Workshop liaison: Mary L. Shanley, Vassar College
Email: shanley@vassar.edu

Workshop planners and sponsors:
Kristin Bumiller (Political Science), Amherst College
Susan Castagnetto (Philosophy), Scripps College
Anne Dalke (English and Gender Studies), Bryn Mawr College
Eve Dunbar (English, and Associate Dean of the Faculty), Vassar College
Alice Hearst (Political Science), Smith College
Eric McIntyre (Music), Grinnell College
Mary L. Shanley (Political Science and Women’s Studies), Vassar College
Barb Toews (Center for Peace and Global Citizenship), Haverford College

The purpose of this workshop is to explore the possibilities and difficulties of developing courses that are part of our colleges’ academic program, taught in prison or jail, and include incarcerated students. The sponsoring faculty members have taught such courses, but have had different experiences and have confronted a wide array of both difficulties and successes. This workshop will use inter-institutional collaboration to develop individual courses, fieldwork experiences, and tutorials, as we explore the possibility of developing more sustainable “prison programs” within-and-among our colleges. The workshop will draw on the expertise of corrections and re-entry personnel, who will help us consider different kinds of programs appropriate for different settings – men’s and women’s prisons and jails, juvenile facilities, and re-entry programs.

Rationale:

The elimination of Pell Grants to incarcerated persons in 1994 caused the number of college courses in prisons to plummet; nonetheless some colleges and universities—recognizing the enormous value of such courses to their students and to society—devised ways to make these educational opportunities available.

The work of developing and implementing such courses brings unique challenges. Faculty must consider how to accommodate students with varying levels of formal education; find ways of paying for books and materials used by incarcerated students; provide instruction for students without access to the internet or email; develop a strong mentoring relationship in the absence of contact outside of the class hours; and facilitate co-learning relationships across diversely positioned students. Faculty must also coordinate and accommodate the schedules and concerns of two separate institutions, their college and the prison (and sometimes the state Department of Corrections).

Despite these difficulties, teaching in programs that bring together campus students and incarcerated students is extraordinarily rewarding for all involved. Our college students universally speak of the experience as a transformative educational experience in which, in addition to the course material, they learned about the criminal justice system,
practiced listening and speaking across multiple kinds of differences, and developed a commitment to broadening access to higher education for all; “this course changed my life” appears repeatedly in the course evaluations. Incarcerated students share this intellectual excitement. In addition, such courses create a cross-age experiences for both college and incarcerated students; manifest the colleges’ commitment to social justice through broadening access to education; provide a proven deterrent to recidivism; and facilitate collaboration with correctional officials in our communities.

Format, Goals and Intended Impact:

To sustain and expand their work and its effectiveness, participants will discuss pedagogic issues that arise in prison courses; possibilities of building coordinated prison education programs at our colleges; sustaining collaboration among AALAC faculty and institutions engaged in prison, jail and re-entry education; and collaborating on scholarly projects on prison education.

A valuable part of our workshop will be the participation of corrections officials and community based re-entry organizations and advocates. Prison teaching can only develop in dialogue with such individuals and agencies, and we are committed to fostering reciprocal partnerships. We will do this either by inviting a spectrum of criminal justice personnel from New York State (where Vassar, the host institution, is located), or a corrections or community partner from each sponsoring college’s home state. Rather than simply being “guest speakers,” they will participate in extensive interactions with faculty participants, laying the groundwork for developing partnerships across these constituencies to enhance educational opportunities for both college and incarcerated students.

Workshop Organization and Schedule:

We propose a two-day workshop with twenty faculty participants (fifteen supported by this grant and up to six additional from Vassar, who will need only meals that will be underwritten by Vassar) and six to eight corrections and community participants. All sessions will be held at Vassar College in either the summer or the fall of 2014.

The workshop will include:
- Presentations describing the different successes and challenges among existing programs
- Presentations by corrections officials and community re-entry personnel about needs, opportunities and difficulties presented by sponsoring college courses
- “Hand-on” sessions to develop new courses and programs geared for different settings
- Discussion of institutional support for prison-based courses and programs
- Development of on-line resources, including syllabi, databases, articles about prison education, etc. to foster continuing inter-institutional exchange and collaboration.
- Exploration of possible scholarly collaboration among faculty participants
Additional participating AALAC faculty (each college will have two participants):

Jody Cohen (Education), Bryn Mawr College
Chris Guzaitis (Gender and Women’s Studies), Scripps College
Kristin Lindgren (Writing Program), Haverford College
Additional faculty member, Smith College
Additional faculty member, Grinnell College
Additional faculty member, Amherst College

Non-funded participants from Vassar College may include:
Carlos Alamo (Sociology)
Dorothy Kim (English)
Kiese Laymon (English and Africana Studies)
Eileen Leonard (Sociology)
Larry Mamiya (Africana Studies)
Hiram Perez (English)

8 speakers from criminal justice and re-entry offices
Budget
AALAC Collaborative Workshops
Prison Education and Liberal Arts College Education

Honoraria

Workshop Organizers 1000
Invited Corrections and Re-entry professionals (8 @ $250) 2000

Travel Expenses

Air and taxi, or car driving to Poughkeepsie 9000
(15 participants @ $600 each*)

Accommodations

Two nights ($130 per night for 15 participants) 3900

Food

Breakfasts (2 at $10 for 15 persons) 300
Lunches (2 at $15 for 20 persons) 600
Dinners (2 at $30 for 20 persons) 1200

Administrative Expenses

Photocopying, mailing, etc. ($20 per person for 20 persons) 400

Total $18,400

*The travel cost is a very rough estimate, averaging costs, since participants from the northeast will probably drive.

**In similar situations Vassar College has provided some in-kind support like meeting space, administrative assistance, and an initial dinner; details are worked out as planning proceeds. Vassar will pay for the meals of the additional faculty who attend.
Kristin Bumiller  
Professor of Political Science  
Amherst College

ACADEMIC HISTORY  
Ph.D., University of Wisconsin-Madison, Political Science, 1984  
B.A./M.A., Northwestern University, Political Science, (with distinction), 1979

ACADEMIC POSITIONS  
Professor, Departments of Political Science and Women’s and Gender Studies, Amherst College, July 2001-present  
Associate Professor, Departments of Political Science and Women’s and Gender Studies, Amherst College, July 1995-2001  
Assistant Professor, Departments of Political Science and Women’s and Gender Studies, Amherst College, July 1990-July 1995  
Mellon Lecturer in Law and the Social Order, Amherst College, July 1989-July 1990  
Assistant Professor, Department of Political Science, The Johns Hopkins University, August 1984-July 1989  
Instructor, Department of Political Science, The Johns Hopkins University, January 1983-August 1984  
Teaching Assistant, Department of Political Science, University of Wisconsin-Madison, August 1981-August 1982

GRANTS, AWARDS AND FELLOWSHIPS  
Victoria Schuck Book Award (for In an Abusive State), American Political Science Association, 2009  
Five College Summer Online Fellowship, University of Massachusetts—Amherst, July 2009  
Mellon 23 Collaborative Workshops, Feminist Ethics and Women’s Studies  
Senior Sabbatical Fellowship, Amherst College, 2008, 2011  
Community Engagement Award, The Center for Community Engagement, Amherst College, April 15, 2008  
The Five College Committee for Community-Based Learning’s 2007 Award for Faculty Making a Difference in the Community  
Visiting Fellow, University of Bristol Law School, UK, 2001  
Faculty Research Grant, Amherst College, April 1991-September 1993; April 2001-Present  
National Science Foundation Research Grant (for the study of the politics of symbolic justice) May 1987-May 1989  
Liberal Arts Fellow in Law and Political Science, Harvard Law School, July 1986-July 1987  
Kenan Foundation Grant for Course Development, The Johns Hopkins University (for development of a course on political trials) September 1985-September 1986  
Knapp Fellow, Graduate Fellowship, University of Wisconsin, August 1982-January 1983

SELECTED PUBLICATIONS  
Books:  
Articles and Book Chapters:

"Explaining the Volte-Face: Turning Away from Criminal Law and Returning to the Quest for Gender Equality," Chapter 28 in The Oxford Handbook on Gender, Sex, and Crime, Rosemary Gartner and Bill McCarthy, editors, Oxford University Press, (forthcoming 2013)


PROFESSIONAL

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<tr>
<th>Position</th>
<th>Institution</th>
<th>Start Date - End Date</th>
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<tbody>
<tr>
<td>Associate Professor, Department of English</td>
<td>Vassar College</td>
<td>July 2004 - Present</td>
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<tr>
<td>Specialization in late-19th and 20th century African American Literature and Culture</td>
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<tr>
<td>Associate Dean of the Faculty of Vassar College</td>
<td>Vassar College</td>
<td>January 2012 - Present</td>
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</tbody>
</table>

EDUCATION

The University of Texas at Austin,
Doctoral Degree English Literature, August 2004


Masters Degree in English Literature, 2000

The Pennsylvania State University
University Park, PA
Bachelors Degree in English (with high honors), 1998

ACADEMIC PUBLICATIONS (SELECTED)

<table>
<thead>
<tr>
<th>Book</th>
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<tr>
<th>Journal and Book Articles</th>
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<tr>
<td>“Black is a Region: Segregation and Literary Regionalism in Richard Wright’s The Color Curtain.” African American Review 42.1 (Spring 2009): 109-119.</td>
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</tbody>
</table>
Curriculum Vitae
Mary Lyndon (Molly) Shanley

Department of Political Science
Vassar College #455
Poughkeepsie, NY 12604-0455

phone (845) 437-5560 (o); 453-4955 (c)
email: shanley@vassar.edu

Employment:
Vassar College:
   Director, Learning, Teaching and Research Center, July 2006-January 2011
   Professor 1987--; on the Margaret Stiles Halleck Chair, 1991-
   Associate Professor 1981-87; Assistant Professor 1973-81
   Acting Chair, Program in Women’s Studies 1979-80
Regis College (Massachusetts):
   Visiting Assistant Professor, 1972-73

Education
Ph.D. Harvard University (Political Science) 1972; M.A. 1968
B.A. Wellesley College (Political Science with highest honors) 1966

Honors and Fellowships (Selected)
   National Endowment for the Humanities
   Fellowship for College Teachers 1985 and 1996
   Summer Fellowship 1979
   Harvard Prize Fellowship 1967-69; Harvard Traveling Fellowship (Spain) 1970
   Woodrow Wilson Fellowship 1966-67
   Phi Beta Kappa 1966

Publications
Books
   Illusion of Consent: Engaging with Carole Pateman, co-editor with Iris Marion Young
   Just Marriage, ed. Deborah Chasman and Joshua Cohen (my essay, “Just Marriage,” with
   Making Babies, Making Families: What Matters Most in an Age of Reproductive
   Technologies, Surrogacy, Adoption, and Same-sex and Unwed Parents (Boston:
   Reconstructing Political Theory: Feminist Essays, ed. with Uma Narayan (Cambridge:
   Romanian translation published as Reconstructia teoriei Politice trans. Mihaela
   Barbá (Bucharest: Polirom, 2001).
   Feminist Interpretations and Political Theory, co-edited with Carole Pateman (Cambridge:
   Polity Press, and University Park, Penn.: Penn State University, 1990). Korean
   Feminism, Marriage and the Law in Victorian England, 1850-1895 (Princeton, N.J.:
Recent Articles and Book Chapters

Many articles and book chapters (around 40) and book reviews in scholarly journals including Political Theory, Western Political Quarterly, Polity, Victorian Studies, Eighteenth Century Studies, Signs: Journal of Women in Culture and Society, Hypatia: Journal of Women and Philosophy, Revista Internacional de Filosofía Política

“Rethinking Surrogacy,” in Families: Beyond the Nuclear Family, ed. Daniela Cutas and Sarah Chan (Bloombury Academic, 2012).

“Reproductive and Genetic Technologies” (a thematic issue), co-editor with Kristin Bumiller and Anna Marie Smith, Signs: Journal of Women in Culture and Society, vol 34, no. 4 (Summer 2009).


“Citizens behind Bars: Fatherhood and Incarceration” (with Mary Fainsod Katzenstein), Boston Review, vol. 33, no. 4 (July/August 2008).


“Just Marriage: On the Public Importance of Private Unions,” The Boston Review (Summer 2003), pp. 19-23 (available online at www.bostonreview.net).


Selected Professional Offices and Community Activities


Board, Cappella Festiva (community chorus): Secretary 2008-09; Vice President 2009-11. Chorus member, Cappella Festiva, 2007–

Instructor, College Course Program, Taconic Correctional Facility (NYS), 2008– Co-facilitator, Women’s Writing Group, Dutchess County Jail, 2008-09, summer 2010. Member, Citizens’ Advisory Committee on Domestic Violence to Dutchess County (NY) Legislature, 1991–.
SUSAN VICTORIA CASTAGNETTO

463 W. Tenth Street
Claremont, CA 91711
(909) 624-6369

Intercollegiate Women’s Studies of the Claremont Colleges
Scripps College, Box 2005
1030 Columbia Avenue
Claremont, CA 91711
(909) 607-8018
E-mail: scastagn@scrippscollege.edu

Education:
Stanford University, Stanford, CA
Ph.D. in Philosophy, September 1986
University of Santa Clara, Santa Clara, CA
B.A. cum laude in Philosophy, June 1976

Awards & Fellowships:
Sourisseau Prize in Philosophy, University of Santa Clara, 1976
University Fellow, Stanford University, 1976 - 1980
Teaching Fellow, Stanford University, 1980 - 1981, 1984
Luce Postdoctoral Fellow, Claremont Graduate School, 1989 - 1990
Maguire Fellow, Claremont Graduate School, 1995
Scripps College Mellon Grant for Gender & Women’s Studies faculty-student collaborative research, 2003
Women’s Policy Institute Fellow, 2007 – 2008 (The Women’s Foundation of California)

Academic Positions:
7/99 - present
Coordinator, Intercollegiate Women’s Studies of the Claremont Colleges
Lecturer, Philosophy, Scripps College, Claremont, CA

Women’s Studies Courses taught:
1/87 – 6/99
Lecturer and Visiting Assistant Professor, Philosophy
Scripps College, Pomona College, Claremont McKenna College, Claremont, CA

1/95 - 6/95
Maguire Fellow, Philosophy
Claremont Graduate School, Claremont, CA

9/91 - 12/91
Lecturer, Philosophy (Cultures, Ideas and Values)
Stanford University, Stanford, CA

6/89 - 6/90
Luce Postdoctoral Fellow, Philosophy,
Claremont Graduate School, Claremont, CA

6/84 - 9/84, 6/80 - 6/81
Teaching Fellow, Philosophy
Stanford University, Stanford, CA

Professional Activity:
“Reid’s Attack on Ideas,” The Society of Women in Philosophy, 1980
Moderator, “The History of Skepticism” colloquium, the meeting of the Pacific Division of the American Philosophical Association, 3/89
Commentator, “Mode vs. Substance Interpretations of Locke’s Identity Chapter” by William Uzgalis, the meeting of the Pacific Division of the American Philosophical Association, 3/90
Referee, The Journal of Value Inquiry, 11/90 - 12/91
Commentator, “Thomas Reid on the Role of Moral Judgment” Pacific Division of the American Philosophical Association, 3/93
Moderator, “Affirmative Action and Race” colloquium, Pacific Division of the American Philosophical Association, 4/96
Regional representative for the Pacific Southwest Region to the National Women’s Studies Association, 2003 – present
Presentation, “Adoption as a Feminist Issue,” Pacific Southwest Women’s Studies Association conference, April 2004
Collaborative research project to prepare Best Practices Report on services for homeless women, with Downtown Women's Center, Los Angeles, and Scripps student Stephanie Widmer, 2004 - 2005
Committee on Program Evaluation for the NWSA Program Administration & Development Committee, 2004 – 2006
Reviewer for book manuscript, An Invitation to Feminist Ethics, 2005
Roundtable presenter, "Planning a Conference: Tips and Checklists from the Trenches," as part of the PAD pre-conference meeting of NWSA conference, 2008
Reviewer for book manuscript, Interrupted Life: Experiences of Incarcerated Women in the U.S., UC Press, forthcoming 2010

Publications:
“Reid's Answer to Abstract Ideas,” Journal of Philosophical Research, vol. xvii, 1992

Chapters on Aquinas, Descartes, Locke, Hume and Reid for the History of Philosophy, Harper College Outline Series, 1993

Institutional Service:
Intercollegiate Women's Studies Coordinating and Curriculum Committee (chair), 1999 – present
Advisory Board, Applied Women's Studies M.A. program, Claremont Graduate University, 2001 – present
Internal Review Committee, Chicano & Latino Student Affairs, Claremont University Consortium, 2005
Steering Committee, Global Women's Research Institute, Claremont Graduate University, 2007 – present
Committee on Race and Social Justice, Scripps College, 2006 – 2007
Diversity Coordinating Committee, Scripps College, 2008 – present

Professional Memberships:
Member, National Women's Studies Association
(member, NWSA Science and Technology Task Force)
Member, American Association of University Women

Organizational Memberships and Community Service:
Member, Women & Criminal Justice Network, 2004 – present
(Co-convenor, 2006 – present)
Member, Board of Directors, Crossroads (transitional residence for women on parole), 2006 – present; president, starting January 2010
Co-coordinator, “Get on the Bus" program (project for children of incarcerated parents), San Bernardino region, 2005
Regional Coordinator, California Open (adoptive rights project), 2000 - 2001
Co-presenter, "God and the Good," the Claremont Forum, March 2000

Workshop/Seminar Participation
Workshop, "Teaching Critical Thinking: Campus Practice, Emerging Connections," The University of Chicago, April, 1988
Wig Faculty Seminar on Feminist Theory, Pomona College Fall 2001 Workshop, "Teaching Women's Studies: Theory, Method, Politics," led by Chandra Mohanty and Jacqui Alexander, April 2004
Writing for activists seminar with Minnie Bruce Pratt, "Writing, the Political Imagination, and Social Change," February - April 2007
Participation in Theatre for Social Justice Workshop, Pomona College, October – November 2007
Alice Hearst is a Professor in the Department of Government at Smith College, where she teaches courses dealing with the U.S. Supreme Court, international human rights, law and the family, and Native Americans and the law. In the fall of 2013, she will be co-teaching a course, "Regulating Citizenship," at the Hampshire County Jail, Northampton, MA, with Professor Kristin Bumiller of Amherst College, which will be her first experience with prison outreach projects.

She is the author of "Children and the Politics of Cultural Belonging" (New York: Cambridge University Press, 2012), as well as articles and book chapters dealing with legal regulation of the family. She is the contemporary issues editor of the Journal of the History of Childhood and Youth. She is currently chair of her department and runs the First Year Seminar program at Smith College. She has also been active in creating opportunities at Smith for first generation students and students of color to participate in research in the social sciences.

Prior to obtaining her PhD in American politics and political theory at Cornell University in 1995, she practiced environmental and administrative law with the Solicitor's Honors Program at the U.S. Department of the Interior in Washington, D.C. and with the law firm of Parsons, Behle and Latimer. She graduated from law school at the University of Washington in 1980, where she was an associate articles editor. She graduated from Idaho State University with a degree in political economy in 1976.
Curriculum Vitae (abbreviated)

BARB TOEWS
Bryn Mawr College, Graduate School of Social Work and Social Research
300 Airdale Road • Bryn Mawr, PA 19010
btoews@brynmawr.edu • 717-682-7385

EDUCATION

Ph.D. (ABD) in Social Work and Social Research (May, 2014)
Bryn Mawr College, Graduate School of Social Work and Social Research, Bryn Mawr, PA

M.A. in Conflict Transformation (2000)
Eastern Mennonite University, Center for Justice and Peacebuilding, Harrisonburg, VA

B.A. in Sociology with an option in Peace and Conflict Studies (1992)
University of Waterloo/Conrad Grebel College, Waterloo, Ontario, Canada

TEACHING EXPERIENCE

UNIVERSITY TEACHING

Haverford College, Haverford, PA
Undergraduate Course: Restorative Justice: Designing Justice, Designing Spaces (Spring, 2013) and
Restorative Justice Approaches to Criminal Justice (2008-2012); course taught inside a jail with
college students and incarcerated students participating as co-learners.

Bryn Mawr College, Bryn Mawr, PA
Undergraduate Course: Acting in Prison: Vision as a Resource for Change (2012); course taught on
campus and inside a jail with incarcerated women participating as co-learners.

Eastern Mennonite University, Center for Justice and Peacebuilding, Harrisonburg, VA
Graduate Course: Crimes of Severe Violence Facilitator Training (2009)
Graduate Course: Looking Through Both Lenses: Restorative Justice Through the Eyes of Victims
and Offenders (2007)

COMMUNITY-BASED TEACHING

Office of the Victim Advocate Dialogue Program for Victims of Violent Crime, Harrisburg, PA
Co-facilitator, dialogue facilitator training (2008-present)

Independent Consultant, Lancaster, PA
Educator and facilitator, restorative justice theory and practice (1995-present)

Pennsylvania Prison Society, Philadelphia, PA
Facilitator, trainings on restorative justice in prison settings (2001-2006)
PROFESSIONAL EXPERIENCE AND SERVICE

Restorative Justice Project, State Correctional Institution-Graterford, Graterford, PA
External Coordinator (service), Haverford College, Haverford, PA (2010-present)

Office of the Victim Advocate Dialogue Program for Victims of Violent Crime, Harrisburg, PA
Dialogue Facilitator (volunteer) (2004-present)

Temple University, Philadelphia, PA
Program Associate, Inside-Out Prison Exchange Program (2008-2010)

Pennsylvania Prison Society, Philadelphia, PA
Restorative Justice Program Manager (2000-2007)

PRESENTATIONS (national conferences)

Garden of Self-Forgiveness: Incarcerated Women Design Restorative Spaces
Paper presentation, Peace and Justice Studies Association Annual Conference (October, 2013)

Peace Building: Architecture and Design as a Practice of Restorative Justice
Workshop with Deanna VanBuren, Peace and Justice Studies Association Annual Conference, (October, 2013)

The Gardener of Self-Forgiveness: Incarcerated Women Design Restorative Spaces
Panel presentation, The National Conference on Restorative Justice (June, 2013)

Designing for Justice in the Aftermath of Violence
Workshop with Deanna VanBuren, The National Conference on Restorative Justice (June, 2013)

Restorative Justice: Treating People Right in a Complicated World
Keynote address, Alternatives to Violence Project USA, Annual Conference (May, 2009)

Restorative Justice, Restorative Lives
Speaking tour, sponsored by Circles of Support and Accountability (Toronto, Ontario), consisting of five talks in prisons, community corrections centers and community centers (November, 2007)

SELECT PUBLICATIONS


Education
B.A. with High Honors in English, College of William and Mary, Williamsburg VA (1975)

Professional Appointments
At Bryn Mawr College:
Term Professor of English and Gender Studies, Spring 2012-present
Senior Lecturer in English, Fall 1996-Spring 2012
Coordinator, Gender and Sexuality Program, 1995-2006
Visiting Assistant Professor of English and Women's Studies, Fall 1990-Spring 1996
Lecturer, Fall 1987-Spring 1990, Fall 1985-Spring 1986, Fall 1982-Spring 1984

Awards
Rosabeth Moss Kanter Change Master Fund Award of $2000 (2011-2012)
Tri-Co Environmental Studies Course Development Grant of $5000 (April 2012)

Recent Publications


**Recent Presentations at National Conferences:**


**Recent New Courses**

Balch Seminars: "Ecological Imaginings." Fall 2012. [http://serendip.brynmawr.edu/exchange/courses/esem/f12](http://serendip.brynmawr.edu/exchange/courses/esem/f12)


Computer Science/English/Gender & Sexuality Studies 257: Gender and Technology, with Elizabeth McCormack, Spring 2011. [http://serendip.brynmawr.edu/exchange/courses/GIST/s11](http://serendip.brynmawr.edu/exchange/courses/GIST/s11)

with Laura Blankenship. Spring 2009. [http://gandt.blogs.brynmawr.edu/about/](http://gandt.blogs.brynmawr.edu/about/)

English 228: The Rhetorics of Silence. Fall 2012 (part of a 360 cluster on Women in Walled Communities, co-taught with Jody Cohen and Barbara Toews) [http://serendip.brynmawr.edu/exchange/courses/360/f12](http://serendip.brynmawr.edu/exchange/courses/360/f12)

[http://serendip.brynmawr.edu/exchange/courses/360/silence/f12](http://serendip.brynmawr.edu/exchange/courses/360/silence/f12)

Eric McIntyre

The majority of my scholarly work and teaching centers on classical music performance and composition, and because contemporary audiences often have difficulty recognizing the relevance of classical music to their lives, a significant portion of my efforts focus on education and audience development. I am constantly working to engage my listeners and students and help them achieve a deeper listening relationship with classical music.

My current professional activities in addition to my work as a professor at Grinnell College include work as a performer both as an instrumentalist and as a conductor. As a hornist, I perform with an array of professional artists as a soloist and chamber musician and with a number of ensembles, including the Des Moines Symphony, Orchestra Iowa, and the Des Moines Municipal Band. As a conductor, my regular positions include that of Music Director for the Central Iowa Symphony and the Ottumwa Symphony Orchestra and orchestra conductor and chamber music coach for the Five Seasons Music Festival. In the summer of 2008 I gave performances and master classes in Cape Town, South Africa for a group of Rwandan, Namibian, and South African soldiers studying in a South African Army music training program. An invitation to serve as director of the brass program at the 2011 Swakopmund Musikwoche in Namibia, led me back to Africa, and I returned to Swakopmund in 2012 to continue the relationship with the Musikwoche students and faculty. Such artistic endeavors that tie together the various facets of my work as performer and teacher continue to be an essential part of my professional activities.

My work with the Grinnell College prison program has proven to be a natural outgrowth of my other work as a musician. From the first time I taught a single-session lecture at Newton Correctional Facility (NCF), I was truly inspired by the students' engagement as they encountered - many, for the first time - the music of Beethoven. I was similarly impressed by the way the students seemed to immediately recognize the link between the composer's music and their own experiences. During my sabbatical leaves in the fall of 2010 and the summer of 2012, I taught full-semester, credit-bearing courses (Intro to Western Music and Musicianship) as part of the college's Liberal Arts in Prison program. The performances I have conducted for the general inmate population at NCF with the Grinnell Symphony orchestra have allowed me to bring orchestral music to life for a group of men, most of whom had never attended a live orchestral performances. The first performance yielded such comments as an assertion that it made one man's "dream come true" and another claim that it was "the greatest thing to happen here ever."

The Grinnell students who participate in these concerts experience a reciprocal impact. The energies harnessed when playing for the super-attentive audience at NCF have led to a greater degree of enthusiasm for the orchestra when we return to campus. The performances and teaching I have done at NCF continue to yield a positive impact on my work back on campus. Because the students in the prison usually have no previous experience with classical music, I have learned to approach each new topic with greater consideration for how it must appear to a student with a very limited range of prior context. I have begun to realize that this kind of attention has reshaped aspects of my teaching at the college and even my perspective on aspects of my department's curriculum for introductory and non-major courses.