



EDUCATION JUSTICE PROJECT  
an initiative of Education at Illinois

# Censorship of Reading Materials in the Prison System

SUBJECT MATTER HEARING, ILLINOIS HOUSE  
JULY 8, 2019

## Testimony of Rebecca Ginsburg, EJP Director

My name is Rebecca Ginsburg. I work at the University of Illinois, where I'm a tenured faculty member in the College of Education and director of the Education Justice Project, or EJP.

Since 2008, EJP has offered for-credit classes and other academic programs to men incarcerated at Danville Correctional Center. We do not work for the Department of Corrections and we are not compensated by that agency. We work on behalf of the state of Illinois, from a conviction that our state will be best served if all of its residents have as much education as they can take. As a land grant institution, this commitment to expanding access to quality education is part of the university's DNA.

I was invited to testify today to relate the experiences of our program with respect to censorship.

First, some background. EJP offers 12 different programs at the prison. Our volunteers are there--

delivering for-credit classes, facilitating anti-violence groups, leading writing and business workshops, tutoring, and engaged in other initiatives—five days a week, morning through evening. We're the largest non-religious volunteer program within the IL Department of Corrections. Our members have twice been honored as Volunteer of the Year by the department.

EJP also produces reentry guides that we distribute for free to individuals and service agencies across the state. However, this hearing concerns our educational work at Danville Correctional Center. In particular, it concerns the procedures for seeking permission to bring academic materials—books and course readers—into the prison and the negative impact of current procedures on our ability to ensure the provision of quality educational programs.

It's a rare week that EJP doesn't seek to bring academic materials into the prison. Everything—books, course

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readers, pens, journals—must be pre-approved. The pre-approval process for EJP changes frequently—7 times in the last 4 years. Changes are typically communicated orally from prison staff. We have never been provided with written instructions.

Now, I want to move to what happened.

In November 2018, EJP submitted 28 books and course readers to the prison as part of the pre-approval process. 16 were denied, including *Uncle Tom’s Cabin*, the 1852 novel written by Harriet Beecher Stowe and *The Souls of Black Folks*, written by W.E.B. Dubois in 1903.

We purchased multiple copies of the 12 items that were approved and brought them to the prison on January 10, the first day of the spring semester, to distribute to students. This was standard procedure. However, Danville staff seized all items and suspended all EJP activity at the prison. They allowed the program to resume on January 28, over two weeks later. However, course books were not released until February 19, over one month into the semester. Accordingly, our instructors were required to teach for the first few weeks without course materials. The course readers were finally released contingent on our removing designated pages from them. It was the first time we had ever been asked to literally tear pages out of course materials.

Finally, on January 28, 2019, prison staff removed over 200 titles from the EJP library

at Danville prison. Most were books about social struggle. The majority concerned the history and experiences of African Americans.

We received no communication that the book removal was coming and no notification after it took place. We learned about the book removal from the EJP students.

On March 25, 2019 during a phone call with Victor Calloway, the warden, and Anita Bazile-Sawyer, the chief of programs, I was told that books on race were “divisive.” This was in line with what our Director of Academic Programs had been told by the prison’s head of Internal Affairs, Charles Campbell, on November 26, “the problem is the racial stuff.” In a meeting that same month between the warden, the head of Internal Affairs, and an EJP instructor, they told the instructor that they worried about materials containing the three Rs—rape, riots, and race.

However, in May 2019, in response to media queries about the removal of the books, IDOC did not refer to the books’ content. In its statement, IDOC affirmed that the books had been removed because they had not gone through the proper pre-approval process. Library books are subject to the same pre-approval process as other books we bring into the facility. The library collection has been built over 10 years and the books in it have been brought in at various times over those years. There is no stamp that approved books receive, or any way of looking at an item and knowing whether it has been

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properly reviewed and approved. In short, IDOC's explanation is not credible.

For ten years EJP has been trying in good faith to provide quality educational opportunities to incarcerated men at Danville prison. We believe it's in their interests, their families' interests, and in the state's interests that we do so.

We don't know what precipitated the Department of Correction's actions.

However, the censorship has produced an atmosphere of uncertainty. This is unfortunate. We would like to expand our programming at Danville and implement a degree program. In addition, other prison education programs across the state are looking at this situation closely, as it has implications for their own operations.

The mood right now is somber.

Illinois' prison higher ed programs seek professional, respectful relationships with

IDOC leadership and with prison staff on the ground. We seek policies and legislation that protect the investment of universities and the funding agencies that support higher education in prison. We want a stable environment that supports sustainability and growth of educational programming.

I would welcome the opportunity to work with the legislature and IDOC to create clear and fair policies re: the use of books and other academic materials in Illinois prisons, and policies conducive to program stability.

IL was the first state in the country to offer college classes within prisons. I'd like to see it again offer national leadership in this field. As importantly, I want the efforts of EJP's students, staff, and instructors to be accorded the dignity and respect they deserve.

Thank you for your time. I hope you share my vision of protecting higher education in IL prisons and, indeed, moving it to the next level.

“ When the prison gates slam behind an inmate, he does not lose his human quality; his mind does not become closed to ideas; his intellect does not cease to feed on a free and open interchange of opinions; his yearning for self-respect does not end; nor is his quest for self-realization concluded. If anything, the needs for identity and self-respect are more compelling in the dehumanizing prison environment. ”

- Thurgood Marshall

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## Testimony of Holly Clingan, EJP Community Librarian

My name is Holly Clingan, and I'm the Associate Director of Principal Gifts and the University President's Office Liaison for the University of Illinois Foundation. I have a graduate degree from the University of Illinois iSchool in Information Science. I coordinate and direct the EJP Community Library as the Community Librarian.

The purpose of the EJP Community Library is to provide reading, reference, and research resources serving the needs and academic pursuits of the student patrons of the Education Justice Project at Danville Correctional Center. In addition, our library offers programming and community space typical to academic and public libraries – a purposeful third space. The EJP Community Library is a hub of activity and an essential space to support the Education Justice Project community.

Johnny Page, a former EJP student, now released, describes our library as “a fortress of solitude.” In that sanctuary, our students are free to be scholars and academics and are empowered in healthy conversation with other students. Our library is an escape from the hyper-masculine environment of the cell block.

The library collection is physical in nature, and the subject parameters are wide. We collect fiction of several genres and resources at the basic information level in the Dewey Classification System. The largest percentages of our non-fiction collection are contained in Social Sciences (24%), Literature (19%), and History (14%). Many of our books are used regularly on the University of Illinois

campus in Urbana-Champaign and have been assigned in classes at Danville Correctional Center.

As the EJP Community Librarian, I have a group of incarcerated EJP student librarians at the prison who manage the collection on-site. At the beginning of their tenure in the library program, I share with them the American Library Association “Prisoner’s Right to Read: An Interpretation of the Library Bill of Rights.” They have job descriptions and are trained to serve their fellow students in basic library functions with tasks ranging from cataloging, shelving, and weeding books, to reference services and reader’s advisory for fellow student patrons. Community library workers also write governing policies, critically analyze the collection, and create and organize library programs for the EJP community at Danville. We host guest speakers, poetry readings, and are open to new ways to bring robust UIUC resources and educators to the Danville campus.

Because EJP students are, technically, University of Illinois students, they also have access to the U of I library at UIUC. They complete loan request slips at Danville for specific books or research topics from the UIUC collection. I help fulfill these research requests with UIUC library materials which eventually, upon a clearance process, arrive back in Danville with the EJP student to assist with their research.

I do this work for many reasons. EJP is empowering to all. We treat incarcerated EJP students like people, not prisoners. Providing a library serves the human condition -- it's not

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just about “educating the inmate,” they are being treated like human beings. This well-known quote from Supreme Court Justice Thurgood Marshall speaks to that. “When the prison gates slam behind an inmate, he does not lose his human quality; his mind does not become closed to ideas; his intellect does not cease to feed on a free and open interchange of opinions; his yearning for self-respect does not end; nor is his quest for self-realization concluded. If anything, the needs for identity and self-respect are more compelling in the dehumanizing prison environment.” This crystallizes why this work is valuable to me, and I’ve earnestly worked for nearly six years with these students and with this library collection at Danville.

There is a lot of tension about how people view this work. Knowledge is power. Corrections officials know that knowledge can free oppressed minds. We’ve had continual problems with clearance of teaching materials but nothing like this spring semester when they refused to allow classic literature into the prison for an American Literature course. Titles like *Incidents in the Life of a Slave Girl*, by Harriet Jacobs and *Narrative of the Life of Frederick Douglass, an American Slave*, by Frederick Douglass, among others, were denied clearance for teaching purposes.

With no explanation whatsoever, our library shelves were also pillaged by IDOC staff in January. This ransacking of our collection of books is a destructive abuse of power. Titles

were removed about teaching and learning in prison, books on race, African American history, slave narratives, human struggle and suffering, the Holocaust, books on gay culture and gender identity.

As others have said, it’s heartbreaking but not surprising, given the nature of this tension that lives on within our programming at Danville. To many prison staff, our program conflicts with their view of incarcerated individuals. Our programs and generally “educating the inmate” are seen as counter to their punitive orientation towards incarceration. Prison officials contended that these books didn’t go through the proper clearance channels, but that is patently false. We have spreadsheets of books that sometimes take months to clear. We keep a paper trail, and it requires attention to detail and lots of communication. IDOC contends that these titles were “divisive.” Tell me, how is a children’s picture book about visiting a parent in prison divisive?

We’ve been operating for a long time with rules on the submittal of resources that, unfortunately, periodically and arbitrarily change for no reason. What we haven’t had -- is a clear and fair policy which could help eliminate this kind of egregious censorship of our collection. We have our own EJP Library Collection Development Policy developed in-part by our students on the inside. We wish for the same level of professionalism and some consideration of the importance of our work from IDOC.

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## Testimony of Michael Tafolla, EJP Alumnus

My name is Michael Tafolla. Thank you for giving me a chance to speak today.

I was incarcerated at the age of 18. It took me seven years to finally be able to get into school. I was told by IDOC that I had too much time to attend any classes. When I finally got in, I earned my GED and never looked back. I took community college courses and became a certified peer educator by the Illinois Department of Public Health. Then I started teaching classes and facilitating groups, from anger management, lifestyle redirection, substance abuse orientation, and more. Throughout this time I got good grades and read a lot of books. However, I never felt challenged.

When I finally got into the Education Justice Project by the University of Illinois, it was the first time that I had been challenged in a group setting dealing with education.

Taking higher-level university courses and engaging in workshops and reading groups, I was exposed to a different type of pedagogy. Not only was I challenged, but I was encouraged to challenge others, as well as the material and information that we received. I was able to engage in critical dialogue. I was able to develop my critical thinking skills, my critical consciousness, my level of self-awareness, and my self worth among other things.

I was given the opportunity to become an English as Second Language instructor. I was given the opportunity to engage in a trauma-informed social-emotional learning space called Community Anti-violence Education.

The Education Justice project offered me much more than an academic education. It offered me an education in humanity. The humanity that I almost lost being incarcerated for all that time. In prison I was reduced to the worst parts of me, the worst parts of my past, the worst actions I ever made. I wasn't viewed as human, I wasn't viewed as equal, I was always viewed as less than. I was always viewed as a crime waiting to happen.

The Education Justice Project volunteers and instructors treated me as a human being and as a student. Not only did they expose me to information and give me what they had to offer, but they also sought to learn from me. A lot of that learning took place in the Community Library. It was where we studied and argued and got books to take back to the cellblock, and continued arguing there. This was all a good kind of arguing. It prepared me for when I got out.

Actually, it took me a bit to get used to the way EJP engaged us. I had never had an outsider view me as other than an inmate. But they viewed me as a student and human being. This changed the way that I thought and the way that I felt. It helped to normalize me and prepare me properly for the world I was about to face. Thanks to that exposure, I am able to be out here in this society as a contributing productive citizen.

Now I am here before you, 11 months since I got out after serving 20 years. I have been an intern at Adler University School of Psychology. I have become a case manager and trauma-informed care facilitator at Precious Blood Ministry of Reconciliation,

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a non-profit in Chicago. I have started my own network, called Heart of Chicago. I connect people with entities that can take care of their long-term needs while I myself take care of their immediate needs. This way, they don't do anything to hurt themselves, hurt others, or break the law. Also through Heart of Chicago, I provide consultation on program development and trauma-informed care facilitation for nonprofits and schools.

I was stunned when I learned that prison staff took hundreds of books from EJP's Community Library at Danville. But, also, not very stunned. I saw the boxes of books in the EJP offices in Champaign after EJP brought them back to campus. There were books that I had read for class, like *Illegal*, by Jose Angel, a memoir of an undocumented resident. To me, it makes no sense that a book that we had discussed as a class two or three years ago could suddenly be considered problematic.

Like I said, discussions about books and the ideas that are contained in books helped restore my sanity and prepared me for life on the outside. I've been a more effective case manager and facilitator because of them. Many of the books in the EJP library are about the historical and political contexts of the communities that I now work in. Books don't have all the answers, of course. But reading

books from a variety of different perspectives and talking about them helped me to think critically and to question my assumptions. I still do that, here on the outside.

One reason I say that it was a surprise, but not a surprise that the books were removed is that we EJP students were aware that there were certain Corrections Officers who didn't like the EJP program. I'm aware of some who have indicated that they'd like to shut the program down. The way the program works, most of us end up valuing ourselves more. We feel empowered by knowledge. We have a stronger sense of self-worth and of what our people, our generations, have gone through. It seems like some prison staff don't like that. Maybe they find it threatening. I don't know and I don't want to speculate about their motivations.

What I do know is that the students who are still on the inside value the books and the library, just as I did. I suspect that this entire situation has been really unsettling to them. I'd be surprised if they aren't about the future of the program. I'm grateful that I got to speak on their behalf. I hope that in the future they will be able to study and advance themselves in peace and be treated with respect.

Thank you again for this opportunity.

“Many of the books in the EJP library are about the historical and political contexts of the communities that I now work in. Books don't have all the answers, of course. But reading books from a variety of different perspectives and talking about them helped me to think critically and to question my assumptions.”

# Appendix 1: Materials Denied, Censored, and Removed from Danville Correctional Center

## Submitted for clearance, but not allowed to be brought into the facility for consideration, Nov 2018

|   |         |             |
|---|---------|-------------|
| How to Kill a City: Gentrification, Inequality, and the Fight for the Neighborhood            | Peter   | Muskowitz   |
| Locking Up Our Own: Crime and Punishment in Black America                                     | James   | Foreman Jr. |
| The Color of Law: A Forgotten History of how Our Government Segregated America                | Richard | Rothstein   |
| Uneasy Peace: The Great Crime Decline, the Renewal of City Life, and the Next War on Violence | Patrick | Sharkey     |

## Submitted for clearance and allowed to be brought into the facility for consideration, but ultimately denied clearance, Nov 2018

|  |                |               |
|--|----------------|---------------|
| Narrative of the Life of Frederick Douglass, an American Slave   | Frederick      | Douglass      |
| Whose Detroit? Politics, Labor and Race in a Modern American City                                      | Heather Ann    | Thompson      |
| Public Housing Myths: Perception, Realty, and Social Policy  | Nicholas Dagen | Bloom         |
| Alien Neighbors, Foreign Friends: Asian Americans, Housing, and the Transformation of Urban California | Charlotte      | Brooks        |
| New Deal Ruins: Race, Economic Justice, and Public Housing Policy                                      | Edward         | Goetz         |
| The Souls of Black Folk  | W.E.B.         | DuBois        |
| Incidents in the Life of a Slave Girl  | Harriet        | Jacobs        |
| Uncle Tom's Cabin  | Harriet        | Beecher Stowe |
| Why Government is the Problem  | Milton         | Friedman      |
| The Little Book of Victim Offender Conferencing  | Lorraine       | Amstutz       |

## Allowed into the facility in February 2019 on condition pages were removed

|  |           |          |
|--|-----------|----------|
| "Affective Economies" in Social Text 22(79), 2004  | Sara      | Ahmed    |
| "Urban Crisis and Black Politics" in Against the Current, 54, 1995   | James     | Jennings |
| "Los Angeles: America's 'White Spot'" in Alien Neighbors, Foreign Friends: Asian Americans, Housing, and the Transformation of Urban America, 2012 | Charlotte | Brooks   |
| "Education Policy as an Act of White Supremacy: Whiteness, Critical Race Theory, and Education Reform," in Journal of Education Policy, 4, 2005    | David     | Gillborn |

**Books Removed from U of I Library at Danville Correctional Center, Jan 2019**

| <b>Title</b>  | <b>First</b>   | <b>Last</b>       |
|---|----------------|-------------------|
| The Classroom and The Cell: Conversations on Black Life in America                              | Mumia          | Abu-Jamal         |
| A Quiet Revolution: The Veil's Resurgence, from the Middle East to America                      | Leila          | Ahmed             |
| Correctional Contexts: Contemporary and Classical Readings                                      | Edward J.      | Alexander M.      |
| From Slavery to Freedom: A History of African Americans   | John Hope      | Alfred A. Moss    |
| The Dark and Tangled Path: Race in America  | David D.       | Anderson          |
| Code of the Street: Decency, Violence and the Moral Life of the Inner City                      | Elijah         | Anderson          |
| Illegal: Reflections of an Undocumented Immigrant   | Jose           | Angel N.          |
| Earth Politics: Religion, Decolonization, and Bolivia's Indigenous Intellectuals                | Waskar         | Ari               |
| The Gangs of New York: An Informal History of the Underworld                                    | Herbert        | Asbury            |
| Rethinking our Classrooms: Teaching for Equity and Justice                                      | Wayne          | Au                |
| Man   | Harry Elmer    | Barnes            |
| Imperial Hygiene: A Critical History of Colonialism, Nationalism and Public Health              | Alison         | Bashford          |
| Radical School Reform   | Ronald Gross   | Beatrice Gross    |
| My Daddy Is in Jail   | Janet M.       | Bender            |
| Before the Mayflower: A History of Black America  | Lerone         | Bennett Jr.       |
| A Slave No More: Two Men Who Escaped to Freedom, Including their Own Narratives of Emancipation | David W.       | Blight            |
| Letters & Papers From Prison  | Dietrich       | Bonhoeffer        |
| White Supremacy and Racism in the Post-Civil Rights Era   | Eduardo        | Bonilla-Silva     |
| Race and Resistance: African-Americans in the 21st Century                                      | Herb           | Boyd              |
| Black Hole  | Charles        | Burns             |
| A Visit to the Big House  | Oliver         | Butterworth       |
| Fist Stick Knife Gun: A Personal History of Violence  | Geoffrey       | Canada            |
| Adventures of an African Slaver   | Capt. Theodore | Canot             |
| Black Ice   | Lorene         | Cary              |
| The War Within These Walls  | Aline Sax      | Caryl Strzelecki  |
| The Female Offender: Girls, Women and Crime   | Meda           | Chesney-Lind      |
| The Color of Our Future: Race in the 21st Century   | Farai          | Chideya           |
| Chinatown Gangs: Extortion, Enterprise, and Ethnicity   | Ko-lin         | Chin              |
| Angels' Town : Chero Ways, Gang Life, and the Rhetorics of the Everyday                         | Ralph          | Cintron           |
| The African American Odyssey Volume 1: to 1877  | Darlen         | Clark Hine        |
| Black Feminist Thought: Knowledge, Consciousness, and the                                       | Patricia Hill  | Collins           |
| African-American Firsts: Famous Little-Known and Unsung Triumphs of Blacks in America           | Joan Potter    | Constance Claytor |

**Books Removed from U of I Library at Danville Correctional Center, Jan 2019**

|   |                |               |
|---|----------------|---------------|
| The Stickup Kids; Race, Drugs, Violence and the American Dream  | Randol         | Contreras     |
| The Race of a Privileged Class: Why are Middle-Class Blacks Angry? Why should America Care?   | Ellis          | Cose          |
| The African-American Address Book: Make Contact with over 4500 African-American leaders in sports, politics, the arts, business, culture, medicine, and much more | Tabatha        | Crayton       |
| English Online: A Student's Guide to the Internet and World Wide Web  | Eric           | Crump         |
| Talking the Walk: A Communications Guide for Racial Justice   | Hunter         | Cutting       |
| The Black Man's Burden: Africa and the Curse of the Nation-State  | Basil          | Davidson      |
| The African Slave Trade   | Basil          | Davidson      |
| No Angel: My Harrowing Undercover Journey to the Inner Circle of the Hells Angels   | Jay            | Dobyns        |
| The Negro In Illinois: The WPA Papers   | Brian          | Dolinar       |
| The Rise of Enlightened Sexism: How Pop Culture took Us from Girl Power to Girls Gone Wild  | Susan J.       | Douglas       |
| An American Insurrection: James Meredith and the Battle of Oxford, Mississippi, 1962  | William        | Doyle         |
| The Hole: Consumer Culture, Volume 1  | Damian         | Duffy         |
| Cabin, Quarter, Plantation: Architecture and Landscapes of North American Slavery   | Clifton        | Ellis         |
| Ethnicity and Nationalism: Anthropological Perspectives   | Thomas Hylland | Eriksen       |
| Teaching Black Girls: Resiliency in Urban Classrooms  | Venus E.       | Evans-Winters |
| Bad Boys: Public Schools in the Making of Black Masculinity   | Ann Arnett     | Ferguson      |
| Black Silent Majority: The Rockefeller Drug Laws and the Politics of Punishment   | Michael Javen  | Fortner       |
| The Negro People in American History  | W.Z.           | Foster        |
| Discipline & Punish: The Birth of the Prison  | Michel         | Foucault      |
| Life and Death in the Third Reich   | Peter          | Fritzsche     |
| Germans into Nazis  | Peter          | Fritzsche     |
| On Disobedience: Why Freedom Means Saying No to Power   | Erich          | Fromm         |
| Challenging The Monetized Template  | John           | Gallagher     |
| Rethinking Prison Reentry: Transforming Humiliation into  | Tony           | Gaskew        |
| Colored People: A Memoir  | Henry Louis    | Gates Jr.     |
| America Behind the Color Line: Dialogues with African   | Henry Louis    | Gates Jr.     |
| The Classic Slave Narratives  | Henry Louis    | Gates Jr.     |
| The Games Black Girls Play: Learning the Ropes from Double-   | Kyra D .       | Gaunt         |
| Roll, Jordan, Roll: The World the Slaves Made   | Eugene D.      | Genovese      |
| Teaching on the Inside: A Survival Handbook for the New Correctional Educator   | Pauline        | Geraci        |

**Books Removed from U of I Library at Danville Correctional Center, Jan 2019**

|   |                |                |
|---|----------------|----------------|
| Help For Kids!: Understanding Your Feelings about Having a Parent in Prison or Jail   | Carole         | Gesme          |
| Violence: Reflections on a National Epidemic  | James          | Gilligan, M.D. |
| Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California  | Ruth Wilson    | Gilmore        |
| 100 Years of Lynchings  | Ralph          | Ginzburg       |
| The Revolutionary Imaginations of Greater Mexico: Chicana/o Radicalism, Solidarity Politics and Latin American Social Movements | Alan Eladio    | Gomez          |
| Critical Race Theory: The Key Writings that Formed the Movement   | Neil           | Gotanda        |
| The Prison and the Gallows: The Politics of Mass incarceration in America   | Marie          | Gottschalk     |
| The Cambridge Companion to The African American Novel   | Maryemma       | Graham         |
| On Killing: The Psychological Cost of Learning to Kill in War and Society   | Lt. Col. Dave  | Grossman       |
| Two Nations: Black and White, Separate, Hostile, Unequal  | Andrew         | Hacker         |
| The Rise and Fall of Gay Culture  | Daniel         | Harris         |
| Race, Ethnicity, Gender and Class: The Sociology of Group Conflict and Change   | Joseph F.      | Healey         |
| Fire This Time: The Watts Uprising and the 1960s  | Gerald         | Horne          |
| Research Matters: A Guide To Research Writing   | Rebecca Moore  | Howard         |
| Incidents in the Life of a Slave Girl   | Harriet A.     | Jacobs         |
| Opportunity   | Charles S      | Johnson        |
| Dutchman & The Slave: Two Plays   | LeRoi          | Jones          |
| Panther Baby: A Life of Rebellion and Reinvention   | Jamal          | Joseph         |
| Feminist Queer Crip   | Alison         | Kafer          |
| The Negro & the 1st Amendment   | Harry          | Kalven Jr.     |
| Contracting   | Louis          | Kaplow         |
| The Snake Head: An Epic Tale of the Chinatown Underworld and the American Dream   | Patrick Radden | Keefe          |
| Race Rebels: Culture, Politics, and the Black Working Class   | Robin D.G.     | Kelley         |
| Don't Shoot: One Man, A Street Fellowship, and The End of Violence in Inner-City America  | David M.       | Kennedy        |
| The "Hitler Myth": Image and Reality in the Third Reich   | Ian            | Kershaw        |
| Privilege: The Making of an Adolescent Elite at St. Paul's School   | Shamus         | Khan           |
| The American Street Gang: Its Nature, Prevalence, and Control   | Malcom W.      | Klein          |
| The Shame of the Nation: The Restoration of Apartheid Schooling in America  | Johnathan      | Kozol          |
| Death at an Early Age: The Classic Indictment of Inner-City Education   | Jonathan       | Kozol          |
| Listening to Prozac: The Landmark Book About Antidepressants  | Peter D.       | Kramer         |
| Black Students. Middle Class Teachers.  | Jawanza        | Kunjufu        |

**Books Removed from U of I Library at Danville Correctional Center, Jan 2019**

|  |             |           |
|--|-------------|-----------|
| Critical Rhetorics of Race   | Michael G.  | Lacy      |
| Prison Grievances: When to Write, How to Write   | Terri       | Leclercq  |
| Black Women in White America: A Documentary History  | Gerda       | Lerner    |
| Why Buildings Fall Down: How Structures Fail   | Matthys     | Levy      |
| The Black Church In the African American Experience  | Eric        | Lincoln   |
| When a Parent Goes to Jail: A Comprehensive Guide for Counseling Children of Incarcerated Parents                | Rebecca M.  | Yaffe     |
| Hitler's Black Victims: The Historical Experiences of Africans and African Americans During the Nazi Era         | Clarence    | Lusane    |
| Drug War Heresies: Learning from Other Vices, Times & Places   | Robert J.   | MacCoun   |
| The Burning: Massacre, Destruction, and the Tulsa Race Riot of 1921  | Tim         | Madigan   |
| Slave  | William     | Mallioli  |
| Beyond Black and White: Rethinking Race in American Politics and Society   | Manning     | Marable   |
| Strange Fruit: The Biography of A Song   | David       | Margolick |
| The Black Extended Family  | Elmer P.    | Martin    |
| The Source of the River: The Social Origins of Freshmen at America's Selective Colleges and Universities         | Douglas S.  | Massey    |
| "And Don't Call Me a Racist!": A Treasury of Quotes on the Past, Present and Future of the Color Line in America | Ella        | Mazel     |
| Anglo-Saxon Ideologies in the 1920s-1930s: Their Impact on the Segregation of Mexican Students in California     | Martha      | Menchaca  |
| The Protest Psychosis: How Schizophrenia Became a Black  | Jonathan M. | Metzl     |
| Arrebatos Carnales   | Francisco   | Moreno    |
| Taking Sides: Clashing Views on Controversial African Issues   | William G.  | Moseley   |
| Workin' on the Chain Gang: Shaking Off the Dead Hand of  | Walter      | Mosley    |
| How to Fight   | Thich       | Naht      |
| Implementing Diversity: Contemporary Challenges and Best   | Helen       | Neville   |
| Contradictions of the Welfare State  | Claus       | Offe      |
| Racial Formation in the United States: From the 1960s to the   | Michael     | Omi       |
| Harlem: The Making of A Ghetto   | Gilbert     | Osofsky   |
| Uncivil Rights: Teachers, Unions, and Race in the Battle for School Equity                                       | Jonna       | Perrillo  |
| A Profile of the Negro American  | Thomas F.   | Pettigrew |
| High Rise Stories: Voices From Chicago Public Housing  | Audrey      | Petty     |
| The New Rulers of the World  | John        | Pilger    |
| Varieties of African American Religious Experience   | Anthony B.  | Pinn      |
| Another Day at the Front: Dispatches From the Race War   | Ishamael    | Reed      |
| Cracked Coverage: Television News, The Anti-Cocaine Crusade, and the Reagan Legacy                               | Jimmie L.   | Reeves    |
| Arrested Justice: Black Women, Violence, And America's Prison Nation   | Beth        | Richie    |

**Books Removed from U of I Library at Danville Correctional Center, Jan 2019**

|   |                |              |
|---|----------------|--------------|
| Defending the Spirit: A Black Life in America   | Randall        | Robinson     |
| How Race Survived U.S. History: From Settlement and Slavery to the Obama Phenomenon   | David R.       | Roediger     |
| Colored White: Transcending Racial Past   | David R.       | Roediger     |
| Think Like A Shrink: 100 Principles for Seeing Deeply into Yourself and Others  | Emanuel H.     | Rosen        |
| Street God: The Explosive True Story of a Former Drug Boss on the Run from the Hood--and the Courageous Mission that Drove Him Back | Dimas          | Salaberrios  |
| Hitler's African Victims: The Cerman Army Massacres of Black French Soldiers in 1940  | Raffael        | Scheck       |
| Locked Down, Locked Out: Why Prisons Don't Work and How We Can Do Better  | Maya           | Schenwar     |
| Contract Law and Theory   | Robert E.      | Scott        |
| Respect In A World of Inequality  | Richard        | Sennett      |
| The Invisible Line: A Secret History of Race in America   | Daniel J.      | Sharfstein   |
| The Rise and Fall of the Third Reich: A History of Nazi Germany   | William L.     | Shirer       |
| Winning the Race to Unity: Is Racial Reconciliation Really Working?   | Clarence       | Shuler       |
| Nicaragua: The Revolution and the Ethnic Question   | A.             | Sivanandan   |
| Disciplining Gender: Rhetorics of Sex Identity in Contemporary U.S. Culture   | John M.        | Sloop        |
| Inside the Third Reich  | Albert         | Speer        |
| Captive Genders: Trans Embodiment and the Prison Industrial Complex   | Eric           | Stanley      |
| Blacks In Bondage: Letters of American Slaves   | Robert S.      | Starobin     |
| Violence and its Alternatives: An Interdisciplinary Reader  | Manfred        | Steger       |
| The Company He Keeps: A History of White College Fraternities   | Nicholas L.    | Syrett       |
| "Why Are All the Black Kids Sitting Together in the Cafeteria?" And other Conversations about Race                                  | Beverly Daniel | Tatum        |
| Learning to be White: Money, Race and God in America  |                | Thandeka     |
| Flash of the Spirit: African and Afro-American Art and Philosophy   | Robert Farris  | Thompson     |
| The Last Hunger Season  | Roger          | Thurow       |
| Surviving Schizophrenia 6th edition: A Family Manual  | E. Fuller      | Torrey, M.D. |
| The Science and Politics of Racial Research   | William H.     | Tucker       |
| Eichmann and the Holocaust  | Sannah         | Urendt       |
| Crossroads, Directions, and a New Critical Race Theory  | Francisco      | Valdez       |
| Nigger Heaven   | Carl           | Van Vechten  |
| Gang Leader For a Day: A Rogue Sociologist Takes to the Streets   | Sudhir         | Venkatesh    |
| Black, White and Jewish: Autobiography of a Shifting Self   | Rebecca        | Walker       |
| Perfect Putdowns : A Collection of Acid Wit   | Laura          | Ward         |
| Up From Slavery   | Booker T.      | Washington   |

**Books Removed from U of I Library at Danville Correctional Center, Jan 2019**

|   |                          |                            |
|---|--------------------------|----------------------------|
| Three Negro Classics: Up From Slavery, The Souls of Black Folk,<br>The Autobiography of an Ex-Colored Man |                          | Washington,<br>DuBois, and |
| Race Matters  | Cornel                   | West                       |
| Taking Sides: Clashing Views in Gender  | Jacquelyn W.             | White                      |
| Black Power On Campus: University of Illinois 1965-75   | Joy Ann                  | Williamson                 |
| The Berkeley Rebellion and Beyond: Essays on Politics and<br>Visiting Day                                 | Sheldon S.<br>Jacqueline | Wolin<br>Woodson           |
| Black Robes, White Justice  | Bruce                    | Wright                     |
| Violence: Six Sideways Reflections  | Slavoj                   | Zizek                      |
| Journal of Prisoners on Prisons Volume 20, 1, 2011  |                          |                            |
| Through the Eyes of the Judged: Autobiographical Sketches by<br>Incarcerated Young Men                    |                          |                            |
| Journal of Prisoners on Prisons Volume 18, 1 & 2, 2009  |                          |                            |
| The State of Black America 2007: Portrait of the Black Male   |                          |                            |
| Journal of Prisoners on Prisons Volume 19, 2, 2010  |                          |                            |
| Journal of Prisoners on Prisons Volume 17, 1, 2008  |                          |                            |
| Best Plus 2.0 Test Administrator Guide  |                          |                            |
| Interchange 4th Edition   |                          |                            |
| Dear President Hogan: Letters From the Men of the Education   |                          |                            |
| EJP Course Reader: History of Education Reading Group Spring  |                          |                            |
| The Beat Within   |                          |                            |
| Journal of Prisoners on Prisons Volume 17, 2, 2008  |                          |                            |
| Writing for A Change  |                          |                            |
| EJP Mindfulness Discussion Group Program Materials  |                          |                            |
| EJP Course Reader: Youth In Society, Fall 2018  |                          |                            |
| EJP Course Reader: Language Varities, Cultures and Learning   |                          |                            |
| Workshop Materials: Forms of Fiction: Prose, Playwriting, and<br>Screenwriting                            |                          |                            |
| Mapping your Future: A Guide to Successful Reentry 2017-<br>Course Reader: Media and Democracy            |                          |                            |
| Studies in Art Education: Volume 54, 2, Winter 2013   |                          |                            |
| Radical Teacher 76  |                          |                            |
| Radical Teacher 78: Environmental Education   |                          |                            |
| Radical Teacher 79: Protest   |                          |                            |
| Radical Teacher 80: Teaching Beyond "Tolerance"   |                          |                            |
| Radical Teacher: Teaching about and with Alternative Media  |                          |                            |
| Radical Teacher 70: Race in the Classroom   |                          |                            |
| Radical Teacher 83: Radical Teaching Now  |                          |                            |
| Radical Teacher 71: Book Review Issue   |                          |                            |
| Radical Teacher 72: Teaching In A Time of War   |                          |                            |
| Radical Teacher 73: Working in the Corporate University   |                          |                            |

**Books Removed from U of I Library at Danville Correctional Center, Jan 2019**

Radical Teacher 85: Mini-Cluster Teaching about the Upper

Radical Teacher 84: Teaching and Immigration

Radical Teacher 93: Working for Dollars Studying and Teaching  
in the Corporate University

Radical Teacher 94

Radical teacher 86

Radical Teacher 92: Beyond the Special Guest Teaching "Trans"  
Now

# Appendix 2:

## EJP Community Library Collection Development Policy

EJP Community Library  
Collection Development Policy  
Danville Correctional Center  
February, 2018

### Purpose:

The purpose of the EJP Community Library is to provide resources serving the academic pursuits of reading, reference, and research needs of the student patrons of the Education Justice Project at Danville Correctional Center. Therefore, the collection development policy of our library is to build a collection containing the materials which best suit the objectives of our student patrons and instructional members. This policy is meant to guide our collection and acquisition efforts in balancing these needs. It is the responsibility of the Community Library to insure that the collection as a whole be developed objectively, consistently, and as thoroughly as possible in accordance with Illinois Department of Corrections limitations.

### A. Overview

**Service Community:** This collection will be developed for the students of the Education Justice Project. There are approximately fifty students currently in the program. Students come from a range of cultural and ethnic backgrounds.

**Needs of the EJP Community:** The patrons of the EJP Community Library at Danville Correctional Center have a wide range of informational needs, including: educational, recreational, and cultural. Within these categories, there is great diversity. Our population participates in a model college-in-prison program sponsored by the University of Illinois. They earn academic credit at University of Illinois at Urbana-Champaign. In addition to reference resources that support their upper-division college coursework, many students participate in correspondence, technical or vocational training offered through other channels. Our patrons author white papers and semi-independent research and writing projects. In addition, our library patrons also need resources to facilitate their transition back into their community upon their reentry into society.

**Existing Resources and Materials:** Our collection has over 3,500 items. The circulating collection is 20% percent fiction and 80% percent non-fiction. A small portion of our collection is classified as Reference, including dictionaries and encyclopedias. We have a computer lab consisting of one computer with no internet access and fifteen monitors. Currently, we have no laptops. The students have access to twenty sets of headphones.

**Subject Parameters:** Our subject parameters are wide. We collect fiction of several genres. In non-fiction, we collect materials of a "basic information level" in the Dewey Classification System. Course offerings are varied each academic year, but in the academic areas frequently taught, our collection reflects materials at an "instructional support level". For example, the largest parts of our non-fiction collection are contained in Social Sciences (24%), Literature (19%), and History (14%). Our mindfulness collection reflects the needs of our Mindfulness Discussion Group, an extra-curricular activity for our students. This collection is developing toward an "instructional support level" as well. To support a student workshop, we have an "instructional support level" of books on computer programming specifically focusing on Python computer programming in our computer lab. We collect a "minimal information level" of other technical and vocational manuals. We collect general reference materials and non-fiction items that support the arts, crafts, and reading programs. Our collection does not provide any subject-matter at a "research or comprehensive level" of study, and legal resources are out of the scope of our collection altogether.

**Languages:** English is the primary language of the collection. Our English as a Second Language resource shelves are at "instructional support level", due to our Language Partners (ESL) Program requiring this material.

## Material Types:

Books  
Bound Course Readers  
Periodicals (Spring 2018)

## B. Selection Policy

The Community Librarians and EJP Library Workers are responsible for selecting materials for the library. They will assess the needs and interests of student patrons through a variety of methods including: programmatic requests, surveys, circulation and interlibrary loan requests, reference questions, and patron driven requests. Selection of items that fill these needs are based on the following selection criteria.

### Selection Guidelines

These guidelines indicate how materials will be selected by the Community Librarians and the EJP Library Workers.

1. The EJP Library collection is developed primarily to support current or projected educational and curricular needs. Acquisitions also may be made with regard to broader scholarly and intellectual interests, and cultural, vocational, and recreational needs of the community.
2. Materials may be purchased to account for the instructional needs in a particular semester per the discretion of the Director of Academic Programs. Subject matter will be evaluated on a case-by-case basis in accordance with the collection's scope identified in this policy and the recommendations of the Community Librarians and Library Workers.
3. Materials will be selected that represent the language, heritage, ethnic, and cultural heritage of our students.
4. In conjunction with the above methods, items may be selected using standard library selection catalogs, guides, reviews, and publisher information.
5. Selectors may also use first-hand review and recommendations from student "reader advisory" methods and from local subject-matter experts who will be consulted for periodic review of the collection.
6. Materials selected should represent many points of view in the case of controversial subjects.
7. If it is determined by a librarian that there is sufficient demand for an item, she/he will select a duplicate copy.

### Special Collection Guidelines for Mellon Funds

In October 2017, The Andrew W. Mellon Foundation provided an influx of funds for the purchase of library materials. These Mellon funds will be used for specific collection efforts and will be evaluated over the course of three years until grant expiration.

Gaps in the EJP Library collection had previously been identified by library circulation records, interlibrary loan records from the UIUC Library Loan program, student focus groups, EJP Instructor recommendations, and EJP Coordinator requests. The EJP Community Library will continue to solicit ideas for building library content from these constituents and sources; however, students from University of Illinois iSchool will make recommendations for preeminent resources in the recommended subject areas.

### Suggested Areas for Special Collection, Spring 2018

Books/Ephemera for Preparing for Reentry  
PYTHON and Computer Programming  
Social Movements-Independence from Cultures  
Economics and Oppressive Economics  
Personal Finance  
Small Business Ownership  
Non-profit Businesses  
Public Speaking  
Community Engagement  
Creative Writing  
Epigenetics  
Restorative Justice  
Trauma  
Philosophy

Emotional Literacy

Latin American Culture

African Studies

Suggested Areas for Special Collection, Spring 2018 (cont.)

African Art History

History of Native America

Books with Conservative Political viewpoints (specifically: Please Stop Helping Us, Jason Riley and Things That Matter, Charles Krauthammer)

Evaluation and Assessment

Periodicals (to be selected by a student committee)

### C. Evaluation

Evaluating the strengths and weaknesses of the collection should occur before the beginning of each semester, as materials are considered for programs and to support academic courses that are taught each semester. This evaluation will also be important in identifying those materials that need to be deselected.

The following guidelines and questions will be used in the evaluation process:

- Gaps. Interlibrary loan requests, acquisition requests, and circulation records will be analyzed to identify gaps in the collection.
- Age. How old are the materials? For non-fiction and reference materials, how current is the information? Has the information been superseded?
- Duplicates. Are duplicate copies still necessary?
- Condition: What is the physical condition of the material? Can it be repaired inexpensively?
- External review. Subject-matter experts in particular subject fields from the University of Illinois campus, Champaign Public Library, and Urbana Free Library will be consulted to evaluate sections of our collection on a periodic basis to evaluate the relevancy of materials.

### D. Deselection of Materials

When materials no longer meet the needs of users, all items withdrawn or deselected from the collection will be first placed in a donation box offered to all EJP students. Once per year, remaining items will be donated to the Danville Correctional Center Library or to Books 2 Prisoners. Deselection of materials should be conducted once every two years at a minimum.

In line with the evaluation process, the following criteria will be used in passing judgment upon those works being considered for deselection from the collection:

1. Works with a timeworn appearance which are not necessarily rare or of considerable value in terms of either content or actual marketability.
2. Unneeded duplicates.
3. Earlier editions which have been superseded.
4. Works with outdated, incorrect, or poorly written information.

### E. Gifts and Donations

- Gifts and Donations will be accepted based on their ability to meet selection guidelines.
- If at any point in the future, gifts and donations fail to meet selection guidelines, the Community Library has the right to deselect and discard gifts and donations.

- The Community Library will acknowledge the receipt of gifts and donations in writing with a letter.

#### F. Challenged Materials

There are times when student patrons may find certain items offensive. Users may challenge materials, but they must follow the procedures outlined below.

1. The person challenging the material must fill out a form that asks them to identify the material and discuss what they found objectionable. Appendix A
2. An evaluation committee will review/read the challenged material and discuss:

Purpose: What is the author's purpose? How well is it accomplished?

Authenticity (non-fiction)

Appropriateness for collection

Content

External reviews of the material

#### G. Acquisition Requests

The EJP Community Library relies heavily on the EJP Community to aid in the development of our library's collection. We encourage all students and members to make the library aware of books, periodicals, and ephemeral resources that support our mission. EJP students at DCC may complete a "Request for Library Materials Acquisition" form in the Computer Lab. Appendix B

EJP Students: When students request a book for purchase, if the title is available from the UIUC library at Urbana, students will be encouraged to provide a book review before the purchase is permitted. This "reader's advisory" model serves the purpose of student agency and prudent use of library funding.

EJP Members: Outside members are encouraged to complete the online form for materials acquisition available via Google Forms.

#### H. Policy and Program Review

The EJP Community Library Collection Development Policy will be reviewed on an annual basis. At the beginning of the fall semester of each academic year, Library Workers will convene a work group to review the current policy and make recommendations for revisions.

Overall program evaluation will occur at the beginning of the academic year. This will correspond with the natural recurrent evaluative processes in this policy including the overall evaluation and scope of the collection, gaps, deselection needs, donation considerations, and resource requests from EJP instructors.

## APPENDIX A

### Request for Reconsideration of Library Materials

If you have found materials or library resources about which you have concerns, please complete this form to assure prompt, complete consideration by Library Workers. Place the completed form in the Patron-Driven Request Collection Box.

Author:

Title:

Dewey number: (if any)

Date/Edition:

Did you read the entire work or a portion of the work? Check one:     \_\_\_\_\_ All     \_\_\_\_\_ Part

Please describe your concerns regarding this material:

What specific pages/sections illustrate your concerns?

How did this material come to your attention (optional)?

Your Name:

Appendix B

## REQUEST FOR LIBRARY MATERIALS ACQUISITION

Only requests from EJP Students and Members will be evaluated for purchase. Place this completed form in the Patron-Driven Request Collection Box.

Your Name:

Today's Date: \_\_\_\_\_

Book Title:

Author:

Publisher:

Edition/Copyright Date:

ISBN: (if available)

Why should this title be selected for the EJP Community Library?

If available from the UIUC Library, you may be asked to provide a book review of this title prior to it being purchased for our collection. Would you be agreeable to this, if requested?

How does this support programs, courses, or the EJP Community?

For Library Staff Use Only:

Approved: \_\_\_\_\_

Denied: \_\_\_\_\_

Date: \_\_\_\_\_

Justification: