

## SC645: Incarceration, Grace, and Justice

Semester: Spring, 2015  
 Dates: May 11- 15, 2015  
 Days: 9 – 4 p.m.  
 Room:  
 Lab – day: N/A/  
 Lab–Room: N/A

Number of credits: 3

Instructor: Donald Stoesz  
 Email: dstoesz@telusplanet.net  
 Phone:  
 Office:  
 Office By appointment  
 hours:

### Course Description:

This course will provide chaplains, spiritual care practitioners and volunteers with a deeper insight into the effect of Correction and Justice Systems on inmates, parolees and their families. The course will enable spiritual care providers to enhance their ministry skills, theological knowledge and interfaith awareness for transformative ministry. The sociological and psychological components of correctional and justice venues will be discussed along with the pastoral role in the therapeutic relationship to those incarcerated or affected by the system.

### Important Dates:

First day of classes:	Monday, May 11th
Registration revision period:	4:00PM of the first day of classes
Last day to request revised examination:	Friday, May 15th
Last day to withdraw from course:	1:00PM of the fourth (4 <sup>th</sup> ) day of classes
Last day to apply for time extension for coursework:	One month before the final assignment is due
Last day of classes:	Friday, May 15th

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**Expected Learning Outcomes:**

By the end of the course, students will . . .

1. Be able to articulate the psychological and sociological dynamics of the prison system.
2. Be able to define their pastoral and/or spiritual care giver identity.
3. Be able to discuss the therapeutic and community aspects of their ministry.
4. Be able to summarize the ecumenical and inter-faith challenges of chaplaincy.
5. Be able to facilitate the role of volunteers.

**Final Exam: N/A**

**Time:**

**Room:**

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**Outline:**

Course Outline

Part A: The Social Context of Prison

**Monday, May 11**

1. The Role of Authority in the Prison System

Max Weber's distinction between traditional, charismatic, and rational authority will be used to reflect on the dynamics of authority among staff and inmates. The parenting role of staff will be explored along with the maturity that is needed by inmates to move from the external authority of prison to the internal authority of their own conscience.

*Assignment #1: Choose story #4, 6, 11, 13, or 14 from the third chapter on authority in Glimpses of Grace and come prepared to share the ways that you would handle the situations described. A two-page written response needs to be handed in at the start of the next day's class. Worth 5%*

**Monday, May 11th**

2. The Role of Infantile Desires in Understanding One's Crime Cycle

Sigmund Freud's distinction between id, ego, and superego can be put to good use to help inmates understand their offending patterns. The crimes that offenders have committed often reflect infantile behaviour patterns because offenders have not learned to deal with their lives on a rational level. They reverted to their subconscious in order to deal with crises that their "ego" and "superego" were unable to handle. The point of this session is to help pastoral care-givers explore the ways in which they can help offenders bring their subconscious emotions to a conscious level.

*Assignment #2: Chose one of the first six vignettes from the fourth chapter on therapeutic models in Glimpses of Grace and come prepare to discuss how you would use the suggested tools to counsel an inmate. A two-page reflection on this topic is due at the beginning of the next day of class. Worth 5%*

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## Tuesday, May 12th

### 3. The Role of the Inmate Code among Prisoners

Emile Durkheim's explanation of the "collective unconscious" will be used to explore the role of peer pressure among prisoners. Clandestine activities require gate keepers to enforce secrecy and silence so that illegal activities can be carried out. This session will look at way in which offenders can move beyond the inmate code to become law-abiding citizens. The sacrifices necessary for this transformation will be explored.

*Assignment #3: Choose one of Vignettes #2, 5, 6, 15, or 16 in **the first chapter of Glimpses of Grace** and come prepared to discuss how the inmate code works. You can hand in a two page written response at the beginning of the next day of class. Worth 5%*

### Part B: The Nature of Chaplaincy

## Tuesday, May 12th

### 4. The Prisoner as Subject in the Pastoral Relationship

This session will explore the nature of the chaplain/offender relationship. One of the assumptions of my approach is that the inmate defines the nature of the pastoral relationship. A careful listening on the part of the chaplain to the variety of sentiments, confidences, information, and feelings that are shared by an inmate in a counselling session can lead to an identification of agenda items that can be addressed over the course on the next three to five sessions. I work on the principle that I should be able to write up a two-three page description of the progress that has been made over the last three to five sessions. Many inmates ask for this type of report once they have entered into a significant pastoral relationship with the chaplain.

*Assignment #4: After reading vignette #3 in **chapter three**, choose #1, 7, 9, 14, or #18 vignette from **chapter one** or #2, 3, 6, or #7 from **chapter two** of Glimpses of Grace and come prepare to discuss the nature of the chaplain/offender relationship. A two page reflection needs to be handed in at the beginning of the next day of the next class. Worth 5%*

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## Wednesday, May 13th

### 5. The Chaplain as Public Presence within the Institution

One of the significant aspects of a chaplain's ministry is to be a public presence within a prison setting. Some chaplains find this difficult because it means moving from the relative comfort of one's office to a public "arena" in which various staff/inmate dynamics are going on. Staff and inmates generally welcome a chaplain's presence because it means that a normalization of activities and interactions are possible. Staff lunch rooms, administration offices, inmate work areas, school, the inmate visiting area, the gym, the living units, and dissociation and segregation are all areas that a chaplain can visit.

*Assignment #5: Use the job description of a chaplain on the Kairos Pneuma Chaplaincy Website and develop a pastoral plan based on these 5 objectives. Build on your strengths and identify the areas that you would need to grow. This two-page assignment is worth 5%, due at the beginning of class the next day.*

## Wednesday, May 13th

### 6. The Programming Aspects of Chaplaincy

There are many programs that a chaplain can facilitate to help inmates deepen their spiritual lives and improve their social skills. There are spiritual courses such as Alternatives to Violence and Christopher Leadership, religious courses such as Alpha and the RCIA program, Bible studies and book studies such as Experiencing God, as well as the possibility of spiritual retreats and guided meditations. Programming is a key component of chaplaincy because it complements and reinforces the specifically religious aspect of one's work. The idea that God is present throughout the world is validated through a ministry that extends to the broader community.

*Assignment #6: Building on your strengths as a chaplain, develop a program, spiritual retreat, or course that you feel would be effective in helping inmates grow in their social, emotional, and/or spiritual life. Include all the salient features that would be needed to make it work in prison. You can use the stories in the **fifth chapter** of Glimpses of Grace to get some ideas. Two-page assignment. Worth 5%, due at the beginning of the next day of*

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class.

## Thursday, May 14th

### 7. The Religious Nature of One's Chaplaincy Work

The religious formation of one's own faith tradition is indispensable to one's work as a spiritual care-giver. The particularity of one's pastoral identity and its manifestation through worship services, religious formation, ecclesiological practices, and collective fellowship helps offenders to become grounded in their own faith and spirituality. There is a saying that I learned early on in my ministry: people who don't believe in anything will believe almost anything. Inmates become gullible to all sorts of religious, social, and spiritual influences if they are lost themselves. Chaplaincy involves grounding offenders in an established routine of meaningful worship and religious expression. I consider the worship services on Sunday evenings in the prison chapel to be an extension of the body of Christ that is manifested visibly throughout collective faith groups in society. It is only as chaplains and their inmate parishioners see themselves as part of the larger whole that normalization can occur.

***Assignment #7:** Prepare a Liturgy for a prison worship service that incorporates elements of faith and worship that would reflect offenders' experiences. You can use the **tenth and eleventh chapters** in Glimpses of Grace to get some ideas. Two-page assignment worth 5%. Due at the beginning of the next day of class.*

## Thursday, May 14th

### 8. The Ecumenical and Inter-Faith Aspects of One's Ministry

Working ecumenically with Christian colleagues and in an inter-faith context with other faith traditions is one of the most challenging and most rewarding of one's work as a chaplain. One soon learns what is indispensable to one's own faith and religious tradition. The practises of other religious traditions makes one look more profoundly at the rich resources of one's own faith journey. A chaplain is challenged to accommodate as well as minister to Rastafarians, Muslims, Hindus, Sikhs, Buddhists and Wiccans as though they are part of one's own tradition. The absence of other faith practitioners necessitates a chaplain to learn how to be a spiritual care-giver to these inmates of other faiths. Respect, inquisitiveness, negotiation, and honour are all needed for a chaplain to integrate this

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aspect of ministry into his or her work.

*Assignment #8: Look up The Manual of Religious and Spiritual Accommodation on the chaplaincy website of the Correctional Service of Canada, choose a tradition other than Christian, and write a two-page paper on the steps you would follow to provide accommodation to an inmate of this faith. This could involve the inmate's faith community, would have to take into account dietary consideration, and need to include various feast days and religious rites that are necessary for this inmate to practice his or her faith in prison. You can get some ideas from **chapter eight** of Glimpses of Grace. Worth 5%, due at the beginning of the next day of class.*

### **Friday, May 15th**

#### 9. The Role of Volunteers as a Part of Team Ministry

A chaplain has to decide early on the role that volunteers are going to play in his or her ministry. One of the advantages of volunteers is that they can facilitate programs that the chaplain does not have time to become involved in. A healthy symbiotic relationship between chaplain and volunteers can create a good role model for inmates and staff alike. It is important for the chaplain to be clear in his or her expectations of a volunteer. Training and follow-up go a long way in nipping problems in the bud.

*Assignment #9: Read the provided materials on volunteering in prison by Monty Lewis. It is taken from the book, Can the Chaplain Do It Alone? Fill out the questionnaire, read the materials regarding volunteers, and write a two-page summary of 10-15 salient points that you would give at a volunteer orientation. You can some ideas from **chapter six** of Glimpses of Grace. Worth 5%, due at 4 p.m. on the last day of class.*

10. *Class Wrap-Up in the Afternoon, teacher evaluation, final assignment due.*

### **Requirements:**

IV. Course Assignments: Class Assignments during the week are due on paper (hard copy)

Assignments due on July 31<sup>st</sup> can be emailed to [dstoesz@telusplanet.net](mailto:dstoesz@telusplanet.net)

Preparation for Course: A pre-reading of the Stoesz textbook will help the student

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advance more quickly during the week when individual readings will be assigned.

Class assignments due during week of class: total value 45%

- Two written assignments (two pages each) due each morning of class, for a total of 9 assignments, each worth 5%.  
Description of each assignment in course outline.

Assignments due at the end of the course: July 31, 2015: total value: 35%

For Seminarians and graduate students considering the possibility of chaplaincy:

- Book Review of Glimpses of Grace, worth 15%
- Book Review of Ministry to the Incarcerated, worth 15%
- Integration Paper based on the Chaplaincy Job Description found on the Kairos Pneuma Chaplaincy website ([www.kpc-inc.ca](http://www.kpc-inc.ca)), 15 pages, worth 25%

**Submission of Assignments:**

- 2 two-page assignments due at the beginning of each day of class, starting Tuesday, May 12th
- Book review of Glimpses of Grace due July 31
- Book review of Ministry to the Incarcerated due July 31st
- Integration Paper due July 31st

**Attendance:**

There will be a 10% penalty for each day of class missed.

**Evaluation:**

Assignments Due during the Week of Class: 45%

Assignments Due at the End of the Course: 55%

**Grade Summary:**

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>	
A+		
A	Excellent	85-90%
A-		80-85%
B+		75-80%
B	Good	70-75%
B-		65-70%
C+		
C	Satisfactory	60-65%
C-		55-60%
D+		
D	Minimal Pass	50-55%
F	Failure	

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## Textbooks:

### III. Course Textbooks

- Stoesz, Donald. Glimpses of Grace: Reflections of a Prison Chaplain. Victoria: Friesen's Press, 2010.
- Covert, Henry G. Ministry to the Incarcerated. 2014.

### Three of the Books Listed Below

- Peck, Scott. People of the Lie.
- Hendrix, Harville. Getting the Love You Want.
- Duguid, Stephen. Can Prisons Work?
- Totten, Mark. Gang Life: 10 of the Toughest Tell their Story.
- Zehr, Howard. Changing Lenses

## A Select Bibliography of Books

### A Twelve-Step Spiritual Journey

Baum, Gregory. Religion and Alienation.

Bettelheim, Bruno. The Uses of Enchantment.

Carnes, Patrick. Contrary to Love.

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Christie< Nils, Crime Control as Industry

Clinebell, Howard. Basic Types of Pastoral Care and Counselling.

Covert, Henry, Ministry to the Incarcerated (2014).

Duguid, Stephen. Can Prisons Work?

Jonathan Haidt's book, The Righteous Mind

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Hendrix, Harville. Getting the Love You Want.

Hugo, Victor. Les Miserables.

Lewis, Monty. Can the Chaplain Do It Alone?

Mate, Gabor, In the Realm of Hungry Ghosts

Nielsen Larry. God Behind Bars: The Amazing Story of Prison Fellowship (2006).

Peck, Scott. People of the Lie.

Pierce, Dennis. Prison Ministry: Hope Behind the Wall.

Schilder, David. Inside the Fence: A Handbook for Those in Prison Ministry (1999).

Spitale, Lennie. Prison Ministry: Understanding Prison Culture Inside and Out.

Stoesz, Donald. Glimpses of Grace.

Stoesz, Donald. Is It Possible to Change?: A Theology of Prison Ministry.

Switzer, David. The Minister as Crisis Counsellor.

Symes, Richard. As though you were in Prison With Them: A Resource for Prison Ministry.

Totten, Mark. Guys, Gangs, and Girlfriend Abuse.

Zehr, Howard, Changing Lenses,

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## Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "**Course Extension**" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control".

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of

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receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

### **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.

### **Other**

*Any added features in the syllabus are optional. You may or may not wish to include elements such as a bibliography, reading list, schedule of lectures/topics, or reporting form.*