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PRACTITIONER PAPER (EXTENDED)

Reading "Women Don't Riot" After the Riot: Creating a University-Prison Collaboration

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A day-long hostage standoff inside Delaware's largest state prison for men ended early Thursday after state police stormed the building, finding a veteran corrections officer dead and rescuing another official who was being held hostage. (Berman and Mettler, 2017)

"Women Don't Riot"
Women don't riot, not in maquilas in Malaysia, Mexico, or Korea,
not in sweatshops in New York or El Paso.
They don't revolt
in kitchens, laundries, or nurseries.
Not by the hundreds or thousands, changing
sheets in hotels or in laundries
when scalded by hot water,
not in restaurants where they clean and clean
and clean their hands raw.

Women don't riot, not sober and earnest,
or high and strung out, not of any color,
any race, not the rich, poor,
or those in between. And mothers of all kinds
especially don't run rampant through the streets.

In college those who've thought it out
join hands in crucial times, carry signs,
are dragged away in protest.
We pass out petitions, organize a civilized vigil,
return to work the next day. (Castillo, "Women Don't Riat", 2001)

We had been on edge during the entire previous semester—our first time teaching an Inside-Out course in the Women's prison. We knew something could jeopardize our delicate new partnership at any time. The first combined session of our class, bringing together ten incarcerated men and women (*Inside*)and ten traditional college students (*Outside*), titled Women in Literature and Society, was set to take place in the Baylor Women's Correctional Institution (BWCI) on February 15. When a prison takeover within our region made national news, we doubted the class would continue.

In this article, we reflect on the challenges and delights of creating and maintaining a partnership between a university and a prison. We describe these efforts, including our blind spots and missteps, as we taught a remarkable group of people at a remarkable time: a period characterized by heightened scrutiny of corrections in the region.

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The Inside-Out Prison Exchange Program

For over twenty years, the Inside-Out Prison Exchange Program has provided a promising model for higher education in prison.[1] Inside-Out courses provide an opportunity for Inside and Outside students to learn together as classmates.[2] With an emphasis placed on discussion and collaboration, "experts" on both sides of the law learn from and with each other about criminal justice issues in their community, and thereby set in motion transformation of social impact and professional growth (Link, 2017). Inside-Out also provides a unique opportunity for interaction between future legal and criminal justice professionals and current correctional staff and incarcerated people. Through this interaction, students obtain a deeper understanding of the contexts of criminal justice, including the application of the criminal law through incarceration.

With a unique focus on dialogue and interactive course sessions, students are provided with the opportunity to disrupt and question traditional beliefs about their peers. This non-traditional classroom setting has been adopted in over 45 states and in 120 colleges and universities since its introduction. Inside-Out creates collaborations between correctional and higher education institutions. Their mission as a "community-based learning" program is to create a dynamic relationship between higher education and corrections to extend conversations about crime, race, inequality and social concern beyond the classroom and into the community (The Inside-Out Center, Temple University, 2017). Institutional partnerships can also bridge divides, which is particularly important for a public university like ours that celebrates community engagement. The program's appeal is derived from the interactions that Inside and Outside students experience while working collaboratively to address important issues affecting their community. Inside-Out is an opportunity for students to acquire skills and knowledge that enhance academic learning objectives and civic engagement (Allred, 2009).

The Context of the Class: Corrections in Flux

> Although the official start of the semester was a week away, most faculty were on campus. When I went to the office for a cup of tea, the Academic Support Coordinator called me over to her desk to watch footage of a riot unfolding in a local correctional facility. We both immediately thought of our friends and former students who work in Corrections, hoping no one we knew was involved or hurt. (Leon, C., 2017, February 2)[3]

The week before the semester began, people in a nearby prison seized control of the building and took hostages. Many of us throughout the Mid Atlantic worried about our friends and loved ones, and news sources reported the incident worldwide ("Killed Hostage," 2017). By early morning the next day, law enforcement had regained control and Sergeant Steven L. Floyd was found dead. In the days that followed, several people housed at the prison as well as their relatives contacted local news with demands and calls for action. Delaware's governor appointed special investigators who interviewed officers, reviewed documents and electronic communications and conducted site visits. The report included forty-one recommendations including improvements that recognize the strains placed on both officers and incarcerated people and which call for increased allocation of resources to programs and services that address both groups, including prison education (DeMatteis, 2018).

This context for the formation of our course in BWCI combined forces with a larger reform culture in the region focused on the needs of incarcerated people with mental illness, victims of sexual assault and other traumas, and the rights and needs of people in gender transition or who identify as transgender. Overall, our class benefited from a larger context of reform-minded attention, some of it originating within correctional bureaucracy and some pushed by outside intervention like lawsuits and federal oversight.

In the following, we describe the creation and sustainability of the course, with an emphasis on themes that have emerged from our reflection on lessons learned. Reviews and reflective pieces have been found to be especially helpful for instructors and mentors seeking effective ways to develop their own program or courses (Link, 2017; Maclaren 2015; Pompa, 2002) and so we contribute to this conversation. Developing and maintaining our relationship with BWCI after the prison riot was a challenge, but also a lesson in fostering a productive environment for students. In addition to offering an insider view of the details of this kind of enterprise, we highlight the significance of developing relationships, communication, self-care, collaboration, transparency, and frequent reflection and debriefing. We provide even more detailed information about the process, as well as our sample lesson plans and activities, on the website (Leon, C., 2019)

Developing Relationships, Curriculum and Class Activities

> I wish I had thought about the implications of handing out a poem titled "Women Don't Riot"—it led to a powerful discussion of expectations around gender roles, but it could have sent a very unintended message. (Leon C., 2017, March 1,)

> In comparison to last semester, this course seems to not gel as well. What I mean by this, is there is not a very good flow to the class. From the beginning, the class was pushed back two weeks for the uprising in Smyrna. As a result, we had to have interviews (with Inside students) the second week and the third we had class together. So already we delayed our class and had to reschedule and rearrange course material. In addition, we had to adopt a "go with the flow" mentality because we were advised that our class may be canceled (on week 10). I think these events made it difficult to adjust the class to include everything. (Perez, G., 2017, April 17)

Self-care and the Benefits of Non-expertise and Transparency

Throughout our relationship with BWCI, we kept in frequent communication and provided detailed explanations of our plans to staff. As we discuss below, maintaining transparency about our materials, intentions and activities also helped assuage the concerns of students, and we believe it assisted our ability to continue teaching the class despite our mistakes during a challenging time for corrections. In this section we describe the impetus behind the course as well as some lessons learned.

Getting started. Much of our research and teaching had focused on trauma, injustice and other emotionally labor-intensive subjects. In contrast, this course was intended to bring a community of non-experts together to think through the position of women in society through various forms of literature and various styles of writing. Having successfully incorporated fiction and memoir into traditional criminal justice courses, we proposed a course which centered literature and provided numerous opportunities for creative and expository writing.

Students read six core books that grapple with gender along a number of dimensions and at many intersections of race, class and ability: *Bastard out of Carolina, The Bluest Eye, The House on Mango Street, Last Night I Dreamed of Peace, The Handmaid's Tale,* and *The Woman Who Watches over the World.* The summer before class began, we provided copies of the books and proposed syllabus to BWCI for approval; no concerns were raised despite the intense, sometimes graphic depictions of abuse and discrimination that many of the books engage.[4] During this same time, the course received approval from UD, including permission to satisfy the University's requirements for a discovery learning experience and for an intensive writing course, aspects which make the course highly-desirable to students needing to meet those requirements, and contributing to the department's willingness to allocate part of Leon's teaching load towards a relatively small seminar.[5]

Selection and preparation of students also began long before the first class. During the semester prior to enrollment, outside students attended an interest meeting and individual interview, filled out a security clearance application, signed the Inside-Out Program rules and a carpool waiver, and attended a security briefing at BWCI. Altogether, this screened out students who lacked the organizational skills and responsibility to participate in this kind of class and allowed instructors to get to know students and ensure that they came to the class with as much openness and awareness as possible; note that it did NOT screen out students with criminal records but it did require disclosure.

Care is also necessary in preparing students for the course material. Given the intensity of course themes and the emphasis Inside-Out pedagogy places on building connections, the second class session includes readings and discussion to help each student prepare a self-care technique to use when needed. Students brainstorm and share their techniques, and those available to all students[6] include meditation, journaling, listening to music, exercise, cleaning, and debriefing with a close friend. We also use the second class session to devise our shared guidelines for discussion, and to introduce the short yoga sequence which we often use to open class sessions. Each of these techniques, combined with frequent opportunities to process the readings through low-stakes writing, small and large group discussion and to give the instructors feedback on how students were experiencing the course, helped direct the thematic intensity into productive outlets.

Oversights, successes and making lemonade.

> One of the most exciting aspects of Inside-Out for me has been the emphasis on transforming my pedagogy and working with a team to develop pedagogical skills. As is typical for most professors, I took just one pedagogy course in graduate school and in the first ten years of my professorship have developed my own style. It was a blessing to enroll in Inside-Out training soon after being awarded tenure. Tenure freed me to turn my attention towards improving my teaching. My approach has always been discussion-based rather than lecture oriented, but the Inside-Out training, particularly the sessions within Graterford prison with the Inside-Out Think Tank really challenged me to further relinquish dominance of the classroom.
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> I clearly remember the final project during IO training: Think tank members demonstrated activities they had designed that emphasize the importance of setting the tone for the class, creating opportunities for communication and being extremely mindful of how much time each component would take, what materials might be required and, in general, thinking through each pedagogical decision to ensure that it reflects the overall goals of Inside-Out and does not emphasize inequality or differences between people.
>
> Our group had created a syllabus for a new course and designed a classroom activity which we delivered to the larger group for feedback. As our "students" worked on the small group activity we had designed, my typical practice would have been to circulate around the room and check in with each group. But think tank members argued persuasively against interfering with the dynamics of small groups. When instructors insert themselves into the small group it removes the control from the students and reinforces the idea that the instructor is the leader. Not only does this undermine agency but it commonly interrupts the flow as well as rapport of the small group. I really struggled with this but respected the wisdom of think tank members who had developed Inside-Out over the last 20 years. It worked in that demonstration and continues to work in my Inside-Out classrooms. (Leon, C.,2017, May 5)[7]

Inside-Out training emphasizes a number of lessons learned by the Inside-Out Prison Exchange program as they have developed relationships with correctional institutions and universities and continue to expand programming to institutions around the world. Part of what makes their approach so appealing to instructors is the opportunity to craft carefully thought out syllabi and lesson plans that never fall back on the instructor as lecturer. Instead, Inside-Out emphasizes that we are all learners engaged in a collaborative process together. As instructors we share responsibility with each other; in our case, we have a graduate student Outside TA and an Inside TA and each of us rotate responsibility for activities and sections of the lesson plan. We also share grading and decisions about how to respond issues as they arise, including adapting lesson plans.

While in theory, professors and graduate student teaching assistants will discuss what works in the classroom, this is often difficult to squeeze into a typical workday. In contrast, Inside-Out depends upon frequent communication between instructors and provides the opportunity for deep reflection on pedagogy. We scheduled at least one meeting per week prior to the class to ensure we addressed issues that arose in the last class session, including noting dynamics that might need adjusting, as well as responding to changes in expectations from the prison. While we could not communicate as frequently with our Inside TA, we did communicate through our prison contact and always consulted during class time while students were engaged in small group activities. The Inside student TA could help interpret body language that to the other instructors looked resistant or bored, but in fact reflected that student's personal adaptation to their environment. This helped us give students the benefit of the doubt even when they did not appear as actively engaged as their peers. In every such instance, those students demonstrated in their written assignments and in their increasing participation in class discussions over the semester that they were deeply engaged with the course materials and with the other students.

We also consulted with each other when we noticed side conversations or other disruptive interactions. For example, while most of our discussions are enthusiastic, they rarely grow heated or adversarial. But in at least one instance students strongly disagreed over an interpretation. One student left the room and an instructor followed up with her. The team approach to pedagogy made it possible for us to continue the class while also responding to the student's distress. The instructors then worked together before the next class to decide how we would use class time to revisit the disagreement and reaffirm our shared expectations for how we would treat each

other in the classroom.

One of the most important ways we demonstrated our shared status as collaborative learners was through soliciting and carefully responding to mid-semester feedback.[8] Our typical practice was to solicit constructive criticism using a form adapted from Inside-Out curriculum materials. We reviewed the comments as a team to respond to each. In some cases, student feedback was split. For example, some students asked for more time in small groups while others preferred more time in large group discussion. As a result, we emphasized time for both in each class plan and reported back to the group that we took this seriously, but since there was no consensus would not be making a dramatic change in favor of one approach over the other.

Feedback from students also helped us understand how the coursework fit into their busy lives. Both Inside and Outside students have multiple obligations including work assignments and other commitments beyond their control. Thus, we made a point of making all essay topics available to students from the beginning of the semester so that they could plan their assignments while doing the relevant readings. In order to maintain flexibility, we added options to the assignments to reflect the content of class discussions. For example, in one semester, students became entranced with "ressentiment" (Rollins, 1997) so we added an essay option that would explore the concept as it relates to other course materials. We learned about the impact of Inside students' limited access to computers and determined how best to explain the essay expectations without assuming they would be typewritten.

At the level of syllabus construction, we took seriously student comments on the utility of the assigned readings and adapted how and when we taught the materials in future semesters. In one case we provided more information and instructions, in students' own words, for how to get the most out of the reading. In another case, we moved up a reading they really enjoyed so that students in the next semester read it earlier and had tools from that reading to apply to later readings.

The Inside-Out Prison Exchange pedagogy combines many puzzle pieces that do not always take shape as a traditional university classroom would. While the traditional classroom setting is often in the control of the instructor, an Inside-Out class involves multiple authorities. Prison administrators and correctional officers must know our plans in advance, but on occasion information was not relayed to all stakeholders, which resulted in a delayed start time. However, we quickly learned to meticulously plan and introduce any unusual activity early on and send reminders before class. For example, during one of the first classes together, inside students were provided with all the books required for the course at the end of class to prepare for the upcoming readings. Although we had received permission to hand them out, the officers escorting us had not received that memo, so they took the books away and stored them until further notice, which was an unpleasant experience for all involved. We check and double-check in order to pre-empt a repeat of this experience and set aside time to foster communication.

Our working relationship with correctional officers is built during the weekly security clearance and escort to our classroom, which typically spans 45 minutes to an hour between our arrival at BWCI and when class begins, giving ample time for conversation. Once in the classroom, students help rearrange the computer lab in the education wing to accommodate our session. In line with the Inside-Out model, we always started class in a large circle, with Inside and Outside students alternating seats when possible (Wertz, 2013). In the circle, everyone remains equal-equal voice and an equal opportunity in the learning process. We incorporate a breathing exercise or a brief yoga sequence to start the class with an open and fresh mind, absent of all distractions from the day.

Inside-Out suggests participants wear the official Inside-Out T-shirt as way to spread awareness; we invited Outside students to create a T-shirt that all Outside students would be required to wear to each class. This had multiple unexpected benefits: to ensure conformity with correctional and Inside-Out rules surrounding dress code, to make Outside students easily identifiable for correctional officers, and to create a sense of belonging. Although Inside students could not wear the same T-shirt, overall the shirt seemed to promote community rather than division. Given the authors' commitment to feminism, there was some wariness around the instructors' role in telling students (mostly young women) what they could wear. The T-shirt thus helped avoid conversations about "appropriate" clothing, although we often reiterated the rules specifying non-revealing pants. We used these opportunities to reflect on the scrutiny incarcerated students and correctional officers experience daily.

We also learned of our own blind spots when participating in the selection of the Inside students. As with

Outside students, we hoped to conduct one-on-one interviews with Inside students well in advance of the course in order to provide time to decide if they wanted to participate, to explain aspects of the course and address anxieties. However, this did not line up well with the correctional institution's timeline. Daytime can be chaotic and unpredictable in any correctional setting, especially in one which experiences chronic long-term staff shortages.[9] Simply bringing potential Inside students to be interviewed requires staff time. Similar realizations led to scrapping Inside office hours. More often than not, we would receive a call the morning before or would learn on arrival that they could not take place. By the third semester, we prepared Inside students by meeting with those selected by the education department of BWCI a few days prior to the first class. One-on-one interviews are still conducted when possible. We also learned that the best possible ambassadors for the course are former students. Word-of-mouth led to increased interest in the course and less anxiety from students about the unknown. Whenever possible, we now include in the interviews the Inside student who will serve as the teaching assistant for the next semester, a student who performed very well in the prior course and is paid to work with us.

Not all of our blind spots were as happily resolved. We realized that we had failed to predict the multiple ways some of our assigned material could be "read." In some ways, this worked well. We had selected Ana Castillo's poetry (excerpted at the beginning of this article) because of its accessibility and engagement with gender roles. Students who had little to no prior experience with poetry jumped enthusiastically into class discussions that invited multiple interpretations. This created a sense of equality among all of us, students as well as instructors, since none were poetry experts, so all of our interpretations were plausible.

However, during the first class session just after the riot, our Inside students let us know that simply possessing a poem with that title increased their sense of vulnerability. As are well-documented, normal operations are typically suspended after an incident like a prison riot or uprising (Useem, 1991). Even under regular circumstances, the timing of, or logic behind, correctional decisions is rarely communicated to incarcerated people, understood instead as information that is unneeded and could threaten security (Useem, 1991). As sociologists have also documented, when institutional decision-making is opaque, an unintended consequence is to deprive people of a sense of control over their own choices and actions, which in turn impacts their sense of self (Sykes, 2007). For our Inside students and for the officers and staff, life in BWCI after the prison riot was characterized by uncertainty. We unknowingly made this worse by putting something in our students' hands that could be misread as an incitement to riot. Fortunately, it did not come to this, and if it had, we would have explained that the poem references historical political demonstrations and does not call for uprisings. If anything, our class discussion interpreted the poem as a lamentation of women's non-recognition as agents of change or participants in collective action: women *don't* riot. A few of our Inside class members noted that while new procedures after the riot were explained as part of a regional response, as women, they were not expected to cause that kind of trouble.

Briefings and debriefing. As regular visitors, in addition to a criminal background check, each semester the class attends a security briefing designed for employees, volunteers, and temporary contractors. Leon has now attended nearly a dozen of these, providing the opportunity to more fully appreciate the complexities that correctional officers and the BWCI administration more generally had to navigate as a *women's* correctional facility, and during a time of policy change. Specifically, the experience of attending multiple briefings makes us better able to facilitate conversations with Outside students that could avoid the "us versus them" dynamic which Inside-Out is designed to break down (Maclaren, 2015), although in this case the emphasis was on understanding officers as well as incarcerated people.

The security briefings differed in length and emphasis depending on the officer in charge of delivering the content. However, all briefings relied upon the same basic information, and the same ceremonial signing of correctional rules and of the Prison Rape Elimination Act (PREA) rules. Differences were apparent regarding officer comfort with how to respectfully address the transgender people incarcerated in the facility as well as the emphasis played on the potential for manipulation of outsiders by incarcerated people. For example, some officers used the correct terminology and encouraged using correct pronouns, (i.e., he and his), but their delivery of the content and body language indicated unease. Similarly, officers used different examples to explain why outsiders should be on their guard for potential manipulation by incarcerated people and subsequent violation of rules.

Outside students typically left briefings looking overwhelmed—often with glazed expressions. So, we provided the opportunity to process immediately after in person, as well as later through email or office hours. A few followed up by sharing essay-length reactions to how incarcerated people were characterized and noting

what they felt was a perfunctory delivery of PREA information. Given that a significant portion of Outside students had taken courses related to gender and sexual violence, they were primed to be hypercritical. Our reaction was more measured given our understanding of the broader field of correctional training and the typical inclusion of significant emphasis on avoiding the vulnerability that may be created by manipulation. Specifically, it is common practice to describe the slippery slope that may begin by exchanging pleasantries, then proceed to exchanging more personal information and then by doing what seem to be small favors but can implicate officers or other prison visitors in inappropriate relationships or rule violations, such as providing contraband that could include relatively benign items like chewing gum to the more obviously problematic money or drugs (Cheeseman, 2011; Carter, 2017).

Through repeated exposure, it became clear to Leon that this emphasis on manipulation is in keeping with a broader discourse about women offenders as well as common practice in correctional trainings (Kerrison, 2018; Cornelius, 2001) and that it would be unjust to automatically react to this as sexist, as did some students who attended the briefings. In fact, it was apparent that across each of the different briefings, there existed an overall foundation of respect; interactions with officers during the course itself confirmed this impression, although our interactions are certainly shaped by our status as Outside guests. Several of the briefings included comments by officers that focused on women's special needs women, often related to traumatic backgrounds. BWCI includes in its mission statement its commitment to trauma-informed practices. Had the instructors only attended one briefing, it is likely that they would have missed this opportunity to recognize the concern and recognition alongside the explicit language of manipulation and risk. Some Outside students responded to this emphasis, expressing particular distress as the portrayal of women as manipulative. The instructors could put this into the larger context of gendered assumptions about offenders (Shdaimah and Leon, 2015) and could draw attention back to the significance of the officers' implicit and explicit recognition of women's unique vulnerabilities and pathways to crime.

This is just one example of the use of debriefings for students to help them place their reactions and experiences in a broader context. The Inside-Out Prison Exchange Program's template for courses provides for the first, third, and final class meetings to be held separately so that Inside and Outside students can reflect upon and discuss the class. We have found that following this model provides reflection crucial to our goal of mutual understanding and to making connections between our individual experiences and the broader social structures that shape crime and justice.

Adaptation, flexibility and transparency. Teaching requires flexibility and adaptation when working in a correctional setting, and especially one that has been recently influenced by an acute situation (e.g., prison riot) combined with chronic challenges (e.g., understaffing). For example, after some trial and error, we required Outside students to arrive forty-five minutes before the start time for our three-hour seminar. This provided enough time for students to drive to class[10] and complete security screening. But there were still many factors beyond our control; we rarely began class on time. In response, we adapted our lesson plans in several ways. First, because the uncertainties and delays would be stressful at times, we instituted a short yoga practice for the first few minutes. Led by Leon, students would engage in a few Sita Ram flows to remind students to breathe and stretch, which in turn, often relaxed students and helped center their focus on the classroom. Another way we tweaked our lesson plan to accommodate the unexpected was by curtailing our ambitions. Understanding that we would rarely have the complete three hours for our lesson plan, we reduced time on activities, pushed back material to the following week and deleted assignments altogether.

Although frustrating, we learned that it was best to not rush or cram material into a shortened session because it stressed students to complete the work in a short amount of time and it cut insightful discussions short. When we skipped activities or pushed them to the following week, we could concentrate and provide students with meaningful discussions on the current activity. During this process, we were transparent with students. When we explained our reasoning behind decisions, students seemed more receptive and open to collaborate with the changes made in the class plan. Research on learning and retention emphasizes that *less is often more* (Halpern & Hakel, 2003, p.41), so the external pressure to cut down quantity can be seen as a boon: it gave "permission" to emphasize quality.

Transformative Pedagogy: Emphasizing Agency and Equality in the Classroom

Research on the experiences of people who are incarcerated as well as people who have experienced trauma in their lives emphasizes that loss of control is a painful and common experience (Newcomb and Harlow, 1986; Wallace et al., 2011). As sociologist Gresham Sykes described, the pains of imprisonment include the deprivation of autonomy,

> (T)he frequent refusals to provide an explanation for the regulations and commands descending from the bureaucratic staff involve a profound threat to the prisoner's self-image because they reduce the prisoner to the weak, helpless, dependent status of childhood (Sykes, 2007, p.75).

Providing student with the rationale behind decisions we made as instructors and with a sense of choice and control over how they fulfilled assignments was one mechanism through which we could recognize our students as whole persons. It also contributed to our students' comfort in the classroom and willingness to stretch themselves beyond what they thought they were capable of, since they had reason to believe in us as instructors and the value of the course. While this attention to students as agentic is most obvious in the response to mid-semester feedback explained above, we also had this in mind in decisions like starting the class with a preview of what we would do, as well as including learning outcomes for activities as we introduced them. At the micro level, it also included statements during discussion like, "This seems like something you may want to use for your essay" or "I can see you're really interested in this theoretical tool, how can you apply it to other readings?" Attention to each student's intellectual curiosity not only helped them complete assignments but also recognized them as singular individuals.

Sister poems. As we mentioned above when discussing "Women Don't Riot" and other poetry read in class and the freedom that non-expertise provided, incorporating creative writing in a sociology class also allowed us to share our amateur efforts at making poetry. For example, the Sister Poem technique opened the floodgates of creativity and communication across differences. The exercise begins with the repeated reading aloud of a short poem, such as Nikki Giovanni's "Knoxville, TN".[11] Ideally two or three students, alternating Inside and Outside, will read the poem. Then students work independently to write their own poem, using the original as a model but with as much freedom as they would like to change the topic, form, and parts of speech. Some students like the strict adherence to the original—a few have even taken up the challenge of writing their own sestina, following its rigorous formal requirements, while others have created free-form poetry. Students are then invited to share their poems with the class, and some share them weeks later after continued writing and revision on their own. We usually include at least one student's original poem in the formal closing ceremony at the end of class. This kind of writing and sharing contributes to the classroom's special climate of support for each other as we try new and uncomfortable challenges as writers and learners.

Building skills and rapport in small groups. Each class session combines large and small group activities. The groups begin by choosing a moderator who keeps the conversation flowing and ensure each person is heard, and a recorder, who takes notes and reports back to the class when we reconvene as a larger group. Then the instructors may ask the small groups to answer discussion questions or engage in an interpretive activity like viewing and responding to photographs (another activity adapted from the IO Training). These small groups provide students the opportunity to take leadership roles and share ideas and to get to know each other without the pressure of the entire class listening.

Throughout the latter half of the semester students worked together on a project of their choosing, such as a poster, syllabus, or newsletter that illustrated a key idea from the course. In order to provide the most autonomy in this process, students brainstorm topics of interest related to the class. Once the class creates a list, students select their topic. For the most part, students organically grouped themselves with a balance of Inside and Outside students per group, but at times we intervened to ensure balance. Hereinafter, each week students used a significant chunk of the class session to work together on their group project. At first students appeared hesitant about workload distribution, since Inside students have restricted resources for printing, internet, and supplies. While it was complicated to organize and assign tasks that fit everyone's capability and access, in the end they learned to communicate, delegate and coordinate to achieve their goal. Students learned to work together without email, messages, or outside meetings but simply through in-person communication that fosters trust in one another to come to class the following week with their part of the project completed. The group projects also generated a special sense of camaraderie among the members, which was evident during their presentations.

Recognizing achievements, relationships and closure.

> There was an aura of excitement and joy; unusual for Outside students waiting in the lobby for security clearance. I was concerned that the correctional officer on duty would make a request to simmer down or be silenced. As soon as we made our way into the education wing, I could smell something sweet cooking up in the kitchen. I did not know what was going to be served as our closing ceremony dinner, but my nostrils told me it would be something delicious. The hall was bustling with Inside students in their usual wear, but now some also wore white aprons and chef hats. As we organized the classroom to our ideal seating arrangement, in walks the warden with two other officers on opposite sides of her. She wears a professional, tailored suit with heels and walks with such grace that her presence initially goes unnoticed. Students and staff members gather on one side of the classroom seated in chairs that shape the classroom into a semicircle. One by one, each of our closing ceremony activities gets crossed off: from introduction, to the distribution and recognition of certificates, and student recitals of their work. None of these activities were as astonishing to me as the celebratory dinner. Within the three-hour seminar I had not really taken a look around the room because I was too focused on the next section of the closing ceremony. However, after I had served myself food and turned to see where I would sit, I was in awe and admiration of the students. Inside and Outside students were enjoying their food, but most importantly were enjoying each other's company! There were three groups, and, in each group, students had rearranged the chairs to make smaller circles and as they ate off the plate on their laps, I could see the happiness and bonds they had built. This was made even more evident when the night came to an end and students had to say their farewell knowing they would not be seeing each other again. Many students walked away with tears flowing down their cheeks, others with eyes full of water ready to burst, and I just felt a big knot in my throat hurting as I tried to swallow it. (Perez, G., 2017, December 16)

On the last day of class together students present their work to peers and administrators from both institutions in a meaningful ceremony described in the field note above. The second semester of teaching this course, students were asked whether they preferred to invite guests or restrict the closing ceremony to members of the class only. We were surprised that both Inside and Outside students preferred to invite outside guests. Students wanted to showcase their hard work to staff in the prison; without their presence they would feel that their work would go unnoticed. Others shared that they wanted to be "official" and wanted to share their newly acquired knowledge with others.

The entirety of the closing ceremony is handled by students. Leading up to this session, students nominate and vote for the students who will represent them, students create and distribute the program, students arrange the room and Inside students even cook the food for the closing celebration. The instructors are joined by the guests who represent the UD and BWCI leadership to hand out certificates of completion. As a representation of what they have accomplished, a selection of students read their poetry, essays or journal entries. Lastly, after the applause, the students close the evening by inviting participants to enjoy the food. With limited ingredients and time, inside students prepare a feast which participants share while chatting, laughing and sharing memories. Unavoidably however, the closing ceremony comes to an end and students say their farewell without physical contact. Many participants, including ourselves, shed a few tears at this time because we know that we will not see each other again.

The class meets one final time the following week in separate Inside and Outside groups that allow students to debrief about the closing ceremony and the class overall. This session provides the last opportunity to offer feedback on the class and to address any unresolved questions or concerns.

Conclusion

> A report issued Thursday by that special assistant, Claire DeMatteis, shows the DOC on pace to implement all recommendations made by an independent review of state prisons following the deadly Vaughn uprising.... "It's the correctional officers who know that better than anybody. They want inmates to have skills training and education classes, religious service, library services. It keeps the inmates active, learning, growing, versus just sitting in their cells and being disgruntled," said DeMatteis. (Ciolino, 2018)

Looking back, it is remarkable that we were able to teach immediately following a riot in the region. Support for the program worked behind the scenes to make this possible. We also recognize that the long-standing relationships developed between our colleagues in the department who pioneered Inside-Out courses at other facilities within our small state paved the way for the trust needed in order to make this work. But it also is clear that the Department of Corrections chose to respond to the conditions that made the riot possible in ways that emphasized rehabilitative and educational programming. Due to the partnership with the University, college-level programming is available to incarcerated people who would otherwise have little access, and at minimal cost to the DOC who paid only for the overtime required to staff security and to move the Inside students to the classroom and back. That in itself is a significant cost, given that another condition determined to have led to the riot is the shortage of correctional officers at all facilities in the state.[12] Nonetheless, it does not include the instructors' salaries, which are covered by the University as part of our normal load.

In terms of pedagogy, we have learned to consult with our Inside students and Inside TA as much as possible to avoid potential problems like including the "Women Don't Riot" poem might have caused, but also in the many other ways we've described above. We learned to depend on communication with our contacts within the prison and to attend to their concerns and requests, including something as small as ending the course five minutes early so the officer who accompanies us (who is working overtime) can clock out within her assigned parameters. We think this communication and goodwill is part of what allows our continued success. But most of all we recognize what an incredible privilege it is to participate in Inside-Out, something which informs our teaching outside as well as our approach to our research.

One of the guiding principles underlying our decisions in the classroom is the need to provide transparency. This dovetails with one of the prison system's forty-one recommendations following the 2017 riot: "establish a culture of transparency and accountability in order to rebuild trust and legitimacy with inmates" (DeMatteis, 2018, p.35). While our work in the classroom accounts for only a few hours a week of our Inside students' experiences, we hope that it contributes to a humanistic correctional atmosphere.

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Footnotes

[1] This article is a reflection related to an evaluation study approved by the relevant Department of Corrections and the University of Delaware Institutional review boards, Study number 996345-2. No personally identifying information is included. This reflection demonstrates our enthusiasm, but we acknowledge that critics of programs like Inside-Out question who benefits most from such classes. While we share some of these questions and concerns, we are waiting to engage them until we have completed our ongoing outcome evaluation.

[2] Throughout this paper, we intentionally avoid terms such as prisoner, inmate, criminal, convict, and felon to refer to individuals in prisons. Instead, individuals currently incarcerated are referred to as incarcerated people or individuals (or just students) unless we are discussing aspects specifically related to incarcerated students (for more information about language refer to The Power of Language, n.d.). We similarly use the most respectful terminology for correctional employees, e.g., correctional officer rather than guard. We insist on this respectful approach in our classroom as well.

[3] These and all other field notes on file with the authors.

[4] We address self-care explicitly in the class during the first sessions and provide resources for students to reflect on what will work best for them. We also incorporate mindfulness and yoga practices into the opening and closing of each class. Handouts available at https://sites.udel.edu/leon-research/resources-and-expanded-material-reading-women-dont-riot-after-the-riot-creating-a-new-university-prison-collaboration-women-in-literature-and-society-inside-out/ (Hereinafter, all materials mentioned in the text and notes can be found via this site.)

[5] In terms of the course structure, course mechanics and pedagogical style, Leon drew on the Inside-Out Exchange Program's sample curriculum for a criminal justice course (Leon completed the week-long Intensive Inside-Out pedagogical training during the summer of 2015). For more on the collaborations crucial to the course design, see the site mentioned above.

[6] Inside students also shared techniques no longer available to them on the Inside, like going for a drive or knit-

ting. This discussion early in the semester provided an opportunity to address reluctance to talk about the privileges those of us on the outside have, something instructors and several Outside students were nervous about until we realized how matter-of-fact it would usually be. This helped us shape discussions that followed in order to continue emphasizing similarities, but without being afraid of frankly acknowledging differences.

[7] See http://www.insideoutcenter.org/think-tank-graterford.html, accessed 9/2/2018).

[8] This is a technique Leon has used in other traditional courses, but rarely with the same commitment to responding to student concerns and feedback. It is not only time-consuming to make changes in response to students' feedback, it also is a demonstration of relinquishing power. Especially for women and amplified by age and status as a woman of color, power is very contested in traditional classrooms. (Harlow, 2003; Pittman, 2010).

[9] As in many correctional facilities, officer shortages are rampant and mandatory overtime is financially and emotionally costly. (Griffin, Hogan & Lambert, 2014)

[10] We do not provide transportation but facilitate carpooling and require students to sign a waiver of liability.

[11] The original activity created by Annie Slease uses Knoxville TN; we also used the exercise with Elizabeth Bishop's "Sestina" (Bishop 1983) and "Just Another Rape Poem" by Hannah Reese Carpenter (2015, available online at https://hellopoetry.com/poem/1160306/another-rape-poem/ accessed 9/2/18).

[12] A year after the riot, local news confirmed the continuing shortage although new classes of correctional officers continue to be trained and the state legislature has made small increases to officer salaries (Parra and Horn, 2018)

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