

Term Information

Effective Term Spring 2019

General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3300.01S
Course Title Feminist Perspectives of Incarceration in the US
Transcript Abbreviation US Incarceration
Course Description This course explains the growth in the US prison system and its punitive shift from feminist, anti-racist, and queer perspectives. Students will learn about the historical and ongoing disproportionate incarceration of the poor, people of color, and gender non-conforming people. This service-learning course is an Inside-Out Prison Exchange Program class to be offered in Spring semesters.
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 Sometimes
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Instructor Permission
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation

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

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

Content Topic List

- US incarceration as a feminist, queer and anti-racist issue
- The rise of mass incarceration in the US and its historical, political, and economic contexts
- Roles of gender, race, sexuality and age in policing and adjudication of crime
- Inmate identity and experience, especially of gender, sexuality, race and age
- Representations of homosexuality in prison contexts
- Feminist and queer prison abolition social movements

Sought Concurrence

Yes

Attachments

- 3300.01S Thomas Syllabus (SP19).docx: Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- S-Designation-Request-Form-Thomas.docx: S-Designation Request Form
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)
- concurrence from Sociology.pdf: Concurrence from Sociology
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- Curriculum Map - All Courses.xlsx: 3300.01S place in full curriculum map
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)
- Curriculum Map - UG Major.xlsx: 3300.01S place in WGSS major curriculum map
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)

Comments

COURSE REQUEST
3300.01S - Status: PENDING

Last Updated: Heysel, Garrett Robert
08/14/2018

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	08/14/2018 10:02 AM	Submitted for Approval
Approved	Winnubst, Shannon	08/14/2018 11:31 AM	Unit Approval
Approved	Heysel, Garrett Robert	08/14/2018 08:27 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	08/14/2018 08:27 PM	ASCCAO Approval

Feminist Perspectives of Incarceration in the US

WGSS 3300.01-S

An Inside-Out Course

Spring Semester 2019

Mondays, 1:00-3:50pm

Marion Correctional Institution

Professor Information

Dr. Mary Thomas, Associate Professor

Department of Women's, Gender & Sexuality Studies

Ohio State University

Office location: 308E Dulles Hall

Email: thomas.1672@osu.edu

Office hours: by appointment

Description

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

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

Course Goals

- A. Students will understand what historical, social, and political forces led to the massive increase in the numbers of Americans incarcerated over the past several decades.
- B. Students will articulate a feminist and queer analysis of mass incarceration in the US.

- C. Students will value the range of experiences and identities of those held in US prisons and jails.
- D. Students will understand the goals of feminist and queer prison abolition movements and how these relate to racial justice in the US context.
- E. Students will evaluate the impacts of service-learning in a prison setting.

Academic Misconduct

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

Disability Services for outsider students

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

Mental Health Statement

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

available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org.

Required Texts and Course Readings*

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

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

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

Course format, requirements and grades

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

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

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

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

1. Each student must write four (4) **reflection papers** in the four days following the joint class meeting for which they are reflecting; thus, papers are due Friday by 5pm the same week of the Monday class meeting that each student is writing about. Students will reflect on the following classes: **Jan 14, 28, Feb 4, & 11**. No reflection paper from outsiders will be accepted after Friday at 4pm, and papers should be uploaded to the class website folder for the assignment. (Insiders will turn in their paper on the next Monday of class.) Reflection papers should be typed, at least three pages double spaced (about 850-1000 words), and should incorporate reading content as well as class discussion. Further guidelines will be distributed on January 7, and we will discuss expectations as a full group on January 14, too.

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

the summary. This person also notes key points and questions that resulted from the discussion. After each literature circle meeting, each person writes a reflection about the experience following the same guidelines as the course reflection papers: due dates and times on the schedule.

- (e) *All students are Connectors*. Connectors share text-to-self, text-to-world, or text-to-text connections made while reading. Making connections to course readings, events in the news (local, national, world), or personal experiences are examples of this.

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

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

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

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

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

Class schedule and readings

January 7: Separate Sessions

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

Assignment by beginning of class: Read the syllabus!

January 14: Joint Class

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

Readings:

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

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

January 21: No class, MLK Day, University holiday

January 28: Joint Class

Mass incarceration in the US contextualized historically

Readings:

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

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

February 4: Joint Class

Are prisons for rehabilitation or retribution?

Readings:

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

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

February 11: Joint Class

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

Readings:

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

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

February 18: Joint Class

Women, girls, and incarceration.

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

Literature circle 1 in class.

February 25: Joint Class

Finish *The Story Within Us*

- Chapters 4-11

Literature circle 2 in class.

Assignment: Literature circle #1 paper due

March 4: Joint Class

Sexuality: Representation and Exploitation

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

Literature circle 3 in class.

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

March 11: Spring Break, no class

March 18: Joint Class

Transgender experiences in prison

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

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

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

Literature circle 4 in class.

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

Assignment: Literature circle #3 paper due

March 25: Joint Class

Group projects work time.

Assignment: Literature circle #4 paper due

April 11 & 18: Joint Classes

Group Project Presentations and Discussion

April 25: Joint Class

Finish group project presentations and discussion if necessary

Roundup: What would it take to abolish prisons?

Closing ceremony at MCI

Exam week: Separate Sessions

Times (and location for outsiders at OSU) TBD

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

Service-Learning Designation Request Form

Please complete this form and attach it to your Course Request or Course Change Request when you request the S-Designation. If you have questions or need more information, please contact us at slearning@osu.edu.

(Note: This version of the S-Designation Request Form will only be used to determine assignment of the S-designation for submitted courses. If you would like to seek approval for the GE Open Option as well as the S-designation, please contact the Service-Learning Initiative at slearning@osu.edu.)

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

2. Is this class always taught with a service-learning component? Yes

(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.

This service-learning course is an [Inside-Out Prison Exchange Program](#) class. The class will take place at the Marion Correctional Institution (MCI) and will involve roughly the same number of OSU students (“outsiders”) as incarcerated students at MCI (“insiders”). Course design emphasizes discussion and collaboration in learning. Outside students from OSU will receive training from prison administrators, including PREA training (PREA = Prison Rape Elimination Act), therefore learning about challenges of collaboration in a prison setting.

There are currently several other Inside-Out service learning courses (through Sociology and Philosophy), so the program is quite familiar to the service learning office at OSU.

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

Community partners include the state correctional facility as well as the insiders at the facility, and the Inside-Out program itself. The entire semester, students from OSU will go to the adult correctional facility for a weekly three hour class session with insiders. Inside-Out is recognized by the State of Ohio as a non-profit serving the needs of inmates

learning re-entry skills. Engaging in a college-level course in a collaborative learning environment allows for the development of important communication skills to insiders, as well as enhanced confidence, knowledge gain, and program experience. The facility administrative staff value the design of Inside-Out for its focus on re-entry skills and rich programming for inmates. Inside-Out provides faculty with course design and pedagogy training, as well as best practices for teaching in a prison environment.

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:

- a) Faculty: My goal for the course is that all students achieve the learning goals stated in the syllabus. I also hope that all students will be personally affected by the encounter with others whom they could not approach other than through this course, and that outsider students from OSU will have a more empathic understanding of inmate experiences of mass incarceration after the course. My responsibility is to enroll in the Inside-Out Prison Exchange Program training in summer, 2018, for which I will apply for a service learning grant (the week-long on-site training is expensive).

I will also set up the course with ODRC (Ohio Dept of Rehabilitation and Corrections) and with MCI (Marion Correctional Facility) staff. A MOU between Inside-Out and ODRC already exists, but I will have to work out the logistics of the class with MCI. This includes: all paperwork for outsiders completed before week 1 (NEXUS paperwork is required for a gate pass), class participant list finalized for gate passes to be issued, logistics of classroom space and weekly meeting times with MCI staff, insider student access to word processing and printing, criteria for insider students' selection for the course (beyond a HS diploma and GE requirement, how do we select insider students if there is an excess of interest? - this is a collaborative process with MCI administrators). I will help to organize students into carpools for transportation to MCI weekly from Columbus. I will ensure insider students have ALL course material at the first class meeting in Week 1 for the entire semester. My department is donating photocopying of reading materials and required books if I cannot get a grant to cover these materials or cover them from my PRA. (I will apply for service learning grants to cover these expenses but future offerings will require ongoing department support, which I have from my Chair).

- b) Students: OSU student responsibilities include a unique expectation that they will commute to the Marion facility once a week and be open to the encounter with insider students. Students should expect peer collaboration and preparation as stated in the syllabus, and they should expect that I will be an attentive, responsive, and excellent teacher and collaborator as well.
- c) The community partner(s). The MCI facility staff should expect a smooth administrative process on my part and the students' timely arrival at the facility every week. They should expect that the insider students gain knowledge about the history of mass incarceration, its current political and social contexts, and tools for understanding their own life experiences in a broader conceptual application. The State of Ohio (Ohio Department of Rehabilitation and Corrections, specifically) should expect that the insider students will learn new skills, including collaboration, critical thinking, analytic, and communication skills, which are vital

to their successful transition upon reentry. These skills are also of great value in enhancing their experiences of incarceration, providing them new avenues to education and reflection in day-to-day life inside. Higher education in prison settings has been shown to decrease prison tensions and violence, and lead to inmate participation in further programming and educational activity. **Inside-Out** should expect that I will carry out the course design and pedagogy to their high standards and reputation.

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

The course will enroll a maximum of 20 OSU students and 20 insider students every Spring Semester. As a unique course offering on campus, I imagine that the demand for the course will be healthy. My department is strongly supportive of service learning and courses addressing feminist analysis of important contemporary issues and challenges, and the annual offering has been guaranteed by my Chair. The first offering is planned for Spring 2019. I do not anticipate enrollment challenges, given the unique experience this course offers to students, plus the energetic contemporary attention on prison and criminal justice reform, especially among student populations from which WGSS draws for enrollment.

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?

The course's theme of incarceration is an obvious connection to the teaching context of the Inside-Out format of instruction in a prison setting. Students from OSU will garner a rich understanding of prison environments and the experiences of prisoners, given the course design and location. A weekly course goal skeleton is amended to this application to illustrate the teaching methods' and learning outcomes' correspondence to specific content.

8. In addition to course-specific student learning goals, the following general Expected Learning Outcomes are defined for students in Service-Learning courses:

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

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

Initial weekly reflection papers (first 4 weeks) ask students to express how their experiences of the prison learning environment and their engagement

with others in that setting affect their learning process. I emphasize the development of communication skills in the first few weeks to help students process the overwhelming newness of their collaboration in class - this will be likely true for both insiders and outsiders. The students then will use these enhanced skills in tandem with their new content to build critical thinking and analysis skills through in class writing, case study work, and small group discussion.

The emphasis of this service-learning setting is to have OSU and insider students learn to communicate, collaborate, and creatively envision social justice movements. The content helps students contextualize mass incarceration and personal experiences of incarceration while their new skills help them to translate that knowledge into empathy, communication across difference, and critical-analytical perspectives on justice systems.

- 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.

All weekly themes address the community in which they are learning. The demand that students engage each other across cultural differences like sexuality, gender identity, age, race and place of origin. OSU students will understand the dire conditions of prison life, the severe challenges insiders face while learning in a prison, the economic costs on communities with high rates of incarceration, as well as the rich emotional life and experiences of insiders whose lives are not summarily defined through their incarceration. Therefore, it is my goal that OSU students understand the complicated textures of insiders' lives and how these are not "just" about prison but about their families, relationships, and communities in the facility and in the region.

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

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

Measuring student learning outcomes can take many different approaches. For example, you may measure student success in achieving identified outcomes through written-papers, embedded test questions, pre and post-tests, reflection journals, discussions, successful completion of a specified product, focus groups, interviews, and observations.

9. Please describe how student learning, with respect to the goals in #8 above, will be

assessed in this course.

All students must write weekly reflection and literature circle reports that reflect directly on the student learning in the course. A matrix for each weekly writing assignment will be provided to each student submission. Parallel content is planned in the course map, see amendment.

An assessment of the course will also be given separately to the insiders and outsiders at the end of the semester, and OSU students will do the usual evaluation of the course, both the SEI and my department's required discursive evaluation.

Course: Feminist Perspectives of Incarceration in the US
Professor Mary Thomas, Women's, Gender and Sexuality Studies

Course goals: ALL weeks have the following course goals: Students will articulate a feminist and queer analysis of mass incarceration in the US (B); Students will evaluate the impacts of service-learning in a prison setting ("E").

Weekly Course Goals	Content	Parallel Content	Teaching Methods	Assignment/Exam	Learning Outcome(s)
1 Inside-Out format, outsiders have to be trained at MCI on PREA				Read the syllabus, attend mandatory training	E1
2 Icebreakers; intro of course themes: what makes incarceration a feminist, anti-racist, and queer issue?	Introduction of "feminist" and "queer" in relation to critical, anti-racist prison studies. Brief lecture with my story of teaching/learning in prisons and why I define my experiences through anti-racist feminism and queer frameworks, discussion of readings and definition of new terminology.	Communication skills: one minute essay in class to begin on weekly reflection paper's needed skills	Lecture, narrative, concept mapping	3 page reflection paper	B2; D3; E1-3
3 Students will understand what historical, social, political, and economic forces led to the massive increase in the numbers of Americans incarcerated over the past several decades.	Mass incarceration in the US contextualized historically; lecture material and small discussion groups to discuss readings, followed by large group discussion	Analytical skills: Proposed an "Invented Dialogue" between Charles Dickens and Douglas Blackmon. Also, have the students write a 3 sentence definition for "law and order politics".	Lecture, case study, small grps, writing to learn	3 page reflection paper	A1-4; B1&3;C1; E1-3
4 Students will understand what historical, social, political, and economic forces led to the massive increase in the numbers of Americans incarcerated over the past several decades.	From rehabilitation to retribution in US prisons. A very brief lecture, some shared research from my work on juvenile detention in Ohio, small group discussion.	Communication and critical thinking skills: position essays of 2 paragraphs regarding the Erzen reading on religion in prisons, followed by small group discussions focused on understanding each other's positions, but discussing how these positions are in flux with the course material.	Case study, small grps, writing to learn	3 page reflection paper	A1-4; B1&3;C1; E1-3

5 Students will value the range of experiences and identities of those held in US prisons and jails.	Policing boys and men of color: the racialized pipeline to prison. Large group conceptual mapping of reading, followed by break out groups. Return to mapping exercise to finish after conversations.	Critical thinking skills: pair students (one insider, one outsider) into a "Letter" writing activity. Have each provide a brief personal story that is prompted by the reading; switch and reply, seeking to forge a perspective on the story that analyses a component based on the reading (eg, youth control complex, hyper masculinity, etc).	Small grps (demonstrate relevance with social and emotional factors in letters), writing to learn	3 page reflection paper	C1-3; B1; D1; E1-3
6 Students will value the range of experiences and identities of those held in US prisons and jails.	Women, girls, and incarceration. some lecture material on the massive surge in the numbers of women and girls incarcerated, explanation of 'status offenses' and how they are gendered/sexualized. Small group discussion. Introduce Literature Circles format and hold LC in last hour of class.	Analytical: small group discussion on "The Stories Within Us". An "Interruption" to focus students on their emotional responses to the reading and then work to integrate these feelings into a conceptual-structural mapping of the life histories. Collaborative skills: Literature Circles	Small groups, concept mapping, writing to learn	Literature circles meet	C1-3; B1-2; D1; E1-3
7 Students will value the range of experiences and identities of those held in US prisons and jails.	Life histories of incarcerated women. Break out group discussions and full group conceptual mapping of stories - from individual stories to understanding what to do with these in a feminist and queer analysis. Then last hour: Literature Circles.	Analytical: small and full group discussion on "The Stories Within Us". Collaborative skills: Literature Circles	Gallery for individual life stories Small groups, writing to learn	Literature circle meets; written report	B1-4; C1-3; D1; E1-3
8 Students will value the range of experiences and identities of those held in US prisons and jails.	Sexuality: representation and exploitation. Brief lecture material on sexual violence in US prisons; and on PREA and how it changed sexuality and sexual representations in US prisons. Conceptual mapping by full group of Kunzel reading, small group break outs for other readings.	Analytical skills in small groups: Empty outline for Pasko and Van Natta readings. Collaborative skills: Literature Circles	Concept mapping, small groups, writing to learn	Literature circle meets; written report	B1-4; C1-3; D1; E1-3
9 spring break					
10 Students will understand the goals of feminist and queer prison abolition movements and how	Transgender experiences in prison. Documentary video and small groups.	Collaborative skills: Literature Circles Last 30 minutes: organize groups for final presentations	Group work - getting to mastery on this!	Literature circle meets; written report	B2; E1-3

these relate to racial justice in the US context.					
11 Students will understand the goals of feminist and queer prison abolition movements and how these relate to racial justice in the US context.	Prison abolition movements conceptual mapping.	Rhetorical skills: small groups design a 3 minute argument for WHY Ohio's legislative representatives should redesign their responses to offending. Group presentation preparation.	Group work TBD	Literature circle written report; Group project teams meet	B2; E1-3
12 Students will understand the goals of feminist and queer prison abolition movements and how these relate to racial justice in the US context.	Content / rubric preview on how to do an effective group presentation	Collaborative and communication skills: Group presentation preparation.	Group work TBD	Group project teams assignment TBD	B2; E1-3
13 Students will understand the goals of feminist and queer prison abolition movements and how these relate to racial justice in the US context.	Rehearsals and peer reviews.	Collaborative and communication skills: Group presentation preparation.	Group work TBD	Group project teams assignment TBD	D2-3; E1-3
14 Closing ceremony at Marion Correctional Institution		Rhetorical skills: Presentations to prison officials/administrators/guests.		Group presentations	Students determine goals of their presentations; E1-3
Exam week. Students will evaluate the impacts of service-learning in a prison setting.	Final course assessment and evaluation.			Separate meetings; course evals and discussion/assessment	E1-3

Re: request for concurrence

Buchmann, Claudia

Sent: Monday, December 11, 2017 5:04 PM**To:** Thomas, Mary**Cc:** winnubst.2@osu.edu; Martin, Andrew

Dear Mary:

Thanks for your patience with this. I am happy to say that the Sociology Department concurs with your proposal to offer this new course.

Best,
Claudia

Claudia Buchmann
Professor & Chair
Department of Sociology
(614) 292-3959



On Nov 14, 2017, at 1:23 PM, Thomas, Mary <thomas.1672@osu.edu> wrote:

Dear Professor Buchmann,

I am an associate professor in Women's, Gender and Sexuality Studies, and I am working to propose a new course called, "Feminist-Queer Analysis of Incarceration in the US." The course will have an S designation and be an Inside-Out Prison Exchange Program class, hopefully offered once an academic year. I have worked closely with Angela Bryant (cced here, as is my chair, Shannon Winnubst) to develop the course. I plan to apply for a service learning course development grant to pay for the Inside-Out training, presumably to be completed in summer, 2018. My hope is that this course may first be offered in Spring Semester, 2019.

Given the obvious overlap with the Criminology major, I am seeking your department's concurrence for the new course. The 3000-level course will require a prerequisite in WGSS (the introductory course, WGSS 1110). Enrollment for the proposed course will be capped at 20 OSU students ("outsiders"). Since students must have the introductory WGSS course as a prerequisite, I imagine that most students to enroll will be WGSS majors and minors. I am of course very happy to welcome Criminology or Sociology students to the course who may have also taken the WGSS intro course. I doubt, however, that the course will offer any sort of competition to your healthy Criminology major enrollments, and it offers unique themes to your curriculum, since its content is explicitly addressed through a feminist and queer analysis.

As an affiliate faculty member of the CJRC, I am always interested in working closely with Sociology. I served as a mentor twice for the RDCJN Summer Institute while it was housed at OSU, and I presented my research in Sociology and in CJRC colloquia in the past. I also contacted Paul Bellair this year about proposing an ASC interdisciplinary/co-taught course on prisons, and I hope to think that idea through with him before the next round of applications if he has the time to do so (a big if!). I look forward to thinking through with your faculty ways to continue collaboration. One way that I will do so is to work with Angela going forward to develop more OSU faculty participation with Inside-Out.

In any event, I am eager to submit this new course with your department's collaboration and support, and I welcome any input you might have on the syllabus design (much of which I lifted from Angela's Inside-Out course, with her permission!). Please let me know at your convenience if you will offer concurrence. I

12/12/2017

Re: request for concurrence

believe an email reply suffices, and it will be submitted as a PDF as part of the new course proposal packet. The syllabus is attached.

Thank you for your consideration, and all best wishes,

Mary Thomas
Associate Professor
WGSS

<Fem Queer Incarceration Inside Out draft syllabus.docx>