.

We are grateful to these pioneers, learning from them about the distinct challenges, possibilities, and circumstances that shape the Canadian experience of incarceration, and eager to see a launch soon of the first Canadian Think Tank(s)! The support extended by the academic and prison administrators hosting these pilots has been amazing. Shoshana and I presented on Inside-Out in June at the annual meeting of the Elizabeth Fry Society of Canada, which offers advocacy and other supports for women in prison across Canada. Invitations to recruit further faculty came in from regions as far-flung as the Yukon Territories and Nova Scotia.

- Simone Davis
Inside-Out Development Coordinator



The closing ceremony for Jennifer Wingren's Criminal Justice class offered through Metropolitan State University in St. Paul, Minnesota.

Philly Alumni Update: Connecting Alumni and Re-entry Efforts

The Inside-Out Alumni Association’s Philadelphia Chapter holds programming in a short-term facility in conjunction with the Cambria College Program. The Cambria College Program, coordinated by the Re-entry Support Project (RSP) at Community College of Philadelphia (CCP), offers credit-bearing pre-college and college-level courses to qualified individuals incarcerated in the Philadelphia Prison System. The Philadelphia Alumni Association holds a 10-week dialogue workshop designed to complement the above-mentioned educational program. These workshops are much like an Inside-Out course with inside and outside participants engaging in dialogue about justice-oriented issues. Workshop content and topics of dialogue are derived by the group in a collective fashion. This year we will begin our second cohort in Cambria and work towards expansion to other facilities in the Philadelphia Prison System.

The ‘Aftermath Think Tank’ follows up the Cambria College Program on the outside, with a focus on supporting re-entry in a new way: fostering a community space that supports our stakeholders in a meaningful way through continued dialogue, workshops, and honing in on the distinction between strength-based and needs-based re-entry. On Monday July 18th, the Aftermath Think Tank held its inaugural meeting at CCP. Among participants were Tyrone Werts (former inside SCI-Graterford Think Tank member and now working with Inside-Out in public relations), eight formerly incarcerated participants from the first Cambria College Program cohort, seven outside Alumni Association members, and Tara Timberman (RSP Coordinator). There is tremendous energy as we move forward with planning and organization.

- Francesco Campanell
Inside-Out Program Associate

September	15–18	National Center Strategic Planning Meeting (Philadelphia)
October	TBD	Writing Workshop with Sr. Helen Prejean for Oregon Alumni
October	TBD	Train-the-Trainers Session One in Oregon
November	3-5	Michigan Regional Meeting and Restorative Justice Conference
November	16-19	American Society of Criminology Annual Meeting (Washington, D.C.)
January	9-15	National Training Institute #23 (Philadelphia) **
March	TBD	National Steering Committee and Research Committee Meetings
April	TBD	Train-the-Trainers Session Two in Oregon
May	TBD	National Training Institute#24 (Michigan)
June	18-24	National Training Institute #25 (Oregon)
July	9-15	National Training Institute #26 (Philadelphia) **
July 30 - August 5		National Training Institute #27 (Philadelphia) **
** tentative		

THE INSIDE-OUT CENTER

Suite 331, MB 66-10, 1810 Liacouras Walk, Temple University, Philadelphia, PA 19122
Phone: 215-204-5163 | Fax: 215-204-3872 | Email: insideout@temple.edu | www.insideoutcenter.org





The Inside-Out Center

Promoting Transformative Education and Social Change

While some dream of doing big things, others stay awake and do them!

– Inside participant and Think Tank member

How to Contribute to The Inside-Out Prison Exchange Program

The Inside-Out Prison Exchange Program, founded in 1997 and a national program since 2004, fosters post-secondary educational collaborations between incarcerated and non-incarcerated students behind prison walls.

Your gift to Inside-Out will make a profound difference in the lives of incarcerated students and the outside students who join them in classrooms across North America.

- A \$500 gift underwrites one scholarship to our Instructor Training Institute
- A \$400 gift allows us to convene a Degrees of Freedom stakeholder meeting
- A \$300 gift brings our National Steering Committee into Graterford Prison to work with Inside-Out’s Think Tank
- A \$200 gift funds the work of a staff member for one week
- A \$100 gift underwrites one week of programmatic support from one of our remarkable alumni interns

Your support will allow this unique model of community education to flourish!

To Contribute

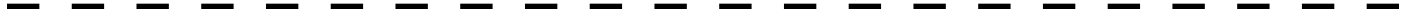
You can make a secure online donation.

Follow the directions on the website page at: <http://www.insideoutcenter.org/supporters.html>

Or you can donate by sending a check made out to **Temple University** (with Inside-Out in the note section) to the full address below. Your donation is tax deductible; we will provide you with a receipt and letter of thanks for your files.

Thank you from Lori and the Inside-Out Team

Please clip on the dotted line and enclose the form below with your check.



I want to support The Inside-Out Prison Exchange Program. I enclose a tax deductible gift of:

\$50 ____ \$100 ____ \$200 ____ \$300 ____ \$400 ____ \$500 ____

Whatever I can do to help: \$ _____

Please make checks payable to: Temple University (with Inside-Out in the note section).

Name _____

Mailing Address _____

City and State/Province _____

Zip/Postal Code and Country _____

Email _____

Relationship to Inside-Out _____

Mail to: The Inside-Out Center
Suite 331, MB 66-10, 1810 Liacouras Walk
Temple University
Philadelphia, PA 19122

RULES OF THE INSTITUTION

Things to Bring In:

- **Photo ID.** For example, some institutions will want a valid driver's license, passport, or state ID, while others will require the students' school ID cards. Some institutions will take either one.
- **Students may bring in a notebook, textbooks, and a pen** for class, provided that doing so has been cleared with the institutional liaison ahead of time.

Things NOT to Bring In:

- **Weapons.** (Not on prison property, not even in your car, not even with a permit.)
- **Illegal drugs.** (They're *illegal*. By the way, some prisons use ion scanners on outsiders as they enter to determine if they have handled drugs. Some institutions use dogs to determine if there are cars in the parking lot that contain drugs.)
- **Medications of any kind.** (If you or a student has a need to have some kind of medication on hand, like an inhaler for asthma, you will need to get clearance ahead of time, or it will not be allowed inside.)
- **Alcohol.**
- **Cigarettes or any other tobacco products.** (An increasing number of institutions are smoke-free, and cigarettes are considered serious contraband.)
- **Maps.** (If you do keep maps in your car – you may need one to get to the prison, for example – make sure they are locked in the glove compartment or in the trunk.)
- **Chewing gum.**
- **Cell phones, beepers, or car alarm remotes.**
- **Wallets, pocketbooks, or money.**
- **Umbrellas.**
- **Food or drink, which includes hard candy.**
- **Make-up, lip balm, hand lotion, aspirin, Advil, cough drops, etc.**

How to Dress:

- **No clothing that resembles the uniforms worn by either staff or those who are imprisoned in the institution.** It is best to check out in advance whether blue denim, orange, brown, black, olive green, neon green or khaki may be worn (uniform colors vary from jurisdiction to jurisdiction).
- **Anything that reveals skin inappropriately** (i.e., tummies, legs above knee, cleavage, upper arms, and shoulders). Most institutions do not allow shorts on men or women.
- Given that, in many institutions, it is necessary to climb stairs, we have set the rule that **women cannot wear dresses or skirts.** It is also helpful, since the length of skirts varies widely. If long skirts are worn, they cannot be wraparounds or garments that button all the way down to the hem.
- **Nothing excessively tight or low cut.** We instruct students to dress casually, but appropriately, with loose-fitting pants and tops, recognizing that “loose-fitting” is a relative term.
- **No jewelry, including body piercing, such as nose rings, tongue rings, etc.** A piercing that does not show (e.g., navel) is usually not problematic. Wedding rings are a frequent exception to the “no jewelry” rule, as are religious medals, which are not supposed to be banned by institutions.
- **No watches,** except for the instructor.
- **No under-wire bras,** when there is a metal detector involved (there usually is).
- **No hooded sweatshirts** (aka “hoodies”), **white tee-shirts, bandanas, colored shoelaces, caps.** Some of these items are considered related to gang activity.
- **No coats or other outerwear.**
- **No open-toed shoes or sandals.**

Behavior on the Inside:

- **No outside student may bring anything in to give to an inside student,** no matter how small or seemingly insignificant, including such things as articles, pens, paper, and the like (not to mention books – institutions have strict policies about the process by which books are brought inside).

- **No inside student may give anything to an outside student.** A frequent exception to this is hard candy, which is one of the few “luxuries” inside students have, which they may want to share during the class.
- **Inside students may not ask outside students to bring in anything for them** – or to contact anyone for them. There is no mailing of letters or making phone calls on an inside student’s behalf.
- **There can be no contact between inside and outside students beyond the classroom, including after the course is over. This restriction includes letters, telephone calls, and visiting. This regulation is fundamental – and must be understood by everyone involved in the program.**
- **There can be no displays of physical affection between inside and outside students.** Warm handshakes, sometimes with an arm grasp, are acceptable. Hugging is not. This is important to clarify, especially since, as people get to know each other, it feels natural to give each other a warm embrace. Although this is not enforced the same way everywhere, a hug can get you banned from prison. The inside students are aware of this rule and generally observe it, but sometimes – in the moment – it might be hard to remember.
- **No personal information may be exchanged, such as address, telephone number, prison number, or other contact information.**

RULES OF INSIDE OUT

- **Remember that we are not there to study the inside students,** to “help” the inside students, to find out why the inside students are incarcerated, or for either the inside group of students or the outside group of students to “teach” the other group. We are simply there to explore issues together.
- **Students must behave appropriately during class,** remembering that it is a college class and that it is being held inside a prison. Not only is there no hugging or other physical contact with or between the inside and outside students, but there can also be no flirtation, inappropriate body language, etc.
- **There is no loaning of pens or pencils, no bringing anything in for someone on the inside, even something as trivial as a newspaper article. Everything of this nature must be handled by the instructor.**
- **There must to be no passing of notes between any students.**

- **Notebooks can be labeled with first names only and no other identifying information, and papers submitted are to be marked with first names only.**
- **Confidentiality: what is shared in the classroom stays there.** Not only can it not be shared with anyone outside of class in a way that could identify the speaker, but it must not be a topic of further discussion among students who are enrolled in the class.

Semi-Anonymity:

What Inside-Out means by semi-anonymity is the use of **first names only** and **no last names allowed** in the prison classroom (except for the instructor). Students may find this policy dehumanizing and ironic in light of Inside-Out's emphasis on humanizing issues and including all voices. However, it is essential that this policy be followed. The basic reasons for the policy are as follows:

- **It makes it much harder for students to try to keep in touch with one another** during or after the semester, which is a serious violation of the rules of the program and, probably, of most prisons.
- **It protects the inside students.** Though we make it clear from the beginning that it is neither required nor advisable, inside students often do talk about their cases. Doing so can cause legal problems for them, particularly if they have an open case of any kind. Using first names only removes the threat that other students will be subpoenaed to testify in a classmate's case. And it preserves inside students' privacy so that their past or present legal situations cannot be researched by outside students who may be curious about why they're in prison.
- **It protects the outside students.** It is in the realm of possibility that an inside student or someone they know could present problems in the life of one of the outside students. This is not to cast aspersions on inside students; the point is, it only takes one instance for someone to be seriously harmed or for the program to be shut down. Statistically, the more people who participate in Inside-Out, the more likely it is that someone with problematic inclinations will be in a class. Since we have no way of knowing who that will be, the rule protects everyone, all the time.
- **Some students, inside and out, are uncomfortable sharing their last names.** A policy prohibiting all students from sharing last names makes the decision of whether or not to share this information a lot less difficult for individuals.
- It teaches the lesson that it is not necessary to know things **about** people in order to come to know them in a different way and learn with and from them.

I, the undersigned, hereby state that I have read, understand, and agree to follow the above rules.

Name (printed)

Signature

Date

Group Project Guidelines

Based on what we have discussed in the course so far and in light of the discussion on which element of the criminal justice system the class wants to focus on addressing, we are going to spend the next four weeks developing a project with specific policy recommendations to present to the Ohio Department of Rehabilitation and Correction (ODRC) that can be considered for implementation. The group is divided into four subgroups starting 10/24, with each subgroup working on creating a different dimension of the project (see group assignments below).

Keep in mind the ideas need to be realistic with consideration of the financial impact of your plan and put forth in as positive and professional a manner as possible – with an eye towards a forward-looking reform of the CJ system. Keep in mind the interplay between the offender, the victim, and the community in the recommendations developed. Each of these three parties has to contribute something to the process, as well as get something out of the process.

Although not exhaustive (e.g. there **SHOULD** be other issues you think should be included), I have provided guiding questions/issues to consider for each of the four groups for discussion in groups on 10/24. On 10/24, each group should prioritize questions you want to address for your part of the project AND create a list of current readings and outside sources you think are needed to adequately develop the project. Each student should bring to class on 10/31 your notes about this body of research you already have relevant to your subarea.

Be creative, proactive, and visionary in your development of evaluation measures needed AND solutions needed for penal policy reform. **Remember, Angela will combine each group's written ideas into a final report addressed to ODRC, as well as distribute copies to all participants at the closing ceremony on November 28, 2012.**

Additionally, tasks that require obtaining additional sources than those provided in class will fall on outside students because of necessity (inside students do not have access to the internet). However, outside students will be responsible for providing Angela with a copy of ALL outside sources obtained in order for copies to be distributed to inside students. Hence, the

review and use of outside materials for recommendations need not fall only on outside students. All outside resources (the actual articles or reports) the groups decide in class on 10/24 are needed must be submitted electronically to Angela by each group's recorder by 10/29. I will ensure all groups receive these materials by 10/31. You need to separate out tasks for each group member and provide me with a list of these tasks, person responsible, and which readings correspond to each group member's tasks at the end of class on 10/31. You are required to bring to class on 11/7 your individual contribution written up for the group.

Each group will have an ASSIGNED a facilitator AND a recorder. The role of the facilitator is to ensure all voices are heard and represented in the group process AND keep the group on task. The role of the recorder is to record all ideas generated by the group AND provide the final written recommendations to Angela by email by **Tuesday, November 20**. Therefore, be cognizant of how tasks are divided up amongst group members to ensure equity of participation.

Your class has decided to focus on three main areas in order to address the harms caused by crime and prevent future crime:

- 1) **Prevention:** Specifically, education initiatives directed in communities with high rates of incarceration. Given we know that many communities are disproportionately affected by crime and incarceration, we believe additional resources should be allocated to both educate these communities on the direct and indirect consequences of crime and prevent young people in these communities from engaging in crime. Partner with local schools and community agencies for dissemination of this information.
- 2) **Alternatives to Incarceration:** We recognize that all persons are capable of crime. We believe the current system of dealing with crime focuses primarily on offenders as law breakers and fails to adequately incorporate victims and community members. And, we must admit that the War on Drugs is a colossal failure that has resulted in only increasing overcrowding in prisons while doing nothing to address drug addiction in our society. We believe that in order to reduce the prison

population in Ohio and still keep the community safe, we must focus on community based alternatives to address: a) the mental health and substance abuse needs of offenders through treatment not prison; b) change HB 86 to align with the federal government initiative to equalize sentencing disparities of crack and cocaine by making the policy retroactive as well as its current form of being proactive; c) adopt a policy that encourages volunteer restorative justice processes and programs that fully incorporate offenders, victims and community members; d) keep all persons who have a low risk of recidivism out of prison since ODRC has research that demonstrates we can increase this population's recidivism rate by subjecting them to programs outside and inside of prison (assess via ORAS); and, e) related to item d, place more focus on programs inside or outside of prison for those with a high rate of recidivism, as well as focus on releasing prisoners over the age of 65 where appropriate given the increased cost to incarcerate this group yet low likelihood of recidivism.

3) **Re-entry Planning and Programming:** Address how ODRC can implement successful reintegration dorms and prisons. Focus primarily on education, employment and housing needs. Educate community businesses in tax incentives available to hire ex-offenders and create formal partnerships with local businesses to provide job skills training at local prisons. Ensure existing education and job training programs are relevant (e.g., skills will be able to be utilized in current market economy AND in communities where offenders will return), recruit more volunteers to provide programs at local prisons (reduce barriers to entice more volunteers), and host job fairs at each prison for persons with less than one year to release. Create formal mentorship programs that begin in prison and continue upon release to offenders' communities. Also, we want to see policies to strengthen family relationships such as incorporating overnight visits with children in reintegration dorms and parenting classes offered (similar to programs available in some female prisons in the US). Lastly, we want ODRC to

adopt a formal policy and program for Victim Offender Mediation programs in prisons and in communities.

Each area of focus will be discussed in a formal report with appendices of fliers for distribution to communities, businesses, and various formal groups with ODRC (e.g., citizens circles, reentry coalitions, prison wardens, and others deemed appropriate by ODRC/SCI)

Group Assignments

Each group needs to create a written report for their respective section AND 1-2 fliers that can be utilized for educational purposes.

Group 1: Prevention

How can we educate communities disproportionately affected by crime and incarceration?

- Utilizing class readings, describe what we know about communities disproportionately affected by crime and incarceration.
- Costs of current incarceration policies at the state level (see ODRC annual report and PEW reports)
- What works in terms of preventing crime (will require outside resources)?
- What are the direct and indirect consequences of crime and incarceration (may require some additional outside resources)?
- What community partnerships are necessary to prevent crime (may require outside resources)?
- How will success of your initiative be measured? (may require outside resources)
- What is the timeline and costs for implementation of your plan?

MEMBERS: Joey, Lane, Logic and Brianna

Facilitator: Joey

Recorder: Brianna

Group 2: Alternatives to Incarceration

How can we reduce the number of people sent to prison and still keep the community safe?

- Discuss the impact of the war on drugs for incarceration.

- Discuss the impact of mental illness and drug abuse/addiction on crime, sentencing and incarceration (may require additional outside sources)
- What do we know about the effectiveness of alternative to incarceration programs and policies (may require additional outside sources)?
- Address and add if necessary the possible Court/Legislative changes needed to utilize alternatives to incarceration. Some changes have been made via HB 86 (please review), such as no prison sentences for first-time non-violent offenders and increasing earned credit to 5 days per month. Other changes needed, such as making the changes to crack/cocaine sentencing disparities retroactive (similar to what the federal system is doing) and ensuring those convicted of possession of drugs do not receive prison, but treatment. And, be sure to address the issue of community infrastructure needed to utilize alternative to incarceration (e.g., the availability of community-based programs).
 - How will success be measured? (may require outside resources)
 - What is the timeline and costs for implementation of your plan?

MEMBERS: Julia, Tez, Katherine and Cooks

Facilitator: Tez

Recorder: Julia

Group 3: Reentry and Reintegration: Statewide (see

<http://www.reentrycoalition.ohio.gov/>

http://nationalreentryresourcecenter.org/what_works)

How can we establish a system for reintegrating ex-offenders that also provides victims and communities a voice rather than focusing solely on the offender?

- What do we know about recidivism AND how can recidivism amongst people released from prison be reduced (may not require additional outside sources)?
- What we know about restorative justice models? (may not require additional outside sources)
- How can we move beyond the focus on offenders such as current Victim Awareness programs? How does the Ohio Ex-Offender Reentry Coalition address the needs of offenders, victims and communities? (see annual report)
- What are the barriers to implementing effective reintegration programs in the CJ system? (may require additional outside sources)

- How can we ensure education and job training programs provided in prisons are effective? How can we expand effective education programs in prisons without significant increases in costs?
- The impact of education and job skill training for employment and recidivism.
- Employment: HB 86 *allows* the Director of DRC or their designee to award certificates of achievement and/or employability based upon behavior, community service, and program achievements. HB 86 also outlines these requirements: Licensing boards and commissions must consider ex-offender's applications before automatic disqualification of a license; Allows employer immunity for hiring ex-offenders; This provision applies to inmates currently incarcerated. Is this enough? What can be done about checking the felony box on applications in this tough economic climate? (may require outside resources)
- Access to education and job training programs, e.g. are the criteria used for participation appropriate?
- How will success be measured? (may require outside resources)
- What is the timeline and costs for implementation of your plan?

MEMBERS: Jim, Elizabeth, Wax, Lilly, and Wood

Facilitator: Jim

Recorder: Lilly

Group 4: Reentry and Reintegration at SCI (See possible questions to address specific to SCI outlined for Group 3).

How can we improve reentry planning and the reintegration program available at SCI?

- What is the current method and process of reentry planning in Ohio prisons and specifically, SCI? (may require outside resources)
- What is the plan for the reintegration dorm at SCI in terms of eligibility, programs offered, goals and objectives and how success will be measured?
- How does research inform the practice of effective reentry planning at SCI? (may require outside resources)
- Who needs to be involved in reentry planning and why? Be sure to address the roles of each party. (may require outside resources)
- How will success be measured? (may require outside resources)
- What is the timeline and costs for implementation of your plan?

MEMBERS: Caleb, Kel, and Rayman

Facilitator: Kel
Recorder: Caleb



The Ohio State University at Newark

**Prevention, Alternatives to Incarceration and Reintegration: Evidenced-Based
Solutions**

Respectfully submitted to the Ohio Department of Rehabilitation and Correction (ODRC) and
Southeastern Correctional Institution (SCI) by the Ohio State University-Newark Inside-Out
Class of 2012

Please direct all questions and correspondence regarding this report to:

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Introduction

The 2012 Inside-Out Class at Southeastern Correctional Institution (SCI) decided to focus their group project on three main areas of concern in order to address the harms caused by crime and prevent future crime in the state of Ohio: Prevention, Alternatives to Incarceration, and Reentry/Reintegration. First, our prevention focus is on education initiatives directed in communities with high rates of crime and incarceration. Given we know that many communities are disproportionately affected by crime and incarceration, we believe additional resources should be allocated to partner with these communities on educational initiatives focused on the direct and indirect consequences of crime and incarceration, as well as programs designed to prevent young people from engaging in crime.

Second, we recognize that all persons are capable of crime. We believe the current system of dealing with crime focuses primarily on offenders as law breakers and fails to adequately incorporate victims and community members. And, we must admit that the War on Drugs is a colossal failure that has resulted in only increasing overcrowding in prisons while doing nothing to address drug addiction in our society. We believe that in order to reduce the prison population in Ohio and still keep the community safe, we must focus on community based alternatives to address: a) the mental health and substance abuse needs of offenders through treatment not prison; b) change HB 86 to align with the federal government initiative to equalize sentencing disparities of crack and cocaine by making the policy retroactive as well as its current form of being proactive; c) adopt a policy that encourages volunteer restorative justice processes and programs that fully incorporate offenders, victims and community members; d) keep all persons who have a low risk of recidivism out of prison since the Ohio Department of Rehabilitation and Correction (ODRC) has research that demonstrates we can increase this

population's recidivism rate by subjecting them to programs; and, e) related to item d, place more focus on programs inside and outside of prison for those with a high risk of recidivism, as well as focus on releasing prisoners over the age of 65 where appropriate given the increased cost to incarcerate this group, yet low likelihood of recidivism.

Third, we address how ODRC can implement successful reintegration dorms and prisons, focusing primarily on education, employment and housing needs. We want to educate community businesses on tax incentives available to hire ex-offenders and create formal partnerships with local businesses to provide job skills training at local prisons. We want to ensure existing education and job training programs are relevant (e.g., skills will be able to be utilized in current market economy and in communities where offenders will return), recruit more volunteers to provide programs at local prisons (reduce barriers to entice more volunteers), and host job fairs at each prison for persons with less than one year to release. We want to create formal mentorship programs that begin in prison and continue upon release to offenders' communities. We hope ODRC and SCI will consider implementing and evaluating the evidence-based initiatives we argue will reduce crime, prevent recidivism, and make our communities safer, while saving taxpayers money. In addition to this report, we have created public education fliers for wide dissemination in communities across Ohio.

Prevention

“...the results of the routine workings of an increasingly massive and punitive criminal justice system have consequences not only for these individuals whose lives are directly touched, but for an extended group of parents, spouses, children, friends, and communities who have committed no crimes but must suffer largely invisible punishments that are the result of our current approach to criminal justice” (Mauer and Chesney-Lind, 2002, pg. 1). Preventing crime

is a very difficult and daunting task. Crime is disproportionately high in urban neighborhoods composed predominantly of those with low socioeconomic status and minorities. Implementing prevention programs with young adults seems to be a place where real progress can be made. Many programs have been started and millions of dollars spent to prevent crime. Finding out what works and what does not work can help put resources into the right programs. When communities feel that they have a voice, they take stake in working toward a favorable outcome. Communities need to be sending more young adults to college than to prison. Many people say it takes a village to raise a child, and this is true through adulthood. The blood that the community spills is so much more precious than crime, and prevention starts from within. We utilize research to demonstrate that successful prevention programs focus on employment opportunities, community partnerships, and mentorship programs.

One effective program for preventing and educating people about crime is the Ceasefire Program. This program was originally developed by the Boston Massachusetts Police Department (Kennedy et al., 2001). The program concentrates on community and problem oriented policing, community awareness, gang prevention, gang intervention, and community crime prevention (2001). The population who benefits most from this program is violent young adults, gang members, and high risk offenders. This program uses a deterrence strategy, based on the theory that crimes can be prevented when the costs of committing the crime are perceived by the offender to outweigh the benefits of committing a crime. The program also combines law enforcement and prosecution efforts aimed at recovering illegal handguns, prosecuting dangerous felons, increasing public awareness, and promoting public safety and antiviolenace (2001). Braga and Weisburd (2011) found a statistically significant decrease in the monthly number of youth homicides in Boston after Operation Ceasefire began. Specifically, there was a

63 percent reduction in the average monthly number of youth homicide victims, going from an average of 3.5 youth homicides per month to significantly lower average of 1.3 youth homicides per month (Braga and Weisburd, 2011). Ceasefire was associated with a 25 percent decrease in the monthly number of citywide gun assaults, and with a 44 percent decrease in the monthly number of youth gun assaults in district D-2. The Ceasefire intervention was also associated with a 32 percent reduction in the monthly number of citywide shots-fired calls for service (2011).

The ceasefire program is proven to work, and needs to be implemented in many high risk neighborhoods and urban settings, such as our target community of a housing complex called Poindexter located in the Near East side of Columbus. The Near East side is one of the leading locales for homicide in Columbus and has a high percentage of young adults in several gangs. Besides murder, the area is second or third in all other crime categories. Statistics show that 1 in 143 people in Columbus compared to 1 in 317 people in the state of Ohio are the victims of violent crime (Neighborhoodscout.com/oh/Columbus/crime/).

In addition, Sherman et al. (1998) demonstrate that after school recreation programs can reduce juvenile crime in the areas immediately around the recreation center. In the recent years, funding cuts of after school programs and recreational centers have resulted in more young people not having alternatives to the streets after school. Most juvenile crime is committed from 3 to 7 pm, which is why the community is so important. Yet, many of the Recreational Centers surrounding and in the Near East Side have been closing. “The 630.5 million general-fund budget that Columbus City Council approved is \$22.6 million smaller than the 2008 version. Taking rising costs and increasing demand for city services into account, city officials say the budget is \$95.9 million less than what would be needed for 2009-without cuts” (Willow,

February 15, 2009). Surely, there has to be a better way to deal with shrinking budgets than to take the funds from programs that work in these communities. The community needs to have young adults feel responsible, and we believe community members must be mobilized to volunteer to help bring back after school programs. Extra-Curricular sports for young people also need funding in urban cities, with volunteers to coach. This also can help build a bond between school aged children and young adults. This can give the young adults a sense of purpose and a feeling of belonging to the community, thus enhancing self-confidence.

Each community has its own set of problems and cultural challenges, but if effective community prevention programs are implemented, we can have productive and positive outcomes. The Near East side of Columbus needs to start this community partnership by engaging all area businesses, and ask the community members and leaders to help establish this partnership. They also need to hire young adults and youth from the community to work or mentor for their businesses. “Employees and community members who have successfully navigated the challenges of recovery and or reentry provide the additional bonus of being credible and powerful role models that the next group or generation to come through the program can identify with and want to emulate” (The Fortune Society and John J. College Of Criminal Justice, 2007, pg. 11). The level of role models you can get from a community partnership is priceless. The community has to be sold on the idea that their efforts and extra work will help to prevent crime. These hurdles need to be solved from the inside-out not the outside-in.

Education is a necessity when addressing the issue of crime prevention on any level. The beginning of the giving back process will be rooted in the “Lifers” transformation model for prisoners. “All human characteristics are capable of being culturally transfused and or modified...this is why it is essential for one’s peers...to be utilized in the transformation

process...they have legitimacy among their pre-transformed peers (The Lifers Public Safety Steering Committee of the State Correctional Institution at Graterford, Pennsylvania, 2004, pg. 63). To be able to address and receive feedback from all contributing members, we will hold town-hall style meetings in which we will, "...use the experience, knowledge, insight, and expertise of transformed, ex-offenders to do the work members of the community and those in positions of authority are not equipped to do" (The Lifers Public Safety Steering Committee of the State Correctional Institution at Graterford, Pennsylvania, 2004, pg. 65). The mentors will discuss the various consequences of felony convictions, such as disenfranchisement, social displacements, hurdles, and what they feel added to their conviction (e.g., criminogenic risks and needs). The mentor's job would be very specific. They would work with the local reentry coalitions, staffing agencies, social services agencies, victim advocates, local law enforcement, religious representatives, schools, and pre-transformed individuals. They will also speak at local Town Hall meetings to address their neighborhoods. They will have individual meetings with target group members and parents after meetings and by appointment. Mentors will teach pre-transformed, incarcerated prisoners the curriculum (keeping the cycle going) with a one year commitment, as well as meet with community partners to address concerns and help develop a community safety plan. Mentors will also continue to gain knowledge through classes and any other programming to deal with personal issues.

It is believed that if a carefully structured and well-run mentorship program can be instituted into the daily functions of the prisoner schedule and through education, we can instill a sense of community and responsibility within a transformed individual. This transformation will have the potential to address different factions of disproportionate high crime and incarceration areas, while working to better the community as a whole. ODRC's involvement is necessary to

sustain their vision and mission of “Reducing Crime in Ohio” and “Reducing recidivism in the lives of those we touch”. Crime prevention initiatives geared at young adults, ages 18-35, are necessary since this population makes up 75% (or 15,539) of the 20, 682 ODRC commitments in 2011 (ODRC 2011 Annual Report). Recreation Centers, community partnerships, the Ceasefire Program, and Mentorship programs all have demonstrated reducing the risk of crime, empowering communities, and reaching many different members of the neighborhood. Involving everyone, including offenders, victims, parents, business owners, youth, and community members/leaders will help to prevent crime and decrease incarceration rates.

Alternatives to Incarceration

When presented with the idea of alternatives to imprisonment, the ultimate challenge of this process is determining how the criminal justice system can reduce the number of people sent to prison as well as the number of people currently incarcerated, while still keeping the community safe. The criminal justice system is extremely costly to local, state, and federal governments. In the United States, costs of imprisonment rose from \$9 billion annually to more than \$60 billion in a span of twenty years (Kempker, 2010). With these increased costs, a need arises to reexamine current policies, legislation, and practices. As costs rise, resources become scarce and the system suffers as a whole. The changes that need to be made begin with the establishment of collaborative partnerships, changes in legislation, and greater use of alternatives to imprisonment such as treatment alternatives, community-based sanctions, early release, and many sentencing changes. ODRC and many other organizations have taken on research of evidence-based practices, in order to improve upon current programming and policies, and make changes to reduce recidivism. This research is only a start. Further research is necessary to

determine effective methods and programs, both in prison and in the community, to eliminate programming that does not work and to build upon the programming that does work.

“Needy” Offenders

Based on the research, programs that produce the most successful outcomes are those that have the ability to successfully change behavior and reduce recidivism. However, the research has suggested that especially “needy” offenders require more specialized treatment and further resources both in prison and upon release. These “needy” offenders are those suffering from mental illness, a drug or substance abuse problem, or a combination of both. In state prisons, 53% of male prisoners and 60% of female prisoners meet the DSM-IV drug dependence or abuse criteria, but only one in ten participates in (or has access to) substance abuse programming within the prison (Kempker, 2010). According to the Bureau of Justice Statistics, 58.7% of offenders stated that they were under the influence of drugs or alcohol at the time of the offense. This same study found that approximately 55% of male prisoners have at least one mental health issue, while nearly 73% of female prisoners have at least one mental health issue (Ditton, 1999). With numbers as high as these, why is the criminal justice system continuing to send these offenders to prison instead of providing them with access to the appropriate treatment and community resources?

According to the “Ohio Ex-Offender Reentry Coalition 5-Year Strategic Plan”, offenders with greater needs “must receive adequate evidence-based services upon admission, through incarceration, and upon reentering their communities” (2012, p.15). While special needs create bigger burdens, these offenders would benefit exponentially from alternative sanctions such as treatment programs, probation, and community-based diversion centers. Effectively transitioning from relying solely on imprisonment to using alternative sanctions requires partnerships between

mental health agencies, drug/substance abuse treatment centers, employment agencies, supervision agencies, and many more (Carter, 2010). A 2006 survey by Krisberg and Marchionna found that the public supports, in a margin of almost 8:1, the use of rehabilitative services over punishment in the form of imprisonment for offenders. If public perception is favorable to using alternative sanctions, why does the criminal justice system continue to rely on imprisonment instead of rehabilitative alternatives?

The War on Drugs

Beginning with President Nixon's presidency in the 1970s, the War on Drugs sparked a movement that influenced the tough sentencing guidelines and high rates of incarceration that exist today. The War on Drugs led to overcrowding of prisons and jails because it gave prosecutors and judges leeway to give offenders longer and harsher sentences, even for a first offense or a parole or probation violation. Following the guidelines influenced by the War on Drugs, an individual convicted of drug possession will likely receive a longer sentence than someone convicted of a violent crime such as assault. In our nation, "more prisoners are serving a life sentence for drug possession than for second-degree murder, assault with a deadly weapon, and rape combined" (Kappeler and Potter, 2005, p. 289). The harsh guidelines set during the War on Drugs created unequal sentences for crimes involving drugs and as a result, led to overcrowding of our nation's prisons and jails.

Issues with conviction and sentencing are not the only issues that arose directly or indirectly from the War on Drugs. Once an offender is convicted of a crime or once they have been released from prison, they receive additional collateral sanctions that are restrictions, disabilities, or punishments that result from a criminal conviction that are not administered by the criminal system. Depending on the state, ex-offenders may be permanently barred from

voting, may lose public assistance, and may have problems obtaining a driver's license, or applying for federally funded housing. In Ohio, approximately two million people are affected by collateral sanctions (Mauer and Chesney-Lind, 2002). Statistics show that about one-third of Ohio's residents are economically disadvantaged as a result of the complications that a felony conviction creates for obtaining employment (ODRC 2011 Annual Report). Currently, projects and movements exist that are aimed at decreasing collateral consequences, but in many states, the process can be long and very complicated.

The War on Drugs not only created discrepancies in sentencing for drug crimes but it also produced a disproportionate pattern of incarceration for minorities, particularly African American men. Instead of targeting the crime that was committed, the system began targeting individuals who may or may not have committed the crimes for which they were charged. With these changes, an offender may receive five to ten years for manslaughter, but another offender convicted of drug trafficking may receive a 10 to 20 year sentence. Additionally, the changes in sentences for crack cocaine and powder cocaine led African Americans to be incarcerated more often than Caucasians because crack is widely available and widely distributed in lower income and often minority neighborhoods. Michelle Alexander discusses the impact of the War on Drugs on African American communities in stating that "hundreds of black men are unable to be good fathers for their children, not because of a lack of commitment or desire but because they are warehoused in prisons, locked in cages. They did not walk out of their families voluntarily; they were taken away in handcuffs, often due to a massive federal program known as the War on Drugs" (2010, p. 175). Many research studies in recent years have indicated that African Americans are arrested at a rate that is greater than their actual representation in the United States population. In 2006, African Americans represented 13% of the nation's population, while

they made up 39% of violent crime arrests and 28% of all crime arrests (Reiman and Leighton, 2010). Sentencing changes and unequal sentencing patterns affect the offender through collateral sanctions, but also affect the offender's family and community as well.

Courts and Legislation

Alternatives to imprisonment cover a variety of alternative sanctions but have an ultimate goal of seeking justice and repairing the harm done to the victim and the community. When determining whether to use alternatives to imprisonment, three types of assessments must be used: an assessment of the offense, an assessment of the offender, and the needs of the community and victim. At the pre-trial level, alternatives to imprisonment can be found in the prosecutor and/or judge's decision to charge an offender with a specific crime or to dismiss the charges. At this time, assessments of the offender are crucial and should be used more frequently. In a system with few mental health and drug courts, courts should incorporate professionals from mental health agencies and drug/substance abuse treatment centers to assess the offender's needs. If special needs are found at this point, in regards to drug/alcohol abuse or mental illness, alternatives to imprisonment should be heavily favored. The criminal justice system's inability to properly identify mental health and/or drug dependency issues is partially responsible for the overflow of treatment-worthy offenders sent to prison and jail. If offenders are charged and sentenced to jail or prison time and do not get adequate treatment, they suffer immensely and are likely to recidivate upon release back into their communities.

Changes at the sentencing phase are required as well. Since the War on Drugs in the 1980s, "legislators have increasingly adopted ever more punitive measures" (Mauer and Chesney-Lind, 2002, p.6) particularly against those convicted of drug offenses. While legislation such as Ohio's House Bill 86 (effective September 30, 2011) combat some of the issues

associated with sentencing and imprisonment, it mostly targets first-time or non-violent offenders and is not retroactive. First, judges need more discretion and flexibility in decision-making. According to Davis, judges' decisions are often made with politics or media/community expectations in mind (2002). With over 90% of criminal cases resulting in a guilty plea, a judge's role and ability to make discretionary decision are severely diminished. Additionally, the introduction of mandatory minimum sentencing eliminates a judge's ability to take into account the circumstances of the case or the character and background of the offender. Changes at the sentencing level require strong partnership between legislators and prison officials to make necessary changes that will reduce current prison populations and offenders receiving a prison sentence in the future.

Successfully incorporating alternatives to imprisonment begins with greater reliance upon assessment tools at the offender's entry point into the criminal justice system. Putting a mentally ill or drug-addicted offender into prison does not address the issues at hand. With nearly 70% of offenders requiring some form of substance abuse support (Ohio Ex-Offender Reentry Coalition, 2012), the criminal justice system and its affiliates need to commit to continuous support and delivery of the treatment those offenders so desperately need. The Treatment in Lieu of Conviction component of Ohio's House Bill 86 begins to commit to this support and treatment, but it should be expanded and used more frequently (ODRC Summary of Major Provisions of Amended Substitute House Bill 86). Because the mentally ill are more likely to be sentenced for a violent offense, it is of great importance to communities to successfully treat and/or rehabilitate these offenders. Relying more on sanctions such as mental health treatment in the form of community-based therapy and halfway houses, among others, instead of imprisonment is a big step in the transition. Ditton (1999) found that 53% of the mentally ill offenders will likely

recidivate as compared to non-mentally ill offenders who recidivate at a rate of 45%, illustrating the need for immediate rectification of the procedures currently in place. Treatment alternatives not only reduce the prison population by outsourcing and delegating responsibilities to the proper entities, but it also enables offenders to return to society better able to adapt to the transition and become productive community members.

The Importance of Prison Programs and Success in the Community

If the event that an alternative option is unavailable and a prison sentence is necessary, a mentally ill and/or drug addicted offender should have access to the proper treatment and support while incarcerated. In 1998, over 283,000 mentally ill people were incarcerated, yet only six in ten received treatment while incarcerated (Ditton, 1999). If an offender is given a prison or jail sentence, officials in these institutions need to concentrate efforts on adequate treatment to ensure that all prisoners who require treatment receive it. In an institutional setting such as a state prison, approximately 16% of the prisoner population suffers from a mental illness (Ditton, 1999). This presents problems not only for the mentally ill prisoner not receiving treatment, but also for other prisoners forced to live in the same cell or dorm. Creating designated living areas for the mentally ill and/or drug abusers would be a great first step in the process of improving institutional resources. Officers should also receive additional education on how to handle and best treat prisoners who require additional resources than the average prisoner, specifically in the areas of management of alcohol or drug abuse and mental health. The mentally ill and those who suffer from drug dependency bring different issues to the table such as prior physical, sexual, and emotional abuse, among many other issues. These types of offenders deserve designated dorms or areas because of their vulnerability and potential for victimization, especially when they first enter into the institution. By ensuring that an incarcerated mentally ill or drug addicted offender

receives adequate support and treatment, the offender is better prepared for re-entry into the community and can make a relatively smooth transition into treatment and support within the community. Investment in this system is an investment in safer communities, a more efficient and productive system, and ultimately, more productive offenders who are more able to support their families upon release.

In the community, substance abuse impedes a person's ability to function normally in society. According to the "Ohio Ex-Offender Reentry Coalition: 5-Year Strategic Plan," approximately 70% of offenders require some form of substance abuse support. When a substance user or abuser is not able to normally function in society, they commit crimes, get sent to jail, and ultimately return to the community and recidivate. The criminal justice system needs to increase participation in community-based abuse services in order to reduce drug and alcohol abuse. With reductions in drug and alcohol abuse among these offenders, recidivism will decrease and the offenders will obtain the treatment that they need to get clean.

Research suggests that behind bars, prisoners do not receive adequate programming and services. This is especially important for the mentally ill and substance abusers. ODRC set a goal for the 2015 fiscal year to have 98% of prisoners linked to mental health appointments at the time of discharge. Why does this process have to occur at the time of discharge? These prisoners should be receiving the appropriate treatment while in prison and continuing upon release. Appropriate assessment tools and adequate programming and alternatives should flow continuously from the point of admission into the criminal justice system and through pre and post-release, not at various points in between.

Alternatives to imprisonment following sentencing and upon incarceration exist in many forms. House Bill 86's provision on judicial release for prisoners who are sentenced to at least

one year and who have served at least 80% of their sentence is a good step, but it is not enough (ODRC Summary of HB 86 Major Provisions, 2012). By 2015, the Ohio prison population is expected to break 52,000 prisoners (ODRC 2011 Annual Report). House Bill 86 is projected to reduce this population by approximately 3200 prisoners over the course of three years, but the prison system is still extremely overcrowded and costly to operate. Housing offenders in Ohio's prisons in 2011 cost ODRC over 1.2 billion dollars (ODRC 2011 Annual Report). A reduction in prison population in Ohio would relieve an immediate burden on the system.

A reduction in Ohio's prison population will not come overnight, but it will come with dedicated multi-agency participation and teamwork. The first alternative to housing prisoners comes with judicial release, early release for non-violent offenders, and compassionate release for the elderly and terminally ill. By letting out offenders who no longer need, or perhaps never needed, imprisonment, the real focus in prison can be rehabilitating those who actually need it. While nearly 650,000 prisoners are released from prison every year (Fletcher et al., 2009), their outlook on the street is bleak upon return to their communities. Without the necessary support, opportunities, and access to resources, they are likely to fall back into their old ways and recidivate. Programs that provide access to housing and mentor former prisoners are crucial to success once released from prison. The Returning Home-Ohio (RHO) Pilot Project was found to be associated with recidivism reduction (Fontaine et al., 2012). By providing access to housing for former prisoners, they are better able to focus on finding employment and rebuilding their lives outside of prison. While housing and employment are critical, mentorship and having a figure of support is also crucial. When someone in need sees that someone truly cares about their success, they are more likely to be responsive and want to make a change. The Ready4Work Program incorporates a mentorship component that helps to ease the transition from prison.

Across 11 Ready4Work Programs, nearly half participated in the mentorship program and found solutions to problems, a voice of support, and also a nonjudgmental listener in their mentors (Fletcher et al., 2009). While ODRC intends to increase offenders' support in the community by nearly 20% by the 2015 fiscal year (Ohio Ex-Offender Reentry Coalition, 2012), other agencies must help too. A commitment must be made to continuous support, treatment (if necessary), medical care, job training and placement, and other essential services.

Reentry/Reintegration Planning and Programming

According to the U.S. Department of Justice, "67% of individuals released from prison are rearrested within three years of discharge. An estimated 30% of probationers supervised in the community are reconvicted for a new crime" (Domurad and Carey, 2009, pg. 7). To accompany this, "the number of Americans behind bars has increased steadily and now includes more than 2.3 million men and women" (Fletcher et al., 2009, pg. 2). Not only are the taxpayers being negatively affected, but the families and communities of returning prisoners as well. Further, "the lives of those who move in and out of prison are wasted" (Fletcher et al., 2009, pg. 2). The most "common obstacles to offender success include: education barriers, employment barriers, substance abuse and addiction, mental health concerns, homelessness, caring for children, and other survival concerns, such as necessary identification and transportation options" (Kempker, 2010, pg. 7 - 8).

"Typically, it is those who are excluded, kept apart, or otherwise cast away from the majority who feel less compelled to abide by the norms of the society that rejects them" (The Lifers Public Safety Steering Committee of the State Correctional Institution at Graterford, Pennsylvania, 2004, pg.50). To focus on the true needs of the offenders upon their release, we found it important to survey 100 prisoners currently residing at SCI, since they are the people

directly affected by reentry obstacles. The survey was completely anonymous and the responses provided will not be used for any other purpose than this report. We asked men who are eligible for release within the next two years, what their main need upon returning to society is and how they thought this need could best be met. Upon examining our survey results, we find that 76% of the survey population stated that obtaining a good job was their most important need. Of this 76%, 55 individuals felt that being taught and trained necessary skills was the best way to increase chances of employment, 11 individuals thought that the best way to meet this need would be through a government incentive for businesses that hire ex-felons, and ten men thought that the mandatory checking of the ex-felon box dealt them an unfair advantage and should be removed from the application.

A subset of 15% of the survey population responded that housing was their most important need upon release. Out of this subgroup, six individuals thought that being able to go to a halfway house for the first six months upon release would be the best way to meet this need. Six other participants felt that the government should remove the restrictions that prevent them from living with family members who reside within government-subsidized housing. The other three individuals felt that their housing needs would best be met by providing subsidized 3 – 6 month occupancy in an apartment until they were able to get a job and save up money.

4% of participants in the survey answered that restoring family relationships was their most important need. All of the respondents agreed that having access to family group counseling and other related programming services was the best way to meet that need. 3% of participants said that addressing their substance abuse and alcohol abuse issues was their most important need, with a unanimous decision that access to alcohol/substance abuse programming would be most beneficial. Within this programming, suggestions of mentors, specifically

sponsorships, would be the most advantageous. The remaining 2% of respondents of the survey population maintained that building back up their communities and repairing some of the damage they caused those communities was the most important need to them. These individuals felt that being actively involved in community service projects and mentoring the youth in those communities would be the best way for them to achieve this need.

Employment

One of the main concerns of those who will be returning to society is employment. After carefully analyzing the survey data, it is evident that having a job in which one is trained and skilled enough to maintain is the number one need of prisoners. These individuals are not looking for just any job, rather one that can help pay their bills, which is both challenging and enjoyable to them. According to *Employing Your Mission*, “meaningful employment is consistently demonstrated to be one of the strongest pathways to desistance from crime and successful reentry” (The Fortune Society and John Jay College of Criminal Justice, 2009, pg. 3). Further, “employment allows formerly incarcerated persons to take care of themselves and their families, develop valuable life skills and strengthen self-esteem and social connectedness” (2009, pg. 3).

To address this necessity, employment training and opportunities must begin while individuals are incarcerated. The question is not whether we have the money and resources; rather, the issue of wasteful spending and misappropriation of the already existent resources. ODRC Reentry Approved Programs by Location states that the following programs are active and in place: GED, Advanced Job Training, Apprenticeship, Career Enhancement, Career Technical, and Transitional Education Program. Further, the Ohio Central School System (OCSS) of ODRC offers training in thirty specific occupations, such as plumbing and welding.

These programs are offered in 26 institutions throughout the state of Ohio; and typically require 720 hours to achieve competency (DRC Reentry Approved Programs by Location). All of these programs would serve as a tool for the incarcerated individuals to use to further increase their chances of employment once they return to society. However, for the fiscal year 2011, only 16,295 prisoner students received certificates of competency, while for this same year the total estimated prison population of all institutions in Ohio combined was approximately 50,549 prisoners.

It is estimated that corrections costs exceed 65 billion dollars each year with the largest portion of that spending being carried by state and local governments. It is noted that there are many job-related programs already in existence, but the implementation of these programs is ineffective, mainly due to funding shortfalls, leading to understaffing and a lack of potency. Arguably, approximately 32% of the entire state prison population benefitted significantly from the programs that are in place, while the remaining 68% of the prison population fell by the wayside (Ohio Central School System 2011 Annual Report). Programs such as the Transitional Jobs Reentry Demonstration look promising on paper with genuine intentions, but due to inadequate funding and inefficient implementation, the programs lack the necessary impact on newly released prisoners, as well as the communities that they reenter.

From a quality staffing process to robust investment dollars, ODRC will be better able to train and teach the skills that are relevant and needed by prospective employees. By employing a high staff to ex-felon ratio, each participant will experience more one-on-one individual time within each program. By allowing newly released prisoners the ability and chance of obtaining a transitional job, we take step towards keeping these individuals productive and less likely to recidivate. However, we must train ex-offenders for permanent employment and offer valuable

incentives to companies who are willing to give people second chances. It is important to note that solely by decreasing the amount of wasteful spending and re-appropriating already existent resources, ODRC will not have to significantly increase spending.

To encourage employers to hire ex-felons, there are two main government programs: the Federal Bonding Program and the Work Opportunity Tax Credit. The Federal Bonding Program was created in 1966 by the United States Department of Labor. Its purpose is to guarantee the honesty of at-risk job seekers, such as ex-felons. A Fidelity Bond is a business insurance policy that protects the employer in case of any loss of money or property due to employee dishonesty. The bond is given at no-charge to the job applicant or the employer and serves as an incentive for the company to hire a job applicant who is an ex-offender. A total of \$5,000 bond coverage is issued and covers any type of stealing by theft, forgery, larceny, and/or embezzlement. Through this program alone, over 42,000 applicants have obtained jobs and 99% have proven to be honest employees. (The Federal Bonding Program, The McLaughlin Company). The second government program, which is offered, is the Work Opportunity Tax Program. This program is “designed to help job seekers most in need of employment gain on-the-job experience and move towards economic self-sufficiency” (ODJFS Work Opportunity Tax Credit, Ohio Department of Job and Family Services, 2012).

To allow individuals who are incarcerated a smooth transition to living and functioning in society, the first goal that must be achieved is reliable employment. We want them to learn trades that will make them more marketable in society. After doing some research, the most wanted jobs in the United States are welders, electricians, and carpenters. If we could focus our attention on training for these occupations, and find programs that certify the prisoners in these particular areas, we believe that this would be very helpful to securing gainful employment upon release.

To provide college graduates with employment opportunities, job fairs are organized at universities and in communities. These fairs should also be hosted within the correctional facilities for prisoners. By having a job fair approximately once a year, this will enable incarcerated individuals' access to reliable employment. Going out and advertising within the community will allow employers, who are willing to employ ex-felons, to learn and become interested in this program. Programming, such as resume and interview building, writing skills, and computer skills must also be offered and available in advance to individuals who want to attend the job fair. By the time of the job fair, individuals within the correctional facility will be able to compete by having a detailed resume and interview skills. After the job fair, the goal would be to have attendees secure reliable employment guaranteed for when they are released. By implementing this job fair, society and the correctional institute is able to help secure employment for ex-felons and help decrease that individual's chance of recidivating.

Discrimination is another major factor lingering over the heads of all newly released individuals. Formerly incarcerated individuals face two types of employment discrimination: *de jure* and *de facto* discrimination, upon release into society. *De jure* discrimination is legally sanctioned discrimination in which "state laws...ban the licensing and/or hiring of the previously incarcerated in specific services-related areas of employment such as child care, health care, barbers and beauticians, education, security, and/or real estate" (The Fortune Society and John Jay College of Criminal Justice, 2009, pg. 3). *De facto* discrimination is the impermissible discrimination "against persons with arrest and criminal conviction histories, and given the disproportionate number of the formerly incarcerated who are persons of color, this discrimination is exacerbated by racial and ethnic discrimination" (The Fortune Society and John Jay College of Criminal Justice, 2009, pg. 3).

Job discrimination against people with arrest or criminal conviction histories is not prohibited by any federal law. Title VII of the Civil Rights Act of 1964 prohibits job discrimination based on race, color, gender, national origin or religion. Under its “disparate impact” analysis, however, this act prohibits employment practices, which may not appear to target a racial or other protected group, but in operation exclude a disproportionate percentage of members of a protected group, such as racial or ethnic minorities. (The Fortune Society and John Jay College of Criminal Justice, 2009, pg. 3). Having certain civil rights taken away by the felony labeling has not always been the case, “In 1981, the American Bar Association promulgated the standards on civil disabilities, a document that seems quaint from a contemporary perspective. Asserting that the automatic imposition of civil disabilities on persons convicted of a crime were inconsistent with the goal of reintegration of offenders, the ABA recommended that no such disability be automatically imposed, except those related directly to the offense...” (Mauer and Chesney-Lind, 2002, pg. 21).

The legislation that is currently in place does not go far enough in tackling this issue. As long as employers, licensing boards, and housing administrations can discriminate against an individual legally, legislation is failing these individuals. House Bill 86 only addresses “intended” consequences of the criminal laws and sanctions that have been passed. But there exists another set of “unintended” consequences that severely affect and thereby limit ex-felons’ chance of a successful reentry experience into society. According to *Employing Your Mission*, “employers are much more reluctant to hire the formerly incarcerated than *any* other group of disadvantaged workers and view them as lacking reliability and trustworthiness” (The Fortune Society and John Jay College of Criminal Justice, 2009, pg. 3). These are called collateral damages associated with the stigma or label of ex-felon. When society refuses to grant these

individuals a clean start, they fall into a spiraling cycle of behavior that drives recidivism rates through the roof. Ex-felons should not have to acknowledge their felony convictions on job, housing, and/or licensing applications. Thus there should be a procedure set up for the complete expungement of their records upon completion of their sentence and/or a specific amount of crime-free time elapses.

Housing

Another main concern for those who are released from prison is housing. Upon release, “fewer than ten percent will have the opportunity to live in a halfway house or other community release center” (Kempker, 2010, pg. 8). By sending individuals back into society without any resources, our society is setting them up for failure. Most prisoners leave the correctional institute with little to no money for housing. Even if they are able to afford housing, most landlords are reluctant to lease to ex-felons. “Due to parole conditions, an individual may be forced to stay away from family and friends with criminal histories, further reducing their chances of having a place to stay” (Makarios, Steiner, Travis III, 2010, pg. 1379). In addition, the Federal Housing Authority prohibits ex-felons from living with family members who may reside with government-subsided housing, such as Section 8 housing.

According to the study conducted by Makarios et al. (2010), there is a relationship between residential mobility and recidivism of offenders, which suggests that finding stable housing is an important part of prisoner re-entry. Within their 2010 study, it was determined that “parolees who moved more frequently were more likely to recidivate” (pg. 1387). The authors suggest this relationship may be due to lower levels of social bonds, anti-social behavior, and/or stress among the parolees. In order to help reduce recidivism and help those individuals who are released from prison to succeed, ODRC must work to alleviate the setbacks associated with

finding housing upon release into society. We must find some type of planned housing program that can provide ex-prisoners a place to stay for 60 days in order to work and save enough money to get them on their feet again.

Once a significant amount of effort is invested into employment for ex-felons, the issue of housing may become solved on its own. The average individual can be locked up for a significant period of time, thus forced to abandon both employment and housing, which they might have had. If most individuals feel that the two most dominant issues facing them upon release is housing and employment, then it would be logical to assume that obtaining these two things will affect every decision that they make upon release, ultimately determining their likelihood of recidivism. But, if the system can intervene, assist, and get involved in helping these individuals to meet these two basic needs, the chances of recidivism decrease dramatically.

An additional concern for individuals who are released from correctional control is that of behavioral, familial, and educational barriers. To help these individuals succeed, programming, both during the time of incarceration and after release, must be available. Programs such as drug and alcohol prevention/treatment, anger management, counseling sessions, and stress/anxiety workshops may help the individual cope with past and current issues, which may have led to the incident of crime. Further, classes on parenting and healthy relationships may help the offender to mend and have more successful relationships with friends and family upon release from prison. Lastly, by providing educational training to individuals who are incarcerated, their chances of employment and general knowledge/understanding upon release increase greatly. Further, these educational programs can help ex-felons with basic functions of life, such as banking, grocery shopping, and paying of bills.

Measuring Success

The programming is already in place and the ideas have been heard, but we believe these programs need to be revised to increase their effectiveness. In order to reduce recidivism rates, you must, “change the way a prisoner thinks instead of trying to change their behavior by punishing them” (The Lifers Public Safety Steering Committee of the State Correctional Institution at Graterford, Pennsylvania, 2004, pg. 635). Another key to reducing recidivism is education. Offenders need to learn technological based skills, which will serve them upon release. Job training skills for employment or trades must be relevant to today’s work force. There must be a way of checking the success and progress of these individuals. With the use of numbers, we can keep track of success rates and obtain an image of how well ex-offenders are doing after having re-entered their communities.

While still in custody of the state, prisoners in reintegration programs will be asked what they hope to accomplish upon re-entry. These will be realistic goals that can be achieved within three years of release, since this is the period of time recidivism rates are at their highest. We will follow a stratified group of prisoners. We will check in at the designated time to determine what has been accomplished based on the goals that were set during their time in the reintegration programs. Using this information, a general summary can be made of the success of the programs.

In addition, we will look at the numbers of those who participated in reintegration programs and compare them to prisoners who did not participate in reintegration programs while in custody; of which we will determine each individual’s level of success upon release. The level of success will primarily be based upon secured housing and reliable employment. If more prisoners who have participated in reintegration programs have secured housing and steady

employment than those who did not participate, then we can safely conclude that there is a degree of success in the revised programs.

We will also be looking at several key factors. First, we will look to see if recidivism rates have declined, which will give testimony to the fact that ex-offenders were successfully able to reintegrate into their communities. Second, it is hoped that there will be a decline in discrimination against ex-offenders. Those going through reintegration programs will receive certifications and will be qualified to take on certain trades, such as welding and construction. If discrimination declines, we can assume fewer barriers will be present, allowing more ex-offenders to secure jobs.

The proposed timeline will begin at the time of incarceration for any given prisoner. From the start of incarceration, each prisoner wanting to be a part of reintegration programs will begin participating in those programs, with the frequency of programs increasing within two years of release. Before re-entering the community, they will have received a certification of their choice and will have participated in several programs giving them the skills and knowledge needed to succeed. These programs might include anger management classes, substance abuse classes, parenting classes, resume building classes, etc. Within one year of release, they will also be given the opportunity to attend a job fair, featuring prospective employers from their communities. There, they will be able to talk with employers, learn what is expected of them, turn in resumes, and secure employment upon release. In addition, during this time of participating in reintegration programs, they will have the opportunity to hear from ex-offenders who have successfully re-entered their communities. They will receive advice and be able to ask questions of those in attendance. From here, a mentoring based program may be implemented.

In 2011, the Ohio Department of Rehabilitation and Correction spent \$21,629,402 on education services and \$5,732,969 on recovery services. For each prisoner, that equates to \$1.73 per day for education services and \$0.47 per day for recovery services. Further, simply to house any given prisoner for the 2011 Fiscal Year cost taxpayers \$69.77 per day. (ODRC 2011 Annual Report). Our proposal does not include adding additional costs. The proposal will simply be a revision of current programs already in place and further utilizing those programs to make them more efficient and accessible. Ideally, through the revision of existing programs, costs will be cut. Volunteers will be utilized more, especially those from the community and college campuses. College students can be offered incentives, such as college credit toward graduation. In the end, this will cut down on costs spent on staff. In addition, costs will eventually be cut due to recidivism rates being decreased. The result of this will be a decrease in the prison population, and less money being spent day to day.

This approach must be multi-faceted to work effectively; meaning that unless everyone has a clear understanding of procedure and tasks, this program, like most others, will fall by the wayside as ineffective, inefficient, and irrelevant. This program must be implemented, beginning with education training towards a specific and employable field of work. Upon release, businesses, through government incentives, will continue that training as hands-on, as well as be willing to hire these ex-felons. Temporary housing, in the form of subsidies, waivers, or vouchers must be offered to lessen the burden of having to provide such a necessity without legal means.

Additionally, as a part of our balanced approach to rehabilitation, services such as alcohol/substance abuse, mentoring, and counseling must be accessible to all newly released persons. Further, in the case of employment, ex-felons must be able to compete with other

individuals in the job market. The only way to ensure this is to eliminate the felony box on applications. Unless the potential job is directly related to the felony conviction, an unfair and unnecessary stigma is placed on these individuals.

Conclusion

Currently, society is focused on punishment and suffering, rather than rehabilitation and second chances. Further, as a society, we are invested in past behavior rather than tomorrow's possibilities. Our country was founded on the right to life, liberty, and the American Dream; all of which, society as a whole has decided to refuse to grant to individuals who made mistakes. We must each ask ourselves: how we would feel if our whole life was determined by a single, past mistake?

The changes outlined are only a start to a reformation of the system. Change will most definitely not come overnight and the process will be long and require intensive effort from the criminal justice system, legislators, community resources and treatment agencies, and the prison system. Indicators of success in the implementation begin with reductions in recidivism rates, reduction in the number of mentally ill and/or drug abusers within the criminal justice and prison systems, and a reduction in the number of offenders sentenced to prison or jail and the number that remain incarcerated. In Ohio, a reduction in roughly 3000 prisoners reduces burdens on resources, the budget, and employees. As greater changes are implemented, success will be self-evident.

Offenders must receive appropriate evidence-based services upon admission into the system, through incarceration, and upon reentry into their communities. Without this support, they will likely not succeed. We need a stronger commitment to expanding partnerships between social agencies, treatment agencies and the police, courts, and criminal justice system. By

increasing training and awareness of the problems and solutions, great changes can be made that affect offenders, the budget and the economy, and also communities. With a nickname like “The Land of the Free,” why do we continue to lead the world in the number of people incarcerated? Utilizing evidenced-based prevention programs, alternatives to incarceration, prison and reentry programs reduces the number of people sent to prison, as well as the number of people behind bars, while maintaining community safety and providing the offender with rehabilitative treatment alternatives.

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RULES OF INSIDE OUT

- **No outside student may bring anything in to give to an inside student**, no matter how small or seemingly insignificant, including such things as articles, pens, paper, and the like (not to mention books – institutions have strict policies about the process by which books are brought inside).
- **No inside student may give anything to an outside student.**
- **Inside students may not ask outside students to bring in anything for them** – or to contact anyone for them. There is no mailing of letters or making phone calls on an inside student’s behalf.
- **There can be no contact between inside and outside students beyond the classroom, including after the course is over. This restriction includes letters, telephone calls, and visiting. This regulation is fundamental – and must be understood by everyone involved in the program.**
- **There can be no displays of physical affection between inside and outside students.** Warm handshakes, sometimes with an arm grasp, are acceptable. Hugging is not. A hug can get a person banned from prison.
- **No personal information may be exchanged, such as address, telephone number, prison number, or other contact information.**
- **The outside students are not there to study the inside students**, to “help” the inside students, to find out why the inside students are incarcerated, or for either the inside group of students or the outside group of students to “teach” the other group. We are simply there to explore issues together.
- **Students must behave appropriately during class**, remembering that it is a college class and that it is being held inside a prison. Not only is there no hugging or other physical contact with or between the inside and outside students, but there can also be no flirtation, inappropriate body language, etc. There must be no passing of notes between any students.
- **Notebooks can be labeled with first names only and no other identifying information, and papers submitted are to be marked with first names only.**
- **Confidentiality: what is shared in the classroom stays there.** Not only can it not be shared with anyone outside of class in a way that could identify the speaker, but it must not be a topic of further discussion among students who are enrolled in the class.

Semi-Anonymity:

What Inside-Out means by semi-anonymity is the use of **first names only** and **no last names allowed** in the prison classroom (except for the instructor). Students may find this policy dehumanizing and ironic in light of Inside-Out's emphasis on humanizing issues and including all voices. However, it is essential that this policy be followed. The basic reasons for the policy are as follows:

- **It makes it much harder for students to try to keep in touch with one another** during or after the semester, which is a serious violation of the rules of the program and of the prison.
- **It protects the inside students.** It is important that the inside students understand that it is neither required nor advisable to talk about their cases. Doing so can cause legal problems for them, particularly if they have an open case of any kind. Using first names only removes the threat that other students will be subpoenaed to testify in a classmate's case. And it preserves inside students' privacy so that their past or present legal situations cannot be researched by outside students who may be curious about why they're in prison.
- **It protects the outside students.** It is in the realm of possibility that an inside student or someone they know could present problems in the life of one of the outside students. This is not to cast aspersions on inside students; the point is, it only takes one instance for someone to be seriously harmed or for the program to be shut down.
- **Some students, inside and out, are uncomfortable sharing their last names.** A policy prohibiting all students from sharing last names makes the decision of whether or not to share this information a lot less difficult for individuals.
- It teaches the lesson that it is not necessary to know things **about** people in order to come to know them in a different way and learn with and from them.

I, the undersigned, hereby state that I have read, understand, and agree to follow the above rules.

Name (printed)

Signature

Date

**SOC 2211: Corrections
Final Paper Guidelines**

Due Dates: Wednesday, December 5 (Inside Students) and Friday, December 7 (Outside Students)

The final paper will have two main dimensions to it: ***process*** and ***content***. Your general task is to consider the entire experience shared by the class over the past semester and write about, in detail, several observations of our experience. In this paper you will explain ***and*** analyze what we learned this semester.

Section One: Process

In the first part of the paper, specifically focus on the following issues (you may do these items in any order):

- 1) the ***group dynamics*** (in themselves) and how/whether these dynamics seemed to change over the course of the semester – and why
- 2) your own ***individual process***, including your participation in the class, as well as your reflections on and feelings about the whole experience – note any shifts that may have taken place in how you look at things; be sure to explain the effect that this experience has had on you
- 3) ***perceptions of others*** and how these perceptions might have changed (for example, your perceptions about other individuals, as well as their perceptions of you)
- 4) your observations about ***prison life***, both from our discussions and from going in and out of the facility on a weekly basis (**for outside students only**)

Section Two: Content

Part I: We explored the following **topics** during some of our sessions together:

- 1) the role of prisons (what are prisons for?)
- 2) criminological influences (why do people commit crime?)
- 3) myths and realities of prison life
- 3) a critical analysis of the criminal justice system (police, courts, parole, etc.)
- 4) punishment and rehabilitation
- 5) victims and victimization
- 6) restorative justice and new directions

Please take at least FOUR of these topics and, supported by the assigned readings, explain what you have come to understand about each one. Focus especially on new dimensions of the topic that you have come to realize through the course discussions and/or the readings.

Part II:

Explore – at some length – the group project idea of addressing prevention in communities disproportionately affected by crime and incarceration, alternatives to incarceration and reentry/reintegration in the state of Ohio. Tie in quotes from the readings.

Discuss at least three important issues that emerged **for you** in our development of the group project ideas. Be sure, as with all of Section Two, to tie in quotes from the readings.

IF YOU WISH..... you can do this section in the following format. Cover each of the issues that you were going to cover, but write it as a memo to those who are making the decisions at ODRC and SCI. For example, it could start out something like this: “To ODRC Director Gary C Mohr/ SCI Warden Sheri Duffey – After extensive study of the issues, I would like to mention the following points for your consideration.” Then, you would discuss the points that are of concern to you, while trying to be as convincing as possible in your argument.

Specifications of the Paper:

The paper should be at least 10 pages in length for the outside students (typed, double-spaced, with one-inch margins, **bolded quotes**, and references) and 15 pages for the inside students (only write on one side of the page and skip lines; if you are typing your paper, it should follow the typed guidelines above). You must incorporate at least 15 quotes (with citations) from the readings in the content portion of the paper (Section Two).

Please take your time planning and writing this paper so that the result has the depth that it deserves. Provide **a short introduction and conclusion**. The paper will have five parts:

- 1) Short Introduction
- 2) Section One – Process
- 3) Section Two, Part I – Content (Topics)
- 4) Section Two, Part II – Content (Group Project)
- 5) Short Conclusion