

**IHON 253**  
**Spring 2019**

### **WCCW Project: Plans & Details**

#### *Objectives:*

- To apply the theory we've read and discussed to the design and execution of this project
- To examine and reflect upon the boundaries and connections between universities & prisons as well as the general population and people who are incarcerated
- To create collectively a platform to educate a general audience about the experiences of the women in the Therapeutic Community @ WCCW and the issue of women, addiction, and incarceration in general

Because there are a variety of moving parts for this project, please make note of due dates as they are outlined below but please be flexible as those dates may shift.

#### **TC Group** (6 students):

This group will work collaboratively with the women in the Therapeutic Community at WCCW to create first-person content for the website. This will include **servicing as a liaison for the women's stories, transcribing their writing, collecting biographies of the writers, taking/locating photos and images, and recording & transcribing audio.**

Deadlines for transcribing the women's written work as well as their audio will be set as we collect it, so your flexibility in this matter is appreciated.

#### *Workshops @ WCCW*

- Friday, April 5th: Introductions/ice breakers, building trust, group writing exercises, stereotypes, & brainstorming questions for podcast
- Friday, April 26th: More writing, planning podcast & website; possible photos & recording
- Friday, May 3rd: Recording podcast & audio of writing; gathering bios; take final notes and feedback for website

#### *Trainings & Deadlines*

- Thurs, April 11th: In-class workshop on using Audacity to edit audio. Bring laptops to class.
- Tues, April 23rd: In-class training on using Zoom H4 audio recorders + workday
- Thurs, May 9th: Work on WCCW Project in-class

We will collect biographical information, photos, and most of the audio when we are there on Friday, May 3rd. (We may do some audio on April 26th as well as taking pictures.) *You should submit this information to the Website and Editing Audio groups no later than noon on Wed, May 8th.*

**Website** (7 students): The students in this group will be **responsible for becoming familiar with Scalar, uploading and formatting new content, updating the women's pages, and securing additional visuals beyond photos taken in the WCCW workshop.** The web platform Scalar will be used to create the site, and Prof. Scott Rogers (English) has agreed to serve as a consultant for you as you get to work.

Each student will be assigned to one of the previous authors to revise her page and to one of the current authors to create a page.

- Erika:
- Nate:
- Gretchen:
- Cherish:
- Nicole:
- Leilani:
- Leah:

#### *Deadlines*

- Tues, April 16th: In-class training on Scalar w/Dr. Scott Rogers
- Tues, April 23rd: In-class training on iMovie (in Digital Lab in library) + workday
- Tues, April 30th: Revisions of current content due (tentative)
- Thurs, May 9th: Work on WCCW Project in-class
- Tues, May 14th: Addition of new material due (tentative)
- **The site should be completed--and ready to be graded--on Friday, May 24th.**

**Editing Audio for Podcast** (2 students for each podcast + 1 to score): After audio for the podcast has been recorded, this group will edit the audio for clarity and focus as well as work with Taylor on composing a score (or, if needed, locate music and other ambient sounds) to enhance the podcast, creating two podcasts of approximately 10 mins in length. This group's work will primarily commence after May 3rd.

#### *Trainings & Deadlines*

- Thurs, April 11th: In-class workshop on using Audacity to edit audio. Bring laptops to class.
- Wed, May 8th: Audio available from TC Group
- Thurs, May 9th: Work on WCCW Project in-class
- Thurs, May 16th: First draft of podcasts
- Fri, May 24th: Podcasts completed and ready to be graded

Podcast #1 Topic: Stereotypes

Podcast #2 Topic: Motivation (tentative)

**Resources Page** (2 students): This team will conduct research about resources related to incarceration, addiction, etc. The team should read the context/framing articles currently on the “Breaking Free While Locked Up” site and brainstorm what kinds of resources would be helpful to people visiting the site. These can be categorized by books, websites, support groups, etc.

#### *Deadlines*

- Thurs, April 25th: Preliminary list of sources (so that the TC women can review it on April 26th)
- Wed, May 8th: Final list submitted to Website Group

**Reflection Piece** (EVERYONE): Due on Wed, May 22nd (“soft” deadline; final deadline is Friday, May 24th)

In addition to your portion of this project, each of you will craft a reflection on the experience. **The reflection must be three full pages, double-spaced, and integrate at least three of our course readings in the form of direct quotations.** (You may, of course, use more sources.) You may use any documentation style that you like.

The reflection should have a clear purpose (i.e. thesis) and logical organization.

*Everyone should address these questions:*

- In working directly with and/or reading & hearing the stories of the women at WCCW, what impacted you the most?
- What are some of the concepts/theories that we’ve learned in class that helped you to make meaning of this project?

*For the TC Group:*

- What were some of your assumptions about incarcerated women prior to working on this project? How might those assumptions have changed since working with incarcerated women?
- What were some of your assumptions about what a prison environment might be like before entering WCCW? How might those assumptions have changed since being inside a prison?
- In the process of writing with the women, what came up for you? What may have been revelatory? Uncomfortable?

*For the Website Group:*

- When adding to or revising the site, what were some of the questions the group considered when organizing and featuring the content?
- What was the relationship between the visuals and the text and how did this combination enhance the audience’s experience of the women’s stories?
- What is the significance of sharing the information contained within this project in this particular format?

*For Podcast Group:*

- What were some of the questions the group considered when editing and shaping the content? How did you approach organizing the content so best represent the women's stories/responses?
- What was the relationship between the music and the women's remarks and how did this combination enhance the listener's experience of the women's stories?
- What is the significance of sharing the information contained within this project in this particular format?

*For the Resources Page Group:*

- How did your group go about locating the resources that would be most helpful to people viewing the site?
- What relationship do you see between providing resources alongside these women's stories and the podcasts?