**An Annotated Bibliography of Shorter Works on Higher Education in Prison**

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This annotated bibliography focuses on articles, reports, and dissertations that deal with questions of higher education in prison. Most of the research cited here was published after 1990 and the majority of documents have come from searches in the Academic Search Premiere database using keywords such as “higher education,” “college,” and “prison.” Readers interested in monograph studies or articles on related topics may find EJP’s other bibliographies more useful.

The annotated bibliography is divided into the following six sections:

1. **Empirical Studies:** These works are typically drawn from the fields of sociology, criminal justice, and education. They generally contain a quantitative component.
2. **Teaching & Administration:** These works generally offer a more explicit focus on the practical concerns of the classroom and address questions of pedagogy and organization.
3. **Popular:** These works are drawn from newspapers, magazines, and trade journals. They are shorter in length and generally consist of brief profiles pertaining to individual programs.
4. **Cultural Studies:** These works are typically drawn from the fields of rhetoric, communications, and political science. They are generally concerned with qualitative forms of analysis.
5. **Synthesis Articles & Papers:** These works typically combine previously published data into new findings.
6. **Dissertations:** These works include dissertations from all fields addressing the subject of higher education in prison.

**I. Empirical Studies**

Adams, Kenneth et al. “A Large-Scale Multidimensional Test of the Effect of Prison Education Programs on Offenders’ Behavior.” *The Prison Journal* 74 (1994): 433-49.

Abstract: This study examined the prison behavior and postrelease recidivism of more than 14,000 inmates released from Texas prisons in 1991 and 1992. Comparisons were made between participants and nonparticipants in prison education programs on a variety of behavioral outcomes. These findings suggest that these programs may be most effective when efforts are focused on the most educationally disadvantaged prisoners. Implications for correctional education policy and correctional program research are discussed.

Allred, Sarah L. "The Inside-Out Prison Exchange Program: The Impact of Structure, Content, and Readings." *Journal Of Correctional Education*60, no. 3 (September 1, 2009): 240-258.

This article examines qualitative data from a fifteen-week experiential course held in a county jail that was modeled on the Inside-Out Prison Exchange program, which includes traditional college students and students who were incarcerated at the time. Survey data and comments gleaned from student papers were used to assess the impact of course structure, content, and readings on the understanding of a daily course topic. Both data sources reveal that deep understanding of the course topic was facilitated most by the course structure. The course content and daily readings were rated, respectively, as second and third in overall importance. The elements of the class structure represented one of several effective templates used throughout the course, and affirm the role of a well-structured experiential learning opportunity in educative outcomes situated in correctional facilities.

Anders, Allison Daniel, and George W. Noblit. "Understanding Effective Higher Education Programs in Prisons: Considerations from the Incarcerated Individuals Program in North Carolina." *Journal Of Correctional Education*62, no. 2 (June 1, 2011): 77-93.

This article explores the North Carolina Incarcerated Individuals Program, a program that deals with incarcerated youths, and comments on its successes.

Arve Asbjørnsen, et al. "Prison Inmates' Educational Motives: Are They Pushed or Pulled?" *Scandinavian Journal Of Educational Research*54, no. 6 (December 2010): 535-547.

Examines the educational motives of over 450 prisoners at Norwegian prisons. It would be relevant to readers interested in European and international research as well as those who are interested in the factors that drive incarcerated individuals to sign up for courses.

Batiuk, Mary Ellen, Karen F. Lahm, Matthew McKeever, Norma Wilcox, and Pamela Wilcox. “Disentangling the effects of correctional education: Are current policies misguided? An event historical analysis.” *Criminal Justice* 5, no. 1 (2005): 55-74.

Suggests that college education programs prevent recidivism much better than other programs, such as high school, GED, or vocational.

Batiuk, Mary Ellen, Paul Moke, and Pamela Wilcox Roundtree. “Crime and rehabilitation: Correctional education as an agent of change—A research note.” *Justice Quarterly* 14, no. 1 (1997): 167-178.

This article draws from 10-year follow-up data to estimate the likelihood of recidivism among parolees from a close-security prison in Ohio who have varying levels of education. It concludes that postsecondary education helps offenders secure employment upon release to explain the disparities between levels of recidivism.

Case, Patricia, and David Fasenfest. "Expectations for Opportunities Following Prison Education: A Discussion of Race and Gender." *Journal Of Correctional Education*55, no. 1 (March 2004): 24-39.

This article examines how successful individuals formerly incarcerated in Michigan were at using the education they received behind bars to secure employment upon release.

Case, Patricia, David Fasenfest, Rosmary Sarri, and Anna Philips. “Providing Educational Support for Female Ex-Inmates: Project PROVE as a Model for Social Reintegration.” *Journal of Correctional Education* 56, no. 2 (June 2005): 146-57.

Focuses on the experience of Project PROVE, a post-release program which focuses on the experience of female ex-inmates.

Chow, Peter; Isabelle S. Thompson, Wendy Wood, Mark Beauchamp, and Robert Lebrun. “Comparing the Personal Development of College Students, High School Students, with Prison Inmates.” *Education* 123, no. 1 (Fall 2002): 167-180.

This study offers comparisons between high school students, college, and male prison inmates on The Personal Development Test. It would be useful for readers interested in student culture.

Clendenen, Richard J., John R. Ellingston, Ronald J. Severson. “Project Newgate: The First Five Years.” *Crime & Delinquency* 25, no. 1 (Jan. 1979): 55-64.

This study explores the effect of “Project Newgate,” a large-scale initiative run through the Office of Economic Opportunity (1965-1980) to provide college programs for prisoners at six jails in the United States. It would be useful for anyone interested in a longer historical trajectory of higher education programs in prison.

Edwards-Wililey, Tina, and Nadia Chivers. “Perception of Inmate-Students’ Ability to Succeed.” *The Journal of Correctional Education* 56, no. 1 (2005): 65-85.

Examines the perceptions of instructors who teach in prison programs over two separate studies. One is from 1993 and the other from 2003. Both look at the perceptions of professors in Ball State University’s Prison Program.

Fabelo, Tony. “Impact of Educational Achievement of Inmates in the Windham School District on Post-Release Employment.” Criminal Justice Policy Council. Austin, TX: The State of Texas, June 2000.

This report tracks the impact of education on post-release employment for over 30,000 inmates released between 1997 and 1998 to show that those who participated in prison education programs had better employment and earning prospects than those who did not participate in such programs.

Fabelo, Tony. “Impact of Educational Achievement of Inmates in the Windham School District on Post-Release Employment.” Criminal Justice Policy Council. Austin, TX: The State of Texas, Aug. 2000.

Updated version of the previous report.

Fine, Michelle, Rosemarie A. Roberts, Maria Elena Torre, and Debora Upegui. “Participatory action research behind bars.” *International Journal of Critical Psychology* 2 (2001): 145-57.

A collaborative research project that brings together six women inside a maximum security correctional facility and four female researchers at the CUNY Graduate Center to assess the effects of college on women in prison, the prison environment, the women’s children, and the women’s post-release outcomes.

Fine, Michelle, Maria Elena Torre, Kathy Boudin, Iris Bowen, Judith Clark, Donna Hylton, Migdalia Martinez, “Missy,” Rosemarie A. Roberts, Pamela Smart, Debora Upegui. “Changing Minds: The Impact of College in a Maximum Security Prison.” City University of New York. 1 Sept. 2001. Web. 2 Aug. 2013.

A study of the Bedford Hills Correctional Facility College Program that asserts the beneficial features of prison college programs, namely that they reduce recidivism rates, allow for the better management of prison populations, and promote lasting transitions to a more positive life outside of prison.

Foster, Johanna E. and Sanford Rebecca. "Does gender shape women's access to college programs in US state prisons?" *Equal Opportunities International*25, no. 7 (October 2006): 577-598.

This study shows that women have slightly greater access to educational opportunities in state prisons than men.

Gorgol, Laura and Brian Sponsler. “Unlocking Potential: Results of a National Survey of Postsecondary Education in State Prisons.” Institute for Higher Education Policy. Last modified May 2011. http://www.ihep.org/Publications/publications-detail.cfm?id=143

This article examines data from 43 states based on results from a national survey sent to state correctional and educational administrators, about post-secondary education programs in their prison systems. Its provides a recent significant statistical snapshot that would be especially useful to anyone interested in questions of funding or institutional structure.

Hackett, Bessie, and Springfield. Illinois State Council on Vocational Education. "Correctional Education: A Way To Stay Out. Education in Correctional Centers: Findings and Recommendations." (January 1, 1992).

This study offers a detailed examination of the state of correctional education in Illinois published two years before the repeal of Pell Grant funds for students in prison. It includes 8 commendations and 15 recommendations, as well as a five-year plan. The full text for this item is available through the ERIC database.

Jensen, Eric and Gary Reed. “Earning a GED and the Risk of Recidivism.” Paper presented at the annual meeting of the American Society of Criminology (ASC), Los Angeles Convention Center, Los Angeles, CA, Nov. 1 2006.

This study compares recidivism rates between those who earned a GED degree and those who attempted a degree, those did not attempt a degree, and a those who already held a high school diploma before incarceration to suggest that those who earned a GED while in prison had a substantially lower rate of recidivism.

Kim, Ryang Hui, and David Clark. "The effect of prison-based college education programs on recidivism: Propensity Score Matching approach." *Journal Of Criminal Justice*41, no. 3 (May 2013): 196-204.

This article attempts to address the problem of a “self-selection bias” that may distort reports on the benefits of prison-based college education as a method of reducing recidivism. Given that it still shows a positive relationship between PSCE and reduced recidivism, it would be a good source for anyone interested in showing the steps researchers have taken to correct previous biases.

Langan, Patrick A., and David J. Levin. "Recidivism of Prisoners Released in 1994." *Federal Sentencing Reporter* 15, no. 1 (October 2002): 58-66.

This excerpted report provides the results of a study by the Bureau of Justice Statistics of recidivism of inmates released from state prisons in 1994. The complete report can be obtained at: http://www.bjs.gov/index.cfm?ty=pbdetail&iid=1134

Linden, Rick, Linda Perry, Douglas Ayers, T.A.A. Parlett. “An Evaluation of a Prison Education Program.” *Canadian Journal of Criminology* 26 (1984): 65-73.

This study analyzes the progress of two prison education programs in British Columbia by assessing the results of a pre- and post-test from students at both institutions. It draws mixed conclusions regarding recidivism based, in part, on the small sample pool; however, it notes that educational goals were achieved.

Messemer, Jonathan E. "College Programs for Inmates: The Post-Pell Grant Era." Journal Of Correctional Education 54, no. 1 (March 2003): 32-39.

The purpose of this study was to determine the level of college degree programs that were being offered to inmates, how the programs were being funded, and how numerous descriptive variables impacted the offering of college programs to inmates. The data pool encompasses 45 of the nation’s 50 states. The author suggests that the state’s population and rate of higher education attained by people in that state were statistically significant factors in determining whether or not a state provided in-house college programs to inmates.

Messemer, Jonathan and Thomas Valentine. “The Learning Gains of Male Inmates Participating in a Basic Skills Program.” *Adult Basic Education* 14, no. 2 (Summer 2004): 67-89.

Measures the learning gains for a group of male inmates at a closed security prison within the southeastern region of the United States. The number of hours of participation was collected for each participant and learning gains were measured for basic skill areas of reading, math, and language.

Meyer, Stephen J. "Factors Affecting Student Success in Postsecondary Academic Correctional Education Programs." Journal Of Correctional Education 62, no. 2 (June 1, 2011): 132-164.

This is a recent study exploring student outcomes in postsecondary correctional education programs. It would be useful for instructors interested in revising program design and delivery based on research.

Office of Vocational and Adult Education. “Partnerships between Community Colleges and Prisons: Providing Workforce Education and Training to Reduce Recidivism.” U.S. Department of Education. 2009. Web. http://webcache.googleusercontent.com/search?q=cache:http://

www2.ed.gov/about/offices/list/ovae/pi/AdultEd/prison-cc-partnerships\_2009.pdf

Governmental report on partnerships between community colleges and prisons. This document is only available in its cached form on Google.

Osberg, Timothy M., and Stephen E. Fraley. "Faculty Perceptions of Teaching in a Prison College Program: Motivations, Barriers, Suggestions for Improvement, and Perceived Equivalence to Traditional College Programs." *Journal Of Correctional Education*44, no. 1 (March 1, 1993): 20-26.

This short article contains interesting findings regarding faculty perceptions of their students. Responses from 67 of 88 prison faculty indicate that (1) they perceive correctional education to be equivalent to traditional education; (2) prison students are viewed as equivalent in intelligence and motivation as college students; and (3) difficulties include students' impulsiveness, intimidation, and wide range of abilities.

Parker, Edward A. "The Social-Psychological Impact of a College Education on the Prison Inmate." *Journal Of Correctional Education* 41, no. 3 (September 1, 1990): 140-46.

This study interviews 301 (of 375) inmates determined levels of educational attainment while in prison. Self-esteem as measured by Rosenberg's scale and self-efficacy and social competence as measured by the Adolescent Problems Inventory. Relationships between education and either self-esteem or competence were significant. Length of time served may have confounded the relationship between education and efficacy. (No Text)

Rose, Chris, Kristin Reschenberg, and Stephen Richards. "The Inviting Convicts to College Program." *Journal Of Offender Rehabilitation*49, no. 4 (January 1, 2010): 293-308.

This article chronicles the Inviting Convicts to College Program, which deploys undergraduate student-teachers as instructors of college level courses inside prisons. The student-teachers are supervised by professors. The course taught is Convict Criminology. This article describes the program, and uses quantitative and qualitative methods to assess four semesters taught at a medium-security state prison. The methodology uses both a survey and focused interviews of prisoners and student teachers. Findings indicate the program goals were met, and the courses taught served as valuable educational experiences for convicts and student-teachers.

Salomone, Ann Masters. "French Behind Bars: A Qualitative and Quantitative Examination of College French Teaching in Prison." *Modern Language Journal*78, no. 1 (Spring 1994): 76-84.

This study offers a comparison of the student performance in an undergraduate French course against two traditional colleges. It also includes a discussion of some of the challenges and problems the instructor faced in the classroom, as well as the rewards.

Schlesinger, Raphael. “Better Myself: Motivation of African Americans to Participate in Correctional Education.” *The Journal of Correctional Education* 56, no. 3 (Sept. 2005): 228-252.

This study draws from fifteen interviews with African American men to describe their motivations for pursuing education behind bars. All of the subjects described their lack of education as a deficit and felt that correctional and adult education was necessary for successful reintegration into the community.

Spark, Ceridwen and Anita Harris. “Vocation Vocation: A Study of Prisoner Education for Women.” *Journal of Sociology* 41, no. 2 (June 2005): 143-161.

This article focuses on female prisoners at Dame Phyllis Frost Centre and Tarrengower Prison in Australia. It argues that the goals of prison education should go beyond a narrow focus on employment.

Spycher, Dianna; Shkodriani, Gina; Lee, John. “The Other Pipeline: From Prison to Diploma Community Colleges and Correctional Education Programs.” College Board Advocacy & Policy Center. 2012. Web. 14 August 2013. http://advocacy.collegeboard.org/sites/default/files/

11b\_4792\_MM\_Pipeline\_WEB\_120416.pdf

This report offers recommendations at the institutional, state, and federal levels to encourage the development of post-secondary correctional education programs between community colleges and prisons. It contains a number of useful charts and graphs and would be an important study to refer to for anyone interested in policy questions.

Steurer, Stephen J., Linda Smith, Alice Tracy. “Three State Recidivism Study.” Lanham, MD: Correctional Education Association, 2001.

This study documents the experience of over 3,600 former inmates from Maryland, Minnesota, and Ohio who were released three years prior to its composition. It reveals that simply attending school behind bars reduces the likelihood of re-incarceration by 29%, opening the possibility for substantial savings for state corrections programs.

Tam, Kai Yung (Brian), Mary Anne Heng, and Dennis Rose. "Voices from Correctional Educators and Young Offenders in Singapore: A Preliminary Needs Assessment Study of the Kaki Bukit Centre Prison School." *Journal Of Correctional Education*58, no. 2 (June 2007): 129-144.

This study examines the Kaki Bukit Centre (KBC) prison school in Singapore. It presents and analyzes the results of two needs assessment surveys were administered to correctional educators at KBC.

Tewksbury, Richard and Jon Marc Taylor. “The Consequences of Eliminating Pell Grant Eligibility for Students in Post-Secondary Correctional Education Programs.” *Federal Probation* 60, no. 3 (Sep. 1996): 60-64.

This article describes the effect the elimination of Pell Grant funding has had on prison PSCE programs. It includes data from a survey of state correctional education directors.

Torfinn Langelid, et al. "Educational Intentions Among Prison Inmates." European Journal On Criminal Policy & Research 12, no. 1 (March 2006): 35-48.

This Norwegian study examines the impact of geographical and cultural affiliation and learning problems on prison inmates’ intentions to embark on a program of study while incarcerated. Younger inmates, inmates who had reading or writing problems and inmates with less geographical and cultural affiliation to Norway were significantly more likely to report that they wished to start upper secondary school than older inmates, inmates who had no reading or writing problems and inmates with a strong affiliation to Norway. Likewise, younger inmates, inmates who had a non-Norwegian affiliation and inmates who had no problems with arithmetic or mathematics were significantly more likely than others to say that they wished to embark on university studies or other higher education.

Torre, María Elena and Michelle Fine. “Bar None: Extending Affirmative Action to Higher Education in Prison.” *Journal of Social Issues* 61, no. 3 (2005): 569-594.

This study draws from participant observations—including both individual and focus group interviews with participants of college programs, former inmates, prison administrators, corrections officers, children of inmates—faculty surveys, and quantitative data to address the psychological, academic, and crime-related impacts of higher education on women in prison.

Walsh, S.M. Steve. “Why Does a Large Prison Population Yield So Few Participants in a College Program Offered at Prison Sites?” Paper presented at the Annual Meeting of the National Council of Teachers of English, New York, New York, March 16-18, 2000.

Author Abstract (EBSCO): A study was conducted to determine why such a small number (less than 2 percent) of the approximately 9,000 adult male prisoners housed in the 3 complexes of the California Institution for Men (Chino, California) in the mid-1980s were actively participating in the college program offered at the prison sites. Data were collected through interviews with several prison administrators, staff, and inmates. The study determined that only about 3,000 men were actually housed at the facilities at any one time and that only about 60 percent of them were eligible for the college program. So 10 percent of the prison population, not less than 2 percent actually participated. Reasons for lack of participation stemmed from an overall anti-college bias on the part of administrators and inmates. College programs were not widely publicized, so that inmates often did not know about the programs or were discouraged from registering. For those who did register, long hours on prison jobs, trouble in the prison, administrative snafus, or transfers often prevented them from attending class regularly. In addition, most of the administrators preferred that prisoners attend vocational programs that were directly useful to the prison system, while others were resentful of prisoners having a chance to go to college. Prisoners who were seen as "smart" by participating in the program faced coercion or violence from other inmates. Finally, participating in the college program often reduced the inmates' time off for working and, therefore, resulted in longer prison stays a powerful deterrent to their participation. (No text holdings)

Winterfield, Laura, Mark Coggeshall, Michelle Burke-Storer, Vanessa Correa, Simon Tidd. “The Effect of Postsecondary Correctional Education: Final Report.” Urban Institute. 1 April 2009. Web. 2 Aug. 2013.

This study tracks the progress of offenders who have received postsecondary education within prison in Indiana, New Mexico, and Massachusetts to show lower rates of recidivism within the group.

**II. Teaching & Administration**

Abrahams, Frank, Miranda M. Rowland, and Kristian C. Kohler. "Music Education behind Bars: Giving Voice to the Inmates and the Students Who Teach Them." *Music Educators Journal*98, no. 4 (June 1, 2012): 67-73.

This article describes a music program in a prison where two preservice music education majors conduct a choir of the inmates. The mission of the choir, framed in the context of social justice, is to move beyond barriers to create communities of hope that restore, enlighten, and transform lives through music.

Ball State University. “Correctional Education Program Instructor Manual.” Rev. August 2006. 29 pp.

A self-published teachers guide that details program policy and disciplinary guidelines.

Barkan, M., et al. "Eliminating language barriers online at European prisons (ELBEP): a case-study." Educational Media International 48, no. 3 (September 2011): 235-248.

Describes a program aimed to overcome language/communication problems between prison staff and foreign inmates at European prisons via online language teaching programs for the staff. This paper discusses the rationale and application of the project with an eye to the related literature and theoretical background. The project outcomes and findings can serve as an example for similar research studies.

Borden, Cindy, Penny Richardson, and Stephen J. Meyer. "Establishing Successful Postsecondary Academic Programs; A Practical Guide." *Journal Of Correctional Education* 63, no. 2 (September 1, 2012): 6-26.

This article draws from three years of research to argue for the benefits of liberal education in prison, as opposed to strictly vocational education. As its title suggests, it offers practical teaching and institutional guidance.

Chaput, Catherine. "Teaching the Rhetorics of Imprisonment." *Radical Teacher*no. 77 (December 2006): 25-29.

This article describes the author’s experience designing and teaching a “Rhetorics of Imprisonment” course for her students at Georgia State University. Although she is working in a traditional classroom, the content of her course may be relevant to those interested in prison college courses.

Crisp, Beth R., and Philip Gillingham. "Some of my Students are Prisoners: Issues and Dilemmas for Social Work Educators." *Social Work Education*27, no. 3 (April 2008): 307-317.

This article addresses the challenges facing administrators in traditional social work programs regarding applications from individuals who are incarcerated or former prisoners. It is primarily focused on Australia.

Davidson, Howard S. “Possibilities for Participatory Education Through Prisoners’ Own Educational Practices.” *Participatory Practices in Adult Education*, edited by Pat Campbell and Barbara Burnaby, 237-64. Mahwah, NJ: Lawrence Erlbaum, 2001.

Recognizing the obstacles to establishing participatory education in prisons, this chapter explores the possibilities for participatory education outside of classrooms in prisoners’ own educational practices, encouraging educators to form alliances with them.

Erickson, Patricia E. "The Benefits of Teaching Sociology to Prisoners." *Teaching Sociology*29, no. 3 (July 1, 2001): 343-53.

Focuses on teaching sociology to prisoners, the benefits of teaching prisoners, and the experience of teaching the courses to prisoners. Addresses how the author took the experience of teaching prison students into traditional undergraduate courses. Highlights the implications for teaching sociology.

Foster, Johanna E. “Bringing College Back to Prison: The State of Higher Education Programs for Incarcerated Women in the U.S.” Paper presented at “When Women Gain, So Does the World,” IWPR’s Eighth International Women’s Policy Research Conference, June 2005.

A conference presentation that offers a detailed account of specific college programs for women in prison in New Jersey and New York which the author has direct involvement with. Provides an overview of the necessary steps and challenges directors face in developing programs.

Frank, Jacquelyn B., Jon-Adam Omstead, and Steven Anthony Pigg. "The Missing Link: Service-Learning as an Essential Tool for Correctional Education." *Journal Of Correctional Education*63, no. 1 (April 1, 2012): 24-34.

Author Abstract: This article reports the results of a Participatory Action Research (PAR) study conducted by a university faculty member and two incarcerated college graduates in Indiana. The research team designed and piloted a service-learning program specifically aimed at college-level inmates in a maximum-security prison. This qualitative study used phenomenology to integrate prisoners' experience and reality toward the creation of a flexible model of service-learning that can be replicated in college programs in prisons throughout the state. The PAR process revealed critical insights about postsecondary education in prison and points to service-learning as the missing link between academic knowledge and its application towards civic development, which is vital for a prisoner's success upon release.

Fried, Joseph. “Leaving Prison Doors Behind, Find Some New Prison Doors Open.” *The New York Times*, Oct. 18th, 2006. http://www.nytimes.com/.

Describes the Prison Re-Entry Institute at Lehman College in the Bronx, which includes a college initiative designed to help parolees transition back to the community.

Hartnett, Stephen. “Lincoln and Douglas meet the abolitionist David Walker as prisoners debate slavery: Empowering education, applied communication, and social justice.” *Journal of Applied Communication Research* 26, no. 2 (1998): 232-53.

Hartnett’s essay offers a case study of a prison project’s attempt to merge scholarly research and political engagement through a social justice curriculum that involves restaging the 1858 Lincoln/Douglas debate, applying political energies to prison issues, and developing a broader network of outreach work within communities.

Inderbitzin, Michelle. "Prisons as Places of Hope and Transformative Learning." AI Practitioner 14, no. 1 (February 2012): 21-26.

A short piece that articulates a teaching philosophy for instructors working in prison

Lempert, Lora Bex, Suzanne Bergeron, and Maureen Linker. "Negotiating the Politics of Space: Teaching Women's Studies in a Women's Prison." *NWSA Journal*17, no. 2 (Summer 2005): 199-207.

This article describes the author’s attempts to translate a traditional Women’s Studies course to a prison setting.

Mageehon, Alexandria. “What Makes a ‘Good’ Teacher ‘Good:’ Women in Transition From Prison to Community Reflect.” *The Journal of Correctional Education* 57, no. 2 (June 2006): 145-157.

This article draws upon interviews detailing the opinions of nine women completing detention sentences in a halfway house setting in the Midwest It would be a good article for anyone interested in tailoring pedagogy to the perceptions of students behind bars.

Maher, Jane. "You Probably Don't Even Know I Exist": Notes from a College Prison Program." *Journal Of Basic Writing*23, no. 1 (March 1, 2004): 82-100.

This article deals with the challenges of teaching basic writing in prison. It would be useful to instructors interested in writing pedagogy, or those who teach composition or incorporate writing into their courses.

Olinger, Andrea, Hugh Bishop, Jose R. Cabrales, Rebecca Ginsburg, Joseph L. Mapp, Orlando Mayorga, Erick Nava, Élfego Núñez, Otilio Rosas, Andre D. Slater, LuAnn Sorenson, Jim Sosnowski, and Augustin Torres. “Prisoners Teaching ESL: A Learning Community among “Language Partners.” *Teaching English in the Two-Year College* 40, no. 1 (Sept. 2012): 68-73.

Describes the EJP’s ESL program at Danville Correctional Center. This would be useful reading for anyone new to EJP.

Parrotta, Kylie L., and Gretchen H. Thompson. "Sociology of the Prison © Classroom: Marginalized Identities and Sociological Imaginations behind Bars." *Teaching Sociology*39, no. 2 (April 2011): 165-178.

This article examines the challenges and opportunities for critical education in prison by making use of their experience teaching sociology.

Reuss, Anne. “Prison(er) Education.” *The Howard Journal* 38, no. 2 (May 1999): 113-27.

Explores the implications of pedagogical decisions geared either towards corrections or individual empowerment in U.K. prisons.

Shafer, Gregory. "Composition and a Prison Community of Writers." *English Journal*90, no. 5 (May 1, 2001): 75-81.

Describes the author's experiences teaching composition to inmates at a women's minimum security prison. Describes how these students wrote with alacrity and passion, using writing as a tool to solve problems and enlighten. Discusses how mandated curriculum and assignment requirements were met, revisions made and issues of dialect discussed, while students used writing as a tool for exploration and empowerment.

Spaulding, Susanna. "Borderland Stories about Teaching College in Prison." *New Directions For Community Colleges* 155 (2011): 73-83.

In this article, the author presents the themes that emerged from her narrative inquiry into the experiences of the prison educators with whom she spoke. Their stories centered on working in a borderland, negotiating power relations, and making personal transformations. This article provides advice on curriculum design and educational principles.

Tannenbaum, Judith. “The First Three Months.” *Disguised as a Poem: My Years Teaching Poetry at San Quentin*, 3-25. Boston: Northeastern University Press, 2000.

Vacca, James. “Educated Prisoners Are Less Likely to Return to Prison.” *Journal of Correctional Education 55*, no. 4 (Dec. 2004): 297-305.

This article describes the make-up of effective education programs. It would be useful on an organizational level in terms of curriculum design.

Watts, Jacqueline H. "Teaching a distance higher education curriculum behind bars: challenges and opportunities." *Open Learning*25, no. 1 (February 2010): 57-64.

This article adopts a case-study approach to consider the barriers to higher education distance learning in the prison setting. It focuses on the practical and organizational constrains faced by educators in their efforts to help students in prison negotiate the different worlds of prison and higher education. It also highlights the value of one-to-one tutorial support in facilitating learning in less than optimum teaching conditions.

Wright, Randall. “Going to Teach in Prisons: Culture Shock.” *Journal of Correctional Education* 56, no. 1 (Mar. 2005): 19-38.

This article incorporates the use of acculturation theory to describe a way of dealing with the problems new teachers face in prison.

**III. Popular**

Black, Susan. “Learning Behind Bars.” *American School Board Journal* (Sept. 2005): 50-52.

Provides a statistical snapshot of juvenile offenders and briefly discusses the implications of punishment on student education.

Cowan, Alison Leigh. “College Sprouts at a Connecticut Prison.” *The New York Times, City Room: Blogging From the Five Boroughs*. November 16, 2009. http://

cityroom.blogs.nytimes.com/2009/11/16/college-ivy-sprouts-at-a-connecticut-prison/?smid=pl-share

This is a short blog piece describing Wesleyan University’s program at Cheshire Correctional Institution.

“The Crisis: The Nationwide Dismantling of College Programs in Prisons.” Changing Minds, Accessed 12 Dec. 2005. Web.

A collection of documents from the now-defunct Changing Minds website, which documents the (still active) Bedford Hills Correctional Facility College Program for Women.

Hamilton, Kendra. “Education behind bars: Marymount Manhattan College teams with volunteers to keep college hopes alive for incarcerated women.” *Black Issues in Higher Education*, Feb. 24, 2005.

This is a short magazine piece that documents Marymount Manhattan College’s program with Bedford Hills Correctional Facility.

Harlow, Caroline Wolf. “Education and Correction Populations.” Bureau of Justice Statistics, U.S. Government. Last revised on April 15, 2003. http://www.bjs.gov/content/pub/pdf/ecp.pdf

Statistical fact-sheet on prison education programs.

Kaplan, Sabina, Eileen Leonard, and Mary L. Shanley. "Different Worlds Converge As College Students And Inmates Meet In a Prison Classroom." *Corrections Today*72, no. 4 (August 2010): 66-69.

The article discusses a sociology class that was offered to both students at Vassar College and inmates that the Taconic Correctional Facility. Topics discussed in the article include the involvement that Vassar professors Eileen Leonard and Mary L. Shanley had in creating the class, concerns that were raised about the course and the way in which the class was managed.

Lagemann, Ellen Condliffe. "What Can College Mean? Lessons from the Bard Prison Initiative." *Change: The Magazine Of Higher Learning*43, no. 6 (January 1, 2011): 14-19.

This is a magazine style-piece documenting the successful Bard Prison Initiative. It would be useful to individuals interested in what happens when prestigious institutions form college prison programs.

Mangan, Katherine. “Business Schools’ Programs Turn Felons Into Entrepreneurs.” *The Chronicle of Higher Education*, March 18 2013. http://www.chronicle.com/

News piece describing the Prison Entrepreneurship Program, which links graduate students with incarcerated men in a number of states near major business schools, to learn how to develop business plans, market their ideas to investors, and develop workplace skills.

McCarty, Heather Jane. “Educating Felons: Reflections on Higher Education in Prison.” *Radical History Review* 96 (Fall 2006): 87-94.

This is a short reflection piece that is written for a general audience. Specific details are offered from the author’s own experience teaching at San Quentin.

McCollum, Sylvia G. “Prison College Programs.” *The Prison Journal* 74, no. 1 (1994): 51-61.

Published in the early 90s before the federal repeal of Pell Grants for prisoners, this short position piece shows that—unlike literacy, vocational, and life skills programs—the position of prison college programs is not automatically assured. The author nevertheless demonstrates their status as a cost-effective solution to reducing the rate of recidivism.

Mentor, Kenneth W. “College Courses in Prison.” Kenneth W. Mentor, J.D., Ph.D. Accessed Aug. 2 2013. http://kenmentor.com/papers/college\_prison.htm

Brief encyclopedic overview of college prison programs, which succinctly summarizes the history, benefits, and challenges of such programs.

National Institute for Literacy. “Correctional Education Facts.” Last accessed 12/27/2005. http://www.nifl.gov/nifl/facts/correctional.html

Fact sheet from the (now-offline) NIFL website.

Russell, Stefene. “Dreaming Down the Walls.” *St. Louis Magazine*, August 2011, 77-80.

Short popular news piece describing the Inside Out Speaker Series in Missouri.

Sieben, Lauren. “Liberal Arts Colleges Reach Minds Behind Bars.” *The Chronicle of Higher Education*, Feb. 6 2011. http://www.chronicle.com/

This is a news piece on Grinnell College’s Liberal Arts in Prison program.

Slater, Robert Bruce. “Locked In But Locked Out: Death Sentence for the Higher Education of Black Prison Inmates?” *The Journal of Blacks in Higher Education* (Winter 1994-95): 101-103.

This is a short, informative piece written for a general audience on the eve of the repeal of Pell Grants for prisoners. Contains useful data.

Various. “Education of Women in Prison.” *Education Update*, May 2005, 18-19.

Collection of short articles focusing on prison education programs.

**IV. Cultural Studies**

Austin, James, and Patricia L. Hardyman. "The Risks and Needs of the Returning Prisoner Population." *Review Of Policy Research*21, no. 1 (January 2004): 13-29.

Although not directly about higher education, this study is useful to any research that feels the need to justify the value of prisoner education programs for the larger community.

Clements, Paul. “The Rehabilitative Role of Arts Education in Prison: Accommodation or Enlightenment?” *Jade* 23, no. 2 (2004): 169-78.

This is a rhetorically influenced cultural critique focusing on education in the U.K. criminal justice system. It advocates “an educational discourse and methodology that is embedded in concepts of emancipation and empowerment, where creativity and heuristic learning enable personal transformation.” As one might expect, its primary focus is the creative arts.

MacKenzie, Doris Layton. “Structure and Components of Successful Educational Programs.” Paper presented at the Urban Institute’s Reentry Roundtable on Education, 31 March to 1 April, 2008. http://www.urban.org/projects/reentry-roundtable/roundtable10.cfm

Outlines some of the structural factors that play into the development of effective educational programs in prisons.

Page, Joshua. “Eliminating the enemy. The import of denying prisoners access to higher education in Clinton’s America.” *Punishment & Society* 6 (2004): 357-78.

This article investigates the circumstances that led to congressional legislation denying prisoners access to Pell Grants. It argues that lawmakers and the media staged a legislative penal drama which played on white, working and middle class voters’ stereotypes and fears about crime and government spending.

Pike, Anne, and Anne Adams. "Digital Exclusion or Learning Exclusion? An Ethnographic Study of Adult Male Distance Learners in English Prisons." *Research In Learning Technology* 20, no. 4 (January 1, 2012): 363-376.

This article explores the phenomenon that, despite good IT skills and improved technologies, access to distance education is curtailed at many prisons due to the conflicting priorities and organizations controlling prisoners’ lives.

Rose, Chris. “Women’s Participation in Prison Education: What We Know and What We Don’t Know.” *The Journal of Correctional Education* 55, no. 1 (Mar. 2004): 78-100.

This article seeks to illustrate a number of deficiencies in our current understanding of women’s participation in prison education and to offer alternative methods to reduce such deficiencies.

Taylor, Jon Marc. "Alternative Funding Options for Post-Secondary Correctional Education (Part One)." *Journal Of Correctional Education*56, no. 1 (2005): 6-17.

This two-part article reviews the historical funding structures, analyzes the current financing situation, and proposes four alternative funding methods for consideration. This section focuses on the Pell Grant-based Tuition Repayment-Work/Reparation proposal.

Taylor, Jon Marc. "Alternative Funding Options for Post-Secondary Correctional Education (Part Two)." *Journal Of Correctional Education* 56, no. 3 (September 2005): 216-227.

This two-part article reviews the historical funding structures, analyzes the current financing situation, and proposes four alternative funding methods for consideration. This section presents the phone-commission rebate funding, on-site college credit operations, and for-profit university tax-credit donation programs.

Tonry, Michael and Joan Petersilia. “American Prisons at the Beginning of the Twenty-First Century.” *Crime and Justice* 26 (1999): 1-16.

This piece attempts to gain temporal distance from the present and reflect on the history and future directions of America’s criminal justice system. It is a well-written, informative piece that provides a useful synthesis of a range of topics connected America’s prisons.

Ubah, Charles, “Social Considerations of Correctional Education and Offender Recidivism: Lessons for 21st Century Criminology.” *Justice Policy Journal* 2, no. 2 (Fall 2005):

A conference-style paper that attempts to fill in a perceived gap in the examination of academic, policy, and social considerations of correctional education and offender recidivism.

Ubah, Charles and Robert Robinson, Jr. “A Grounded Look at the Debate Over Prison-Based Education: Optimistic Theory Versus Pessimistic Worldview.” *The Prison Journal* 83, no. 2 (June 2003): 115-129.

This article reflects on the political debates that led to the repeal of Pell Grants for prisoners by dividing participants into varying theories of education.

**V. Synthesis Articles & Papers**

Baust, Donna C., Andrew P. McWilliams, Brian M. Murray, Katherine G. Schmidt. “College for the Incarcerated: Funding Alternatives for Maryland Post-Secondary Correctional Education.” [Maryland? Date?] http://www.stcloudstate.edu/continuingstudies/distance/documents/CollegefortheIncarceratedFundingAlternativesforMarylandPost-SecomndaryCorrectionalEducationK.pdf

This article outlines three possibilities for funding college prison programs in light of the absence of Pell Grant money for prisoners. The first relies on Americorps workers, the second relies on a combination of state and inmate money, and the third relies on a more complex funding arrangement of the state, inmates, and private contributions. As with Lochner and Moretti’s article, this would be a useful article for anyone interested in economic questions.

Chappell, Cathryn. “Post-Secondary Correctional Education and Recidivism: A Meta-Analysis of Research Conducted 1990-1999.” *The Journal of Correctional Education* 55, no. 2 (June 2004): 148-69.

This study is a meta-analysis of ten years of research on the effects of post-secondary correctional education and schooling. It shows a correlation between the reduction of recidivism and post-secondary programs. It would be useful to anyone searching for a synthesis of research findings.

Contardo, Jeanne and Michelle Tolbert. “Prison Postsecondary Education: Bridging Learning from Incarceration to the Community.” Paper presented at the Urban Institute’s Reentry Roundtable on Education, 31 March to 1 April, 2008. http://

www.urban.org/projects/reentry-roundtable/roundtable10.cfm

Synthesizes recent trends in state prison higher education programs. Notes a shift from academic to vocational education in post-secondary programs and comments on funding, completion, and public-relation dynamics.

Correctional Association of New York. “Education From the Inside, Out: The Multiple Benefits of College Programs in Prison.” New York: Correctional Association of New York, 2009.

A policy publication that synthesizes research from public and private research studies, as well as successful models of programs in New York, to advocate for public funding for college programs.

Devilly, Grant J., Laura Sorbello, Lynne Eccleston, Tony Ward. “Prison-based peer education schemes.” *Aggression and Violent Behavior* 10 (2005): 219-40.

This paper explores the theoretical underpinnings of peer programs as well as empirical research connected to their application in correctional health and wellness programs so as to aid in the development of such programs.

Erisman, Wendy and Jeanne Bayer Contardo. “Learning to Reduce Recidivism: A 50-state analysis of postsecondary correctional education policy.” Washington, DC: Institute for Higher Education Policy, Nov. 2005.

This report synthesizes information from correctional education administrators in all fifty states. While the data contained in the report may be somewhat dated, the authors recommendations for how to improve funding mechanisms and overall access to higher education for prisoners are still relevant.

Foley, Regina M. “Academic Characteristics of Incarcerated Youth and Correctional Educational Programs: A Literature Review.” *Journal of Emotional & Behavioral Disorders* 9, no. 4 (2001): 248-260.

A literature review encompassing the years 1975 to 2000.

Gaes, Gerald G. “The Impact of Prison Education Programs on Post-Release Outcomes.” Paper presented at the Reentry Roundtable on Education, Urban Institute, Washington, DC, March 31-April 1, 2008. http://www.urban.org/

projects/reentry-roundtable/roundtable10.cfm

Gaes draws upon recent synthesis papers to argue that while “correctional education does promote successful prisoner reentry […], we only have an approximation of the true impact—the actual effect size.” Nevertheless, he suggests that “even small effect sizes can produce substantial net cost-benefits, especially for criminal justice costs that include adult corrections.” This would be a useful paper for anyone seeking to make sense of the numerous empirical studies in the field.

Gerber, Jurg and Eric J. Fritsch. “Adult Academic and Vocational Correctional Education Programs: A Review of Recent Research.” *Journal of Offender Rehabilitation* 22, no. 1 & 2 (Sept. 1995): 119-42.

This article summarizes and integrates the findings of recent research into the effect of vocational education on imprisoned men to show its positive effects.

Hrabowski, Freeman A. and Jeremy Robbi. “The Benefits of Correctional Education.” *Journal of Correctional Education* 53, no. 3 (Sep. 2002): 96-99.

Briefly synthesizes the findings of three research studies from Arizona, Texas, and Maryland to advocate federal financial aid for correctional education and post-release support services.

Hull, Kim A., Stewart Forrester, James Brown, David Jobe, Charles McCullen. “Analysis of Recidivism Rates for Participants of the Academic/ Vocational/ Transition Education Programs Offered by the Virginia Department of Correctional Education.” *Journal of Correctional Education* 51, no. 2 (June 2000): 256-61.

This study was commissioned by the Superintendent of the Department of Correctional Education in Virginia to assess the impact of Virginia’s programs on recidivism by drawing from a sample pool of 3,000 men and women released during the period from 1979-1994. It found that completion of an education program in prison is positively and directly connected to post-release community adjustment.

Jancic, Mitchell. “Does Correctional Education Have an Effect on Recidivism?” *Journal of Correctional Education* 49, no. 4 (Dec. 1998): 152-61.

Database Abstract: A meta-analysis of studies from correctional departments in New York, Texas, Maryland, Ohio, and North Carolina as well as Bureau of Justice Statistics showed lower recidivism rates for participants in the following: General Educational Development preparation, high school completion programs, academic and vocational education, and postsecondary education.

Karpowitz, Daniel and Max Kenner. “Education as Crime Prevention: The Case for Reinstating Pell Grant Eligibility for the Incarcerated.” Annandale-on-Hudson, NY: Bard Prison Initiative, ND. http://www.nassgap.org/library/docs/crime\_report.pdf

This brief position paper showcases what the authors call “the overwhelming consensus among public officials that postsecondary education is the most successful and cost-effective method of preventing crime.”

Klein, Steven and Michelle Tolbert. “Correctional Education; Common Measures of Performance: Using State Data to Assess the Status of Correctional Education Programs in the United States.” Washington, DC: The United States Department of Education, July 2004. https://www.cedatanetwork.org/pdf/

common\_measures\_of\_perf.pdf

Reports on an eight-state pilot study to develop a common state reporting framework for state correctional education programs. Summarizes the states’ experiences test-running data using new, common programming instructions and assesses the potential for using state data to produce policy-relevant national estimates of the scope and effectiveness of correctional education in the United States.

Lochner, Lance and Enrico Moretti. “The Effect of Education on Crime: Evidence from Prison Inmates, Arrests, and Self-Reports.” *The American Economic Review* 94, no. 1 (Mar. 2004): 155-189.

This is an article that weighs the economic impact of high school education and crime to attribute a sizeable social savings to successful completion of high school programs. This would be a useful article for individuals seeking economic justification of prison education programs.

Lewis, John. “Correctional Education: Why it is Only ‘Promising.’” *The Journal of Correctional Education* 57, no. 4 (Dec. 2006): 286-96.

This article critiques “the current post-treatment, quasi-experimental design primarily used to evaluate the effectiveness of various correctional education and vocational training programs.” Essentially, it argues that there are too many variables that influence recidivism for researchers to privilege education. It advocates a “more holistic approach” that begins “with the research funding agencies a movement away from recidivism as the primary outcome variable.” This would be a good article for researchers interested in gaining some critical distance from empirical studies that have a tendency to praise education programs.

Linden, Rick and Linda Perry. “The effectiveness of prison education programs.” *Journal of Offender Rehabilitation* 6, no. 4 (Summer 1982): 43-57.

This is an older article that provides an early evaluation of prison education programs. It suggests that intensive programs are most likely to succeed if they can establish an alternative community within the prison and offer post-release services to inmates.

Linton, John. “United States Department of Education Update.” *The Journal of Correctional Education* 56, no. 2 (June 2005): 90-95.

This short piece provides a short overview of competition for the federally funded Life Skills Program, which is the only competitively awarded program at correctional facilities. See other articles from the June 2005 edition of *The Journal of Correctional Education* for more details.

--- . "United States Department of Education Update." Journal Of Correctional Education 62, no. 2 (June 2011): 73-76.

This short piece focuses on the “Unlocking Potential” report by the Institute for Higher Education Policy. It says that the report notes the high portion of inmate classes that are supported by federal funding through the Incarcerated Individual Program and by state funding.

Machin, Amanda. “Correctional Education Programming.” Chicago: Chicago Metropolis 2020, 200[8?]. http://jthomasniu.org/class/Stuff/illedprograms-1.pdf

Provides an overview the current state of correctional education in Illinois. This short report would be a useful starting point for someone with a specific interest in the state of Illinois.

Mercer, Kerri Russo. “The Importance of Funding Postsecondary Correctional Education Programs. *Community College Review* 37, no. 2 (2009): 153-164.

Excerpt from the author’s abstract: This article profiles the prisoner population in the United States, describes three state correctional education programs in which community college plays a central role, and makes the case for additional support for PSCE programs.

Schiraldi, Vincent and Jason Ziedenberg. “Cellblocks or Classrooms?: The Funding of Higher Education and Corrections and Its Impact on African American Men.” Justice Policy Institute, 1 Sept. 2002. Web. 2 August 2013.

This study was published in the midst of the mild recession of the early 2000s. In it, the authors compare educational and prison spending in terms of their outcomes to advocate the need for a greater investment in education, even during lean budget years.

Ubah, Charles. “A Critical Examination of Empirical Studies of Offender Rehabilitation-Correctional Education: Lessons for the 21st Century.” *Journal of Correctional Education* (2002): 13-19.

This short article provides a summary of empirical studies of prison education programs from 1945 to 2002. This would be a good article for anyone interested in a long overview of prison education studies.

Wilson, David, Catherine Gallagher, and Doris MacKenzie. “A Meta-Analysis of Corrections-Based Education, Vocation, and Work Programs for Adult Offenders.” *Journal of Research in Crime and Delinquency* 37, no. 4 (2000): 347-368.

This study offers a meta-analysis of 33 experimental and quasi-experimental evaluations of education, vocation, and work programs that found that program participants recidivate at a lower rate than nonparticipants. It notes a relatively weak methodological character in these studies and offers recommendations for future evaluative criteria. This would be a useful study for anyone interested in questions of assessment.

**VI. Dissertations**

Cabral-Maly, Margarita Anne. “Disappearance of the ‘Invisible Students’: The Policy and People of Higher Education in New York State Prisons.” PhD diss., Fordham University, 1997.

Excerpt from Author Abstract: This qualitative research study investigated the unique educational enterprise of prison higher education from the viewpoint of the various participants. The study, therefore had two main purposes. First, it explored the mission of higher education in the rehabilitation of prisoners from the personal, human perspective. Second, it identified the economic, historical, philosophical, political, and social factors that resulted in the loss of funding that led to the demise of the program.

Contardo, Jeanne Bayer. “Against the Grain: A Study of North Carolina’s Plan to Provide College to its Prison Inmates.” PhD diss., University of Maryland, 2008.

Excerpts from Author Abstract: This study uses theories of organizational resiliency and distributed structure to analyze the development and maintenance of postsecondary correctional education (PSCE) in North Carolina. The study uses bounded case study methodology to focus on the partnership between the North Carolina Department of Correction (NCDOC) and the North Carolina Community College System (NCCCS) that provides PSCE to over one-third of all inmates in North Carolina.

Craft, Margaret M. “Long-term Benefits of Higher Education Programs in Maximum Security Prisons.” PhD diss., State University of New York at Albany, 1995.

Excerpt from Author Abstract: This research is based upon the assumption that education of long-term prisoners contributes not only to the well-being of those prisoners, but to the good of the facility through increased inmate self-esteem, fewer behavioral problems, and the creation of a paraprofessional workforce within correctional facilities. The survey sample (N = 907) were students/graduates of college (n = 671) and GED (n = 236) programs in twelve maximum security correctional facilities. College students/graduates consisted of 580 (86.4%) males and 91 (13.6%) females, with a mean age of 33 (SD = 8.3). The control group of GED students/

graduates had 172 (72.9%) males and 64 (27.1%) females, with a mean age of 31 (SD = 8.3).

Crouse, Tara Elizabeth Ann. “Higher Education in Prisons: A Historical Analysis.” PhD diss., University of Ottawa, 2000.

Excerpt from Author Abstract: This thesis provides an exploration and analysis of university education in prisons from a historical point of view. It examines how post-secondary education in prisons has reproduced dominant economic and cultural relations, but also how it can resist doing this. A qualitative research process is used to investigate the empirical research produced in this field. The primary method used is the analysis of the experiences and the voices of persons who have participated in higher education in prisons as students and teachers. The primary objective is to give a voice to prisoners as a traditionally oppressed group.

DeSelle, Dorothy Pinckard. “Higher Education Opportunities in the State Prison Systems of Arkansas, Louisiana, and Mississippi.” PhD diss., The University of Mississippi, 1996.

Excerpt from Author Abstract: The purpose of the study was to determine the current status of higher education programs in the state prison systems of Arkansas, Louisiana, and Mississippi. In addition, the study was designed to identify and compare institutional policies which dictate the types of higher education programs offered in the surveyed correctional facilities. The population of the study was restricted to state owned adult correctional facilities in the states of Arkansas, Louisiana, and Mississippi. The survey was distributed to the director of education at each state owned adult correctional facility. Surveys were mailed to 26 directors of education, and responses were received from 20 or 76.9 percent.

Edwards, Douglas Andrew. “The prison in the classroom, the classroom in the prison: Literate values and the role of higher education.” PhD diss., Texas A&M University, 1996.

Excerpt from Author Abstract: This dissertation examines literacy in freshman and sophomore English classes at six Texas prisons, addressing the following questions: (1) what are the various constraints and demands of writing and literature instruction in the prison classroom, (2) what happens when methods and subject matter developed in other institutional settings are imported into the prison classroom, and (3) what is the purpose of literacy education in prison and what light does that shed on literacy education and the outside world.

Jones, Raymond L. “Prison higher education in Massachusetts: An exploratory cultural analysis.” PhD diss., University of Massachusetts Amherst, 1992.

In the author’s words, “the purpose of this study was to generate a preliminary ‘social facts’ description of prison higher education and a theoretical lens capable of guiding an examination of higher education as a mechanism for status reformation among prisoners.” It includes data gleaned from a questionnaire given to six directors of higher education programs.

Tucker, Jed Brown. “The Liberal Arts Unbound: Higher Education in an American Prison, 2005-2006.” PhD diss., Columbia University, 2009.

Excerpt from Author Abstract: The Bard Prison Initiative offers a full liberal arts college curriculum to men and women confined inside prisons with the possibility of earning an Associates and Bachelors degree. This is an ethnographic study of one of these college-in-prison sites. This study (1) describes the structural constraints on a college program inside a prison, some of which surprisingly facilitate its success, (2) locates the prison and college staffs' contrasting ideological assumptions about the student-prisoners in actual everyday practices of college students in prison, and (3) demonstrates how enrollment in the college transforms the daily experience of imprisonment, including its effects on social group formation, and the development of self-narratives. The focus on how participation in the college shapes narratives of self aims to explore how the stories we are exposed to and tell ourselves shape our life experiences, including the choices we make.