



ENGL 693E **Prison Studies & the Appalachian Prison Book Project**

Dr. Katy Ryan

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Office Hours Weds 10:00 – 12:00

Recurring Zoom Link for [Office Hours](#)

Recurring Zoom Link for [Class](#)

Course Description

Our work this semester will be to better understand the history, literature, and geography of the modern prison in the United States. The class will provide an introduction to the field of critical prison studies with a focus on contemporary U.S. literature. We will read one novel, one memoir, one book of poems, one collection of essays, and a great deal of scholarly research. Many of our materials center the experience of trauma and the ways that racism has structured policing, sentencing laws, and prison practices.

Our readings are divided into the following units: Carceral History and Theory; Literary Works and Literary History; Appalachian Prisons; Restorative Justice and Abolition.

Among our guiding questions will be: What is the literary history of imprisonment? How did the United States come to lead the world in incarceration? What are the social and financial costs of mass incarceration? What economic role do prisons play in the Appalachian region? What does education look like inside prison? What do transformative justice models have to offer?

Our class will be shaped by restorative justice practices and by an experiential learning dimension with the Appalachian Prison Book Project (APBP). APBP is a local nonprofit that mails free books to people in six Appalachian states, creates book clubs inside prisons, and provides tuition support for incarcerated students in WVU classes. You will spend a minimum of 15 hours over the semester on APBP projects.

This is the first time I have integrated APBP as a requirement into a class, the first time I plan to facilitate a class in a restorative circle, the first time I may teach entirely online, and the first time I have gone into a semester with so much uncertainty. I will be grateful for your patience and your willingness to collaborate with me to create a meaningful learning community.

I am excited to work with each of you and to learn from you.

Contents of Syllabus

1. Required Books and Materials
2. Goals
3. Learning Outcomes
4. Online Tools and Email Policy | WVU Statement on Covid
5. Requirements and Grading
6. Inclusivity Statement
7. Wellness and Safety
8. Schedule
9. Additional Resources

1. **Required Books**

Ernest Gaines, *A Lesson Before Dying*

Elsinore-Bennu Think Tank, *Life Sentences: Writing from an American Prison*

Dwayne Betts, *Felon*

Patrice Khan-Cullors and asha bandele, *When They Call You A Terrorist: A Black Lives Matter Memoir*

Required Materials

Additional required readings are available on ECampus or linked. Spend time exploring our electronic classroom. Do not hesitate to contact me if you cannot find something.

2. **Goals**

- To understand the history, literature, and geography of the modern prison in the U.S.
- To strengthen literary research skills
- To experience learning in nontraditional formats
- To create a supportive intellectual community
- To learn about and participate in a local educational nonprofit
- To think clearly, analytically, and creatively

3. **Learning Outcomes**

By the end of the semester, students should be able to:

- Contribute to scholarly discussions in prison studies
- Identify patterns and dominant tropes in contemporary literature of imprisonment
- Define the carceral state, the prison industrial complex, and restorative justice
- Respond thoughtfully to the ideas of others
- Present ideas clearly and effectively in writing and speech
- Compose a strong research essay in literary or cultural studies or create a research-driven project in literary or cultural studies

4. Online Tools and Email Policy

Individual and communal health is my priority. Here are basic guidelines for online learning.

- We will start our hybrid class on Zoom. If anything will prevent you from synchronous learning, please let me know. You don't have to explain anything; simply tell me your technical concerns. I have reserved Colson 130 for when/if we are able to meet safely F2F.
- Connectivity Trouble: If you have trouble connecting, send me an email when you are able. Don't worry about joining us late. Do your best. That's all we can do.
- Communicate with me often. This is essential. If you miss a class and are not sick, please contact me. If you are sick, concentrate on getting better. Once you recover, be in touch and I will catch you up. I will not record Zoom sessions regularly, but I will keep a running file of class notes.
- We will be using ECampus, Google Drive, Zoom, Perusall, and possibly VoiceThread. Download Zoom if you have not done so already.
<https://zoom.us/download>. Resource for [Zoom Help](#)
- See Zoom Guidelines on ECampus
- Typically I respond quickly to email. I try not to look at email over weekends. Send a reminder if you've sent me an email and have not heard back after 3 days.

University Statement on COVID-19

WVU is committed to maintaining a safe learning environment for all students, faculty, and staff. Should campus operations change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. If that occurs, students will be advised of technical and/or equipment requirements, including remote proctoring software.

In a face-to-face environment, our commitment to safety requires students, staff, and instructors to observe the social distancing and personal protective equipment (PPE) guidelines set by the University at all times. While in class, students will sit in assigned seats when applicable and wear the required PPE. Should a student forget to bring the required PPE, PPE will be available in the building for students to acquire. Students who fail to comply will be dismissed from the classroom for the class period and may be referred to the Office of Student Conduct for further sanctions.

If a student becomes sick or is required to quarantine during the semester, they should notify the instructor. The student should work with the instructor to develop a plan to receive the necessary course content, activities, and assessments to complete the course learning outcomes.

5. Requirements and Grading

A) Participation in Three Parts	30
B) Three Reader Responses	15
C) Experiential Learning Reflection	10
D) Annotated Bibliography	10
E) Final Project Prospectus	10
F) 12-page Research Essay or Project	25

A) Participation in Three Parts (30 points)

I will do my best to create an environment that is open, positive, and encouraging. If you have questions about your participation grade, please ask.

Class Discussion (10/30)

Ways to participate: make observations, ask questions, respond to questions, take an active role in large and small groups, annotate on Perusall, participate in the Quote Collaboratives, contribute to the Justice Blog on ECampus where you can post articles, videos, songs, etc. that are relevant to our studies.

Tech Lab Openers (10/30)

Everyone will work with one other student to create a five-minute presentation for the start of class. (Five minutes is ballpark. Stay under 10 mins.) Your goal will be to use technology creatively to convey what you find important in the readings for the week. For instance, you could create a podcast, powerpoint, video, infographic, flipgrid, tiktok, a series of tweets, a recorded performance, etc. You can choose to focus on one reading or offer an overview or analysis of several.

I encourage you to try technology that you may not have used before. I am not teaching you how to use technology, so you will not be evaluated on any technical matters. Tech Lab Openers are meant to be fun and experimental and a chance for all of us to learn new tricks. I will be looking for the following:

- A grasp of the fundamental ideas in the text(s) you choose
- Creative incorporation of key passages, concepts, or images into your presentation
- A thoughtful closing question for the class
- A written description of the work that you did (one paragraph)

Quote Collaborative and Perussal (10/30)

We will experiment with two ways to engage with readings electronically. One way is with the Quote Collaborative, a google doc where you will provide a quotation from the readings and your response to the quote. Others can respond to your response. There will be two Quote Collaboratives.

The other way is with Perusall, a free system that allows for comments directly on a PDF. **Please create a FREE Perussal account and enroll in our course at RYAN-CZVAG.** You will annotate two readings (on two different weeks) as indicated on the schedule.

These tools are meant to help you prepare for discussions and to provide a way for you to communicate with one another. We will see if we find them helpful or not.

B) Three Reader Responses: Two Analytical and One Creative (15 points)

You will compose three **500-word** responses to readings of your choice. You can choose the weeks when you respond but submit at least two responses before midterm. Two will be analytical and will include quotations from the text(s), and one response will be creative. There are sample analytical and creative reader responses on ECampus /Assignments.

For the creative response, you could submit a poem, an imagined interview, an added scene, a comic strip, a meme, a letter to an author, etc. Your response should make clear your understanding or critique of the original.

Upload reader responses to ECampus by Monday at 9:00AM.

C) Experiential Learning and Reflection (10 points)

For your APBP experiential learning component, you'll be invited to

- Open letters, match books to letters, log and wrap outgoing books
- Supervise the matching and wrapping of books in Colson
- Contribute to the editing and design of a book of APBP letters and artwork
- Create and update promotional materials
- Provide content to the digital communications coordinator
- Participate in remote educational activities inside prison, if possible
- Do research at the WV Regional and History Center
- Research prison book bans and restrictions
- Assist with States of Incarceration Exhibit / Piper Kerman visit
- Coordinate a revitalized pen pal program
- Reflect on APBP's work from a survivor-centered perspective

Please sign into the [APBP Volunteer Log](#) to record your 15 hours with APBP. By November 11, you will compose a reflection on your experiential learning (**approx. 750 words**). Describe what you have done, what you have learned, how many hours you spent at your tasks, and questions or suggestions you have. Integrate at least one reading from our course.

D) Annotated Bibliography (10 points)

To prepare for the final project, you will compile an annotated bibliography with a minimum of **6 scholarly sources**. Each notation should be approximately 300 words. Sources should be varied (books, book chapters, journal articles). For the final project, beyond the 6 required sources, you are welcome to include non-scholarly sources.

E) Final Project Prospectus (10 points)

A 750-word summary of your research essay or project.

F) 12-page Research Essay or Project (25 points)

See assignment. You will compose an academic essay or create a final project informed by research (such as, a video, podcast, zine).

6. Inclusivity Statement

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services. Accessibility Services is located in Suite 250 at 1085 Van Voorhis Rd (beside Applebee's and across from the Mountaineer Station transportation center). 304-293-6700; access2@mail.wvu.edu; <http://accessibilityservices.wvu.edu/>.

I am constantly learning more about Universal Design. If you have suggestions for course material accessibility, I would love to hear.

7. Wellness and Safety

Here is a directory of services offered by WVU: <https://safety.wvu.edu/>. WVU's Carruth Center offers counseling to help deal with stress, illness, and other difficulties. The Center can help with a range of concerns from time management to trauma recovery. Please know that if you tell me about harassment or abuse, I am legally obligated to report it. This doesn't mean you will need to file or pursue a claim. Someone will simply contact you to inform you of your options.

8. SCHEDULE

Note: If we need to adjust readings and assignments, I will communicate this as soon and as clearly as possible in class, on Mix, and on ECampus.

We wouldn't know George's name if he'd been roughed up, booked for that check, & given 5 yrs. He'd be dying of COVID in a cage, but no one would be in the street. –Dwayne Betts, tweeted by Amanda Klonsky

Aug 31 Welcome | Restorative Circle
 Syllabus
 Language Best Practice – Open Letter
 Adaptation of Dr. Koritha Mitchell's Class Covenant
 Intro to APBP | PowerPoint (ECampus)

Before our next class:

Sign Up for [Tech Lab Day](#) (Volunteers needed for Sept 14)
Sign Up for first [three weeks in Colson](#)
APBP [Video Training](#)
[APBP Work Schedule for Aull Center](#)
Create a FREE Perusall account and enroll in course RYAN-CZVAG
[Welcome to the Zo](#) (link is to episode 2; feel free to watch more)
(Optional) Sign Up for [APBP Training](#)

Recommended:

Covid-19 in Prisons

[Marshall Project -- State by State](#)

[Prison Policy Initiative – Releases and Policy Changes](#)

Sept 7 Labor Day – NO CLASS

Carceral History and Theory

Sept 14 Douglas Blackmon, from *Slavery By Another Name*
Watch clip from [Slavery By Another Name](#)
“Autobiography of an Imprisoned Peon” in Bruce Franklin, ed. *Twentieth-Century Prison Writings* (Penguin 1998)
Sarah Haley, “‘Like I was a Man’: Chain Gangs, Gender, and the Domestic Carceral Sphere in Jim Crow Georgia”

DUE: [Quote Collaborative One](#)

Recommended

Nikole Hannah-Jones et. al, [1619 Project](#)

Arthur Milikh, [The Real Goals of “The 1619 Project”](#) *Heritage Foundation*

Sept 21 Michel Foucault, from *Discipline and Punish* chap. 1
Joy James, [“On the Academy, Captive Maternal, Central Park 5, Prison Abolition, and Simulacra”](#)
Eric A. Stanley, “Fugitive Flesh: Gender Self-Determination, Queer Abolition, and Trans Resistance,” *Captive Genders: Trans Embodiment and the Prison Industrial Complex*, eds. Eric A. Stanley and Nat Smith (1-11)
Michelle Alexander, from *The New Jim Crow*
See quote from James Forman, Jr. in Recommended Folder

DUE: Annotations – add comments to Foucault in our Perusall Library

Recommended

David Garland, *The Peculiar Institution*

Joy James, [“The Womb of Western Theory: Trauma, Time Theft, and the Captive Maternal”](#)

Marcus Bullock [TED Talk](#)

Literary Works and Literary History

Sept 28 Willie Francis, "My Trip to the Chair"
Ernest Gaines, *A Lesson Before Dying*

DUE: [Quote Collaborative Two](#)

Recommended

Deborah Denno, "When Willie Francis Died: The 'Disturbing' Story Behind One of the Eighth Amendment's Most Enduring Standards of Risk," *Death Penalty Stories*

Paul St. John, "Behind the Mirror's Face"

Oct 5 Caleb Smith, Intro to Austin Reed, *The Life and Adventures of a Haunted Convict*
Bruce Franklin, Intro to *Prison Writing in 20th-C. America*
Also see Franklin's essay on PMLA in Recommended Folder.
Patrick Alexander, Intro to *From Slaveship to Supermax*
Nicole Fleetwood, "[Marking Time](#): Art in the Age of Mass Incarceration" (around 10:00 – 1:00)
Jimmy Santiago Baca, "Coming Into Language," in *Doing Time*

DUE: Annotations – Add comments to Franklin on our Perusall Library

Recommended

Bruce Franklin, "Can the Penitentiary Teach the Academy to Read?"
Doran Larsen, "Toward a Prison Poetics"
Caleb Smith, *Prison and the American Imagination*

Optional: *Healing Justice* Film Series

- The Impact of Trauma (Wed., October 7th, 12-1pm)
- Redefining Justice (Wed., October 14th, 12-1pm)
- The Power of Healing (Wed., October 21st, 12-1pm)

<https://www.eventbrite.com/e/healing-justice-film-series-tickets-118471516495>

Oct 12 Dwayne Betts, *Felon*
Breaa Willingham, "Black Women's Prison Narratives"
Beth Ritchie, from *Arrested Justice*

Recommended

Megan Sweeney, from *Reading Is My Window*
Don Chiasson, "RDB: [Poetry After Prison](#)," *New Yorker*
Mellon Foundation [Million Book Project](#)
PEN America, "[Literature Locked Up](#)"
ALA, "[Prisoners' Right to Read](#)"
Betts, "Only Once Have I Considered Suicide"

APBP Tablet Campaign [One](#)

Oct 13 **Midterm Point**

Appalachian Prisons

Oct 19 **APBP Check In**

Brett Story, from *Prison Land*

[“The Phantom Promise: How Appalachia was Sold on Prisons,”](#) WVPB

Sylvia Ryerson and Judah Schept, [“Building Prisons in Appalachia,”](#) *Boston Review*

Ava DuVernay, dir., [13th](#)

Trailer to Inside/Out Film

Moundsville and WVU connection

Recommended

Magical Charlie, *Pandemic Journal*

Oct 26

Elsinore-Bennu, *Life Sentences*

Sam Adler-Bell, [“Appalachia vs. The Carceral State”](#)

Kevin Burno, “Flies in a Cell,” *Sunday Paper*

Video on SCI-Chester and Scandinavian Prisons

[Ear Hustle](#)

Recommended

[Women of Wisdom and Holding Onto Sand](#)

[Tour of WV State Penitentiary](#)

Allen Mendanhall, [“Moundsville Prison—Model and Symptom of Hyperreality”](#)

Restorative Justice and Abolition

Nov 2

Danielle Sered, from *Until We Reckon*

Mariame Kaba, <https://transformharm.org>

Angela Davis, chapter one from *Are Prisons Obsolete*

Brent Parker, “Working in Corrections Took Over My Life”

Molly McGrath Tierney, [Rethinking Foster Care](#)

Exercise: Alligator Story

DUE: Annotated Bibliography

Recommended

Amy Cyphert, “The Devil is in the Details: Exploring Restorative Justice as an Option for Campus Sexual Assault Responses under Title IX”

Maya Dukmasava, [“Prison Abolition and Uprisings”](#) *Chicago Reader* 2017

Timothy Head and Grover Norquest, "[High Costs of Mass Incarceration](#)," *National Review* 13 Aug 2015
[Compassion Prison Project](#)
Critical Resistance [Activist Resource](#)

Nov 9 Ruthie Gilmore, [Geographies of Racial Capitalism](#) (16 min)
Angela Davis, short video
Alec Karakatsanis, "[Why 'Crime' Isn't the Question and Police Aren't the Answer](#)"
[Paul Butler on Abolition](#)
Dylan Rodriguez, "The Disorientation of the Teaching Act: Abolition as Pedagogical Position"
Tamara Nopper, "[Abolition is not a Suburb](#)"
Reformist Reform Handout

Recommended

[Josie Duffy Rice](#) in *Vanity Fair*
[Bail Out ToolKit](#)
National Crime Victims Law Institute / [History of Victims' Rights](#)
[National Center for Victims of Crime](#)
Office of Justice / [Office for Victims of Crime](#)

Due by Wed. Nov 11: Experiential Learning Reflection

Nov 16 Patrice Khan-Cullors and asha bandele, *When They Call You a Terrorist*
Due: Final Project Prospectus (can turn in sooner)

Nov 25 – 29 Fall Break

Nov 30 Online Instruction Across Campus
[Mourning Our Losses](#) -- crowd-sourced memorial to honor the lives of people who died in prisons, jails, and immigration detention facilities in the US during the COVID-19 pandemic.

TBD Due Final Essay / Project Drafts

9. Additional Resources

AUTOBIOGRAPHICAL WRITINGS

Michelle Alexander, Forward, *Inside This Place, Not of It*
R. Dwayne Betts, "[Could an Ex-Con Become an Attorney](#)"
Tammy Bond, "Life on the Registry" in *The Long Term*

Susan Burton, *Becoming Ms. Burton*
 Paul Butler, *Let's Get Free: A Hip-Hop Theory of Justice*
 Monica Cosby, "A Reflection on Entering and Exiting Communities" in *The Long Term*
 Sheri Dwight, from *Inside this Place, Not of It*
 Che Gossett, "Abolitionist Imaginings." Interview with Bo Brown, Reina Gossett, and Mariame Kaba, "Circles of Grief, Circles of Healing" in *The Long Term*
 Etheridge Knight, "Hard Rock Returns..." and "For Freckle-Faced Gerald"
 Nancy Kurshan, "[Women and Imprisonment in the US](#)"
 Jarvis Jay Masters, *That Bird Has My Wings*
 Malcolm X, *Autobiography of Malcolm X*
 Charlie Morningstar, from *Inside This Place, Not of It*
 Leonard Peltier, *Prison Writings: My Life Is My Sun Dance*
 Maya Schenwar, "Beyond Survivor's Guild: Responding to a Sibling's Incarceration" in *The Long Term*
 Paul St. John, "Behind the Mirror" in *Doing Time: 25 Years of Prison Writing*, ed. Bell Chevigny
 Dylan Rodriguez, *Forced Passages* and essay in *Captive Genders*
 Bryan Stevenson, *Just Mercy*
 Lela Northcross Wakely, "One Woman Can Make a Grand Difference"

ANTHOLOGIES

Jean Casella, James Ridgeway, Sarah Shroud, eds. *Hell is a Very Small Place: Voices from Solitary Confinement*
 Siobhan Dowd, ed. *This Prison Where I Live: PEN Anthology*
 Marc Falkoff, ed. *Poems from Guantánamo: The Detainees Speak*
 Robin Levi and Ayelet Walkman, eds., *Inside this Place, Not of It: Narratives from Women's Prisons*
 Alice Kim et. al., *The Long Term: Resisting Life Sentences / Working toward Freedom*

PRISON PUBLICATIONS

Fortune News (Fortune Society)
Stateville Speaks <http://www.neiu.edu/academics/college-of-arts-and-sciences/departments/justice-studies-department/stateville-speaks>
Prison Legal News <https://www.prisonlegalnews.org/>
American Prison Writing Archive <http://www.dhinitiative.org/projects/apwa>

LEGAL, HISTORICAL, AND CULTURAL STUDIES SELECTIONS

Joanne Braxton, *Black Women Writing Autobiography: A Tradition within a Tradition*
 Erin L. Castro, "Racism, the Language of Reduced Recidivism, and Higher Education in Prison: Toward an Anti-Racist Praxis"
 Eric Cummins, *The Rise and Fall of California's Radical Prison Movement*
 Colin Dayan, *The Story of Cruel and Unusual*
 Stephen Dillon, *The Queer Politics of the Prison State*
 Robert Ferguson, *Inferno: An Anatomy of American Punishment*

Bruce Franklin, *Prison Literature in America: The Victim as Criminal and Artist*
 David Garland, *Culture of Control: Crime and Social Order in Contemporary Society*
 Ruth Gilmore, *The Golden Gulag: Prisons, Surplus, Crisis and Opposition in Globalizing California*
 Lisa Guenther, *Solitary Confinement: Social Death and its Afterlives*
 Barbara Harlow, *Barred: Women, Writing and Political Detention*
 Joseph T. Hallinan, *Going Up the River: Travels in a Prison Nation*
 Joy James, *Imprisoned Intellectuals*
 Regina Kunzel, *Criminal Intimacy*
 Marc Mauer and Meda Chesney-Lind, eds., *Invisible Punishment: The Collateral Consequences of Mass Imprisonment*
 Quentin Miller, ed. *Prose and Cons: Essays on Prison Literature*
 James Morris, *Jailhouse Journalism*
 Naomi Murakawa, *The First Civil Right: How Liberals Built Prison America*
 David M. Oshinsky, "Worse Than Slavery": *Parchman Farm and the Ordeal of Jim Crow Justice*
 Margo V. Perkins, *Autobiography as Activism: Three Black Women of the Sixties*
 Beth Ritchie, *Arrested Justice: Black Women, Violence, and America's Prison Nation*
 Katy Ryan, ed. *Demands of the Dead: Executions, Storytelling, and Activism in the United States*
 Heather Thompson, *Blood in the Water*
 Bruce Western, *Punishment and Inequality in America*

FILMS

I Am A Fugitive from a Georgia Chain Gang! Dir. Mervyn LeRoy, 1932
The Last Mile, Dir. Sam Bischoff, 1932
Zoot Suit, Dir. Luis Valdez, 1981
Kiss of the Spiderwoman, Dir. Hector Babenco 1985
Weeds, Dir. John Hancock, 1987
Shawshank Redemption, Dir. Frank Darabont, 1994
Murder in the First, Dir. Marc Rocco, 1995
Dead Man Walking, Dir. Tim Robbins, 1995
Sleepers, Dir. Barry Levinson, 1996
Dancer in the Dark, Dir. Lars Von Trier, 2000
Piñero, Dir. Leon Ishaso, 2001
Talk to Me, Dir. Kasi Lemmons, 2007

DOCUMENTARY FILMS

13th, Dir. Ava DuVernay, 2016
The House I Live In, Dir. Eugene Jarecki, 2012
A Sentence Apart, Dirs. Jason Sussberg and Theo Rigby (<http://asentenceapart.com/>)
Big House--Alderson, PBS, 1998
Hard Road Home, Dir. Macky Alston, 2007 (<http://www.hardroadhome.org/>)
Incident at Ogala, Dir. Michael Apted, 1992
Scottsboro: An American Tragedy, Dir. Barak Goodman, 2000
Thin Blue Line, Dir. Errol Morris, 1988
Execution of Wanda Jean Allen, Dir. Liz Garbus, 2002
Shielded Brutality (spokefilms.com), 2007
Up the Ridge, dirs. Amelia Kirby and Nick Szuberia

[Slavery By Another Name](#)

[Solitary Confinement](#)

Say Her Name: the Life and Death of Sandra Bland, dir Kate Davis and David Heilbroner
Released (it's free via the US Attorneys Office)

PODCASTS

[Ear Hustle](#)

[Justice in America](#)

WEBSITES AND VIDEOS

General Information

[Marshall Project](#)

[Death Penalty Information Center](#)

[Real Cost of Prison: Comic Books](#)

[Sentencing Project Interactive Map](#)

[Prison Culture](#) visuals

[ACLU Infographic](#) on mass incarceration

[Solitary Watch](#)

[Stanford Experiment](#)

[Humanities Action Lab Global Dialogues on Incarceration](#)

Maria Gottschalk, "[Prison Overcrowding and *Brown v. Plata*](#)," *New Republic* 8 June 2011

Education and Re-Entry

[All of Us or None](#)

Inside Out Center <http://www.insideoutcenter.org/>

Education Justice Project <http://www.educationjustice.net/home/>

Alabama Prison Creative Arts + Education <http://apaep.auburn.edu/>

Prison Studies Project <http://prisonstudiesproject.org/about/>

Arizona State University Prison English <http://english.clas.asu.edu/prisonenglish>

New Yorker article <http://www.newyorker.com/magazine/2016/12/12/the-ex-con-scholars-of-berkeley>

Prison English News <http://english.clas.asu.edu/files/PrisonEnglishNewsletterSummer2013final.pdf>

Presentation by Arthur Longworth on LWOP:

<https://www.youtube.com/watch?v=yC8wGu7uCMk&index=7&list=PLki4QkQOqBsGP3ofy8YDJok2K9LMmUVXy>

Anti-Racist Resources

[Anti-Racist Resources](#), compiled by Sarah Sophie Flicker, Alyssa Klein (May 2020)

[Scaffolded Anti-Racist Resources](#)

Books Recommended by The Marshall Project

<https://www.themarshallproject.org/books?fbclid=IwAR2uffKnKsX6WqeC4NZ7FSk1QtYubbIc7Q51ZdvQdznnL12npTBignIqW5Y>

Policing Resources

Who Do You Serve, Who Do You Protect? via Haymarket Books

<https://www.haymarketbooks.org/.../952-who-do-you-serve-who-d...>

The End of Policing via Verso Books

<https://www.versobooks.com/books/2817-the-end-of-policing>

Police: A Field Guide via Verso Books

<https://www.versobooks.com/books/2530-police>

The Torture Letters via the University of Chicago Press

<https://press.uchicago.edu/books/freeEbook.html>

Against Police Violence: Writers of Conscience Speak Out via Seven Stories Press

<https://sevenstories.com/books/4260-against-police-violence>