

WGST 450 Inside-Out Prison Exchange Program Feminist Activism for Social Justice  
Winter 2018  
Eastern Michigan University and Huron Valley Women's Correctional Facility

Instructor: Dr. Kathryn A. Ziegler

Email: [kziegler@emich.edu](mailto:kziegler@emich.edu)

Office: 714 Pray-Harrold, Ypsilanti MI 48197 Office phone: 487.1177

EMU Campus classroom:

Prerequisite: Inside-Out WGST 200, 202 or 210

## INSIDE-OUT

This Inside-Out Women's and Gender Studies course provides an opportunity for students having successfully completed an Inside-Out course to engage in continued learning and inter-institutional dialog about feminist social justice and activism. The course is limited to 30 students, 15 WHV and 15 EMU, selected randomly from eligible applications. It meets weekly for a semester at Women's Huron Valley Correctional Facility (WHV), and provides a unique learning experience by bringing together EMU and WHV students to dialog and collaborate on feminist-based social justice activism programs. WHV and EMU applicants must have successfully completed an Inside-out course, must apply by filling out and submitting the application form, and finally qualify by meeting with Dr. Ziegler to review the course syllabus and Inside-out policies.

## COURSE DESCRIPTION

This course is an Academic Service Learning course, it emphasizes critical thinking and inquiry using feminist theories about social power and oppression, also transformative justice strategies in a combined and collaborative setting between WHV and EMU in Women's Huron Valley Correctional (WHV) facility. Course assignments enable students to demonstrate knowledge of social justice and needs of women living in the prison and also re-entering communities outside the prison. Course readings and discussion explore intersectional aspects of women's identity taking into consideration incarceration, social class, mental and physical health, race and religion, gender role and sexual orientation. The course addresses the ways in which, historically, complex and often negative ideas about incarceration and women has led to social prejudices, which pose problems for women attempting to live safe and healthful lives inside and transitioning to other communities.

Goals for the first semester are

- A) Identify and analyze 1) reentry programs available inside WHV, 2) accessible housing available in Ypsi communities, 3) the process of applying and being accepted at EMU and other post-high school education and job training, 4) existing programs and accessibility to transportation, child custody and child care, various healthcare (mental health, dental, medical, substance) needs.
- B) Present proposals to member of existing organizations to form Partnerships
- C) Identify existing Partners for sustained partnership with EMU's Inside-Out Feminist Activism for Social Justice program

Goals for future semesters:

- A) Regular reflection and evaluation of the needs of WHV and EMU women transitioning to Ypsilanti communities and the ways Partners are and can adapt to the changing needs of women.
- B) To establish more equitable and mutually beneficial relationship between WHV and Ypsilanti in terms of education, housing, and jobs especially regarding WHV students transitioning to Ypsilanti communities.
- C) Evaluate and reflect on the goals of the subsequent semesters, as well as alter the goals to reflect the changes in Ypsilanti, EMU and WHV communities and the changing needs of women in these communities.
- D) Establish more equitable and mutually beneficial relationship between EMU and WHV especially in terms of admissions, enrollment, transfer credits, and student involvement.

#### COURSE RATIONALE

This course is a response to the questions, “What now?” asked by many students completing an Inside-out WGST 202 or 210 course in the women’s prison. The course responds to a stated need of students to continue the work begun together, a continuation of collaboration in learning in an inter-institutional prison-university classroom involving women living inside the prison and outside in the community that surrounds but seldom accesses the prison. The Inside-out curriculum is uniquely tooled to bridge, “tridge” if you will, the college-prison-community locals. The Academic Service Learning curriculum is also uniquely tooled to allow these different types of students to collaborate and have agency in their learning to shape a more responsive and just community that can better meet the needs of all women, but especially a particularly vulnerable population of women, women released from WHV entering EMU and Ypsilanti. This collaborative-learning and community-engaged course can benefit more than the students involved: WHV can benefit, for example, with potentially lower recidivism rates when released women have safe and affordable housing, jobs and education, community support; EMU, for example, can benefit with potentially higher admissions and graduation rates when students enroll in classes feeling supported and encouraged; Ypsilanti, for example, can benefit when released women have better access to jobs and safe housing, contributing to economic and civic life. Student involvement in this course can contribute to current programs regarding domestic and sexual violence, mental health and disability, healthy relationships, parenting, social justice, and many more similarly unique to women’s lives today.

**Learning Beyond the Classroom group 2-LB2:** Community Service, Citizen, and Leadership  
A university education is about more than just classes. Students involved in activities outside of the classroom have higher retention rates and more positive educational experiences. Learning Beyond the Classroom enables students to engage in community-based learning, reinforce course objectives and to apply classroom knowledge. Students will participate in the development, maintenance, and change of community standards, develop leadership skills, develop skills that aid in future life and self-improvement pursuits, develop and practice empathy for others, develop skills for working cooperatively with others. This course will engage students in interactive peer-led learning emphasizing empathy for others like and unlike themselves.

**Academic Service-Learning Integrated Course:** This is an integrated service-learning courses. It incorporates a community-engaged learning experience with classroom instruction. Student

will engage in a form of pedagogy that connects feminist theory and practice enhancing learning and providing a reciprocal relationship among university and incarcerated students. The course is designed to reduce disparities and resolve social problems by addressing prejudice and negative stereotypes about human differences generally, and specifically, about incarcerated and college populations. This course fosters community-engaged learning for social justice as a way to reduce the stereotypes and the social reproduction of oppression.

#### ACADEMIC SERVICE-LEARNING OUTCOMES

1. Learn how to develop respectful, meaningful, collaborative, and mutually beneficial partnerships with each other and the various administrators and business community members. Students will demonstrate this skill in their regular attendance and participation in discussions and activities.
2. Become more civic-minded and involved in strengthening WHV, EMU, and Ypsilanti communities. Students will demonstrate this with the **“Reflective Journal”** and **“Final Project”** assignments.
3. Develop critical self-reflection as a means of analyzing the efficacy and potential of individual and collaborative agency. Students will demonstrate this skill in the **“Readings Analysis”** and **“Reflective Journal”** course assignments.
4. Cultivate a more committed sense of civic responsibility and ethical sense of personal agency. Students will demonstrate this skill in the **“Formal Letter”** and **“Final Project”** course assignments.
5. Demonstrate the ability to transfer knowledge of course concepts into community engagement. Students will demonstrate this skill in the **“Final Project”** assignment.

#### DEPARTMENTAL LEARNING OUTCOMES:

1. Understand power relations and conduct structural analysis of society, culture, and politics
  - 1.c. Understand power relations and conduct structural analysis of society, culture, and politics: *Understand intersectional approaches (to women, gender, sexuality, race, class, dis/ability, and national location)*Students will fulfill this by reading and discussing Angela Davis’ article “How Gender Structures the Prison System” and the Audre Lorde essay “The Master’s Tools Will Never Dismantle the Master’s House.”
2. Develop an awareness of women, gender, and sexuality within historical contexts and processes
  - 2.e. Develop an awareness of women, gender, and sexuality within historical contexts and processes: *Explore the possibilities of activist coalition building*Students will fulfill this by reading and discussing “Storytelling and Organizing,” researching reentry programs, and with the **“Final Project”** assignment.
4. Explore feminist theories of knowledge and knowing
  - 4.c. Explore feminist theories of knowledge and knowing: *Analyze the connections between lived experience and the social, cultural, and political structures*Students will fulfill this by reading, discussing, and writing **“Readings Analysis”** and

**“Reflection Journal”** assignments.

5. Develop oral communication skills

5.b. Develop oral communication skills: *Craft and articulate arguments*

Students will fulfill this by completing the **Phone Conversation or Face-to-Face Meeting** assignment

5.c. Develop oral communication skills: *Interact effectively with peers*

Students will fulfill this by participating in weekly small and large group class discussions and completing the **“Final Project Presentation”** assignment.

7. Develop strong writing skills

7.a. Develop strong writing skills: *Write in a clear and precise way*

Students will fulfill this by completing the **“Mid-term Critical Needs Paper”** and **“Final Project”** assignments.

8. Integrate activism with theory and research

8.a. Integrate activism with theory and research: *Develop a personal philosophy of social change*

Students will fulfill this by completing the **“Mid-term Critical Needs Paper”** **“Final Project and Presentation”** assignments.

Required Class Material

notepad

folder

clear-barrel pens

wood pencils

textbooks and photo-copied readings

photo-copied handouts

assignments to turn in and returned assignments

Late Work

As a rule NO LATE WORK WILL BE ACCEPTED, and tests and presentations may not be made up or turned in late unless you have made specific arrangements with us--turn assignments in early if you know you cannot be in class on the due dates. If I accept late work, I will do so at 1/2 off the possible points. Outside students: DO NOT EMAIL ASSIGNMENTS. IF YOU KNOW YOU WILL BE ABSENT ON A DAY AN ASSIGNMENT IS DUE, HAND IT IN EARLY IN CLASS OR BY MAIL.

**Statement of Student Responsibilities:**

Those who are enrolled in an EMU class must accept responsibility to:

Read all the assigned materials prior to the scheduled class.

Complete ALL reading and writing assignments and participate in class activities and bring the appropriate readings and materials to class.

Plan your visits and other activities so that you do not miss classes.

Understand that if you have two unexcused absences, or are unprepared for class twice, you will

be dropped from the class roster. Eastern Michigan University will review the reason for missing the class, or for lack of preparation, to determine if may be excused.

Be in class on time.

Bring a writing implement and paper to every class. (We will provide you with supplies at the first session). Be prepared to take notes on discussions, test materials, and audio/visual presentations.

Complete an end of term course evaluation form.

Be aware that plagiarizing work – presenting another's work as your own – is a serious academic offense and can be grounds for being dropped from the class.

If you wish to drop the class, you must contact Ms. Stringer-Hill immediately to be removed from the class roster.

If you drop the class, you must return all textbooks and unused materials to the instructor.

The instructors are here only to teach the course. Please do not ask them to do anything that is not connected with the course. Please do not take up class time with issues that are not related to the course topic being discussed.

### Changes to the Syllabus

This syllabus and schedule are subject to change. If you are absent from class, it is your responsibility to check with us on announcements made in class during your absence.

Outside students: Needless to say, when we are traveling to the correctional facility, it is absolutely necessary to be on time and dressed according to WHV dresscode. Make effort to carpool to the WHV facility.

**Instructor Commitment:** As your teacher, I will be prepared for class, return your graded assignments weekly or otherwise specified, challenge you to think even more expansively and critically. I will do some lecturing, but most of the learning will happen among you during small group scholar pod discussions and assignments.

### Student Commitment:

I agree to the following guidelines:

- 1) I agree to read all assigned reading prior to the class period
- 2) I will plan my visits and activities at times that DO NOT interfere with class and cause me to be absent to class
- 3) I understand that two (2) absences can cause me to be dropped from the course
- 4) I will participate in class discussions
- 5) In the event that I wish to drop the course I will send a letter to the instructors at the above listed address and return all my course materials
- 6) I agree to obey the semi-anonymity policy and will not investigate any personal information about the other students either inside or outside who are member of this class.
- 7) I will obey the no-contact policy and will not communicate with inside or outside students outside of the class period during the semester of class and after the semester of class.
- 8) I understand that if I violate these policies I will receive a failing grade for this class, WHV Warden and Deputy Warden, EMU Legal, Ombudsman office, Student Conduct, Dean's Office, and the department head of my major program of study will be notified and will take action as

they see fit.

9) I will fully read and follow the syllabus policies

### **Academic Integrity**

Written or other work, which a student submits, must be the product of her/his own efforts. If you are unsure of how to site sources within text, please refer to the APA manual. When you submit a paper or other written work where other sources are required, it is assumed that you have incorporated appropriate style measures.

### **Academic Dishonesty**

Academic dishonesty, including all forms of cheating and plagiarism, will not be tolerated in this class. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to Student Judicial Services for university discipline that can result in either a suspension or permanent dismissal. See the Student Conduct Code for detailed definitions of what constitutes academic dishonesty.

Strict standards of academic honesty apply to all academic work. Students are expected to do their own work. Cheating on examinations or plagiarism is a clear violation of the standards and policies. In preparing essays, reports and other projects, any use of the words or ideas of someone else as though they were one's own constitutes plagiarism. Any student found to have violated the policy on academic honesty, including cheating and plagiarism, will be subject to penalties in the course and possible disciplinary sanctions, up to and including expulsion.

In addition to the articulated course specific policies and expectations, students are responsible for understanding all applicable University guidelines, policies, and procedures. The EMU Student Handbook is the primary resource provided to students to ensure that they have access to all University policies, support resources, and students' rights and responsibilities. Changes may be made to the EMU Student Handbook whenever necessary, and shall be effective immediately, and/or as of the date on which a policy is formally adopted, and/or on the date specified in the amendment. Please note: Electing not to access the link provided below does not absolve a student of responsibility.

### **Preferred Name Initiative**

EMU recognizes that, as a community, many of its members use names other than their legal names to identify themselves. As long as the use of this preferred name is not for purposes of misrepresentation, EMU acknowledges that a preferred name can and should be used wherever possible in the course of University business and education. EMU also acknowledges that an identifying pronoun may be desired and should be allowed whenever possible.

Accordingly, EMU students may choose to identify themselves in the University's information systems with a preferred name (in addition to a legal name) and/or request an identifying pronoun. Students are not required to select a preferred name; legal names will be used unless a student selects a preferred name. Similarly, students are not required to select an identifying pronoun.

This initiative will be expanded in the future to include additional systems and documents where a preferred name and/or pronoun may be used, and to permit EMU employees to select a

preferred name and/or pronoun.

### **Classroom Conduct**

Free discussion, inquiry, and expression are essential to this course, thus we must maintain a classroom environment that supports these elements. Most important is to treat your colleagues with respect. Listen carefully and disagree on the basis of evidence rather than personal feelings. In addition, please observe the Student Conduct Code that forbids "actions that impair, interfere with, or obstruct the orderly conduct, processes and functions within any classroom or other instructional setting. This includes interfering with a faculty member's or instructor's role to carry out the normal academic or educational functions of her/his class." Example of behaviors to avoid talking while the professors are instructing or while a class member is presenting or "has the floor." Moreover, Section III: Jurisdiction, states: The University will have jurisdiction over misconduct that occurs on University premises and/or at University-sponsored activities but may also address off-campus behavior if the University determines that the behavior, or the continued presence of the student, impairs, obstructs, interferes with or adversely affects the mission, processes or functions of the University.

### **Semi-Anonymity**

Students will use first names only or a pseudonym (created name). We will use only these names in referring to ourselves and other members of the class. **DO NOT PURSUE PERSONAL INFORMATION ABOUT FELLOW CLASS MEMBERS IN CONVERSATION OR ON THE INTERNET.** It is essential that this policy be followed for the following reasons.

It makes it more difficult for students to contact each other outside of the class sessions, which is a serious violation of the rules of the Inside/Out program and of WHV. Any violation of this rule can lead to these classes being terminated indefinitely and serious consequences for the student, for example, withdraw from the class and reported to WHV and EMU administrations. This policy protects the privacy of the inside and outside students. It teaches that it is not necessary to know things about people in order to know them in different ways and to learn with and from them.

### **Accommodation for Students with Disabilities**

Any student who needs any type of classroom accommodation may discuss that need with us. Please advise the instructor of any special problems or needs at the beginning of the semester, in time to make any special arrangements related to class lectures and exams. All disabilities must be documented in writing by a medical professional or the university.

If you wish to be accommodated for your disability EMU Board of Regents policy #8.3 requires that you first register with the Access Services Office (ASO) in room 240 Student Center.

Students with disabilities are encouraged to register with ASO promptly as you will only be accommodated from the date you register with them forward. No retroactive accommodations are possible.

### **Attendance and Participation**

Given the unique nature of this course, it is imperative that each student attend and fully participate in every session. Since we clarified scheduling issues prior to your signing up for this course, there should be no problems with attendance. If, due to both serious and verifiable

circumstances, you will be unable to attend one of the sessions, you must contact the instructor in advance. Any absence will change the dynamics of the group, as well as disappoint those who attend the class. This is a special course that will take special effort on the part of each of us. Active participation is also key to this course. As a group, we will be discussing all sorts of issues, some of which may be controversial in nature. We are all 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 is meant to be, we each have to take responsibility for the direction and depth of the discussion. As we will be meeting in a unique 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.

### Readings

The assigned readings are to be done prior to the class for which it is noted on the syllabus schedule. All students do the same readings and assignments, and it is expected that everyone be "on the same page."

A 386-400  
A- 371-385  
B+ 356-370  
B 341-355  
B- 326-340  
C+ 311-325  
C 296-310  
C- 281-295  
D+ 266-280  
D 251-265  
D- 238-250  
E 237-

### Grading Policy

Your grade is based on attendance and full participation, attention, listening, and actively participating in the dialogue, respecting yours and your colleagues opinions in large and small group discussion. Your grade also depends on the quality of your written work. I grade according to standard college grading procedures, which means spelling, grammar, and composition. For all papers: Grades of B-range means you included basic assigned concepts. C-range means I am concerned that you did not read or did not attend the class discussion, and are not demonstrating your ability to apply course concepts. A-range means you included the required concepts and demonstrated ways that you are thinking creatively and critically about the concepts.

### ASSIGNMENTS

#### **Reflective Journal** (25 points)

1) Difficult stories—Listen to the difficult stories of those around you. Amplify, empathize and reflect on the difficult stories that are silenced by cultural prejudices. State the ways you contribute to some of the silencing of others's difficult stories. Consider the ways the privileged



aspects of whiteness, masculinity, maleness, gender normativity, heterosexuality, physically ability, education, middle class can represent power, voice, authority and interference to people with difficult stories.

2) Stories of transition—Write about your transitions to college learning, working for pay and not for pay, living as an adult, from one home to another, adapt these and add your own personal transitioning stories. Reflect on what you need to succeed in making these transitions.

3) Stories of strengthening communities—Write about the bonds made and the epiphanies experienced in class that reveal breaking down barriers and making a stronger, more beneficial community of scholar citizens.

4) Corporeal Involvement—Focus on any week's class discussion and a) describe what was discussed, b) what were the emotions from you and fellow scholars involved, c) what you felt in your body during and after the discussion, d) how knowing your corporeal involvement enhanced your understanding of that subject matter of that discussion.

5) Transformation—Reflection on the course. Describe how your thinking of stereotypes and women's needs evolved; and how the prison classroom impacted your thinking. Consider, too, the setting, your clothing, the walk to and from class, your health and that of your colleagues.

### **Readings Analysis Portfolio** 7 of the assigned course readings (50 points)

Write an essay and co-facilitate a scholar pod discussion about the arguments and evidence presented by the readings.

The 2-page essay about a course reading. State:

- 1) the author's argument, a brief summary of the article, and aspects that surprised and irked you
- 2) words and definitions that you looked up in a dictionary (at least 3 words and definitions)
- 3) identify and express your opinion by critiquing the author's argument and activism agenda
- 4) what seems useful from this reading to use in social justice, social change campaigns
- 5) your critical questions to stimulate thinking and discussion

**Meeting** with a representative of a community service program (participation points) This roll-play assignment is to sharpen your oral argument skill in meeting with individuals who you want to work with or who can aid your efforts for a social program. You will partner with a class member to script and roll plan a 5-minute conversation in which you present an idea, explain it with evidence and examples, and ask for something from that person. This is an opportunity for collaborative engaged-learning in a safe space and obtain critical peer feedback as you prepare to someday speak with a community partner.

**Formal Letter** to an organization, department, elected official, or correctional administrative (25 points) This is a critical response letter 3-5 pages in length using evidence from your standpoint (lived experience) and two (2) of the course readings to clearly, precisely argue for a program need, funding, or community support resources for something very specific about women in prison or women reentering the community. This is intended to describe a need/problem, apply critical knowledge and support to emphasize potential benefits for the types of people concerned. Your letter will provide clear concrete examples, clearly described need, and a solution to the need/problem. There can be some sense of urgency in describing the state of the concerned population of women inside, outside or transitioning to the Ypsilanti community.

**Mid-term Critical Needs Paper** (100 points) focuses on your ideas of what needs to happen in the world for a better life for women

This 10-12 page paper must consist of the following sections:

- 1) Define your personal philosophy about women and community needs or social inequality. Reference course readings in your explanation. State your position. Use passages from the readings to support your stance.
- 2) State the structural transformation needed. This is, solve the problem or a remedy for the need. Be aware of personnel and funding resource needs as well as communication methods and internet or meetings spaces.
- 3) Offer known feminist solutions to the need, use course readings, critique them for effectiveness in addressing your proposed problem.
- 4) Attend to your feelings and opinions: What do you want do about correcting and responding to issue? What do you want fellow scholars do? What do you want the people with power to do about it? In short: What should happen in the world about your issue?
- 5) Bibliography of readings and resources referenced in this essay in proper and full bibliographic, citation form. Cite five (5) readings, at least three (3) must be from this course set of readings, and two (2) may be other readings.

**Working Group Activism Campaign/Final Project** and presentation: in class participation and campaign documents (100 points). The presentation should be a collective and coherent presentation of your feminist social justice activist program. This program must extend feminist ideas explored in the course readings and dialog. The presentation needs to express a clear understanding of the issue and a clearly laid out action plan. Consider creating visual aids such as hand-made small posters and hand-made brochures. This project is to be researched, using material supplied by the instructor and students, clearly organized and focused to address directly an issue pertinent to the members of the group. Use all resources available. The project should involve feminist ideas of activism, oppression, and women's intersectionality. You earn points by creating and handing in a brochure or poster fully describing your project that all group members have contributed to that also includes a bibliography of sources, and by orally participating in the group presentation.

**Presentations** deliverable to community partners: To be planned in advance and presented at the Ceremony class session. Students will present highlights from their Final Project.

Themes to explore:

- 1) Specify the attributes, skills and abilities WHV and EMU women students have to offer Ypsilanti. What is the potential of women when free from their barriers as women in everyday life. Specify and analyze the Ypsi, EMU and WHV organizations, businesses and programs that could benefit from what WHV and EMU women can offer.
- 2) Specify the needs of women making transitions within and to Ypsilanti Communities

**Attendance and Participation** (100 points): Attend and participate in discussion and activities during each class session.

Meeting roll-play

Formal Letter 25 points

Mid-term Critical Needs Paper 100 points

Readings Analysis Portfolio 50 points  
Reflective Journal 25 points  
Final Project 100 points

### Schedule of Readings and Assignments Due

2 Jan: WHV scholars only  
9 Jan: Introduction activities  
16 Jan: Activities, course policies, syllabus assignments, etc.

Work at Expanding Understandings of Incarceration and Women

23 Jan: Facilitated Scholar Pod Discussions of the Readings

A Davis, "How Gender Structures the Prison System" 2003

E Freedman, "The Problem of the Woman Prisoner" 1984

Work at Identifying Feminist Coalition Activism

30 Jan: Facilitated Scholar Pod Discussions of the Readings

Story Telling and Organizing, R Herzing and I Ontiveros in *The Revolution Begins at Home* 2011. South End Press. pp. 207-215

A Lorde. The Uses of the Erotic. 1978/1984

Work at Further Understanding Intersectional Analysis

6 Feb: Facilitated Scholar Pod Discussions of the Readings

E Freedman, "The Legacy of Women's Prison Reform" 1984

E Koyama "Disloyal to Feminism" 2016

### **Formal Letter Due**

Work at Explaining Patriarchal Power Structures

13 Feb: Facilitated Scholar Pod Discussions of the Readings

Male Supremacy, Accountability and Transformative Justice. G Jashnani, RJ Maccani and A Greig in *The Revolution Begins at Home* 2011. South End Press. pp. 217-233.

### **Meeting activity**

Further Work at Explaining Patriarchal Power Structures

### **Mid-term Paper Due**

27 Feb: Facilitated Scholar Pod Discussions of the Readings

A Lorde. The Master's Tools Will Never Dismantle the Master's House. 1979

E Hager "Building Toward A Future" 2017

Work at Developing Feminist Activist Programs

6 Mar: Facilitated Scholar Pod Discussions of the Readings

Transformative Justice Process, Chrysalis Collective in *The Revolution Begins at Home* 2011. South End Press. pp.189-205

G Harkins and ER Meiners "Beyond Crisis: College in prison through the abolition

undercommons 2017

Work at Creating Feminist Activist Programs

13 Mar: Facilitated Scholar Pod Discussions of the Readings

B Bloom and S Covington. Addressing the Mental Health Needs of Women Offenders 2008

P Allard "Crime, Punishment and Economic Violence" 2006

### **Readings Analysis Portfolio Due**

20 Mar: scholar pod: feminist social justice activism program work

### **Reflective Journal Due**

27 Mar: scholar pod: feminist social justice activism program work

3 Apr: scholar pod: feminist social justice activism program work

10 Apr: Ceremony and Presentations

16 Apr: WHV scholars only

17 Apr: EMU scholars only

Inside-Out Prison Exchange Program

Eastern Michigan University

Huron Valley Women's Correctional Facility

Student Release

WGST 450 Inside-Out Prison Exchange Program-Feminist Social Justice Winter 2018

Inside-Out Prison Exchange class will be taught in Huron Valley Correctional Facility, Washtenaw County. The class brings together 15 WHV students and 15 EMU students to study as peers. Students in the class will explore issues of crime, justice and gender, drawing on one another to create a deeper understanding of how these issues affect our lives as individuals and as a society.

Both inside and outside students will apply to participate. Enrollment will be by permission of the instructors.

Outside students will observe all rules of the university and of the correctional facility.

Students will address one another only by first names. Inside and outside students will at no time have any contact outside of the class. This no contact provision is continuous including the time that the class is occurring, as well as after completion of the class and after graduation.

Dr. Kathryn A. Ziegler, Women's and Gender Studies Department, will instruct the class. They can be reached by email: kziegler@emich.edu or by phone: 734-487-1177.

## RELEASE

1. I have read the above description of the Inside-Out Prison Exchange program and agree to release the Board of Regents of Eastern Michigan University and all their officers, employees, and agents from responsibility in all manner of actions and causes of action, i.e., suits, debts, accounts, and judgments, arising out of incidents involving personal injury of any kind by reason of my participation in this program, except those caused by the intentional or negligent acts of the University.

2. I accept responsibility and will reimburse the University for any damage or expenses that arise out of or related to my own negligent or intentional action or omission.

This release is intended to be legally binding.

I, the undersigned, expressly acknowledge that I have read and understand this Release and sign it freely and voluntarily.

Date:

Printed Name of Student:

Signature of Student: