

INSIDE/OUT PROGRAM AT STATEVILLE  
MAXIMUM SECURITY PRISON:  
PLANTING THE SEEDS BEYOND THE PRISON  
WALLS

# EGAN OFFICE OF URBAN EDUCATION AND COMMUNITY PARTNERSHIPS

The Egan Office formula for university-community engagement follows in the path of Monsignor John J. Egan and John McKnight's approach to community engagement. The activist role that embodied Father Egan confronted unjust systems while at the same time "connected the dots" to create impact particularly in communities of color. McKnight's asset-based approach recognizes that real community building starts from identifying the strengths and gifts that already exist in the community.

# INSIDE OUT PROGRAM

- Is a pedagogical approach that facilitates dialogue between outside college students and incarcerated students in a correctional, jail or prison setting.
- The process of bringing inside and outside students together allows for the dismantling of pre-conceived narratives on black and brown incarcerated bodies.
- If done right it creates a space for transformative learning experiences and a greater found meaning for humanity

# STATEVILLE




- The prison is an adult male maximum security and holds over 3,700 prisoners and presently has a population of 2,674
- The average cost per offender: \$41,195 (FY18)
- Average sentence over 25 years
- Home of the now closed Stateville's F-House a Panopticon where the French philosopher examines power through a Panopticon. And a symbol of the disciplinary society of surveillance




# THE STUDENT

The process:

- Students are interviewed
  - Generally the outside students are white females
  - Most the students are out of state and have very little knowledge of the Chicago communities where most the incarcerated men live
  - Very few men of color take the class
  - The inside students are selected by the chaplaincy of Stateville with the majority are on life sentences
  - The 90% of inside student is either black or Latino who take the class
- 

# MASCULINITY JUSTICE AND THE LAW

- The 4 credit class course examines the social practices, the law, tradition, and institutional culture, of masculinity.
  - Students map central debates surrounding masculinity, including why it is frequently thought to be “in crisis.” The course examines political and social movements related to masculinity as it considers masculinity in relation to other theories, including feminist and postcolonial.
  - The racialization of crime and punishment and the impact of hegemonic masculinity
- 

# AN OUTCOME THAT PRODUCES A PRODUCT

- o In groups the class develops a program that addresses some of the major themes from the class.
- o They provide an asset based approach with SMART goal timelines their programs
- o The outside students provide the data and research analysis to support the programs
- o The students present the projects
- o The projects help to provide the inside student an opportunity for the inside student to exercise his new found knowledge.
- o *In Plato's Allegory of the Cave In the Republic he education as a way of free people from their shackles and show them a way out of imprisonment. To be educated is to be emancipated- not only individually, and philosophically, but also socially, politically, and ethically. Education, he contends, is what makes justice possible.*

# WHAT DOES INSIDE OUT MEAN TO THOSE WHO PARTICIPATE?


Inside-Out gives the students from the real world a chance to really see the inside students true character. We have been portrayed in the public eye to be animals, scumbags and lowlifes. When the outside students come inside and get to know these so called animals, they see firsthand that's not true. They meet people who have made mistakes and people who are human beings. With that being said, these students who are about to graduate and get into the criminal justice system now have a firsthand look at who is behind bars. These students have the opportunity to change the way the outside views us. They can change the way the system is, which is designed to keep us in prison instead of rehabilitating us. The outside students are the future for the inside students. The question is what does Inside-Out mean to me? A LOT. We need people in the system who know the inside just as well as the outside. We need people who are open minded to both sides. We need people who are going to watch is rehabilitate and free us back into the world. *'The function of freedom is freeing someone else.'* – Falanzo



# INSIDE OUT CLASS PHOTO



# OPPORTUNITY TO EXPAND ON THE CLASS PROJECTS THROUGH THINK TANKS

- Think Tanks operate with the I/O model, which facilitates learning via community building across social difference
  - The groups generally form organically, based on local interests and initiatives
  - Think Tanks allow for the potential of further development of the classroom ideas
  - A trained faculty will meet regularly with both inside and outside students who participate on a volunteer basis.
- 

# DEVELOPING PARTNERSHIP WITH THE GOLDIN INSTITUTE CHICAGO PEACE FELLOWS

The Goldin Institute builds grass root partnerships for global change that are rooted in the power of communities working together to build their own solutions and determine their own future.

Some of the Goldin Initiatives include:

- o breaking the cycle of violence for Child Soldiers, in Cartagena, Columbia
- o Working with local NGO on the re-integration of child soldiers in Uganda
- o Working with women lead organizations in Haiti to train male security officers on gender-based violence

The Chicago Peace Fellows : A collection of Chicago based grassroots community leaders and organizations



# AN AUTHENTIC PARTICIPATORY EXPERIENCE ??

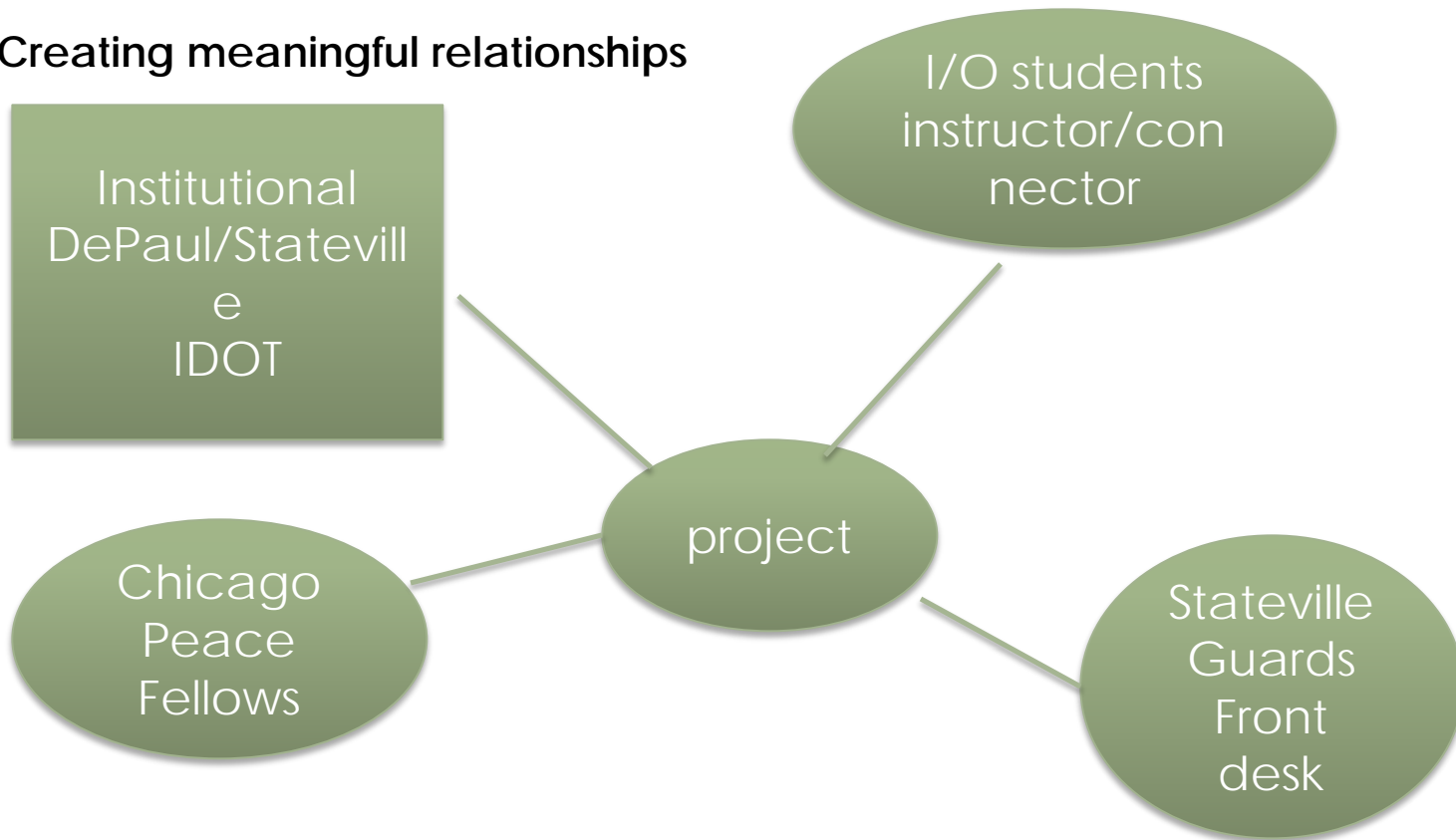
- What is authentic participation ?

***To speak of authentic participation is to ask:***


- Who participates
  - In what areas and under what conditions
  - and to ask: Participation toward what end?
  - participation is authentic if it includes relevant stakeholders and creates relatively safe, structured spaces for multiple voices to be heard.
- 
- *Quality processes* (relationship-focused, characterized by integrity; trust-building; acknowledgement of history, commitment to learning and sharing credit)
  - *Meaningful outcomes* (specific and significant to all partners)
  - *Transformation* (at individual, institutional and organizational, and societal levels) *Anderson (1998)*

# BUILDING THE RELATIONSHIPS

Creating meaningful relationships



# JUST THE BEGINNING

- The opportunity to have a GLO-CAL (global and local) connectivity with the Peace Fellows and other global projects
  - Build on existing assets and build on what works – apply an asset based approach
  - Expand on an experiential learning environment that activates outside students into become informed and involved
- 

# REFERENCES

Anderson, G.L. (1998). Toward authentic participation. *American Education Research Journal*, 35(4), 571-603

[www.goldininstitute.org](http://www.goldininstitute.org)