

AALAC Collaborative Workshop
Prison Education and a Liberal Arts Curriculum
Academic Year 2013-2014

Workshop liaison: Mary L. Shanley, Vassar College
Email: shanley@vassar.edu

Workshop planners and sponsors:

Kristin Bumiller (Political Science), Amherst College
Susan Castagnetto (Philosophy), Scripps College
Anne Dalke (English and Gender Studies), Bryn Mawr College
Eve Dunbar (English, and Associate Dean of the Faculty), Vassar College
Alice Hearst (Political Science), Smith College
Eric McIntyre (Music), Grinnell College
Mary L. Shanley (Political Science and Women's Studies), Vassar College
Barb Toews (Center for Peace and Global Citizenship), Haverford College

The purpose of this workshop is to explore the possibilities and difficulties of developing courses that are part of our colleges' academic program, taught in prison or jail, and include incarcerated students. The sponsoring faculty members have taught such courses, but have had different experiences and have confronted a wide array of both difficulties and successes. This workshop will use inter-institutional collaboration to develop individual courses, fieldwork experiences, and tutorials, as we explore the possibility of developing more sustainable "prison programs" within-and-among our colleges. The workshop will draw on the expertise of corrections and re-entry personnel, who will help us consider different kinds of programs appropriate for different settings – men's and women's prisons and jails, juvenile facilities, and re-entry programs.

Rationale:

The elimination of Pell Grants to incarcerated persons in 1994 caused the number of college courses in prisons to plummet; nonetheless some colleges and universities—recognizing the enormous value of such courses to their students and to society—devised ways to make these educational opportunities available.

The work of developing and implementing such courses brings unique challenges. Faculty must consider how to accommodate students with varying levels of formal education; find ways of paying for books and materials used by incarcerated students; provide instruction for students without access to the internet or email; develop a strong mentoring relationship in the absence of contact outside of the class hours; and facilitate co-learning relationships across diversely positioned students. Faculty must also coordinate and accommodate the schedules and concerns of two separate institutions, their college and the prison (and sometimes the state Department of Corrections).

Despite these difficulties, teaching in programs that bring together campus students and incarcerated students is extraordinarily rewarding for all involved. Our college students universally speak of the experience as a transformative educational experience in which, in addition to the course material, they learned about the criminal justice system,

practiced listening and speaking across multiple kinds of differences, and developed a commitment to broadening access to higher education for all; “this course changed my life” appears repeatedly in the course evaluations. Incarcerated students share this intellectual excitement. In addition, such courses create a cross-age experiences for both college and incarcerated students; manifest the colleges’ commitment to social justice through broadening access to education; provide a proven deterrent to recidivism; and facilitate collaboration with correctional officials in our communities.

Format, Goals and Intended Impact:

To sustain and expand their work and its effectiveness, participants will discuss pedagogic issues that arise in prison courses; possibilities of building coordinated prison education programs at our colleges; sustaining collaboration among AALAC faculty and institutions engaged in prison, jail and re-entry education; and collaborating on scholarly projects on prison education.

A valuable part of our workshop will be the participation of corrections officials and community based re-entry organizations and advocates. Prison teaching can only develop in dialogue with such individuals and agencies, and we are committed to fostering reciprocal partnerships. We will do this either by inviting a spectrum of criminal justice personnel from New York State (where Vassar, the host institution, is located), or a corrections or community partner from each sponsoring college’s home state. Rather than simply being “guest speakers,” they will participate in extensive interactions with faculty participants, laying the groundwork for developing partnerships across these constituencies to enhance educational opportunities for both college and incarcerated students.

Workshop Organization and Schedule:

We propose a two-day workshop with twenty faculty participants (fifteen supported by this grant and up to six additional from Vassar, who will need only meals that will be underwritten by Vassar) and six to eight corrections and community participants. All sessions will be held at Vassar College in either the summer or the fall of 2014.

The workshop will include:

- Presentations describing the different successes and challenges among existing programs
- Presentations by corrections officials and community re-entry personnel about needs, opportunities and difficulties presented by sponsoring college courses
- “Hand-on” sessions to develop new courses and programs geared for different settings
- Discussion of institutional support for prison-based courses and programs
- Development of on-line resources, including syllabi, databases, articles about prison education, etc. to foster continuing inter-institutional exchange and collaboration.
- Exploration of possible scholarly collaboration among faculty participants

Additional participating AALAC faculty (each college will have two participants):

Jody Cohen (Education), Bryn Mawr College
Chris Guzaitis (Gender and Women's Studies), Scripps College
Kristin Lindgren (Writing Program), Haverford College
Additional faculty member, Smith College
Additional faculty member, Grinnell College
Additional faculty member, Amherst College

Non-funded participants from Vassar College may include:

Carlos Alamo (Sociology)
Dorothy Kim (English)
Kiese Laymon (English and Africana Studies)
Eileen Leonard (Sociology)
Larry Mamiya (Africana Studies)
Hiram Perez (English)

8 speakers from criminal justice and re-entry offices

Budget
AALAC Collaborative Workshops
Prison Education and Liberal Arts College Education

Honoraria

Workshop Organizers	1000
Invited Corrections and Re-entry professionals (8 @ \$250)	2000

Travel Expenses

Air and taxi, or car driving to Poughkeepsie (15 participants @ \$600 each*)	9000
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Accommodations

Two nights (\$130 per night for 15 participants)	3900
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Food

Breakfasts (2 at \$10 for 15 persons)	300
Lunches (2 at \$15 for 20 persons)	600
Dinners (2 at \$30 for 20 persons)	1200

Administrative Expenses

Photocopying, mailing, etc. (\$20 per person for 20 persons)	400
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Total **\$18,400**

*The travel cost is a very rough estimate, averaging costs, since participants from the northeast will probably drive.

**In similar situations Vassar College has provided some in-kind support like meeting space, administrative assistance, and an initial dinner; details are worked out as planning proceeds. Vassar will pay for the meals of the additional faculty who attend.

Kristin Bumiller
Professor of Political Science
Amherst College

ACADEMIC HISTORY

Ph.D., University of Wisconsin-Madison, Political Science, 1984
B.A./M.A., Northwestern University, Political Science, (with distinction), 1979

ACADEMIC POSITIONS

Professor, Departments of Political Science and Women's and Gender Studies, Amherst College,
July 2001-present
Associate Professor, Departments of Political Science and Women's and Gender Studies, Amherst
College, July 1995-2001
Assistant Professor, Departments of Political Science and Women's and Gender Studies, Amherst
College, July 1990-July 1995
Mellon Lecturer in Law and the Social Order, Amherst College, July 1989-July 1990
Assistant Professor, Department of Political Science, The Johns Hopkins University, August 1984-
July 1989
Instructor, Department of Political Science, The Johns Hopkins University, January 1983-August
1984
Teaching Assistant, Department of Political Science, University of Wisconsin-Madison, August
1981-August 1982

GRANTS, AWARDS AND FELLOWSHIPS

Victoria Schuck Book Award (for *In an Abusive State*), American Political Science Association,
2009
Five College Summer Online Fellowship, University of Massachusetts—Amherst, July 2009
Mellon 23 Collaborative Workshops, Feminist Ethics and Women's Studies
Senior Sabbatical Fellowship, Amherst College, 2008, 2011
Community Engagement Award, The Center for Community Engagement, Amherst College,
April 15, 2008
The Five College Committee for Community-Based Learning's 2007 Award for Faculty Making a
Difference in the Community
Visiting Fellow, University of Bristol Law School, UK, 2001
Faculty Research Grant, Amherst College, April 1991-September 1993; April 2001-Present
National Science Foundation Research Grant (for the study of the politics of symbolic justice)
May 1987-May 1989
Liberal Arts Fellow in Law and Political Science, Harvard Law School, July 1986-July 1987
Kenan Foundation Grant for Course Development, The Johns Hopkins University (for
development of a course on political trials) September 1985-September 1986
Knapp Fellow, Graduate Fellowship, University of Wisconsin, August 1982-January 1983

SELECTED PUBLICATIONS

Books:

In an Abusive State: How Neoliberalism Appropriated the Feminist Movement Against Sexual Violence,
Duke University Press, 2008
The Civil Rights Society: The Social Construction of Victims, The Johns Hopkins University Press,
1988

Articles and Book Chapters:

- "Explaining the Volte-Face: Turning Away from Criminal Law and Returning to the Quest for Gender Equality," Chapter 28 in *The Oxford Handbook on Gender, Sex, and Crime*, Rosemary Gartner and Bill McCarthy, editors, Oxford University Press, (forthcoming 2013)
- "Feminist Collaboration with the State in Response to Sexual Violence: Lessons from the American Experience," In *Gender, Violence and Human Security: New Perspectives*, Aili Mari Tripp, Myra Marx Ferree, and Christina Ewig, editors, New York University Press (forthcoming 2013)
- "Caring for Autism: Toward a More Responsive State," in *Critical Autism Studies*, Michael Orsini and Joyce Davidson, editors, University of Minnesota Press (forthcoming 2013)
- "Incarceration, Welfare State, and the Labor Market Nexus: The Increasing Significance of Gender in the Prison System," Chapter One in *Women Exiting Prison: Critical Essays on Gender, Post-Release Support*, Bree Carlton and Marie Segrave, editors, Routledge (forthcoming 2013)
- "Victimes dans L'ombre de la Loi: Une Critique du Modele de La Protection Juridique," *Politix*, 2011:2, pp. 131-152.
- "The Nexus of Domestic Violence Reform and Social Science: From Instrument of Social Change to Institutionalized Surveillance," *Annual Review of Law and Social Science*, Volume 6, December 2010
- "The Sexual Violence Agenda in the United States: The Incompatibility of Feminist and State Interests," in *Genero y Sistema Penal, Una Perspectiva Internacional (Gender and Criminal Justice: An International Perspective)*, Patricia Faraldo Cabana and Agustina Iglesias Skulj, eds., Comares Editorial, Universidad de Granada, Granada, 2010, pp. 55-74.
- "The Geneticization of Autism: From New Reproductive Technologies to the Conception of Genetic," *Signs: Journal of Women and Culture in Society*, Volume 34, Number 4, Summer 2009, pp. 875-898.
- "Quirky Citizens: Autism and the Anti-Normalization of Politics," *Signs: Journal of Women and Culture in Society*, Volume 33, Number 4, Summer 2008, pp. 967-991.
- "Freedom from Gender Violence as a Human Right: Feminism and Federalism in a Global Perspective," *Thomas Jefferson Law Review*, Volume 28, Number 3, Spring 2006, pp. 327-354
- "Body Images: How Does the Body Matter in the Legal Imagination?" in *How Does Law Matter?* Byrant G. Garth, et al. Eds. Evanston, IL: Northwestern University Press, 1998, pp. 145-161
- "Spectacles of the Strange: Envisioning Violence in the Central Park Jogger Trial," in *Feminism, Media and the Law*, Martha Albertson Fineman and Martha McCluskey, ed., New York: Oxford University Press, 1997, pp. 217-226
- "Fallen Angels: The Representation of Violence Against Women in Legal Culture," 18 *International Journal of the Sociology of Law*, 1990, pp. 125-142; reprinted in *At the Boundaries of Law: Feminism and Legal Theory*, Martha Albertson Fineman and Nancy Sweet Thomadsen, editors, New York: Routledge, 1990, pp. 95-112 and in *Criminology at the Crossroads: Readings in Crime and Justice*, Kathleen Daly and Lisa Maher, editors, New York: Oxford University Press, 1998, pp. 37-53
- "Rape as a Legal Symbol: An Essay on Sexual Violence and Racism," 42 *The University of Miami Law Review*, 1987, pp. 75-91

EVE E. DUNBAR

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PROFESSIONAL

	Associate Professor, Department of English (July 2004-Present) Vassar College
	Specialization in late-19 th and 20 th century African American Literature and Culture
	Associate Dean of the Faculty of Vassar College (January 2012-Present) Vassar College

EDUCATION

The University of Texas at Austin,
Doctoral Degree English Literature, August 2004

Dissertation: *The Crossroads of Race: Racial Passing, Policing, and Legal Mobility in Twentieth-Century American Literature and Culture.*

Masters Degree in English Literature, 2000

The Pennsylvania State University
University Park, PA
Bachelors Degree in English (with high honors), 1998

ACADEMIC PUBLICATIONS (SELECTED)

	Book
	<i>Black Regions of the Imagination: African American Writers Between the Nation and the World.</i> Temple University Press, November 2012.
	Journal and Book Articles
	"Hip Hop (feat. Women Writers): Reimagining Black Women and Hip Hop Through Street Fiction." <i>The Living Canon: Theory and Pedagogy in Contemporary African American Literature.</i> eds. Lovalerie King and Shirley Moody. Indiana University Press. (Forthcoming 2013)
	"Black is a Region: Segregation and Literary Regionalism in Richard Wright's <i>The Color Curtain.</i> " Reprinted in <i>Representing Segregation: Toward an Aesthetic of Living Jim Crow, and Other Forms of Racial Division.</i> Brian Norman & Piper Williams, eds. SUNY Press, 2010. 185-200.
	"Ghost Stories at the Mississippi Archives." <i>Crossroads: A Southern Culture Annual.</i> Ted Olson, ed. Mercer University Press, 2009. 137-144.
	"Black is a Region: Segregation and Literary Regionalism in Richard Wright's <i>The Color Curtain.</i> " <i>African American Review</i> 42.1 (Spring 2009): 109-119.
	"The Multiple Frames for a Dynamic Diaspora in Richard Wright's <i>Black Power.</i> " <i>Papers on Language and Literature.</i> 44.4 (Fall 2008): 354-364.

Curriculum Vitae
Mary Lyndon (Molly) Shanley

Department of Political Science
Vassar College #455
Poughkeepsie, NY 12604-0455

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Employment:

Vassar College:

Director, Learning, Teaching and Research Center, July 2006-January 2011
Professor 1987- ; on the Margaret Stiles Halleck Chair, 1991-
Associate Professor 1981-87; Assistant Professor 1973-81
Acting Chair, Program in Women's Studies 1979-80

Regis College (Massachusetts):

Visiting Assistant Professor, 1972-73

Education

Ph.D. Harvard University (Political Science) 1972; M.A. 1968
B.A. Wellesley College (Political Science with highest honors) 1966

Honors and Fellowships (Selected)

National Endowment for the Humanities

Fellowship for College Teachers 1985 and 1996

Summer Fellowship 1979

Harvard Prize Fellowship 1967-69; Harvard Traveling Fellowship (Spain) 1970

Woodrow Wilson Fellowship 1966-67

Phi Beta Kappa 1966

Publications

Books

- Illusion of Consent: Engaging with Carole Pateman*, co-editor with Iris Marion Young and Daniel O'Neill (University Park: Pennsylvania State University Press, 2008).
- Just Marriage*, ed. Deborah Chasman and Joshua Cohen (my essay, "Just Marriage," with thirteen responses and my Afterword) (New York: Oxford University Press, 2004).
- Making Babies, Making Families: What Matters Most in an Age of Reproductive Technologies, Surrogacy, Adoption, and Same-sex and Unwed Parents* (Boston: Beacon Press, 2001).
- Reconstructing Political Theory: Feminist Essays*, ed. with Uma Narayan (Cambridge: Polity Press, and University Park: Pennsylvania State University Press, 1997). Romanian translation published as *Reconstructia teoriei Politice* trans. Mihaela Barbá (Bucharest: Polirom, 2001).
- Feminist Interpretations and Political Theory*, co-edited with Carole Pateman (Cambridge: Polity Press, and University Park, Penn.: Penn State University, 1990). Korean translation Seoul, Korea: E-Who Publishing House, 2004.
- Feminism, Marriage and the Law in Victorian England, 1850-1895* (Princeton, N.J.: Princeton University Press; London: I.B. Taurus, 1989).

Recent Articles and Book Chapters

Many articles and book chapters (around 40) and book reviews in scholarly journals including *Political Theory*, *Western Political Quarterly*, *Polity*, *Victorian Studies*, *Eighteenth Century Studies*, *Signs: Journal of Women in Culture and Society*, *Hypatia: Journal of Women and Philosophy*, *Revista Internacional de Filosofia Politica*

- “Rethinking Surrogacy,” in *Families: Beyond the Nuclear Family*, ed. Daniela Cutas and Sarah Chan (Bloomsbury Academic, 2012).
- “Reproductive and Genetic Technologies” (a thematic issue), co-editor with Kristin Bumiller and Anna Marie Smith, *Signs: Journal of Women in Culture and Society*, vol 34, no. 4 (Summer 2009).
- “Involuntary Childlessness, Reproductive Technology, and Social Justice: The Medical Mask on Social Illness,” with Adrienne Asch, *Signs: Journal of Women in Culture and Society*, vol. 34, no. 4 (Summer 2009): 851-874.
- “Infertility, Social Justice, and Equal Citizenship,” in *Gender Equality: Dimensions of Women’s Equal Citizenship*, ed. Linda McClain and Joanna Grossman (New York: Cambridge University Press, 2009), pp. 327-344.
- “‘No More Significance than One’s Eye Color’: Okin on the Significance of Gender,” in *Toward a Humanist Justice: Essays in Honor of Susan Moller Okin*, ed. Debra Satz and Robert Reich (New York: Oxford University Press, 2009), pp. 113-129.
- “Citizens behind Bars: Fatherhood and Incarceration” (with Mary Fainsod Katzenstein), *Boston Review*, vol. 33, no. 4 (July/August 2008).
- “The State of Marriage and the State in Marriage: What Must Be Done,” in *Marriage Proposals: Critiquing a Legal Status*, ed. Anita Bernstein (New York: New York University Press, 2006), pp. 188-216.
- “Sexuality, Marriage, and Relationships: The Radical Potential of Lawrence v. Texas,” with Jo Ann Citron, in H. N Hirsch, ed. *The Future of Gay Rights in America* (New York: Routledge, 2005), pp. 209-227.
- “Just Marriage: On the Public Importance of Private Unions,” *The Boston Review* (Summer 2003), pp. 19-23 (available online at www.bostonreview.net).
- “Collaboration and Commodification in Assisted Procreation: Reflections on an Open Market and Anonymous Donation in Human Sperm and Eggs,” *Law and Society Review* 36, no. 2 (2002), pp. 257-284. Excerpted as “Regulating Gamete Donation,” in *Families by Law: An Adoption Reader*, ed. Naomi Cahn and Joan Hollinger (New York: New York University Press, 2004).

Selected Professional Offices and Community Activities

Women’s Caucus for Political Science, President 1998-99, President-elect 1997-98.
Council Member, American Political Science Association, 1988-1990; Chair, Rules Committee, 1988-1989.
Board, Cappella Festiva (community chorus): Secretary 2008-09; Vice President 2009-11.
Chorus member, Cappella Festiva, 2007-

Instructor, College Course Program, Taconic Correctional Facility (NYS), 2008-
Co-facilitator, Women’s Writing Group, Dutchess County Jail, 2008-09, summer 2010.
Member, Citizens’ Advisory Committee on Domestic Violence to Dutchess County (NY) Legislature, 1991- .

SUSAN VICTORIA CASTAGNETTO

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Claremont, CA 91711
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Intercollegiate Women's Studies
of the Claremont Colleges
Scripps College, Box 2005
1030 Columbia Avenue
Claremont, CA 91711
(909) 607-8018
E-mail: scastagn@scrippscollege.edu

Education:

Stanford University, Stanford, CA
Ph.D. in Philosophy, September 1986

University of Santa Clara, Santa Clara, CA
B.A. cum laude in Philosophy, June 1976

Awards & Fellowships:

Sourisseau Prize in Philosophy, University of Santa Clara, 1976
University Fellow, Stanford University, 1976 - 1980
Teaching Fellow, Stanford University, 1980 - 1981, 1984
Luce Postdoctoral Fellow, Claremont Graduate School, 1989 - 1990
Maguire Fellow, Claremont Graduate School, 1995
Scripps College Mellon Grant for Gender & Women's Studies faculty-
student collaborative research, 2003
Women's Policy Institute Fellow, 2007 - 2008 (The Women's Foundation
of California)

Academic Positions:

7/99 - present

Coordinator, Intercollegiate Women's Studies of the Claremont Colleges
Lecturer, Philosophy, Scripps College, Claremont, CA

Women's Studies
Courses taught:

Philosophy of Feminism; Feminism and Science; Gender and Science; Women,
Crime and Punishment; Introduction to Women's Studies, Feminist Ethics; Topics
in Philosophy of Feminism; Feminist Research Applications (co-taught)

1/87 - 6/99

Lecturer and Visiting Assistant Professor, Philosophy
Scripps College, Pomona College, Claremont McKenna College,
Claremont, CA

1/95 - 6/95

Maguire Fellow, Philosophy
Claremont Graduate School, Claremont, CA

9/91 - 12/91

Lecturer, Philosophy (Cultures, Ideas and Values)
Stanford University, Stanford, CA

6/89 - 6/90

Luce Postdoctoral Fellow, Philosophy,
Claremont Graduate School, Claremont, CA

6/84 - 9/84, 6/80 - 6/81

Teaching Fellow, Philosophy
Stanford University, Stanford, CA

Professional Activity:

"Reid's Attack on Ideas," The Society of Women in Philosophy, 1980
Moderator, "The History of Skepticism" colloquium, the meeting
of the Pacific Division of the American Philosophical Association, 3/89
Commentator, "Mode vs. Substance Interpretations of Locke's
Identity Chapter" by William Uzgalis, the meeting of the
Pacific Division of the American Philosophical Association, 3/90
Referee, *The Journal of Value Inquiry*, 11/90 - 12/91
Commentator, "Thomas Reid on the Role of Moral Judgment"
Pacific Division of the American Philosophical Association, 3/93
Moderator, "Affirmative Action and Race" colloquium, Pacific Division
of the American Philosophical Association, 4/96
Outside reviewer for Whittier College Women's Studies Program, 2001
Planning Committee, Pacific Southwest Women's Studies Association
Conference, 2001 - 2007 (chair, 2003 - 2005; treasurer, 2006 - present)
Regional representative for the Pacific Southwest Region to the National
Women's Studies Association, 2003 - present
Presentation, "Adoption as a Feminist Issue," Pacific Southwest Women's
Studies Association conference, April 2004

Collaborative research project to prepare Best Practices Report on services for homeless women, with Downtown Women's Center, Los Angeles, and Scripps student Stephanie Widmer, 2004 - 2005
 Committee on Program Evaluation for the NWSA Program Administration & Development Committee, 2004 - 2006
 Reviewer for book manuscript, *An Invitation to Feminist Ethics*, 2005
 Co-editor, special issue of *Women's Studies: An Interdisciplinary Journal*, "Globalization, Activism & the Academy," 2006
 Roundtable organizer/presenter "The Women & Criminal Justice Network: Building a Campus-Community-Prison Organizing Project." National Women's Studies Association conference, June 2007
 Roundtable presenter, "Planning a Conference: Tips and Checklists from the Trenches," as part of the PAD pre-conference meeting of NWSA conference, 2008
 Reviewer for book manuscript, *Interrupted Life: Experiences of Incarcerated Women in the U.S.*, UC Press, forthcoming 2010

Publications:

"Reid's Answer to Abstract Ideas," *Journal of Philosophical Research*, vol. xvii, 1992
 Chapters on Aquinas, Descartes, Locke, Hume and Reid for the *History of Philosophy*, Harper College Outline Series, 1993

Institutional Service:

Intercollegiate Women's Studies Coordinating and Curriculum Committees (chair), 1999 - present
 Advisory Board, Applied Women's Studies M.A. program, Claremont Graduate University, 2001 - present
 Internal Review Committee, Chicano & Latino Student Affairs, Claremont University Consortium, 2005
 Steering Committee, Global Women's Research Institute, Claremont Graduate University, 2007 - present
 Committee on Race and Social Justice, Scripps College, 2006 - 2007
 Diversity Coordinating Committee, Scripps College, 2008 - present

Professional Memberships:

Member, National Women's Studies Association
 (member, NWSA Science and Technology Task Force)
 Member, American Association of University Women

Organizational Memberships and Community Service:

Member, Women & Criminal Justice Network, 2004 - present
 (Co-convenor, 2006 - present)
 Member, Board of Directors, Crossroads (transitional residence for women on parole), 2006 - present; president, starting January 2010
 Co-coordinator, "Get on the Bus" program (project for children of incarcerated parents), San Bernardino region, 2005
 Volunteer, The Foundation for Taxpayer and Consumer Rights, 1997 - 2004
 Regional Coordinator, California Open (adoptee rights project), 2000 - 2001
 Co-presenter, "God and the Good," the Claremont Forum, March 2000

Workshop/Seminar Participation

Workshop, "Teaching Critical Thinking: Campus Practice, Emerging Connections," The University of Chicago, April, 1988
 Mellon teaching workshop, "Teaching Without Lecturing," The Claremont Colleges, 1997
 Wig Faculty Seminar on Feminist Theory, Pomona College Fall 2001
 Workshop, "Teaching Women's Studies: Theory, Method, Politics," led by Chandra Mohanty and Jacqui Alexander, April 2004
 Writing for activists seminar with Minnie Bruce Pratt, "Writing, the Political Imagination, and Social Change," February - April 2007
 Participation in Theatre for Social Justice Workshop, Pomona College, October - November 2007

Alice Hearst is a Professor in the Department of Government at Smith College, where she teaches courses dealing with the U.S. Supreme Court, international human rights, law and the family, and Native Americans and the law. In the fall of 2013, she will be co-teaching a course, "Regulating Citizenship," at the Hampshire County Jail, Northampton, MA, with Professor Kristin Bumiller of Amherst College, which will be her first experience with prison outreach projects.

She is the author of "Children and the Politics of Cultural Belonging (New York: Cambridge University Press, 2012), as well as articles and book chapters dealing with legal regulation of the family. She is the contemporary issues editor of the *Journal of the History of Childhood and Youth*. She is currently chair of her department and runs the First Year Seminar program at Smith College. She has also been active in creating opportunities at Smith for first generation students and students of color to participate in research in the social sciences.

Prior to obtaining her PhD in American politics and political theory at Cornell University in 1995, she practiced environmental and administrative law with the Solicitor's Honors Program at the U.S. Department of the Interior in Washington, D.C. and with the law firm of Parsons, Behle and Latimer. She graduated from law school at the University of Washington in 1980, where she was an associate articles editor. She graduated from Idaho State University with a degree in political economy in 1976.

Curriculum Vitae (abbreviated)

BARB TOEWS

Bryn Mawr College, Graduate School of Social Work and Social Research
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EDUCATION

Ph.D. (ABD) in Social Work and Social Research (May, 2014)

Bryn Mawr College, Graduate School of Social Work and Social Research, Bryn Mawr, PA

M.A. in Conflict Transformation (2000)

Eastern Mennonite University, Center for Justice and Peacebuilding, Harrisonburg, VA

B.A. in Sociology with an option in Peace and Conflict Studies (1992)

University of Waterloo/Conrad Grebel College, Waterloo, Ontario, Canada

TEACHING EXPERIENCE

UNIVERSITY TEACHING

Haverford College, Haverford, PA

Undergraduate Course: Restorative Justice: Designing Justice, Designing Spaces (Spring, 2013) and Restorative Justice Approaches to Criminal Justice (2008-2012); course taught inside a jail with college students and incarcerated students participating as co-learners.

Bryn Mawr College, Bryn Mawr, PA

Undergraduate Course: Acting in Prison: Vision as a Resource for Change (2012); course taught on campus and inside a jail with incarcerated women participating as co-learners.

Eastern Mennonite University, Center for Justice and Peacebuilding, Harrisonburg, VA

Graduate Course: Crimes of Severe Violence Facilitator Training (2009)

Graduate Course: Looking Through Both Lenses: Restorative Justice Through the Eyes of Victims and Offenders (2007)

COMMUNITY-BASED TEACHING

Office of the Victim Advocate Dialogue Program for Victims of Violent Crime, Harrisburg, PA
Co-facilitator, dialogue facilitator training (2008-present)

Independent Consultant, Lancaster, PA

Educator and facilitator, restorative justice theory and practice (1995-present)

Pennsylvania Prison Society, Philadelphia, PA

Facilitator, trainings on restorative justice in prison settings (2001-2006)

PROFESSIONAL EXPERIENCE AND SERVICE

Restorative Justice Project, State Correctional Institution-Graterford, Graterford, PA
External Coordinator (service), Haverford College, Haverford, PA (2010-present)

Office of the Victim Advocate Dialogue Program for Victims of Violent Crime, Harrisburg, PA
Dialogue Facilitator (volunteer) (2004-present)

Temple University, Philadelphia, PA
Program Associate, Inside-Out Prison Exchange Program (2008-2010)

Pennsylvania Prison Society, Philadelphia, PA
Restorative Justice Program Manager (2000-2007)

PRESENTATIONS (national conferences)

Garden of Self-Forgiveness: Incarcerated Women Design Restorative Spaces
Paper presentation, Peace and Justice Studies Association Annual Conference (October, 2013)

Peace Building: Architecture and Design as a Practice of Restorative Justice
Workshop with Deanna VanBuren, Peace and Justice Studies Association Annual Conference, (October, 2013)

The Gardener of Self-Forgiveness: Incarcerated Women Design Restorative Spaces
Panel presentation, The National Conference on Restorative Justice (June, 2013)

Designing for Justice in the Aftermath of Violence
Workshop with Deanna VanBuren, The National Conference on Restorative Justice (June, 2013)

Restorative Justice: Treating People Right in a Complicated World
Keynote address, Alternatives to Violence Project USA, Annual Conference (May, 2009)

Restorative Justice, Restorative Lives
Speaking tour, sponsored by Circles of Support and Accountability (Toronto, Ontario), consisting of five talks in prisons, community corrections centers and community centers (November, 2007)

SELECT PUBLICATIONS

Toews, B. (2013). Toward a restorative justice pedagogy: Reflections on teaching restorative justice in correctional facilities. *Contemporary Justice Review*, 16(1), 1-22.

Toews, B. and Harris, K. Restorative justice in prisons (2010). In E. Beck, N. Kropf and P.M. Leonard (Eds.), *Social work and restorative justice: Skills for dialogue, peacemaking, and reconciliation* (pp. 118-148). Oxford: Oxford University Press.

Toews, B. (2006). *Little book of restorative justice for people in prison*. Intercourse, PA: Good Books, Inc.

Zehr, H. and Toews, B. (Eds.). (2004). *Critical issues in restorative justice*. Monsey, NY: Criminal Justice Press.

3/24/13
Curriculum Vitae, abbreviated
Anne French Dalke
903 Clinton St 2R
Philadelphia PA 19107
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Education

Ph.D. and MA. in English, University of Pennsylvania, Philadelphia PA (1982, 1978)
B.A. with High Honors in English, College of William and Mary, Williamsburg VA (1975)

Professional Appointments

At Bryn Mawr College:

Term Professor of English and Gender Studies, Spring 2012-present
Senior Lecturer in English, Fall 1996-Spring 2012
Coordinator, Gender and Sexuality Program, 1995-2006
Visiting Assistant Professor of English and Women's Studies, Fall 1990-Spring 1996
Lecturer, Fall 1987-Spring 1990, Fall 1985-Spring 1986, Fall 1982-Spring 1984

Awards

Rosabeth Moss Kanter Change Master Fund Award of \$2000 (2011-2012)
Tri-Co Environmental Studies Course Development Grant of \$5000 (April 2012)

Recent Publications

"Querying the 'Natural': Re-thinking Classroom Ecologies," with Jody Cohen. *Teaching and Learning Together in Higher Education*, 8 (Winter 2013). <http://teachingandlearningtogether.blogs.brynmawr.edu/eighth-issue-winter-2013/querying-the-natural-re-thinking-classroom-ecologies>

"In Search of the Unpredictable; Complexifying the Classroom in the Age of Globalization," with Elizabeth McCormack. *Teaching and Learning Together in Higher Education*, 8 (Winter 2013). <http://teachingandlearningtogether.blogs.brynmawr.edu/eighth-issue-winter-2013/in-search-of-the-unpredictable-complexifying-the-classroom-in-the-age-of-globalization>

"Teaching Intersection, Not Assessment: Celebrating the Surprise of Gift Giving and Gift Getting in the Cultural Commons," with Alice Lesnick. *Journal of Curriculum and Pedagogy*. 8 (2011): 75-96.

A Special Issue on Emergence Theory. Co-edited with Jan Trembley. *Soundings: An Interdisciplinary Journal*. 90, 1-2 (Spring/Summer 2007). Edited collection of essays by 9 contributors from Bryn Mawr College, Swarthmore College and the University of Wisconsin. <http://web.utk.edu/~sounding/current.php>

"Introduction: The Nature of Things," with Jan Trembley. A Special Issue of *Soundings* on Emergence Theory. 90, 1-2 (Spring/Summer 2007). 1-7.

"Where Words Arise and Wherefore: Literature and Literary Theory as Forms of Exploration." A Special Issue of *Soundings* on Emergence Theory. 90, 1-2 (Spring/Summer 2007), 65-75.

Special Issue: "On Beyond Interdisciplinarity." *Journal of Research Practice*. 3, 2 (2007). Collection of ten essays by 17 contributors, from Bryn Mawr College, University of Alberta, University of California-Berkeley, and Southern Methodist University. Co-edited with Elizabeth McCormack. <http://jrp.icaap.org/index.php/jrp/issue/view/6>

Introduction: "Centering on the Edge." With Elizabeth McCormack. Special Issue of *Journal of Research Practice*, "On Beyond Interdisciplinarity." 3, 2 (2007). Article E2. <http://jrp.icaap.org/index.php/jrp/article/view/122/100>

"Synecdoche and Surprise: Transdisciplinary Knowledge Production." With Elizabeth McCormack. Special Issue of *Journal of Research Practice*, "On Beyond Interdisciplinarity." 3, 2 (2007). Article M20. <http://jrp.icaap.org/index.php/jrp/article/view/106/99>

"Story-Telling In (At Least) Three Dimensions: An Exploration of Teaching Reading, Writing, and Beyond," with Paul Grobstein. *Journal of Teaching Writing* 23, 1 (2007).

"Emergent Pedagogy: Learning to Enjoy the Uncontrollable—and Make It Productive," with Kim Cassidy, Paul Grobstein and Doug Blank. *Journal of Educational Change* 8, 2 (June 2007).

"Exploring Interdisciplinarity: The Significance of Metaphoric and Metonymic Exchange," with Paul Grobstein and Elizabeth McCormack. *Journal of Research Practice* 2, 2 (2006). <http://jrp.icaap.org/index.php/jrp/article/view/43/54>

"Theorizing Interdisciplinarity: The Evolution of New Academic and Intellectual Communities," with Paul Grobstein and Elizabeth McCormack. *Academe* (May/June 2006).

Recent Presentations at National Conferences:

"Crafting Sustainable Teaching Practices: Respecting and Relying on the Eco-System," with Jody Cohen, Sophia Abbot and Chandrea Peng. Biennial Conference of the Association for the Study of Literature and the Environment. University of Kansas. May 30, 2013. <http://serendip.brynmawr.edu/exchange/ASLE2013>

"Mapping What's Not On the 'Net: Complexifying the Classroom in the Age of Globalization," with Alice Lesnick and Susan Sutton. COIL Conference on Collaborative On-Line International Learning. SUNY Global Center, New York City. April 3, 2013. <http://serendip.brynmawr.edu/exchange/COIL/13>

"The Pedagogy of Silence," with Sophia Abbot, Sara Gladwin and Esteniolla Maitre. "Silence... Silenzio...": Annual Conference of the French Italian Graduate Society. University of Pennsylvania. March 16, 2013.

"Crafting Sustainable Teaching Practices," with Jody Cohen. Friends' Association of Higher Education. Wilmington College. June 22, 2012. <http://serendip.brynmawr.edu/exchange/FAHE/12>

"Digital Dialogue as Cross-Stakeholder Inquiry: The Education DiaBlog, with Hayley Burke, Jillian Harmon, Alice Lesnick, and Samyuktha Natarajan. 33rd Annual Ethnography in Education Research Forum: Digital discourses: Education and Ethnography in the 21st Century. University of Pennsylvania. February 24, 2012. <http://serendip.brynmawr.edu/exchange/digitaldiscourse>

"Believing and Doubting" with Alice Lesnick. Friends' Association of Higher Education. Bryn Mawr College. June 17, 2011. <http://serendip.brynmawr.edu/exchange/FAHE/11>

"Accessing Wonderland: Seeing, Speaking and Writing from the Brain's Point of View," with Alice Lesnick. The Society for Literature, Science and the Arts. Indianapolis, Indiana. October 29, 2010. <http://serendip.brynmawr.edu/exchange/SLSA/10>

"From Encoding through Decoding to Transformation," with Ava Blitz and Elizabeth McCormack. The Society for Literature, Science and the Arts. Atlanta, Georgia, November 6, 2009. <http://serendip.brynmawr.edu/exchange/SLSA>

"Coding for 'Possibility Spaces': Designing and Teaching A New Course," with Laura Blankenship. The Society for Literature, Science and the Arts. Atlanta, Georgia, November 6, 2009. <http://gandt.blogs.brynmawr.edu/talking-notes/>

"Students and 'Non-Academic' Staff Sharing the Work of Teachers and Learners on a College Campus: What Changes and What's Blogging Got to Do with It?" with Paul Dolhancryk, Darla Himeles, Laura Hummer, Melissa Kramer, Alice Lesnick, Ashley Mallon, Tom Millward, Melvina Taylor and Mark Watson. 30th Annual Ethnography in Education Research Forum: Ethnography for Social Justice in Education. University of Pennsylvania. February 28, 2009.

"Science Education as Conversation: Experiments in Systemic Change in Progress," with Peter Brodfueher, Laura Cycowski, Ashley Dawkins, Paul Grobstein and Ian Morton. SENCER: Science Education for New Civic Engagements and Responsibilities. Symposium and Capitol Hill Poster Session. Washington, D.C. April 13-15, 2008. <http://www.brynmawr.edu/news/2008-04-17/sencer.shtml>

Recent New Courses

Balch Seminars: "Ecological Imaginings." Fall 2012.

<http://serendip.brynmawr.edu/exchange/courses/esem/f12>

"InClass/OutClassed: On the Uses of a Liberal Education," with Jody Cohen. Fall 2011.

<http://serendip.brynmawr.edu/exchange/courses/esem/f11>

Computer Science/English/Gender & Sexuality Studies 257:

Gender and Technology, with Elizabeth McCormack, Spring 2011.

<http://serendip.brynmawr.edu/exchange/courses/GIST/s11>

with Laura Blankenship, Spring 2009.

<http://gandt.blogs.brynmawr.edu/about/>

English 228: The Rhetorics of Silence. Fall 2012

(part of a 360^o cluster on Women in Walled Communities, co-taught with Jody Cohen and Barbara Toews)

<http://serendip.brynmawr.edu/exchange/courses/360/f12>

<http://serendip.brynmawr.edu/exchange/courses/360/silence/f12>

English 313: Ecological Imaginings. Fall 2012.

<http://serendip.brynmawr.edu/exchange/courses/ecolit/f12>

Eric McIntyre

The majority of my scholarly work and teaching centers on classical music performance and composition, and because contemporary audiences often have difficulty recognizing the relevance of classical music to their lives, a significant portion of my efforts focus on education and audience development. I am constantly working to engage my listeners and students and help them achieve a deeper listening relationship with classical music.

My current professional activities in addition to my work as a professor at Grinnell College include work as a performer both as an instrumentalist and as a conductor. As a hornist, I perform with an array of professional artists as a soloist and chamber musician and with a number of ensembles, including the Des Moines Symphony, Orchestra Iowa, and the Des Moines Municipal Band. As a conductor, my regular positions include that of Music Director for the Central Iowa Symphony and the Ottumwa Symphony Orchestra and orchestra conductor and chamber music coach for the Five Seasons Music Festival. In the summer of 2008 I gave performances and master classes in Cape Town, South Africa for a group of Rwandan, Namibian, and South African soldiers studying in a South African Army music training program. An invitation to serve as director of the brass program at the 2011 *Swakopmund Musikwoche* in Namibia, led me back to Africa, and I returned to Swakopmund in 2012 to continue the relationship with the *Musikwoche* students and faculty. Such artistic endeavors that tie together the various facets of my work as performer and teacher continue to be an essential part of my professional activities.

My work with the Grinnell College prison program has proven to be a natural outgrowth of my other work as a musician. From the first time I taught a single-session lecture at Newton Correctional Facility (NCF), I was truly inspired by the students' engagement as they encountered - many, for the first time - the music of Beethoven. I was similarly impressed by the way the students seemed to immediately recognize the link between the composer's music and their own experiences. During my sabbatical leaves in the fall of 2010 and the summer of 2012, I taught full-semester, credit bearing courses (Intro to Western Music and Musicianship) as part of the college's Liberal Arts in Prison program. The performances I have conducted for the general inmate population at NCF with the Grinnell Symphony orchestra have allowed me to bring orchestral music to life for a group of men, most of whom had never attended a live orchestral performance. The first performance yielded such comments as an assertion that it made one man's "dream come true" and another claim that it was "the greatest thing to happen here ever."

The Grinnell students who participate in these concerts experience a reciprocal impact. The energies harnessed when playing for the super-attentive audience at NCF have led to a greater degree of enthusiasm for the orchestra when we return to campus. The performances and teaching I have done at NCF continue to yield a positive impact on my work back on campus. Because the students in the prison usually have no previous experience with classical music, I have learned to approach each new topic with greater consideration for how it must appear to a student with a very limited range of prior context. I have begun to realize that this kind of attention has reshaped aspects of my teaching at the college and even my perspective on aspects of my department's curriculum for introductory and non-major courses