



ACADEMIC AFFAIRS

Creating Social Change by Teaching Behind Bars

The Inside-Out Prison Exchange Program

SUSAN B HYATT
INDIANA U-PURDUE U INDIANAPOLIS

When I first came to this class, I felt scared and intimidated because I didn't know what to expect. I thought the 'outside' students were going to judge us and make unnecessary comments about me being in prison. Well, to my surprise, it didn't turn out to be the case at all. Everyone treated each person as a human being. No one treated me like the number I am used being characterized by. It felt good to be with a group of young adult women who treated me like I was a precious possession and someone who was worth meeting. —Sherry, Inside student

I think this class proved to 24 women that not only are we capable of changing, ourselves, but also that we can create change. I keep thinking back to that first day, when Shauna talked about the prison within us. It reminded me that you do not have to be an actual offender to be locked up and isolated from the rest of the world. I think that the key to getting out of the 'prison within us' is empowerment, and I felt like I watched most of the women connect with that and with each other, and we all became empowered through making those connections. —Molly, Outside student

These are excerpts from final papers written by students who participated in a course taught in the Indiana Women's Prison in Indianapolis under the auspices of the national Inside-Out Prison Exchange Program. Inside-Out was founded at Temple University in Philadelphia by criminal justice faculty member Lori Pompa. The program brings college students (known as "outside students") together with incarcerated men and women ("inside students") to study as peers in a class taught behind prison walls. In 2004, Pompa began offering trainings in the pedagogy of Inside-Out for interested instructors. As of 2008, more than 160

In summer 2006, my colleague Roger Jarjoura and I both completed the one-week training for Inside-Out instructors. The following summer we inaugurated the first Inside-Out class in Indianapolis. That initial class was co-taught at the Plainfield Reentry Educational Facility for men. During summer 2008, we also co-taught a class at the Indiana Women's Prison. Both courses had as their topic community

hotels and restaurants. They found life in Nevada not much better—and in some cases, significantly worse—than the oppressive conditions they'd left behind in the Deep South and fought a remarkable battle to transform their communities and workplaces. The book energized the students. For their final course project they broke into groups, each comprised of inside and outside students, and used what they had learned about community organizing to develop plans for social programs intended to address deleterious conditions relevant to their own lives. Their topics included designing better reentry programs to help women avoid the traps of recidivism, a campaign to address the lack of parental rights for incarcerated parents and grandparents, and developing strategies for youth intervention, among others.

Applying Inside-Out in New Ways

As anthropology instructors, we are always concerned with encouraging our students to cross those boundaries that separate them from whatever imagined "others" they construct



Both Inside and Outside students celebrate their "graduation" from the Inside-Out Prison Exchange Program at the Indiana Women's Prison in July 2008. Roger Jarjoura is at the far right; Susan Hyatt is in the front row on the left. Photo courtesy Angela Herrmann

organizing and social action, and much of the subject material was drawn from anthropology and related disciplines. This past summer, the course at the women's prison focused particularly on the role of women in bringing about social change. We began with articles that reexamined the under-recognized roles played by women in the Civil Rights movement, continuing on to articles by such scholars as Steven Gregory, Nancy Naples, Ida Susser and Cheryl Rodriguez.

Our final reading was the wonderful and

for themselves. Teaching in the Inside-Out program accomplishes that goal by bringing together the worlds inside and outside prisons and by creating an environment in the classroom where students from these ostensibly different worlds come to regard one another as equals. The pedagogical strategies developed by the founder and national director of Inside-Out, Lori Pompa, and by the assistant national director, Melissa Crabbe, emphasize using assignments that foster the kind of egalitarian environment that is an essential value of Inside-Out. In addition to continuing to teach in prisons, Roger Jarjoura and I are both interested in using this model to develop courses taught in settings other than prisons which, like Inside-Out, will also bring students together to study collaboratively across a range of boundaries.

See *Inside-Out* on page 28

TEACHING STRATEGIES

instructors from around the country have taken the Inside-Out training, and dozens of colleges and universities have offered Inside-Out classes, including my own institution, Indiana University-Purdue University Indianapolis (IUPUI).

inspiring book by historian Annelise Orleck, *Storming Caesar's Palace*, which recounts the astonishing and too-little known story of a group of African American women who migrated from the Mississippi Delta in the 1970s to work in Las Vegas' glittering casinos,

Inside-Out

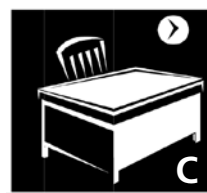
continued from page 24

One variation of the Inside-Out program involves connecting what we term “on-campus” students and “off-campus” students. This fall, Jarjoura has been teaching such a course on the topic of “transitions” in which the on-campus students are participants in a scholarship program at IUPUI who have all faced daunting challenges in entering post-secondary education, including having been raised in foster care, having dependent children of their own, or dealing with physical disabilities. The off-campus students are formerly incarcerated people who are currently undergoing reentry. I am working with a different scholarship program to develop another On Campus-Off Campus course for spring 2010, which will bring on-campus students together with members of a local Black church to study the history of African American community-based activism.

This past October, Roger Jarjoura and I received a grant from the New Frontiers program at Indiana University to host the first Inside-Out conference in the nation. In addition to keynote addresses presented by Lori Pompa and Melissa Crabbe, the 100 attendees also heard presentations from former inside and outside students and visited a facility where we have taught. Given the alarming increase in rates of imprisonment across this country, we see the Inside-Out Prison Exchange as itself a form of social action that (1) reveals to students and other outsiders many of the questionable assumptions that currently undergird our criminal justice system and (2) exposes them to the essential humanity that incarcerated people embody. Inside-Out is not a program explicitly aimed at prison reform. However, the more opportunity non-incarcerated people have to encounter incarcerated people as peers—or as Sherry put it at the beginning of this article, as “people worth knowing”—the more questions they ask about the fairness and integrity of our present-day law-and-order state.

We look forward to continuing to teach Inside-Out courses in Indianapolis and to developing other variations on this pedagogy. For more information about The Inside-Out Prison Exchange program and to find out about the national instructor trainings, please visit www.temple.edu/inside-out. For material relevant to the recent conference “The Inside-Out Prison Exchange: Expanding the Boundaries of Learning,” see our website at www.iupui.edu/~inout/conference.html.

Susan B Hyatt is associate professor of anthropology at Indiana University-Purdue University Indianapolis and serves as a member of the National Steering Committee of the Inside-Out Prison Exchange Program. She brings to her teaching seven years of experience as a community organizer working in South Chicago. ☐



CAREER DEVELOPMENT

Wenner-Gren Foundation News

LESLIE C AIELLO
WENNER-GREN FOUNDATION

Beginning with this issue of *AN*, the Wenner-Gren Foundation will contribute an occasional column where we will talk about what is happening at the foundation. The column will include foundation news, funding trends and statistics, new initiatives and funding successes in some of our more competitive programs.

The past few years have been very good for Wenner-Gren and in 2008 alone we were able to provide \$5.6 million across our funding programs. Almost 56% of this money (\$3.1 million) funded 165 individual research grants; 125 of these (75.8%) went to doctoral students under our Dissertation Fieldwork Grant program and the remaining 30 (24.2%) supported established scholars under our Post-PhD Research Grant program. Across these two programs, 98 grants (59.4%) were given to sociocultural anthropologists, 32 grants (19.4%) to archaeologists, 29 grants (17.6%) to biological anthropologists and 6 grants (3.6%) to linguistic anthropologists. The overall success rate was 14.3% and was comparable across the four subdisciplines. The foundation funds anthropologists throughout the world, and in 2008 approximately 26% of our grants went to scholars based outside of the United States. Their success rate was virtually identical to that of US-based scholars.

Although we would like to increase the success rate for these programs, we have experienced a 36% increase in applications since 2005. The great majority of this increase has come from doctoral students applying for Dissertation Fieldwork Grants. We believe that this increase results primarily from new procedures and efficiencies introduced in 2006 that allow us to notify declined applicants in time for them to reapply at the next semiannual deadline. This means that we receive two applications a year from some of the applicants, where in the past we only received one. We also believe that our redesigned website and online application procedures have publicized the foundation more widely and made the application procedure more accessible.

Until recently we have been fortunate that the increase in our endowment has allowed the success rate to keep pace with this impressive increase in application numbers. However, because of the recent decline in the financial markets, 2009 is going to be a challenging year for us. Although we probably will have to temporarily reduce the success rates across our programs, we are not planning at the present time to suspend any of them. Our main goal is to strike a balance between providing significant support to the field

and protecting the Wenner-Gren endowment for future generations of anthropologists.

One of the highlights of 2008 was the introduction of the foundation's new Institutional Development Grant program. This program supports the growth and development of anthropological doctoral programs in countries where the discipline is underrepresented and where there are limited resources for academic development. The grant provides \$125,000 over five years and can be used for any purpose to achieve the development goals of the applicant department. We were very pleased to receive initial inquiries from 34 institutions in 23 different countries and were particularly impressed with the quality of the 11 short-listed applications.

The first two Institutional Development Grants were awarded to: (1) The National University of Mongolia, which plans to partner with the department of social anthropology at the University of Cambridge to radically upgrade their department of social and cultural anthropology; and (2) The Museum of Anthropology at the National University of Córdoba, Argentina, which will work in collaboration with the laboratory of biological anthropology of the University of Kansas, the department of anthropology of the University of Wyoming, and postgraduate program in social anthropology and sociology at the Universidade Federal do Rio de Janeiro, Brazil to develop a doctoral program emphasizing training in social anthropology, archaeology and bioanthropology. The program will also emphasize the extension of anthropology to non-academic realms, responding to a growing demand in Argentina. The foundation is currently inviting initial inquiries for the 2009 Institutional Development Grant program (deadline: February 1, 2009). Further information can be found on the Wenner-Gren website (www.wennergren.org). Please encourage your colleagues in qualifying countries to apply.

In future columns we will highlight other foundation initiatives, such as our International Symposium program that continues the Burg Wartenstein tradition of intensive workshops, our Wadsworth Fellowship program for scholars from developing countries, and our highly competitive Hunt Postdoctoral Fellowship program. In the meantime, you can find information on these and other Wenner-Gren programs on our website along with our annual reports, grant statistics and the final reports from our grantees.

Leslie C Aiello is president of the Wenner-Gren Foundation for Anthropological Research, Inc. She can be contacted at laiello@wennergren.org or 212/683-5000. ☐