

## **Walls to Bridges**

*Shoshana Pollack and Christine Major*

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### **SPECIAL ISSUE EDITORS**

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### **FOCUS OF THE SPECIAL ISSUE**

Walls to Bridges (W2B) is a university-based program that brings incarcerated and campus-enrolled students to study together in correctional settings for semester-long classes. The concept of ‘walls to bridges’ reflects the efforts to build connections between those who are incarcerated and those who are not, to develop partnerships between the commonly separated systems of post-secondary education and correctional institutions, and to provide routes to education for those who have experienced barriers to access. Central to the work of W2B is the honouring of multiple forms of knowing, including experiential knowledge as a site from which political and scholarly exploration can emerge. The values guiding W2B are:

- Building bridges and solidarity with those who are incarcerated and/or criminalized and those who are not;
- Fostering integrative learning, involving the whole self – mind, spirit, body and emotions;
- Valuing the wisdom that comes from lived experience, as well as other sources of learning and knowledge; and
- Creating collaborative spaces where critical analysis, dialogue, and self-reflection can open up new insights and dismantle preconceptions.

For this special issue of the *Journal of Prisoners on Prisons*, we encourage contributions from incarcerated and formerly incarcerated alumni of W2B classes. In the spirit of collaborative learning, we also invite W2B instructors or campus-based student alumni to co-author with current W2B inside students or alumni. Topics of exploration may include, but are not limited to:

- The impact of taking W2B classes on self, community, prison or university;
- Reflections on the role of collaborative learning in W2B classrooms;
- Critical examination of W2B pedagogy (i.e. circle work, experiential learning, prison classroom, peer learning, use of the arts, etc.);
- Alumni groups (i.e. W2B collectives);
- Leadership of criminalized/imprisoned students/alumni (i.e. educational supports, facilitators of W2B workshops, teaching assistants, collectives, etc.);
- Indigenous ways of knowing and the W2B experience; or
- Critical reflections on W2B final ceremonies and projects.

## **PAPER FORMATS**

This special issue welcomes contributions from a wide range of scholarly work including:

- Theoretical, critical and analytical essays;
- Scholarly research articles based on quantitative, qualitative, arts-based and/or mixed-methods research;
- Book reviews;
- Artistic content – photo or graphic essays, digital art, etc.;
- Interviews or discussions transcribed from tape; or
- Commentaries.

## **SUBMISSION GUIDELINES**

All contributions must follow the journal's submission guidelines (see <http://www.jpp.org/submissions.html>).

## **IMPORTANT DATES**

Notice of intent to submit paper with abstract:	4 January 2021
Invitation from issue editors to submit paper:	16 February 2021
Submissions by authors:	1 May 2021

Editorial decision and reviewer comments to authors: 1 July 2021  
Revised manuscripts: 1 September 2021  
Publication date: 2022

## **SUBMISSIONS**

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