

Introduction to the Prison Industrial Complex Workshop

Created by: The Chicago Prison Industrial Complex Teaching Collective
2011

The *Chicago Prison Industrial Complex (PIC) Teaching Collective* is an all-volunteer group that organizes interactive workshops, film screenings, and trainings which aim to inspire action. We also produce educational materials and resources. We provide opportunities for youth and adults to explore issues related to mass incarceration. We focus on practical steps to inspire, inform, and enable action, and on how to develop workable alternatives.

Our primary goals are to inspire and motivate people to take positive action against the mass incarceration system and to build a base of individuals across the city who are committed to dismantling the PIC.

Other goals of the PIC Teaching Collective include:

1. To offer popular education workshops and coordinate a week-long institute about the nature and impact of the PIC in local communities across Chicago.
2. To develop curriculum units and other educational materials in order to put useful tools in the hands of people fighting to dismantle the PIC.
3. To continue to deepen our own understanding about the PIC through education.

We are interested in using popular education as a tool for consciousness raising and action around the PIC. We rely on the following definition of popular education: “Its curriculum comes out of the concrete experience and material interests of people in communities of resistance and struggle. It is focused primarily on group as distinct from individual learning and development. It assumes a direct connection between education and social change” (The International Popular Education Network, 2004).

Popular or liberatory education aims at getting people to understand the world around them, so they can take back control collectively, understand their world, intervene in it, and ultimately transform it. Workshops developed by members of the Collective provide an important place for people to talk about their experience, to learn new knowledge, and to hopefully use the information provided and understanding gained to mobilize for social justice.

When we began developing the curriculum, we were committed to including a section on organizing and resistance, hoping to inspire participants to take action. We discovered that most participants were very eager to talk about what they can do to resist the PIC, and needed to make even more time during the workshop for that conversation. We’ve found that leaving time for networking or connecting at the end of the workshop can be helpful for folks who want to turn the ideas generated into action. The curriculum is designed as a “101”—an introduction to the concept of the PIC. For groups interested developing more concrete organizing plans or delving deeper into the topics, you might find it useful to adapt one or more of these activities, or to create something new.

The Chicago PIC Teaching Collective grew out of a group of people who attended a PIC Communitarity through the Chicago Freedom School and Project NIA. The Communitarity

ran from January to June 2010, with monthly popular education workshops covering various topics on the PIC—history of the PIC, racism, school-to-prison pipeline, gender issues in the PIC, and organizing against the PIC. Following the Communiversity, participants self-selected to become part of the Chicago Prison Industrial Complex Teaching Collective.

The volunteer group that became the Chicago PIC Teaching Collective began meeting in September 2010 to lay out responsibilities of members, projects and tasks, and goals of the Collective. Two initial groups formed to begin work—one focused on designing the *PIC Is...* zine (<http://chicagopiccollective.files.wordpress.com/2011/01/finaldraftpiczine4-13-11.pdf>), the other focused on creating the curriculum for a PIC 101 workshop. The latter group created a list of potential components for the workshop, and divided into groups to begin developing those components.

In creating the workshop pieces, Collective members utilized previous knowledge and knowledge gained at the PIC Communiversity, from research, and from other Collective members. In November and December 2010, portions of the curriculum were presented to the entire Collective to test for feasibility, accuracy, and fit with the overall vision of the Collective. From there, parts of the workshop were further developed, adjusted, and refined to work in conjunction with all other parts. Over the next several months, all parts of the workshop were compiled into a curriculum, appendices were added, and introductions and conclusions were developed to create a complete workshop.

In April, June, and October 2011, Collective members piloted the workshop with people outside the Collective. The attendees of these pilot workshops varied in terms of previous knowledge of or experience with the PIC; workshop participants included former prisoners and family members of prisoners, prison reform and abolition activists, and people working within the PIC, as well as people who knew very little about the PIC but were eager to learn more. Based on feedback from these sessions, the curriculum was adjusted with sections deleted and replaced with something else, options were included to help facilitate according to the participants' interests and experience, and the final touches were added.

The PIC Teaching Collective is proud to present this curriculum, knowing that it was developed by dedicated volunteers who are interested in teaching others about the Prison Industrial Complex. We are pleased with our finished product and invite you to use it to inspire others to action against the PIC. We welcome your feedback, and would love to hear how you are using the curriculum.

Introduction to the Prison Industrial Complex (PIC)

Overview:

- I. Introductions and icebreakers (30 minutes)
- II. Mind-map and defining the PIC (20 minutes)
- III. PIC Jeopardy (20 minutes)
- IV. PIC timeline (45 minutes)
- V. Prison town game (45 minutes)
- VI. Organizing and responses (45 minutes)
- VII. Closing and evaluations (20 minutes)

Total time—240 minutes, including 15 minute break between IV and V

I. Introductions and icebreakers (30 minutes)

Objective: To introduce the collective, facilitators and participants, welcome people in and break the ice.

Items needed:

Schedule for the workshop written out on a big sheet of paper

Sheet of butcher paper

Markers

Written list of ground rules

Additional materials may be needed for icebreakers

1. Introductions to the PIC Teaching Collective:

The Chicago Prison Industrial Complex (PIC) Teaching Collective is an all-volunteer group that organizes interactive workshops, film screenings, and trainings, which aim to inspire action. We also produce educational materials and resources. We provide opportunities for youth and adults to explore issues related to mass incarceration. We focus on practical steps to inspire, inform, and enable action, and on how to develop workable alternatives.

Our primary goals are to inspire and motivate people to take positive action against the mass incarceration system and to build a base of individuals across the city who are committed to dismantling the PIC.

2. Facilitator introductions

- Facilitators should introduce themselves.
- Let participants know that this workshop may trigger uncomfortable feelings, but since there is limited time and a lot of material to cover, it may not be possible to address these feelings during the workshop. Ask participants to please try to work through the material, and use time during breaks or after the workshop to provide feedback, ask questions, or share stories. If any participant feels the need to take a break during the workshop, please do so.
- Briefly outline the schedule for the workshop, and when the break will occur.

3. Participant introductions and/or icebreakers

Facilitators may choose how to warm participants up to the room. In trial workshops, facilitators found that workshop participants were more interested in sharing why they were at the workshop, their background or current work around prisons, and their connections to the PIC. Instead of using an icebreaker, it may suit the group of participants to expand the

introductions to allow time for sharing information about participants' involvement in work or connections to the PIC. Possibilities for introductions include:

- Go around and say name, preferred pronoun, and one thing about yourself (pick one: how you are doing, favorite color, etc.)
 - See Appendix 2 for ideas for icebreakers, or use your own
 - See Appendix 3 for an opening activity, Names Behind the Numbers
4. Set ground rules
- Ask participants to brainstorm any ground rules they'd like to follow in our time together. Start with these as examples:
- If you're talking a lot, step back. If you're not participating very much, step up
 - Debate the idea, not the person
 - Use "I" statements
 - Check your assumptions about other people
 - Ask for a literacy moment if you need an explanation of a phrase, word or concept
 - Try on new ideas
 - Be respectful of time

II. Mind-map and defining the PIC (20 min)

Objective: To illustrate the connections between various players in the prison system, and where we all fit in, and to introduce the definition of the PIC.

Items needed:

Big sheet of butcher paper

Markers

Definition of the PIC written on butcher paper (see Appendix 4)

1. Explain that the group is going to create a mind-map to get a sense of how we understand prisons. The group will build off the map throughout the workshop and participants will learn from each other's knowledge. For a visual example of a mind-map see The Corrections Projects' Mind-Map: <http://correctionsproject.com/prisonmaps/pic4.htm>
2. Write "Prisons" in a circle in the middle of a big piece of butcher paper
3. Ask: *Who is affected by prisons (prisoners, families, guards, communities, towns, politicians)?* Write these around the center, circling each one, and connect them with a line to "Prisons" in the center.
4. Ask: *Who else is affected by prisons, or connected to them in some way? What are some of the institutions that are connected to prisons (courts, police, schools, government, social services, media, corporations, etc.)?* Continue to draw these around the center with lines connecting to "Prisons", and you may also draw lines connecting the topics, within or between the layers. For example, politicians—government, families—prisoners, prisoners—guards.
5. Ask: *What are some of the larger ideas related to prisons that influence these institutions and individuals (fear, violence, racism, war on drugs, etc.)?* Continue to connect them to "Prisons" and to other topics.

6. Ask: *Where do you fit in? Where are you connected to this picture?* Write these connections in an outer circle. It could be anything from personal connections to incarcerated people, to buying prison-made goods. As in the last step, draw connections within or between layers.
7. Now that the group has created a map, let participants know that the group has developed a working definition of the Prison-Industrial Complex. Say: *All of these structures and people and the connections between them make up the PIC, and that is why it is called a “complex.”*
8. Read the Critical Resistance definition, first paragraph: *Prison Industrial Complex (PIC) is a term we use to describe the overlapping interests of government and industry that use surveillance, policing, and imprisonment as solutions to economic, social, and political problems.*
9. Say: *The Chicago PIC Teaching Collective likes Critical Resistance’s definition of the PIC, but the mind map points to how the prison-industrial complex can mean different things to different people. It has lots of different parts—government and prisons, but also corporations and people who keep it going. Our understanding of it will always be growing and changing, even during this workshop.*
10. Ask: *Does anyone have any questions or thoughts about this definition before we move on?* Provide time for discussion of the mind-map definition and/or the Critical Resistance definition.

III. PIC Jeopardy (20 minutes)

Objective: To illustrate various statistics about the PIC, and spark discussion about the gender, race, class and sexuality biases.

Items needed:

Jeopardy statistic titles and answers (Appendix 5) printed on sheets of paper and displayed in rows around the room

Markers or small star or dot stickers

1. Explain that the group is going to play a game to learn about statistics related to the PIC. Give each participant a marker or some stickers, and then ask them to move around the room to each statistic. At each statistic, participants should draw a check with their marker or put one of the stickers next to the number they think is correct the correct answer.
2. When everyone is done, go through each statistic and reveal the correct answer. Give participants a chance to discuss any statistics that were surprising.

IV. PIC timeline (45 minutes)

Objective: To learn about key points in the history of the development of the PIC.

Items needed:

Long sheet of butcher paper

Markers

Printed out copies of PIC timeline cards, each on a separate sheet of paper (see Appendix 6)

1. On a long sheet of butcher paper, create a timeline by drawing a horizontal line through the middle and marking off centuries, starting with the 1700s and ending with the 2000s.

2. Explain that the group is going to create a timeline of the PIC's development in the U.S. using participants' collective knowledge. Emphasize that this is not just a timeline of prison history, but of PIC history—so think creatively about how historical periods and events, policy changes, ideologies, etc. influence the growth of—or resistance to—the PIC.
3. Break participants up into smaller groups of 3-5 people.
4. Pass out the timeline cards (see Appendix 6) to each small group, dividing them up evenly among groups. Instruct participants to read the information on the cards, and then add it to the timeline. Emphasize that knowing the exact date is not important, just put it approximately where the group thinks it goes. Groups are welcome to add other things to the timeline as well— they can be important dates, historic periods, or personal events that relate to the creation and strengthening of the PIC or resistance to the PIC. Give groups 5-10 minutes to read and discuss what is on the card, decide where to put it on the timeline, talk about anything else they want to add, and put it all up on the timeline.
5. Once everyone has added their points to the timeline, have each group explain the events they added to the timeline to the rest of the participants, especially the event from their card and its significance in the development of the PIC.
6. Facilitator's should review the timeline as a whole, pointing out themes of racism, white supremacy, and ways movements, politics, laws, etc have developed in order to control the bodies and lives of communities of color, poor people, queer people, people with disabilities. The PIC in its present state is not an accident, it has grown into its current state from what it was when Europeans began taking over this country. It has consistently been expanded and strengthened as a way to keep oppressed groups from coming together and rising up and as a source of political scapegoating and profit for corporations and politicians.
7. Facilitator's note: for dates and other information related to the points on the cards, see Appendix 6. For examples of resistance, see Appendix 9. You can also tell participants that we'll talk more about resistance to the PIC later in the workshop. For a detailed timeline of prison history, see The Real Cost of Prisons Project's time line: <http://realcostofprisons.org/materials/timeline.pdf>

V. Prison town game (45 minutes)

Objective: To illustrate the connections between prisons, systems, communities, and individuals.

Items needed:

Prison town characters printed on separate sheets of paper (see Appendix 7)

Roll of string, yarn or twine

Map of a state drawn on large piece of paper, showing Los Felices as a city, Dillon as a small town, and small rural towns near Dillon

1. Explain that the group is going to try to sort out some more of the pieces of how the PIC works today. Say: *As we've been talking about, the growth of the PIC is closely tied with the history of white supremacy, slavery and poverty in the U.S. Now we are going to try to understand more about who is affected by the PIC, and how they relate to each other. In order to do so, we are going to play a game we call Prison Town—it's named after a great documentary on the same subject.*
2. Ask: *Who are the important people in a town? What are some important parts of a town?* Do a quick verbal brainstorm with the group. (If necessary, help the group think of the

following: the mayor, stores, people who live there, people who work there, taxpayers, city government, property owners, and anything else!)

3. Explain: *A lot of towns in the U.S. are actually “prison towns”—places where prisons are located and are part of the culture and economy of the town. The majority of prisoners come from urban places, but live out their sentences in small towns.* Introduce the map of the state, pointing out Los Felices and Dillon on the map. Explain: *In this game we will each become a participant in a prison town (Dillon), a big city (Los Felices), or a small town near a prison town.*
4. Explain: *We are going to hand out a card to each person. This card explains your “identity” to be during the game. Read the back of the card to understand who you are. Then you will mill around the room meeting other players, and finding out their role in the city or town. Each time you meet someone you think is connected to you, try to remember the connection. It will be important when we come back together.*
5. Facilitator’s note: 30 cards are included here, but if you have less than 30 participants, start from the beginning of the cards and hand out as many as there are participants.
6. Pass out an identity card to each participant and facilitator (Appendix 7). Tell participants they will have 10 minutes to go around to different participants and introduce themselves briefly. Participants should try to find the others in the room who they think they are connected to, who may or may not be their allies or friends (the connection may not be a positive one). Talk about the connections, and try to find at least five connections.
7. After 10 minutes of milling around the room, gather participants back together, standing in a circle. Explain that the group is now going to look at the connections that people discovered during the meet and greet with other people from Los Felices or Dillon. Choose someone to begin by explaining their identity and naming one person in the room that they are connected to. The person who begins will hold the end of a spool of string or twine. They will throw the other end to the player they are connected to. The person receiving the string or twine will then introduce themselves and name someone in the group to whom they are connected. The speaker should remain holding on to the twine, but pass the spool to the person with whom they are connected. Continue this process until everyone has been connected and the string creates a web.
8. If time allows, ask people how they feel once they are all tied together in a web. Let a couple people talk. They could share insights from the “fast facts” listed on their cards as well.
9. Conclude by saying: *All these connections can be overwhelming. The point of this exercise is to show how prisons affect people beyond just prisoners and guards. They affect all of us in the room—we are all a part of this web, even if it’s just because we shop at Kmart or live someplace where lots of people get arrested and taken away. For some people, prisons are even a source of financial profit. For others, they are a drain, either because people and resources are removed from some communities—mainly urban communities of color—and these resources go to prison towns instead. For people who happen to live in prison towns, prisons can be harmful economically and personally. We want to work to change these negative effects of the PIC and stand up to the people who are willing to make a financial or political profit off of locking people up.*

VI. Organizing and Responses to the PIC (45 minutes)

Objective: To generate creative thinking about a world without prisons and the possibilities for each of us to contribute to potentially bringing such a world into being.

Items needed:

Sheet of butcher paper

Markers

1. Tape a very large piece of paper on the wall. Write in marker, in large letters: A WORLD WITHOUT PRISONS...
2. Ask participants to make themselves comfortable, stretch out on the floor if they like. Explain that they will be taking a guided journey over the next few minutes. While participants relax, the facilitator reads the “Transformed Future” script (see Appendix 8). The facilitator might play soft music in the background if they would like. Mention that individuals may experience deep emotions doing the exercise and that this is all right. Ask each person to remain silent throughout the entire exercise.
3. When the visualization is over, the facilitator will ask participants to pick up a marker and proceed to the paper on the wall to express in words, symbols, or images something about how they personally plan to contribute to building a world without prisons.
4. After everyone has put something on the wall, ask individuals to share what they wrote or drew and why. Optional: While participants are sharing, the facilitator can highlight on the mind map where the change to the system is occurring. The facilitator can ask the group if they notice any overlap or connections between the types of contributions that people are willing to make to create a world without prisons.
5. Use the following statements and questions to facilitate a discussion and debriefing on the activity:
 - Say: *Throughout history many individuals and groups have organized against prisons. The activity that we just undertook puts each of us in the room in the continuum of people who have struggled for justice.*
 - Ask: *How did it feel to do this activity. Was it difficult to imagine a world without prisons? Why or why not?*
6. Use the following talking points to facilitate further discussion around resistance organizing against the PIC:
 - Say: *Throughout the long history of organizing for justice, there has been a tension between those who wanted to reform the system and those who just want to abolish prisons.*
 - If the facilitator feels comfortable, talk about the tensions involved in resistances which can include:
 - Short term reforms versus long term structural changes, including prison abolition. Ask: *How might our short term strategies create longer term difficulties for building sustainable justice movements?*
 - Roles for allies and those most impacted. Ask: *What are the roles for allies and for those most impacted by the PIC in resistance efforts?*

OR

- If the facilitator is not comfortable inviting discussion of the tensions involved in resistance, the facilitator can say: *It is beyond the scope of this session to discuss all of the arguments to support each position in the resistance movement (reform v. abolition). For our purposes, we invite everyone to take actions that are most comfortable, and that will help us to bring a more just world into being.*
 - Say: *There are different kinds of work people can do at different levels. For example, on a micro level, participants can change their language from “prisoner” to “people locked up”. Moving towards a more macro level, participants may want to become a pen pal for a person locked up. Or, moving further on the continuum, participants may want to organize and participate in a protest. The level of comfort in these activities differs for different individuals and communities. Individuals feel differently about working at the individual, community, or government levels. Sometimes asking people to think about the work they are willing to do today at different levels offers people new opportunities to rethink what they can do.*
 - Say: *There are various kinds of resistance going on today beyond the contributions that have been or will be made by all of us in the room. Facilitator should select a couple of examples to talk about. See Appendix 9 for examples.*
7. If time allows, ask participants to share campaigns they are already involved in and how other participants’ can become involved. If ideas for new campaigns or projects are coming up, the facilitator may help participants’ start to identify next steps, or allow time for networking and exchanging information.

VII. Closing and evaluations (20 minutes)

Objective: To bring closure to the workshop and collect feedback.

1. Go around the room and ask participants to characterize how they are feeling about all that they learned today in one word.
2. Pass out evaluations.
3. Thank everyone for attending the workshop.

Appendix 1: The Chicago Prison Industrial Complex Teaching Collective Fictions and Realities

Fiction: Prison only has an impact on your life while you are in prison.

Reality: Research shows the long-lasting and far-reaching impacts of incarceration. The Pew Charitable Trusts has documented the economic costs of incarceration to people who have been incarcerated, their families, and their children. Pew's 2010 "Collateral Costs"¹ report found "that former inmates work fewer weeks each year, earn less money and have limited upward mobility" (p. 3). According to Political Research Associates, "A first-time arrest for being convicted of a property crime leads to a 7% decline in income."²

The incarceration of a parent hurts children financially and educationally. The "Collateral Costs" report shows that "Children with fathers who have been incarcerated are significantly more likely than other children to be expelled or suspended from school." The incarceration of a father lowers a family's income. Education and parental income are predictors of children's later economic mobility. The negative impact of parental incarceration on both of these factors indicates that children likely will pay the price of a parent's incarceration throughout their adult lives.

In her book, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, Michelle Alexander (2010) argues that the long-term effects of incarceration have created a new racial caste system in the United States. She explains that once someone has been convicted of a felony, he/she faces housing discrimination, employment discrimination, is denied the right to vote, is denied educational opportunities, is denied food stamps and other public benefits, and is excluded from jury service. Similar to the way Jim Crow laws operated, incarceration legalizes a host of discriminatory practices against people who have been incarcerated, the vast majority of whom are people of color.

Fiction: African Americans commit more drug offenses.

Reality: Research consistently shows that whites are more likely to use drugs than are African Americans:

- African Americans make up 13% of the U.S. population and 13% of drug users. Yet, African Americans make up 35% of drug arrests, 55% of drug convictions, and 74% of those sentenced to prison for drugs.³
- "Approximately 2/3 of crack users are white or Hispanic, yet the vast majority of persons convicted of possession in federal courts in 1994 were African American."⁴
- In their book *Dorm Room Drug Dealers: Drugs and the Privileges of Race and Class*, A. Rafik Mohamed and Erik D. Fritsvold (2009) report the findings of their 6-year ethnographic study of student drug dealers at a private university in Southern California. Their main conclusion is that race and class privilege allow these young, white, middle- and upper-class men and women to deal drugs without any threat of interference or

¹ The Pew Charitable Trusts. 2010. *Collateral Costs: Incarceration's Effect on Economic Mobility*. Washington, DC: The Pew Charitable Trusts. http://www.economicmobility.org/assets/pdfs/EMP_Incarceration.pdf

² <http://www.defendingjustice.org/pdfs/factsheets/10-Fact%20Sheet%20-%20System%20as%20Racist.pdf>

³ The Real Cost of Prisons Project. 2005. *Prisoners of the War on Drugs*. Northampton, MA. http://www.realcostofprisons.org/materials/comics/war_on_drugs.pdf

⁴ The Sentencing Project. 2001. *Crack Cocaine Sentencing Policy: Unjustified and Unreasonable*. Washington, DC. http://www.sentencingproject.org/doc/publications/dp_cc_sentencingpolicy.pdf

punishment from campus security or law enforcement. Because these dorm-room dealers do not fit the stereotype of the young, male, African-American inner-city drug dealer, Mohamed and Fritsvold dub them “anti-targets” of the War on Drugs. As such, these privileged students’ illegal actions are overlooked – quite a contrast to the War on Drugs’ targeting of poor communities of color.

- Focusing on Illinois, Chicago Metropolis 2020’s 2006 Crime and Justice Index found that although whites make up 70% of those using illegal drugs, 80% of those imprisoned for drug crimes are people of color. The report also notes that in 2000, Human Rights Watch singled out Illinois for “having the highest incarceration rate of Black male drug offenders of any state” (p. 21).⁵

The disproportionate arrest, conviction, and incarceration of African Americans are the result of increased policing in African-American communities, mandatory minimum sentencing for certain drug offenses, and racist stereotypes, not the disproportionate use of drugs by African Americans.

Fiction: Poor people commit crimes so they can live off the state

Reality: Incarceration does not provide people with a living. In fact, we know the harmful effects that incarceration has on people while they are incarcerated and long after they are released. While incarcerated, many prisoners hope for the opportunity to work. For those who are “lucky” enough to have a job while incarcerated, the pay they receive is nothing short of exploitative. There is a range of pay that prisoners receive that varies based on location and type of job. The average of the minimum wages that prisoners were paid by the states for non-industry work is \$0.93 per day. The average of the maximum wages is \$4.73 per day. The lowest reported wage for prisoners working in private industry is \$0.16 per day.⁶ This is hardly making a living.

Additionally, while incarcerated, people’s work histories are interrupted, as are their educational opportunities. This disruption creates a significant barrier to finding employment upon release from jail or prison. It is incredibly difficult to secure employment if you have any type of criminal record, even just an arrest. Employers are allowed to ask about your criminal history and legally can discriminate against you because of it. A criminal history also creates barriers to education. According to First Defense Legal Aid: “Students convicted of possession of a controlled substance may not get federal financial aid for 1 year after the 1st offense, 2 years after the 2nd offense, and forever after the 3rd offense. Students convicted of the sale of a controlled substance may not get federal financial aid for 2 years after the 1st offense and forever after the 2nd offense.”⁷

Furthermore, people who have a felony conviction are not able to receive food stamps or cash assistance through public aid in many states. We disagree with the stereotype that people want to be on public aid or live in public housing rather than be self-sufficient. However, even if this stereotype was true, committing crimes and acquiring a criminal record would prevent an individual from “living off the state” in terms of being able to access public assistance. Given incarceration’s negative impact on education, employment, and access to public assistance, it’s hard to see how anyone would interpret incarceration as a viable way to “live off the state.”

⁵ Chicago Metropolis 2020. 2006 *Crime and Justice Index*. Chicago, IL.

<http://www.chicagometropolis2020.org/PDFs/2006CrimeandJusticeIndex.pdf>

⁶ Wagner, Peter. 2003. *The Prison Index: Taking the Pulse of the Crime Control Industry*. Northampton, MA: Prison Policy Initiative. <http://www.prisonpolicy.org/prisonindex/prisonlabor.html>

⁷ <http://unmarkedcampaign.files.wordpress.com/2010/11/cost-of-conviction-handout.pdf>

Fiction: “Tough on crime” policies act as a deterrent to crime.

Reality: There is no evidence that building more prisons and incarcerating more people deter crime. During the late 1970s and early 1980s, crime rates actually were decreasing. And yet, we decided to start incarcerating more and more people. Specifically, when President Regan announced the War on Drugs in 1982, illegal drug use was on the decline.⁸ Since that time, the U.S. incarceration rate has increased because of policy changes, not because of the crime rate.

Many experts have concluded that prisons do not deter crime. Rather, social and economic opportunities have the most meaningful impact on whether people commit crimes. In fact, Michelle Alexander reports that shortly before the prison boom began in the United States, respected criminal justice researchers and experts warned against incarcerating more people. “[T]he National Advisory Commission on Criminal Justice Standards and Goals...issued a recommendation in 1973 that ‘no new institutions for adults should be built and existing institutions for juveniles should be closed’...based on their finding that ‘the prison, the reformatory and the jail have achieved only a shocking record of failure. There is overwhelming evidence that these institutions create crime rather than prevent it’” (Alexander 2010: 8).

Fiction: What about the “bad people”? We need to lock them up to keep the rest of us safe.

Reality: This question invariably comes up during any discussion of prison reform or abolition. This response is indicative of our customary belief that connects the idea of prison to highly publicized serial killers, sexual predators and murders. Although, people in prison who have been convicted of such acts are in fact few in comparison with the huge numbers of people who are and have been incarcerated (citation needed). These few so-called “bad” people are described in much more grandiose terms than are warranted, as a justification for strong and unsympathetic retributive punishment. In most cases, folks who are not directly hit by the prison system get their information from television shows like CSI Crime Scene Investigations, CSI Miami, CSI NY, Law and Order, True Crime, etc. that reiterate the scary “bad” guy message over and over again and couple it with the only “obvious” response: harsh consequences. Yet the question remains; What to do about those people? Perhaps we can relocate the question. Let’s ask: What about the people who are seriously harmed by the untoward actions of some individuals? How can those that have been harmed be restored? How can those who have done harm assume responsibility for their actions? Can anything be done to restore justice, which does not involve harsh punishment?

We acknowledge that we live in a culture where there is violence and people are harmed, but we believe that prison increases harm and violence. The goal of the PIC is not to reduce that. Children suffer when their parents and relatives are taken away from them through imprisonment, as do families and entire communities. It’s also worth considering that “In the U.S., 58% of people are in prison for non-violent drug offenses.”⁹ The majority of these people would benefit from mental health and substance abuse treatment rather than the violence of incarceration. The experience of imprisonment can be extremely traumatizing, leaving people even worse off upon release, especially with regard to their mental health and substance abuse problems.

⁸ Alexander, Michelle. 2010. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY: The New Press.

⁹ <http://www.defendingjustice.org/pdfs/factsheets/10-Fact%20Sheet%20-%20System%20as%20Racist.pdf>

We propose actively creating restorative and transformative justice models that allow communities and individuals to shape systems of accountability based on justice and healing with the goal of rehabilitating people rather than removing the so-called “bad people” from society. In the long run, safety will only be achieved through a holistic process that involves whole communities in a struggle for justice. We know we can’t get there overnight, but we believe prisons are contributing to, rather than reducing, violence in our society.

Fiction: It is cheaper to incarcerate people than to provide alternative treatment/responses.

Reality: It costs far more to incarcerate people, youth or adults, than to provide them with education. As First Defense Legal Aid shows, comparing the cost of incarceration to the cost of education is striking. It costs \$78,000 to incarcerate a youth and \$24,971 to incarcerate an adult for one year in Illinois. The yearly cost of in-state tuition and fees at the University of Illinois is \$16,200; the yearly per-student spending by Chicago Public Schools is \$10,500; and the yearly in-district tuition and fees at City Colleges of Chicago is \$2,900.¹⁰ Given these figures, it is not surprising that Chicago Metropolis 2020 found that “Imprisoning those convicted of non-violent drug offenses costs Illinois taxpayers an estimated \$240 million a year” (p. 5).¹¹ Perhaps more surprising, though, is their finding that Illinois spending on corrections increased four times faster than spending on higher education between 1990 and 2004.

Fiction: There are appropriate, plentiful, and viable options to support individuals with mental illness.

Reality: The criminal justice system is our mental health system. It is the largest provider of mental health care in the United States. There are approximately 100,400 inpatient beds for the mentally ill in the United States, and conservative estimates are that there are 320,000 persons with severe mental illness in jail or prison on a given day. In some states, the ratio of incarceration to treatment is as high as 10 to 1 (Torrey 2010). Persons with mental disorder are 3.2 times more likely to be in jail or prison than in inpatient psychiatric care. This state of affairs has developed in the wake of the deinstitutionalization of mental health facilities. Beginning in the 1950s and accelerating in the 1970s and 1980s, most public hospitals treating the mentally ill were closed. Between 1955 and 1980, the number of public hospital beds for the mentally ill was reduced by 75%. Although large savings were made closing the public hospitals, the budgets for community-based mental health treatment did not expand commensurate with the number of persons living in the community with mental illness. “State spending on mental health, adjusted for inflation and population growth, was 30 percent less in 1997 than in 1955” (Koyanagi 2007). With large numbers of persons with mental disorder in the community, often living on the street, police officers became street corner psychiatrists (Teplin 1984). Because appropriate treatment and diversions were not available, even officers with the best intentions were forced to arrest and process persons with clear and obvious mental illness – often for minor offenses.

Fiction: People plead insanity all the time.

Reality: Not really. According to PBS’s Frontline, “Although cases invoking the insanity defense often receive much media attention, the defense is actually not raised very often. Virtually all studies conclude that the insanity defense is raised in less than 1 percent of felony cases, and is

¹⁰ <http://unmarkedcampaign.files.wordpress.com/2010/11/cost-of-conviction-handout.pdf>

¹¹ Chicago Metropolis 2020. 2006 *Crime and Justice Index*. Chicago, IL.
<http://www.chicagometropolis2020.org/PDFs/2006CrimeandJusticeIndex.pdf>

successful in only a fraction of those. The vast majority of those that are successful are the result of a plea agreement in which the prosecution and the defense agree to a not guilty by reason of insanity (NGRI) plea. A major 1991 eight-state study commissioned by the National Institute of Mental Health found that less than 1 percent of county court cases involved the insanity defense, and that of those, only around one in four was successful. Ninety percent of the insanity defendants had been diagnosed with a mental illness. About half of the cases had been indicted for violent crimes; fifteen percent were murder cases.”¹²

Yet, many people who are caught in the PIC have mental health issues. According to a 2006 Bureau of Justice Statistics report, “Mental Health Problems of Prison and Jail Inmates,” 1.25 million prison and jail inmates (more than half of all prison and jail inmates) have mental health problems. Human Rights Watch reports that jails and prisons are not equipped to provide mental health services, which results in people being under-treated or not being treated at all for mental illness.¹³

Fiction: Police are our buddies.

Reality: Police do not provide safety to everyone. Many communities of color, as well as low-income and poor communities, suffer from over-policing. Research shows that police disproportionately target and arrest people of color. According to Political Research Associates:

- “Among persons over age 24, Blacks (11.2%) were significantly more likely to be pulled over while driving than Whites (8.9%).”
- “Blacks (5.2%) and Hispanics (4.2%) stopped by police while driving are more likely than Whites (2.6%) to be arrested.”¹⁴

Furthermore, there are “Million Dollar Blocks,” which are city blocks where the state is spending \$1,000,000 or more to incarcerate former residents or to supervise the formerly incarcerated.”¹⁵

There also is a long history of police brutality and oppression in communities of color. As a result, police are a sign of oppression rather than safety in many communities. For women and gender-non-conforming or queer people, especially those working in the sex trade, police can also represent the real risk of sexual harassment, violence or assault. Many people feel fear, rather than reassurance or safety, when they see the police.

Fiction: You have to be 18 to be charged with an adult offense.

Reality: States determine their own age of adulthood. According to a recent *New York Times* article, “Thirty-seven states, the District of Columbia and the federal government have already set the age of adult criminal responsibility at 18. Eleven states have set the age at 17. New York and North Carolina are the only two states that set the age at 16.” Yet, “all states retain the ability to prosecute especially violent youths as adults, in some cases with no minimum age limit.”¹⁶ In Chicago, any minor charged with a felony undergoes automatic transfer to adult court. In 2010, 58% of 17-year-olds charged in adult court in Chicago were charged with non-violent offenses.¹⁷

Fiction: You wouldn’t be in prison if you hadn’t done something wrong.

¹² <http://www.pbs.org/wgbh/pages/frontline/shows/crime/trial/faqs.html#1>

¹³ <http://www.hrw.org/en/news/2006/09/05/us-number-mentally-ill-prisons-quadrupled>

¹⁴ <http://www.defendingjustice.org/pdfs/factsheets/10-Fact%20Sheet%20-%20System%20as%20Racist.pdf>

¹⁵ The Real Cost of Prisons Project. 2005. *Prison Town: Paying the Price*. Northampton, MA.

http://www.realcostofprisons.org/materials/comics/prison_town.pdf

¹⁶ http://www.nytimes.com/2011/03/06/nyregion/06juvenile.html?_r=3&hp

¹⁷ http://www.chicagoreporter.com/index.php/c/Cover_Stories/d/Seventeen

Reality: The reality of our criminal justice system is that wrongful arrests and convictions happen far too often. The Innocence Project, a national organization that uses DNA testing to exonerate people who have been wrongfully convicted, has found that “wrongful convictions are not isolated or rare events, but arise from systemic defects that can be precisely identified and addressed.”¹⁸ These defects include: eyewitness misidentification, unvalidated or improper forensics, forensic science misconduct, government misconduct, false testimony by informants, poor lawyering, and false confessions. False confessions have been a large problem in Chicago. Between 1972 and 1991, police commander Jon Burge oversaw the torture of more than 100 African-American men and women while they were in police custody at Area 2 headquarters.

Beyond wrongful convictions, we hold that much of the growth in prison populations has been driven by the criminalization of poverty in our country—people are criminalized for trying to survive by participating in underground economies. People of color are also criminalized for addiction problems or simply for participating in the drug economy that nearly everyone in this country is a part of at some point in their lives. Women and gender-non-conforming people defending themselves from abuse are criminalized. “Criminals” have become what Michelle Alexander (2010) calls “a racialized caste system” in our society—not a group of people who “did something wrong”, but a group of people who have been relegated to a different caste in our society based on racism, classism, and irrational fear.

¹⁸ http://www.innocenceproject.org/Content/Facts_on_PostConviction_DNA_Exonerations.php

Appendix 2: Icebreakers

Name of the game: Zip-Zap-Zop

Needs: Nothing

This is an easy physical game that requires everyone to stand up in a circle. The goal of the game is to pass around the phrase “zip-zap-zop” without missing any syllable. The first person to go says “Zip!” and claps their hands together in the direction of another person in the circle. They should make eye contact. That second person now has to say “Zap!” and clap their hands together in the direction of a third person, making eye contact. The third person now repeats the action while saying “Zop!” and it goes back to “Zip!” Whoever messes up (says the wrong syllable or fails to say anything at all) is out. Keep going until it gets boring—if the group is good, it will take just a couple minutes.

Name of the game: Human knot game

Needs: Nothing, optional stereo with speakers

This game starts by asking everyone to move around the room, not in a circle but randomly. You can play music on a stereo if you have it. The goal is just to fill the space even with people and keep on moving. When the music stops or the facilitator claps their hands, everyone should freeze. Then, each person should grab hands with the two people closest to them. Everyone will be holding someone’s hand in each hand, and it should make a big knot out of the group. Now, the fun part: silently (without talking), the group has to figure out how to untangle themselves and get back into a circle, without letting go of hands. It will take a few minutes but it is always possible!

Name of the game: Human shield

Needs: Nothing

Stand in a circle. Ask everyone to silently, secretly pick one person who is your enemy, and one person you are defending. It doesn’t matter who. When the facilitator says “go!”, your whole job will be to stay IN BETWEEN your enemy and the person you are defending. You are a human shield—do not let them get too close to each other, stay between the two at all times. Let the group loose to do this...it will be organized mayhem. If you want, say “freeze” part-way through and have everyone pick a new enemy and a new person to defend.

Name of the game: Beanbag toss name game

Needs: At least three throwable toys—beanbags or stuffed animals

Start by standing in a circle and have everyone go around and say their name at least once. Now take one of the toys; ask everyone to raise their right hand. Your job is to choose one person, say their name aloud, and throw them the toy. They will take their hand down. That person chooses another person, says their name, and throws the toy until everybody has gotten it (no one’s hand is still raised—the raising hands is just to ensure that everyone gets the toy at least once). When the toy gets all the way back to the facilitator, start the circle again, but add a second toy about halfway through the first cycle. Then add a third. It will become a fun mess of people saying

names and throwing things. After all three have circulated, stop the action and go in reverse—say the name of the person who has been throwing you the toy, and ask them to throw it to the person they got it from, etc. Get the whole cycle going in reverse with at least two toys before you stop. Great way to get everyone hollering each other's names!

Name of the game: Three things

Needs: Stereo with speakers and some fun music

Tell everyone that they are going to mill around the room and meet people. When the music is playing, mill around. Dancing optional. When the music stops, find a partner—preferably someone you haven't met before. At each stop you will have to answer a question with your partner; the facilitator will announce the questions when the music stops. Go for however long you want—a list of suggested questions is below and you can mix up the harder/more serious ones with the lighter ones.

Questions:

1. What are your three favorite foods?
2. What are three things you are good at?
3. What are three things you wish you were better at?
4. Who are your (3) role models? (it's okay if you don't have that many!)
5. What are your three favorite songs or musicians?
6. Name three things that gross you out.

Name of the game: Dance to the center

Needs: CD or MP3 player with speakers

The group gets into a large circle. Each person will have the opportunity to dance to the center of the circle to the beat of the music using a rhythmic movement and/or sound that best describes them/how they are feeling/what they're thinking, etc. in the moment. The facilitator (A) provides a demo of how this is done. When A arrives at the center they will choose a person (B) to dance to= they will "share" their dance with B. B will now fully embody A's movement while transforming it into their own dance as B (now A) makes their way to the center. The cycle/cipher continues until each person has danced and made a transformation.

Appendix 3: Names Behind the Numbers

Ask participants to think about how prisons and incarceration affect their own lives. Say: *Maybe you know someone personally who is behind bars, or who has been in the past. Maybe you have been there yourself. Maybe you worry about the risk of incarceration for you or people you know—or maybe you don't. All of these are very personal ways in which the prison system affects us. Before we start sharing a lot of information and analysis, we wanted to bring in the people who we know who have been incarcerated or who are right now. Let's go ahead and say the names of those people out loud....*

After participants call out names and you allow a moment of quiet, say:

When we can depersonalize the prison industrial complex, when we can dehumanize the experience of suffering, then we can be patient in our struggle against the prison industrial complex. When we don't talk about real people or tell real stories it is easier to celebrate reformist changes that give the prison system more power and control. The people behind the walls are real people with names, faces, feelings, and needs. Each morning they wake up in a place that thrives on trauma and torture. Each day they navigate their lives through concrete, bars, and steel. Each day they survive.

If there is time, have participants pair up with someone they don't know and talk for a couple of minutes about how the PIC affects their lives, or what their personal reasons are for being here today.

Appendix 4: Definition of the Prison Industrial Complex

Prison Industrial Complex (PIC) is a term we use to describe the overlapping interests of government and industry that use surveillance, policing, and imprisonment as solutions to economic, social, and political problems.

(from Critical Resistance, www.criticalresistance.org)

Appendix 5: PIC Jeopardy Questions and Answers (in bold)

1. Cost of incarcerating a youth under 18 in Illinois
 - \$23,000
 - \$42,000
 - \$59,000
 - \$78,000**
 - \$102,000
2. Cost of incarcerating an adult in Illinois
 - \$18,000
 - \$24,000**
 - \$45,000
 - \$68,000
 - \$91,000
3. Number of Women in State and Federal Prisons and Local Jails in the U.S. (2009)
 - 50,000
 - 82,300
 - 147,000
 - 201,200**
 - 507,100
4. Number of Prisoners in 1970 in the U.S.
 - 50,000
 - 200,000**
 - 600,000
 - 1,000,000
 - 1,500,000
5. Number of Prisoners in 2009 in the U.S.
 - 100,000
 - 450,000
 - 780,000
 - 1,200,000
 - 2,300,000**
6. Amount spent by local, state, and federal governments on corrections (including incarceration)
 - \$25 billion
 - \$53 billion
 - \$75 billion**
 - \$96 billion
 - \$110 billion
7. Percentage of prisoners who are non-violent offenders

15%
28%
47%
65%
80%

8. % chance of serving time in prison at some point in their lives for a Black male

12%
25%
32%
46%
73%

9. % chance of serving time in prison at some point in their lives for a Hispanic/Latino male

9%
17%
30%
52%
74%

10. % chance of serving time in prison at some point in their lives for a White male.

2%
6%
15%
22%
43%

11. Number of people under “correctional” supervision (parole, probation or incarceration)

3 million
5 million
7 million
9 million
11 million

12. Number of youth under 18 who are locked up on a daily basis in the U.S.

10,000
30,000
55,000
78,000
90,000

13. Number of youth admitted to the Cook County Juvenile Detention Center (Audy Home) in 2009

1,256
2,678
5,608

8,345
10,763

14. Number of youth admitted to DJJ facilities (youth prisons) in Illinois in 2009

756
1,163
2,347
4,789
6,342

Additional Statistics

1. U.S. Population Percentages by Race

African American (14%)
Latino (11%)
Caucasian/Asian/Other (75%)
Native American (1%)

2. Race of Drug Offenders in US Prisons

African American (50%)
Latino (21%)
Caucasian/Asian/Other (25%)
Native American (4%)

3. Street Stops by Race by the New York Police Department

Black and Latino (80%)
White/Other (20%)
(In addition, 85% of Black and Latinos were frisked while only 8% of Caucasians were)

4. Average Educational Level of Prison Population

High School Incomplete or GED (70%)
High School Diploma (15%)
Some college or higher (15%)

5. Average Yearly Income of People Prior to Incarceration

Below the poverty level (70%)
\$25,000 or less (20%)
Above \$25,000 (10%)

6. Increase in the Incarceration Rate for Women from 1980 to present

Women Incarcerated in 1980
Women Incarcerated in 2010
(The female incarcerated population has increased by 400% since the inception of the drug war. Women are more likely than men to be imprisoned for non-violent crimes, e.g., property, public disturbance, or drug offenses.)

7. U.S. Percent of World Population

U.S. (5%)

Rest of the world (95%)

8. U.S. Percent of Prison Population

U.S. prison population (25%)

Rest of the world's prison population (75%)

Sources for statistics:

1: <http://drugwarfacts.org/cms/?q=node/64>

2: Bureau of Justice Statistics, 2007. <http://www.ojp.gov/bjs/pub/pdf/p07.pdf>

3: http://www.huffingtonpost.com/bill-quistley/fourteen-examples-of-raci_b_658947.html

4: <http://www.huppi.com/kangaroo/L-CJSpoor.htm>

5: <http://www.huppi.com/kangaroo/L-CJSpoor.htm>

6: Mothers Behind Bars: A state-by-state report card and analysis of federal policies on conditions of confinement for pregnant and parenting women and the effect on their children. The Rebecca Project for Human Rights and the National Women's Law Center (October 2010).

7: http://www.huffingtonpost.com/bill-quistley/fourteen-examples-of-raci_b_658947.html

8: http://www.huffingtonpost.com/bill-quistley/fourteen-examples-of-raci_b_658947.html

Appendix 6: Facilitator’s Guide to PIC Timeline

Timeline Cards:

1. What happened: Christopher Columbus first came to the Americas

Why it matters to prison history: The contact made by European explorers led to colonization and exploitation of indigenous/native people in the Americas. Most of the European colonizers relied on violence and imprisonment as their primary forms of justice. In many cases they violently displaced Native American cultures whose systems of justice were based on principles of restoration and healing.

2. What happened: Europeans established the trans-Atlantic slave trade

Why it matters to prison history: The slave trade, based on kidnapping Africans from their homes, drives the economy of the colonies that will become the United States. Policing, imprisonment and control of black people (as well as Native Americans) becomes a part of the country’s foundation.

3. What happened: Civil War, Emancipation and the 13th Amendment to the Constitution

Why it matters to prison history: The slaves are freed, but slavery is not completely outlawed. The 13th amendment abolishing slavery makes one exception, allowing for involuntary servitude in the case of people who have been convicted of a crime. This allows slave labor to continue, as long as it is behind prison walls.

4. What happened: Reconstruction, or the time of rebuilding after the Civil War

Why it matters to prison history: Although black people were technically freed from involuntary servitude, many laws were passed during reconstruction that made it easy for African-Americans to be arrested—laws against loitering, homelessness, and even laws requiring black men to work. This led to lots of arrests. Guess what? After they had been arrested, black citizens could be legally forced to work without pay, in some cases returning to work in the same places slaves had worked (such as Angola prison, a former plantation in Louisiana).

5. What happened: The Progressive Era and the founding of the juvenile court

Why it matters to prison history: In this era, middle-class social reformers decided they wanted to see a kinder, gentler penal system. For the first time, young people were tried in separate courts from adults, and the whole idea of “probation” was created. This meant more state intrusion into poor people’s homes, on the one hand, but it often meant better-run state institutions on the other hand. The Progressive era was also a contradictory time, as “scientific” ideas about race led to the birth of the eugenics movement.

6. What happened: World War II and the creation of internment camps for tens of thousands of Japanese-Americans

Why it matters to prison history: This was not the first wave of intense anti-immigrant sentiment to hit the U.S., but it hit a low when the military took tens of thousands of Japanese people living in the U.S. out of their homes and imprisoned them in military camps. Immigrants were already often detained at Angel Island in the West and Ellis Island in the East, and disproportionately arrested and imprisoned once inside the country. Internment camps were another racially based form of mass imprisonment.

7. What happened: First steps in desegregation and the Civil Rights Movement, 1950s and 1960s.

Why it matters to prison history: Right when the Civil Rights movement began to really take off, the first mandatory minimum laws were passed for pot and then for other drugs. As communities of color pushed back against oppression, legal means were used to target and lock up people of color. Famous activists like Martin Luther King, Jr., Rosa Parks, and hundreds of others were also arrested for non-violent protests against segregation.

8. What happened: The hey-day of the Civil Rights movement, 1960s.

Why it matters to prison history: Civil Rights changed lots of key things, finally getting rid of Southern Jim Crow segregation laws and making more forms of discrimination illegal. At the same time, the FBI launched a secret program called COINTELPRO to target, infiltrate and imprison many activists, especially those affiliated with the Black Power movement. Although activists spoke out on issues like police brutality and racist violence in all parts of the country, police targeting of communities of color also continued unchecked in the North and South.

9. What happened: Backlash against Civil Rights and Black Power, passage of Rockefeller Drug Laws, 1970s.

Why it matters to prison history: As more leaders were arrested and assassinated, the slow disintegration of the Civil Rights and Black Power movements dashed a lot of hopes for creating a whole new justice system. At the same time, new laws were passed like New York's Rockefeller drug laws that created new mandatory minimum sentences for drug dealing and possession, and these laws immediately targeted urban communities of color. The whole country slipped into a recession, and prison populations began to expand dramatically.

10. What happened: The “tough on crime” era and the War on Drugs, late 1970s-1990s.

Why it matters to prison history: The War on Drugs declared by President Ronald Reagan meant a whole new slew of drug laws criminalizing poor people and people of color, such as crack-cocaine laws targeting crack use in poor communities (punishment for more expensive powder cocaine was much less intense). The conservative “tough on crime” movement and “Zero tolerance” in schools encouraged imprisonment for smaller and smaller offenses. All this meant that the prison population literally exploded.

11. What happened: Prison industry boom followed by a decrease in crime rates, 1990s-2000s.

Why it matters to prison history: After a massive round of expansion, and the creation of new privatized prisons run by corporations, the economy happened to be soaring and the crime rate began to level out or decrease. Suddenly there was a big prison industry with lots of vacant beds. New policies like California’s “Three Strikes, You’re Out” law, anti-gang laws, and new anti-terrorism laws were passed, giving police new ways to target young activists, people of color, and Arab and Muslim immigrants.

12. What happened: Arizona passed SB1070, the most draconian anti-immigrant law on the books, 2010.

Why it matters to prison history: The private prison lobby, looking to fill beds and expand their business in border areas, advocated hard for the passage of new laws making it much easier to arrest and deport immigrants. Anti-immigrant violence surged, and so did anti-immigrant policing. New prisons were built with the expectation of many more arrests of Latin American immigrants in Southwest border states.

Additional Information for Timeline Cards:

1. 1492: when Columbus comes to the Americas, white supremacy starts to be established here; involuntary servitude is deeply connected with colonization; European cultures establish retributive, punitive system of justice, in some cases replacing indigenous systems of justice based in more restorative principles
2. 1600s-1700s: establishment of the slave trade, which drives the economy of the colonies that will become the U.S.
3. 1860s: Civil War (ended 1864), emancipation and the 13th amendment; slavery is abolished, but the constitution allows for involuntary servitude in the case of people convicted of a crime
4. 1864-1890s: reconstruction; the passage of laws like loitering laws and laws requiring black people to work, which led to imprisonment of many former slaves; they are then required to work, often on the same plantations where slaves had worked (Angola prison is one such institution)
5. 1880s-1930: the progressive era; a contradictory time, birth of the eugenics movement and “scientific” beliefs about race; founding of juvenile courts (first juvenile court

established in Cook County in 1899) and other “social service” oriented reforms pushing for a kinder, gentler system; Indian “boarding schools”

6. 1940s: World War II and the creation of internment camps for tens of thousands of Japanese-Americans
7. 1950s: first mandatory minimum laws passed for pot and then other drugs; desegregation and civil rights; as communities of color push back against oppression, legal means are used to target and lock up people of color
8. 1960s: the civil rights movement is dominant; FBI uses COINTELPRO to target, infiltrate and imprison many activists by 1970s
9. 1970s: backlash against civil rights and black power movements; 1973 Rockefeller drug laws in NY used to target urban communities of color
10. late 1970s-1990s: “tough on crime” era, paired with “war on drugs” (1981), further demonizes young people of color; crack/cocaine disparity; mandatory minimums spread; the earliest attempts at prison privatization (1986)
11. 1990s-2000s: boom and bust; private prison industry boom in 1990s couples with decrease in crime rates leads to lots of vacant beds; new policies like 3-strikes and anti-terrorism laws are instituted to further target young POC, activists, and arab and muslim immigrants
12. 2010: SB1070, one of the most demonizing immigration laws on the books, passed in Arizona with the support of private prison lobby looking to fill beds

Appendix 7: Cards for Prison Town Game

Jamal Jones

**Prisoner in Dillon, arrested in
Los Felices**

While I'm serving my prison sentence, I want to keep my head down and not get into trouble, so I'll be approved for parole as soon as possible. Man, do I miss my wife and kids. I'd do anything to get out of this place to be with them.

I was able to get a job here making office furniture. I heard that some of the state universities and government agencies buy the furniture we make. I had a job in a fast food place before I got sent to prison, and I made a lot more money there—here we don't even make minimum wage. Plus, the state takes a big chunk out of my paycheck to cover the cost of keeping me in here. After that and taxes, I only made a few thousand dollars last year. Everything left over I send to my family. Still, I feel lucky to have this job—there are guys here who want to work but there aren't any openings.

Fast fact: How does prison labor work? Because companies that use prison labor don't have to pay workers a minimum wage or provide benefits, and their work sites and equipment are often subsidized by the government, they can produce products cheaply and sell them at a lower rate than their non-prison labor competitors. In Illinois, state agencies make up the highest percentage of sales of prison-made products. (<http://www.lib.niu.edu/1995/ii950820.html>)

Christopher Jordan

On parole and unable to leave

Dillon until parole ends in

6 months

When I was released from prison a few months ago, I thought I was going to turn my life around. I started looking for a job right away, but every job application I filled out asked if I had a criminal record, and I bet that's why I haven't gotten called back.

I have to be careful not to violate my parole—I can't hang out with the people I hung out with before I went to prison or go to the places I used to go to. Without a job and without friends to hang out with, I've been hanging around the house a lot, and I think my family is starting to think that I'm just being lazy. While I was locked up they sent me money for new clothes and toiletries, and I promised myself I'd pay them back. But I'm still draining their resources... if I don't find a job soon, I don't know what I'll do.

Fast fact: How does prison affect the unemployment rate? “A study by Professor Devah Pager of the University of Wisconsin found that 17% of white job applicants with criminal records received call backs from employers while only 5% of black job applicants with criminal records received call backs. Race is so prominent in that study that whites with criminal records actually received better treatment than blacks without criminal records!” (Quigley, Bill. Fourteen Examples of Racism in Criminal Justice System. The Huffington Post, July 26, 2010, www.huffingtonpost.com/bill-quigley/fourteen...)

Robin Jones

**Resident of Los Felices, father
incarcerated in Dillon**

My family moved around a lot when I was younger, but then my dad got arrested and sent to the prison in Dillon. I wish we could see him more often, but Dillon is hours away from Los Felices and we can't make the drive every week. We don't always have extra money for gas or a hotel room, but it's hard without him here. Mom has us write letters and draw pictures, and we bring them when we visit. When kids in school ask why my dad isn't around, I feel embarrassed to tell them he is in prison.

Fast fact: How many children have parents involved in the criminal system? “1 in every 28 children in the United States—more than 3.6 percent—now has a parent in jail or prison. Just 25 years ago, the figure was only 1 in 125” (Pg. 18, The Pew Charitable Trusts, 2010. Collateral Costs: Incarceration's Effect on Economic Mobility).

Kisha Clark

**Lives near Dillon, partner is a
prison guard there**

My partner, Erica, and I live in Carlsburg, a few miles west of Dillon. A year ago Dillon opened a new prison and Erica was one of the lucky ones who was hired as a guard. We felt so lucky when she was hired because the pay was better than other jobs around here, but it's been a lot harder than we expected. Erica is a lot more anxious than before, and gets mad easily; it's put some strain on our relationship. I've heard horror stories about guards at other prisons getting hurt or killed by inmates, and I worry every time Erica leaves for work that she won't come back. I can't imagine the things she deals with at work.

Fast Fact: What is the impact of the work of prison guards on their mental health and their families? Prison guards report that after a long day of working in the prison, they come home thinking about what they saw and heard throughout the day, and that this had a devastating effect on their families. (Fraser, Joelle. "An American Seduction: Portrait of a Prison Town as cited in Prison Town comic.)

Tom Roberts

Prison guard in Dillon

My name is Tom. I have been working as a guard at the prison in Dillon for six months. Before that, I was unemployed for almost a year. I worked at a factory in town for 8 years, but when they closed down we all got laid off. Before I got this job, my wife was working two jobs to support the family, and we were barely scraping by. A lot of my friends from the factory tried to get jobs in the prison, too, but most of the guards they hired are from out of town. You have to have a really thick skin to work there, and some of the guards just can't handle it—there's a lot of staff turnover. But I can't afford to be unemployed again, so I'm going to stick it out no matter what.

Fast fact: Who gets all those jobs? “On average, 80% of new prison jobs go to folks who don't live, or pay taxes, in the prison town” (From the Prison Town comic).

Paul Costers

**Judge in Los Felices, sentences
many to prison and they end
up in Dillon**

I've been a judge for 35 years now, and the Drug War totally changed my job. I used to be able to determine the length of the sentence depending on how severe I thought the crime was. Now I'm put in the position where the D.A. has all of the power, and I really feel like we're putting petty criminals away for far too long. I know that crack is a serious drug, and that it's plaguing communities, but I can't remand anyone to drug treatment – they *have* to go to prison. Now I hear the prisons are overcrowded. This isn't making sense.

Fast Fact: How do laws impact the prison system? Mandatory sentencing laws, three-strikes laws, and the War on Drugs have contributed to the 370% increase in the prison population since 1970. (Wagner, Peter, The Prison Index as cited in Prison Town comic.)

Manny Morales

**Resident of a “Million Dollar
Block”**

My name is Manny. I live in Los Felices, a city of 2 million people. On my block, I'm one of a kind. Most people seem to end up behind bars, from the guys I used to play soccer with to their moms and lots of my neighbors. There aren't any real opportunities for me if I end up sticking around. The police are down here all the time, hassling me and my friends if we hang out after a game. No one else seems to come around though - the only time people from other areas come around is with a donation at Christmas or when a crime makes the evening news.

Fast Fact: What is a Million Dollar Block? It is a city block where the government is spending \$1 million a year to incarcerate former residents or to supervise the formerly incarcerated, such as in Brooklyn, New York. With so much money going to imprisonment, there is little left over to fund health care, job training, education, or supportive services. In New York, 75% of prisoners come from 7 African-American and Latino neighborhoods. This mass removal of people from these blocks robs communities of its members and of needed resources. When people are released from jail and prison, they come back to the same blocks and encounter the same problems: lack of jobs, affordable housing, educational opportunities, and supportive services that would aid re-entry and limit recidivism and incarceration in the first place.

Ricardo Munoz

Police officer in Los Felices

My name is Officer Munoz. When I was a kid, I grew up in the 'hood in the big city with a lot of Kings around – some of those guys were my family members and buddies – but I wanted a different life. That’s why I went into the Marines and then became a police officer. When I first went out on the beat, I thought I'd be catching bad guys, but mostly I feel like I'm rounding up kids selling dime bags of weed. Still, what they're doing *is* against the law. Sometimes I feel like people on the force stop guys who aren't really doing anything wrong, they just “look” guilty. And, they seem to know where to look—neighborhoods like the one where I grew up. Still, we're putting bad guys away. And there's food on my table for my wife and kids. So I can't complain.

Fast Fact: Who is targeted? 75% of the prisoners in New York come from 7 African-American or Latino neighborhoods. (Huling, Tracy, “Prisons as a Growth Industry in Rural America as cited in Prison Town comic.)

Maria Costello
Resident of Los Felices

I'm on my way home from work, and I realize that my household is out of toilet paper. It's also my daughter's picture day at school tomorrow, and I promised to buy a new outfit for her. Now that I think of it, I'm pretty sure we're out of milk, too. Geez! I guess I'll need to make a stop on my way home. Where should I go? I was thinking of Kmart, or maybe the old mall, though a lot of stores have closed down there. Oh, and I need to pick up something for dinner, too. Hmm...maybe I'll stop by that butcher shop and pick up some sausages. I hear they come from a company down state. They're great and I love to support companies close to home!

Fast fact: What does shopping have to do with prisons? The list of stores and companies who use prison labor (usually far, far below minimum wage) to make their products is long. Kmart, Victoria's Secret, Eddie Bauer, Revlon, Motorola, and Microsoft are just a few of the familiar names.

Mr. Sylvester
Teacher in Los Felices

My name is Mr. Sylvester. I teach 4th and 5th grade science. My students are energetic and love to learn, but I feel badly about the lack of resources in their community. It isn't safe to explore outside, and even if it were, the nearby woods and streams are polluted and covered with trash – not exactly an inviting learning environment. I've been teaching here a long time and love the kids, but the school administration isn't very supportive of families in this part of town. Teachers do what we can, but with state testing determining much of our funding, the pressure is on from both sides.

Fast fact: What is the school-to-prison pipeline? High-stake testing and zero-tolerance punishment is a way of pushing poor performing students and those who show “problematic” behaviors out of school. Suspensions and arrests at schools increase and students are kept out of school. Not only are they not learning, but with little to do, little resources, and a “record”, students are pushed toward prison.

James Bing, III

**Runs a business that supplies
pork to the prison in Dillon**

I run Bing's Packaged Pork, a company that makes pork sausage downstate. We got a great contract with the state for packaging our goods; we bring in guys from the prison, a lot of 'em have had this kind of job before, or they need job training. They work in our packaging plant, which we set up on the grounds of the new prison since the whole system was working so well. And we pay these guys about \$1.48 an hour, but they don't mind since they need jobs and want some training and experience. It's great for our profit margins and the state loves having us in, giving the guys something to do.

Fast fact: How does prison labor work? Prison laborers nationwide do everything from making office furniture to farming and meat-packing. They are almost always paid below the minimum wage, if at all. Forced labor and underpaid labor are often allowed by the law, or the state doesn't do a good job regulating where they should.

Carolyn Stewart

**Works for a company that
supplies food to the prison in
Dillon**

Hi, my name is Carolyn Stewart. I am the CEO for Mayflower Food Services, Inc. Years ago, before I became CEO, my company carried contracts providing food services to schools, universities, and some hotels in the state. In the last twenty years, we've also been winning contracts with the new prisons that have been popping up in our state and the surrounding areas. Our most recent contract was with the new prison in Dillon. I welcome any new infrastructure in this area—having the opportunity to service the consumers only helps us out. We've really grown as a company!

Fast Fact: Who else supplies prisons with goods? Prisons make contracts with phone companies, linen companies, furniture suppliers, construction companies, etc. There are a lot of businesses benefitting from building and maintaining prisons.

Katy Ginter
Resident of Dillon

My name is Katy. I work hard for my money at a small life insurance company in Dillon and own a house with oak trees in the yard. My husband and I carpool to work in the family car, and our daughter does gymnastics after school most days. We often cook dinner together, but love heading to the Olive Pit on the weekends! I pay my taxes and feel good about the fact that they support education and public safety. The police in this town are friendly and supportive – just last week they gave a presentation at my daughter’s school.

Fast Fact: Where do my taxes go? A percentage of the money taxpayers earn goes to income taxes, and homeowners pay property taxes. Taxes on things like clothes, cars, and food are called sales tax. Taxes go to state and federal government and help pay for all kinds of programs. Some of these taxes go toward funding prisons and programs that ensure people stay in prison, like offering incentives for police to post high numbers of arrests for drug related crimes instead of targeting their work on influential dealers and traders.

Mark Stephens
CEO of Corrections
Corporation of America

I started my career as a manager at a mall, but I eventually went to business school because I was tired of working for people who didn't know how to run things. I have been in the securities business ever since.

I got a job at the Corrections Corporation of America, the fastest growing private prison company in the country, and worked my way to the top. CEO! It's a tough business: governments contract with us to build the prisons and run all the operations, from security to food. We have to keep people in line and if anything goes wrong, our people can be liable.

Some people think prison work must be intense; I don't mind it. I am proud of helping to keep the bad people off the streets, but I never have to interact with them myself. I work hard in this company, and my family and I have a comfortable life. The CCA doesn't own the prison in Dillon, but we're always looking for ways to expand.

Fast fact: How big is CCA? Private prison corporations run a small amount of prisons around the country. The Corrections Corporation of America (CCA) has about 66 facilities locking up 75,000 people, and another 5,000 beds to spare. The government foots the bill, but private companies keep the difference.

Tromila Whitton

**Resident of Dillon, works at a
new chain restaurant**

My name is Tromila. I used to work full-time at Mclean's Dairy in Dillon. It was pretty famous in the area – cows in the field, milk and ice cream inside. A few years ago the town was going through a rough time. We were all hopeful that the new prison in town would give us the boost we needed. Mclean's started out providing milk to the prison, but then a bigger corporation came along and won over the contract. After that, Mclean's had to shut down because they couldn't compete with other businesses. I was able to get a full-time job at Pizza Huddle with some benefits. Things could be better; the corporate structure doesn't support my family the way the owners of Mclean's Dairy did. Our location is close to the prison, so I see a lot of families on their way to or from visits, or they come by when someone gets released. It just breaks my heart.

Fast fact: How do prisons affect small business? Small businesses suffer when prisons come to town. Though they may have initial contracts with the prison, most goods going into prisons are from large corporate manufacturers that come from far away – this leads to money heading away from the local economy. Chain restaurants are easy to place anywhere, but that doesn't mean the town sees much of the profits. Lots of it goes back to the corporate structure and suppliers, all of which are out of state.

**Mayor Quentin
Bradley
Mayor of Dillon**

I have been the proud mayor of Dillon for ten years now. Our town has seen some hard times lately. The sawmills used to be the primary industry that employed many of my residents. Since the sawmills have closed, everyone here has been struggling. Some folks came through from the state, telling me about what a good deal we'd get here if we let them build a new maximum security prison. At first I was nervous about bringing dangerous criminals into the community, but then it seemed like a pretty nice thing: jobs in the prison, new visitors to the area shopping in our stores, business development. We set up a deal with the state to let them build the prison here.

Some of our folks have jobs at the prison now, but the new thing hasn't done much for our businesses. Lots of the visitors just stay in the bigger hotels in the next town, or shop down at the Wal-Mart, instead of helping out our businesses. Some of our businesses have had to close their doors because they've lost prison contracts to bigger corporations. Plus, we gave the prison a great contract on water and electricity, subsidizing it for them. It's costing the city a pretty penny, as it turns out. I don't think we got what we were promised.

Ellen Mulroney

Social worker in Dillon

I'm a social worker and I've been working at Hope United for about a year and a half now. I work with ex-cons to try to help them get a job, housing, and stability. It's really hard for my clients—most places don't want to hire anyone with a felony record, and there are fewer and fewer jobs to be had at a decent wage. What really gets me is that while in prison, my clients had jobs where they learned really great skills. Now, the company that was paying them \$.20 an hour to make “high end” office furniture wouldn't even consider them for a factory position on the outside. When I got my social work degree, I thought I'd be helping people, but I am often put in the position where I feel like I'm expected to inform parole and probation officers about minor violations that could send my clients back to jail. Sometimes these guys are just trying to survive.

Fast Fact: How often are people arrested on parole violations? Two out of three people released from prison end up back inside. Half of these arrests are due to parole violations, not new crimes. (Tucker and Cadora, “Justice Reinvestments”, Ideas for an Open Society, vol.3, number 3, 11/03, pg 2 as cited in Prison Town comic.)

State Senator

Trevor Cravens

**Represents a rural district that
includes Dillon**

I am a state senator representing a rural district. Legislation is tough work. One of the ways I get ideas and feedback from my colleagues is through a non-profit that brings together legislators and business owners to discuss the issues and come up with model legislation. At a recent meeting of ALEC, there was a fruitful presentation of some new legislation about immigration. The committee presenting it included representatives from the Corrections Corporation of America, and some guys from the Arizona legislature. I think that the people I represent would support the new crackdown on illegals in our areas, and it's a great deal for my friends in securities who will get new contracts to build temporary jailing centers. And, who knows, maybe in return they can support my next campaign.

Fast Fact: Really? Arizona's notorious 2010 anti-immigrant bill was passed with the active the support of prison and securities corporations. They see the immigrant population as a new potential target to fill beds in their facilities. It is not a secret that every person they arrest and incarceration means cash flow straight from the government into the corporations that run these facilities.

Appendix 8: Transformed Future Script

To be read slowly and softly:

During this exercise, we are going to take a journey to experience what the world would be like without prisons; to experience what the world would be like if each one of us were safe, respected and treated with dignity.

Get comfortable. See that body is comfortable. Take several deep breaths. Let go of all thoughts in your mind. Relax.

You are about to begin a journey that will take you into a whole new world. It is an exciting, vibrant place to live, a world full of promise, inspiration, and vitality. It is a world where people are safe. A world where violence does not exist. A world where we are allies in an effort to end oppression. A world where gender, class, race, sexual orientation, and all other markers of difference are not reasons to dominate others. A world where everyone is treated with respect and dignity. A world where justice and peace exist for all.

For a few moments, allow yourself to be in this world. (Facilitator should pause for a few seconds). Take note of how it looks, feels, sounds, and smells. Is it busy? Is it quiet? Is it dark? Is it light?

Now, see yourself walking outside enjoying nature. Take in all the sights and surroundings. Are you by yourself? Is the area isolated or are there others around you? How are things different now that you are in a place where everyone is respected and valued?

See yourself walking downtown, somewhere on main street. What images do you see in the store windows, in restaurants. Browse through the bookstore. What do you see that tells you that this community is safe for all people?

Now see yourself arriving home. Is there someone there to greet you? If so, is anything different about that interaction because you are living in this new world?

Finally, as you climb into bed, reflect on your unique contribution to building this new world without prisons. What have or will you do to contribute to making this vision a reality?

Take a moment to come back.

When you feel ready, please take a marker and share your contribution to creating a world without prisons on the wall (you can write something, draw a symbol, an image, anything you like). Then come back to your seat so that we can share with each other.

Appendix 9: The Chicago Prison Industrial Complex Teaching Collective Examples of Resistance to the Prison Industrial Complex

Women's Prison Reform

Women prison reformers in the late 19th century advocated to make women a visible part of the prison population. Due to their smaller numbers and gender, women prisoners historically were overlooked within the prison population. There was a lack of facilities for women prisoners, which contributed to their overcrowding and abuse by male guards. Throughout the late 19th century, white, middle-class women, primarily Quakers and Protestants, visited women prisoners and advocated for improved living conditions. Reformers argued that there should be separate institutions for women prisoners that focused on their unique needs and circumstances as women and employed women guards and staff. They believed that women prisoners could be reformed if they were separated from the corrupting influence of deviant men and received gender-specific services that would allow them to reclaim their natural moral superiority and purity as women. Reformers were successful in establishing women prisons. In 1873, the first prison for women, the Indiana Women's Prison, opened in the United States. At this time, women's prisons were more commonly known as reformatories, as they were intended to reform "fallen women." In short, the goal of the reformatories was to teach women how to be proper women. Racism influenced which prisoners gained access to the reformatories' limited space. Women of color were far more likely than white women to remain in men's prisons in separate wings or buildings, where treatment was more punitive than rehabilitative.

During the Progressive Era (roughly 1900-1920), women prisoner reformers' approach changed considerably. Rather than focus on saving individual women, reformers during this time began to focus on the environmental circumstances that contributed to women's crime. Reformers pointed to how a lack of economic opportunities, as evidenced by women's segregation in low-paying work and poor working conditions, pushed women into crime, particularly prostitution. Thus, reformers focused on preventative services while also working to reform the conditions of prisons. They argued that the economic and social conditions of society needed to be reformed, not necessarily individual women. While this movement marked a significant shift in approach to women's prison reform, it lost momentum after World War I, when the number of women prisoners drastically increased due to the Harrison Act of 1914 (outlawing narcotics), the Volstead Act of 1919 (implementing prohibition), and the growth of antiprostitution measures.

Source: Lawston, Jodie Michelle. 2009. Sisters Outside: Radical Activists Working for Women Prisoners. Albany: SUNY Press.

<http://www.usprisonculture.com/blog/2010/12/19/punishing-women-a-very-short-history-1600s-1873/>

George Jackson

George Jackson was one of the most famous prisoner revolutionaries in U.S. history. At the age of 18, Jackson received a sentence of one year to life for stealing \$70 from a Los Angeles gas station. He spent the rest of his life in prison. During the 10 years he served in Soledad Prison, Jackson became an instrumental leader in the radical men's prison movement of the 1960s and 1970s. Through his writings, Jackson advanced an understanding of the prison system as a racist and classist institution. He and other revolutionaries argued that racism was the reason that so many Black men were incarcerated. Based on this analysis, Jackson argued that prison reform

was a misguided goal, since reform would leave the underlying racist and classist social structure in place. Instead, Jackson advocated for abolition of prisons and a complete restructuring of U.S. society. In 1969, Jackson and two other prisoners, Fleeta Drumgo and John Cluchette, were charged with the murder of a prison guard. The three men became known as the “Soledad Brothers,” and it is widely acknowledged that they were falsely prosecuted for the murder because of their reputations as Black militants. Jackson was transferred to San Quentin, where he awaited trial. The case gained national attention, especially after Jackson’s brother, Jonathan Jackson, invaded a Marin County courtroom on August 7, 1970, and freed three Black San Quentin prisoners. Jackson’s brother and the prisoners fled with five hostages, and he demanded the immediate release of the Soledad Brothers. Jackson’s brother was killed during the incident. On August 21, 1971, two days before the start of his trial, Jackson was shot to death by a guard in San Quentin Prison who alleged that Jackson was trying to escape.

Sources: Lawston, Jodie Michelle. 2009. Sisters Outside: Radical Activists Working for Women Prisoners. Albany: SUNY Press.

<http://www.historyisaweapon.com/defcon1/soledadbro.html>

Attica Rebellion

On September 9, 1971, one of the most famous prison rebellions in U.S. history began. Prisoners in the Attica Correctional Facility in Attica, New York, rebelled against guards and demanded better living conditions, as well as educational and vocational training. Prisoners took over the prison for four days, until the National Guard and police suppressed the uprising on September 13, 1971. Thirty-two prisoners and 11 staff were killed. Later investigations concluded that most, and perhaps even all, of the deaths were caused by the army that descended on the prison and stamped out the revolt through the use of gas, helicopters, and gunfire. The rebellion drew national attention to the inhumane living conditions in prisons and prompted many Americans to question how our prison system causes the routine violation of prisoners’ human rights. The Prison Moratorium Project, an abolitionist organization in Brooklyn, credits the Attica Rebellion as the catalyst for the prison moratorium movement.

Sources: Lawston, Jodie Michelle. 2009. Sisters Outside: Radical Activists Working for Women Prisoners. Albany: SUNY Press.

http://socialjustice.ccnmtl.columbia.edu/index.php/Attica_prison_uprising

Carol Crooks and The August Rebellion

On August 28, 1974, women prisoners at Bedford Falls Correctional Facility in New York took seven staff members hostage for two and a half hours to protest the beating of a fellow woman prisoner, Carol Crooks. Crooks had filed a lawsuit against the facility, the warden, and staff members, claiming that prisoners’ constitutional rights were violated by the facility’s practice of placing women in segregation without a hearing and refusing to provide twenty-four hour notice of charges. Crooks won the suit on July 2, 1974, and the court issued an injunction against the prison prohibiting it from placing women in solitary confinement without twenty-four hour notice and a hearing on the charges. In August 1974, five male guards beat Crooks and placed her in segregation. When her fellow prisoners protested, state troopers and guards from men’s prisons, all male, were called in to put down the rebellion. Twenty-five women were injured. An additional twenty-four women were sent to the Matteawan Complex for the Criminally Insane without going through the required commitment hearings. In contrast to the Attica Rebellion, the event received little media attention at the time, and even today it is far less known. Victoria Law

argues that the oversight of this rebellion and of other instances of women prisoners' resistance reflects the invisibility and marginalization of women prisoners. According to Law, prisons and prison issues often are defined as masculine. As a result, women prisoners' specific needs go unaddressed, such as those related to hygiene, health care, parenting, and histories of trauma and abuse.

Sources: http://womenandprison.org/social-justice/view/invisibility_of_women_prisoner_resistance/
<http://www.usprisonculture.com/blog/2010/12/16/the-gendered-nature-of-prisoner-resistance-and-the-invisibility-of-women-prisoners-organizing/>

The Christmas Riot of 1975

In 1975, women in a California prison staged a "Christmas Riot" to protest the cancellation of holiday visits with family and holiday packages. Prisoners "gathered in the yard, broke windows, made noise and burned Christmas trees in a "solidarity" bonfire." Much like the August Rebellion, this act of resistance went largely unreported at the time and remains mostly unknown today. In part because it was a non-violent protest, the rebellion is seen as less significant than major disturbances, such as the Attica Rebellion.

Source: http://womenandprison.org/social-justice/view/invisibility_of_women_prisoner_resistance/

Organizing for Health Care

Inadequate health care is a serious concern for all prisoners. Health care related to women's specific medical needs, such as prenatal care and screening for and treatment of breast cancer, is particularly poor. Thus, health care has been a central focus of women prisoners' organizing efforts. One of the most successful and well-known examples of this activism is the AIDS Counseling and Education Project (ACE) at the Bedford Hills Correctional Facility in New York. Women prisoners began this group in 1987. They had grown tired of watching fellow prisoners die from AIDS. They also were concerned with the suffering fellow prisoners who were HIV+ faced as a result of late diagnosis, improper treatment, and social isolation. ACE provides peer education and counseling about HIV/AIDS, as well as care to women with AIDS in the prison infirmary. ACE has sustained a series of efforts by prison officials to limit the group's work. It even earned a quarter million dollar grant from the AIDS Institute.

Source: http://womenandprison.org/social-justice/view/invisibility_of_women_prisoner_resistance/

Shackling During Childbirth

In 1999, Chicago Legal Advocacy for Incarcerated Mothers (CLAIM) launched a campaign to end the practice of shackling women prisoners during childbirth. CLAIM organized a day of testimony during which women who had been shackled while giving birth described their experiences to state legislators. Following this day of testimony, Illinois became the first state to ban the practice of shackling women during childbirth. Nine other states have since adopted similar legislation. Despite this success, women at Cook County Jail report that shackling during labor continues. Since 2008, more than twenty former prisoners who gave birth while incarcerated at Cook County Jail have filed lawsuits against the Cook County Sheriff's Office alleging that either their wrist was handcuffed or their leg was shackled during labor. The case

has been granted class-action status. At the national level, the Rebecca Project for Human Rights remains a leader in advocating for nationwide reform.

Source: http://articles.chicagotribune.com/2010-07-18/news/ct-met-shackled-mothers-20100718_1_shackles-handcuffs-labor

Georgia Prisoner Strike

On December 9th, 2010, Georgia prisoners launched one of the largest prison strikes in U.S. history. Prisoners in at least six Georgia prisons went on strike, refusing to leave their cells or to work, to protest poor living and working conditions. Prisoners organized the strike through the use of cell phones that they had purchased from prison guards. They intentionally developed a non-violent strategy to resist the inhumane treatment they had been experiencing, such as abuse from guards, lack of medical services, lack of educational opportunities, and lack of payment for their labor. Prisoners also stressed to the media that the strike united prisoners across race and ethnic lines. They issued the following demands:

- **A LIVING WAGE FOR WORK:** In violation of the 13th Amendment to the Constitution prohibiting slavery and involuntary servitude, the DOC demands prisoners work for free.
- **EDUCATIONAL OPPORTUNITIES:** For the great majority of prisoners, the DOC denies all opportunities for education beyond the GED, despite the benefit to both prisoners and society.
- **DECENT HEALTH CARE:** In violation of the 8th Amendment prohibition against cruel and unusual punishments, the DOC denies adequate medical care to prisoners, charges excessive fees for the most minimal care and is responsible for extraordinary pain and suffering.
- **AN END TO CRUEL AND UNUSUAL PUNISHMENTS:** In further violation of the 8th Amendment, the DOC is responsible for cruel prisoner punishments for minor infractions of rules.
- **DECENT LIVING CONDITIONS:** Georgia prisoners are confined in over-crowded, substandard conditions, with little heat in winter and oppressive heat in summer.
- **NUTRITIONAL MEALS:** Vegetables and fruit are in short supply in DOC facilities while starches and fatty foods are plentiful.
- **VOCATIONAL AND SELF-IMPROVEMENT OPPORTUNITIES:** The DOC has stripped its facilities of all opportunities for skills training, self-improvement and proper exercise.
- **ACCESS TO FAMILIES:** The DOC has disconnected thousands of prisoners from their families by imposing excessive telephone charges and innumerable barriers to visitation.
- **JUST PAROLE DECISIONS:** The Parole Board capriciously and regularly denies parole to the majority of prisoners despite evidence of eligibility.

The strike officially ended on December 16th, 2010. Prisoners reportedly called an end to the strike due to violent crackdowns and concern that the situation would escalate. Prisoners who spoke with the media stressed that the strike was the first phase in a long collective struggle to improve prison conditions. One strike coordinator explained that prisoners decided to end the strike in order to give administrators an opportunity to focus on the prisoners' demands rather than on continuing to run the prisons without prisoners' labor. Non-incarcerated allies, particularly the group Concerned Coalition to Protect Prisoner Rights, have vowed to continue the struggle and are seeking to meet with Georgia Department of Corrections officials to discuss implementation of the prisoners' demands.

Sources: <http://www.huffingtonpost.com/michelle-chen/georgia-prison-strike-a-h-b-798928.html>
<http://www.bvblackspin.com/2010/12/18/georgia-prison-strike-comes-to-an-end-but-its-not-over-yet/>
http://www.democracynow.org/2010/12/14/prisoner_advocate_elaine_brown_on_georgia
<http://www.nytimes.com/2010/12/12/us/12prison.html>
http://www.georgiagreenparty.org/blogs/bdixon/GA_InmatesStageHistoricOneDayPrisonStrikeToday
<http://www.southernstudies.org/2010/12/georgia-prisoner-strike-comes-out-of-lockdown.html>

Campaign to Abolish the Death Penalty

On January 11th, 2011, the Illinois General Assembly passed legislation (SB3539) to repeal the death penalty in Illinois. As of January 17th, 2011, the legislation awaits Governor Pat Quinn's approval. Should Quinn sign the legislation into law, Illinois will become the 16th state to repeal the death penalty. Since its founding in 1976, the Illinois Coalition to Abolish the Death Penalty (ICADP) has been a leader in advocating for legislation to repeal the death penalty in Illinois. In 2000, ICADP was instrumental in encouraging then Governor George Ryan to issue a moratorium on the death penalty in Illinois, which remains in place today.

Source: <http://www.icadp.org/>

Appendix 10: The Chicago Prison Industrial Complex Teaching Collective Resource List

There is a long history of resistance to the Prison Industrial Complex. Many groups in the Chicago area and throughout the country continue this legacy of resistance. To learn more about this important work and ways that you can get involved, check out the following organizations:

CHICAGO-AREA ORGANIZATIONS

Beyondmedia Education: <http://www.beyondmedia.org/index.html>

Beyondmedia Education's mission is to collaborate with under-served and under-represented women, youth and communities to tell their stories, connect their stories to the world around us, and organize for social justice through the creation and distribution of media arts. Through Beyondmedia's [Women and Prison](#) program, incarcerated women and girls, former prisoners and their families use media arts to voice their stories, promoting public dialogue, healing and community organizing. Since 1997, Beyondmedia has collaborated extensively with women and girls in prison and after their incarceration to create interdisciplinary, multimedia educational forums on women and prison. Beyondmedia recently launched [Women and Prison: A Site for Resistance](#) (<http://womenandprison.org/>), a web site that makes visible women's experiences in the criminal justice system.

Chicago Books to Women in Prison: <http://chicagobwp.org/>

Chicago Books to Women in Prison is a volunteer collective working to distribute books free of charge to women in prison nationwide. We are dedicated to offering women behind bars the opportunity for self-empowerment, education, and entertainment that reading provides. Incarcerated women send us their requests for books directly. We attempt to furnish the requested materials from our stock of donated books. We send three books in each package. We also furnish books directly to prison libraries.

Chicago Legal Advocacy for Incarcerated Mothers (CLAIM): <http://www.claim-il.org/>

Chicago Legal Advocacy for Incarcerated Mothers provides legal and educational services to maintain the bonds between imprisoned mothers and their children. CLAIM advocates for policies and programs that benefit families of imprisoned mothers and reduce incarceration of women and girls.

Enlace Chicago: <http://www.enlacechicago.org/VP.html>

Enlace Chicago's Violence Prevention Division runs the Little Village Violence Prevention Collaborative (VPC), a collective of deeply committed organizations and individuals working toward a just and peaceful community through organizing, advocating and coordinating programs that seek to reduce violence and address issues of economic and social justice. The group is made up of over 20 community organizations, faith based institutions and residents. In collaboration with the National Council of La Raza, the VPC advocates for juvenile justice reform to shape a brighter future for Hispanic youth, their families, and communities with the Latino Juvenile Justice Network (LJJN). The LJJN connects community service providers to juvenile justice reform efforts to address four core issues:

Disproportionate Minority Contact (DMC); "Adultification" and "criminalization" of Latino youth, which contributes to differential treatment; Anti-gang laws targeting Latino youth and their families; Increased funding for prevention and treatment programs and other alternatives to incarceration. Ultimately, through community advocacy; media outreach; public education and mobilization; and research and policy analysis efforts, the LJJN works to reduce the number of youth serving sentences for nonviolent offenses and improve outcomes for Hispanic youth in the justice system.

First Defense Legal Aid: <http://www.first-defense.org/>

First Defense Legal Aid has been committed to ensuring equal justice to people in custody at Chicago Police stations for 15 years. FDLA's mission and program are unique both nationally and in the Chicago community. FDLA provides a free, reliable and experienced lawyer to individuals who are arrested in the city of Chicago. Through the program, staff and volunteer attorneys are on call 24 hours a day to assist individuals who have been taken into police custody. The Program's services cover the initial and most critical stage of police detention: from the time of arrest until the court system assigns a Public Defender. The FDLA attorney helps the client understand and assert his rights, access necessary medical care, documents any allegations of police abuse, and, by virtue of his presence, helps deter police misconduct. FDLA is the only source of free legal representation available to indigent Chicagoans in police custody. FDLA also focuses on educational outreach, community organizing, and advocates for systemic reform.

Illinois Coalition to Abolish the Death Penalty: <http://www.icadp.org/>

The Illinois Coalition to Abolish the Death Penalty is a grassroots membership organization committed to educating the public about the flaws and injustices in the Illinois capital punishment system and promoting humane alternatives to the punitive death penalty system. Founded in 1976, we are a grassroots membership organization committed to educating the public about the flaws and injustices in the Illinois capital punishment system and promoting humane alternatives to the punitive death penalty system. The Coalition reflects a [wide variety of organizations across the state of Illinois](#) united in calling for an end to the death penalty.

Illinois Coalition Against Torture: <http://illinoiscat.wordpress.com/about/>

The Illinois Coalition Against Torture (ICAT) is an association of individuals and community-based organizations whose goal is to end U.S. torture by state actors at all levels of government at home and abroad. We also want to eliminate the culture of impunity regarding torture through influencing public opinion and advocating for political change.

John Howard Association of Illinois: <http://www.thejha.org/>

The John Howard Association of Illinois (JHA) was founded in 1901 to provide critical citizen oversight of the state's adult and juvenile correctional facilities. JHA continues this crucial work by fielding teams of staff, board members and trained volunteers who conduct visits to juvenile and adult correctional facilities that currently house some 55,000 adults and juveniles in Illinois, many of whom are indigent and most of whom are minorities. JHA teams interview staff and inmates and use that research to issue fact-based reports to the public and policy makers aimed at forging policies that ensure public safety, create opportunities for rehabilitation and make the most prudent use of tax dollars. It reviews legislative activity and regularly provides testimony and information on sentencing and correctional policies. And it responds to letters from inmates and their families that seek redress of a variety of issues they experience due to their confinement.

Juvenile Justice Initiative: http://www.jjustice.org/index.cfm?page_id=1Our Mission –

The Juvenile Justice Initiative is a statewide advocacy coalition to transform the juvenile justice system. The JJI advocates to reduce reliance on detention, to enhance fairness for all youth and to develop adequate community based resources throughout the state.

Lutheran Social Services of Illinois Prisoner and Family Ministry: <http://www.lssi.org/Service/PrisonerAndFamilyMinistryOverview.aspx>

Lutheran Social Services of Illinois (LSSI) offers programs and services for incarcerated persons at 25 Illinois prisons and jails, and their families. It also provides services for previously incarcerated persons who are returning to Illinois communities. Through Connections, Lutheran Social Services of Illinois (LSSI) provides services and programs for incarcerated mothers and their families. Visits to Mom provides approximately 500 visits annually for Chicago children to keep in touch with mothers during

their incarceration. Free bus transportation is available to Decatur, Greenville, Lincoln and Pekin Correctional Centers. Volunteer drivers provide transportation from the Chicago area to prisons at Dwight and Kankakee Correctional Centers.

Midwest Books to Prisoners: <http://www.midwestbookstoprisoners.org/>

Midwest Books to Prisoners (MWBTP) sends reading materials to those incarcerated. It was formed in June of 2004 and is all volunteer and collectively run. Books to Prisoners (BTP) is part of a larger national network of similar groups. MWBTP feels that by sending books we educate, entertain and empower a population that otherwise is disregarded by mainstream society.

Project NIA: <http://www.project-nia.org/home.html>

Launched in 2009, Project NIA works to dramatically decrease the number of children and youth in Chicago who are arrested, detained, and incarcerated. We help communities develop support networks for youth who are at risk of or have already been impacted by the juvenile justice system. Through community engagement, education, participatory action research, and capacity-building, Project NIA facilitates the creation of community-focused responses to violence and crime.

The 3 R's (Reading Reduces Recidivism) Project: <http://www.3rsproject.org/>

The 3R's (Reading Reduces Recidivism) Project is a statewide effort to build the library resources available to adult prisoners in the 27 prisons in the state of Illinois. Our goal is to have prison libraries 'adopted' by small groups in nearby population centers. In coordination with the librarian at each prison, these local groups will collect targeted books for donation to the prisons. 3R's is a partner of Urbana-Champaign Books to Prisoners, and member of the Alliance 1-11 coalition.

Tamms Year Ten: <http://www.yearten.org/>

Tamms Year Ten is a grassroots all-volunteer coalition which came together to protest the misguided and inhumane policies at Tamms on the ten-year anniversary of its opening. After initiating a program of cultural, educational and political events to publicize the conditions at the supermax, we held hearings before the Prison Reform Committee, chaired by Rep. Eddie Washington. Since then, we have been working with Rep. Julie Hamos, and 27 co-sponsors, to pass a supermax reform bill in the Illinois General Assembly (HB 2633 and before that HB6651). In May, Governor Quinn announced that he was appointing a new IDOC head with the top priority of reviewing the supermax. Along with Hamos and our 27 bill co-sponsors, we are now pressing the IDOC and the Governor for change.

NATIONAL ORGANIZATIONS

Advancement Project: <http://www.advancementproject.org/home>

Advancement Project is a policy, communications and legal action group committed to racial justice founded by a team of veteran civil rights lawyers in 1999. Advancement Project was created to develop and inspire community-based solutions based on the same high quality legal analysis and public education campaigns that produced the landmark civil rights victories of earlier eras. From Advancement Project's inception, we have worked "on-the-ground," helping organized communities of color dismantle and reform the unjust and inequitable policies that undermine the promise of democracy. Simultaneously, we have aggressively sought and seized opportunities to promote this approach to racial and social justice among our colleagues and allies in the organizing, legal, policy, and philanthropic communities.

The Campaign for the Fair Sentencing of Youth: <http://www.endjlwop.org/>

The Campaign for the Fair Sentencing of Youth is dedicated to reducing and abolishing the sentencing of any person below the age of 18 to life without the possibility of parole. We ensure that people are not declared worthless because of crimes committed in their youth.

Critical Resistance: <http://www.criticalresistance.org/>

Critical Resistance seeks to build an international movement to end the Prison Industrial Complex by challenging the belief that caging and controlling people makes us safe. We believe that basic necessities such as food, shelter, and freedom are what really make our communities secure. As such, our work is part of global struggles against inequality and powerlessness. The success of the movement requires that it reflect communities most affected by the PIC. Because we seek to abolish the PIC, we cannot support any work that extends its life or scope.

INCITE! Women of Color Against Violence: <http://www.incite-national.org/index.php?s=1>

INCITE! Women of Color Against Violence is a national activist organization of radical feminists of color advancing a movement to end violence against women of color and our communities through direct action, critical dialogue and grassroots organizing. INCITE! is made up of grassroots chapters and affiliates across the U.S.; other collectives working on particular political projects such as police violence, reproductive justice, and media justice; a national collective that works to leverage this grassroots organizing on a national and transnational platform; an advisory collective that helps increase the capacity of national organizing; and thousands of members and supporters.

Prison Activist Resource Center (PARC): <http://www.prisonactivist.org/about>

PARC is a prison abolitionist group committed to exposing and challenging all forms of institutionalized racism, sexism, able-ism, heterosexism, and classism, specifically within the Prison Industrial Complex (PIC). PARC believes in building strategies and tactics that build safety in our communities without reliance on the police or the PIC. We produce a directory that is free to prisoners upon request, and seek to work in solidarity with prisoners, ex-prisoners, their friends and families. We also work with teachers and activists on many prison issues. This work includes building action networks and materials that expose the continuing neglect and outright torture of more than 2 million people imprisoned within the USA; as well as the 5+ million who are under some form of surveillance and control by the so-called justice system. PARC's August 2010 Resource Directory can be accessed at: <http://www.prisonactivist.org/sites/all/files/resourcedirectory2010.pdf>

The Real Cost of Prisons Project: <http://www.realcostofprisons.org/>

The Real Cost of Prisons Project seeks to broaden and deepen the organizing capacity of prison/justice activists working to end mass incarceration. The Real Cost of Prisons Project brings together justice activists, artists, justice policy researchers and people directly experiencing the impact of mass incarceration to create popular education materials and other resources which explore the immediate and long-term costs of incarceration on the individual, her/his family, community and the nation.

The Rebecca Project for Human Rights: <http://www.rebeccaproject.org/index.php>

The Rebecca Project for Human Rights (RPHR) is a national legal and policy organization that advocates for public policy reform, justice and dignity for vulnerable families. The organization works to address the unacceptable levels of gendered violence, poverty and exploitation to improve the status of women and girls at the margins of society; train mother and girl advocates to educate policymakers for sensible criminal justice, child welfare, public health and economic policy reforms; improve conditions of confinement for female prisoners; advocate for alternative sentencing to maternal incarceration to provide non-violent offenders with histories of addiction and sexual victimization, access to community-based, quality education, job training, and treatment services; address the birth, to sexual violence, to incarceration pipeline that entrenches low-income girls in poverty, addiction, and sub-standard educational achievement; persuade public policy makers to expand family-treatment capacity for mothers and children, based on family treatment's successful outcomes in family stability, child well-being, cost-

savings, and lowered recidivism rates; reform the child welfare system to expand family treatment capacity for at risk mothers and children.

The Sentencing Project: <http://www.sentencingproject.org/template/index.cfm>

The Sentencing Project is a national organization working for a fair and effective criminal justice system by promoting reforms in sentencing law and practice, and alternatives to incarceration. The Sentencing Project was founded in 1986 to provide defense lawyers with sentencing advocacy training and to reduce the reliance on incarceration. Since that time, The Sentencing Project has become a leader in the effort to bring national attention to disturbing trends and inequities in the criminal justice system with a successful formula that includes the publication of groundbreaking research, aggressive media campaigns and strategic advocacy for policy reform.

Please note: The descriptions for each of the above organizations come directly from the organizations' websites.

Appendix 11: The Chicago Prison Industrial Complex Teaching Collective Final Resource Handout

Included as a separate attachment on the website.