Please hand-deliver your completed grant proposal (cover page, 4 pages, plus attachments),
the original plus 15 copies, to:
Susan DeWoody, 1530 Wallace (Bldg 5)
by 4:30 p.m.
Friday, May 1, 2009.
No hand written proposals will be accepted.
Notification of awards will be made by Friday, May 29, 2009.

**Project Title:** Prison Writings and the Effects of Incarceration

**Applicant(s):**

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<th>Name</th>
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<tr>
<td>Judy Porter</td>
<td>475-5367</td>
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<th>Dept.</th>
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<td>Criminal Justice</td>
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1. Prison Writings and the Effects of Incarceration – This course will be a seminar in the writings of incarcerated individuals past and present, their families and loved ones, and others who have been affected by incarceration. Students will have the opportunity to interview previously incarcerated individuals who are now productive members of their community, criminal justice officials, community members, and the family and friends of inmates to develop an understanding of the effects of incarceration on individuals and communities.

2. Students include majors from across the campus including criminal justice, public policy, English and Literature, Sociology, and others. There will be 40 learners per summer course. The class would be a third year level course and would be appropriate for an honors class.

3. This summer course will have 40 students.

4. The course will involve residents of Rochester who have previously been incarcerated and are now valuable members of the community and the families and friends of incarcerated individuals both past and present. Such collaboration with ex-offenders will present students with the opportunity to expand their learning environment and develop a greater understanding of crime, the criminal mind, re-entry, and desistance from crime. Additionally, students will learn about the experience of being incarcerated via writings from prisoners as well as the impact of incarceration on families and the community. This course is a logical extension of the Corrections course required by criminal justice majors and is a liberal arts elective and would be a community-based learning component. The course would be appropriate for engaging students from any discipline – just as the Corrections class attracts students from many disciplines and colleges. Given the location of the Center for Public Safety Initiatives within the Criminal Justice Department this course would be uniquely situated to benefit from the work at the CPSI and the contacts with local criminal justice agencies and community groups. The CPSI would aid in the identification of interested parties and identify those communities that sustain the impact of incarceration and reentry.

- Students would work with professionals in the field of criminal justice and with those persons who have experienced incarceration or have had a loved one incarcerated.
- Students would develop an understanding of problems that emerge from incarceration directly or indirectly through the experiences of ex-offenders, their families, and community members.
- Students would learn new technology via the TLT laboratory in the Online Learning offices. Students would have the use of pc tablets to use to work cooperatively, and the ability to interview experts through webinars and other conferencing aids. I have been a member of the Online Teaching and Learning group and have gained knowledge of new techniques I would like to use.
- Students would explore efforts in place to address such problems and assess the relative effectiveness of such programs. Students would be able to conduct interviews, design surveys, and analyze data.
- Findings would be disseminated to individuals, groups, organizations, and the community.

5. Students will greatly advance in their understanding of crime, persons who have committed crimes, re-entry into the community, and the effects of incarceration on the persons incarcerated, their loved ones, and the community. As an honors class students would interview community members, groups, businesses, and organizations about the effects of high incarceration on the community. Additionally, students would participate in an online webinar that would include professionals in the field such as police, correctional officials, probation and
parole officials, and other interested parties.

6. This course will affect students’ ability to evaluate policies affecting incarceration and the greater impact on communities. This is an innovative project as it will involve individuals who are currently in the community who had previously been incarcerated as well as other community members, and criminal justice officials. Additionally, this course will use webinars to bring students and community members and criminal justice officials together in order to discuss the issues surrounding the use of incarceration and reintegration and efforts to address such. Students will have a unique opportunity to engage with community members, previously incarcerated individuals, and criminal justice officials. Students and community members and officials will have an opportunity to use the high tech room online learning has (find out what it is called) to identify issues and to work on solutions. We will use personal response devices (clickers), the pc tablets and video conferencing with outside agencies and other locations in the exploration of

7. The course impact will be measured via papers and projects concerning the course content. Such papers would be shared with the faculty via a forum or a wiki that chronicles students’ reactions and writings as well as other participants’ reactions and writings. There is a mechanism to allow participants to grade each other’s responses according to criteria that is set. This allows feedback among students as well as input from the instructor.

8. Tasks will begin on June 1, 2009 and continue through August 10, 2009. Tasks include:
   a. literature review (3 weeks)
   b. contact individuals and groups to ensure their participation (4 weeks)
   c. acquire webinar skills and other necessary skills to use the TLT room (3 weeks)
   d. develop course syllabus (1 week)