

FEI 99

PMS

Chaminade University of Honolulu
CJ/RE 332
Ethics and Criminal Justice
Course Syllabus
Sept. 17 - Oct. 2, 1999

Adjunct Professor: Lorenn Walker, J.D., M.P.H.

Office Hours: Before/after class or by appointment, telephone & email
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COURSE DESCRIPTION

This condensed interdisciplinary course examines issues in criminal justice from Christian ethical perspectives. We will examine how our criminal justice system functions from retributive and restorative justice perspectives. Students will consider ethical issues, methods for dealing with ethical issues, and the implementation of moral and ethical decisions in the criminal justice system. The course will also give students practice analyzing and presenting ideas both in class discussions and in writing.

METHOD OF INSTRUCTION

This course will rely on a hands-on, applied method of instruction. Students are expected to participate in class discussions, to facilitate discussions on assigned topics and to make presentations throughout the course.

ASSIGNMENTS AND GRADING

-50 points

Papers are due on the five topics indicated below under Schedule of Class Meetings and Assignments. Each paper is worth a total 10 points. Late papers can only earn up to 9 points. These papers are based on the text readings and your personal opinions. Put your opinions in your own words. *There are **no right or wrong answers**--you can have any opinion, but it must be explained and supported clearly.* Try and use real experiences or analogies to explain the reason for your opinion.

Grading will be on the development of your rationale for your opinion. Your explanation for your particular opinion will be the relevant factor in grading and not your answer. The form of the writing e.g. correct grammar etc., will also influence grading.

2. Class participation—40 points

Points will be given by the instructor for your participation in team presentations and discussions in class.

3. Final Oral Presentation—10 points

For the final you are required to prepare an oral presentation for the class on a topic of interest to you concerning the ethics of our justice system. You may present individually or with a team of your choice. Overheads and other forms of media are encouraged. Try to include class participation. An outline is required for the instructor. You may also distribute any other

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handouts at your discretion to the class. Your final presentation should not be longer than 10 minutes if you do it individually or 15 minutes if you do it with one other person, and add five minutes for each additional team member. e.g. 4 person team would have about 20 minutes maximum.

The possible points total 100. An A will be earned with 100-95, 94-89 for a B, and so on, In other words, you must excel at most things, but not everything, to earn an A.

REQUIRED COURSE MATERIALS

Books: *The Argument Culture*, Deborah Tanner; *Changing Lenses*, Howard Zehr, and *Crime, shame and reintegration*, John Braithwaite. The books are available at the campus bookstore.

SCHEDULE of CLASS MEETINGS AND ASSIGNMENTS

1. Sept 17: **Introductions and organizing meeting. Teams assigned. Teams prepare the following from chapters 8 & 9 in *The Argument Culture*: For next class teams prepare to facilitate class discussion on Tanner chap 8 *Litigation is War*. Team 1: pp.131- 136, Team 2: pp. 136-144, Team 3: pp. 144-150, Team 4: pp. 150-158, Team 5: pp. 158-165 and from chap 9 Team 1: pp. 256- 264, Team 4: pp. 264-272, Team 3: pp. 273-280, Team 2: pp. 273-280, Team 5: pp. 280-290.**
2. Sept 18; **Teams break up and prepare to present on last class assignments. Teams facilitate class discussion as assigned night before (above).**

For next class Zehr chapter teams prepare to facilitate discussion on Chapter 2, *The Victim*: Team 1: Qs 1-2 pg. 240 Zehr text; Team 2. Qs 3-5 pg. 240-41 Zehr text; Team 3: Qs 6-7 pg. 241-242 Zehr text; Team 4: Qs 8-9 pg. 242 Zehr text, Team 5: Qs 10-1.,

1st paper due for next class Prepare and submit next class a one page double spaced paper addressing: what do you think are the goals of our current justice system and to what extent are those goals achieved?
3. Sept 20: ***The Experience of Crime*. Read Chs 3-4 Zehr text. Discuss 1st assigned paper—the goals of the justice system.**

2nd paper due next class: Describe someone you know personally or who you know about who came from a background which is associated with criminal behavior, but who has done well and didn't follow the predicted stereotype. What do you think influenced the person to do well despite their background? Teams facilitate discussion as described in last week's assignment.

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For next class: Chapter 5 Retributive Justice, Zehr. Teams prepare to facilitate class discussion on Zehr's Qs at Pgs. 243 - 244: Team 1 Qs 1-3, Team 2 Qs 4-6, Team 3 Qs 7-9, Team 4 Qs 10-12, Team 5 Qs 13-15.

4. Sept 22; **Retributive Justice. Teams facilitate discussion as assigned last week. Discussion of 2nd paper on a resilient.**

For next week: Chapter 6 Zehr. Teams prepare for group discussion by answering questions at pg. 245 - 246 Zehr text: Team 1 Qs 1-2, Team 2 Qs 3-4, Team 3 Qs 5-6 and Team 4 Q7-8 and Team 5 lead the discussion Activities on page 246 following the questions.

3rd paper due next class on: Briefly tell about a victim experience that you or someone very close to you had. What needs did you have as a victim? To what extent were your needs met? Activities page 246 Zehr text.

5. Sept 24: **Justice as Paradigm Chapter 6. Teams facilitate discussion as assigned last class. Class discusses 3rd paper assignment - victim needs and how were those needs met.**

For next class teams prepare for group facilitation on: Community Justice & Covenant Justice Ch 7 & 8 Zehr text. Teams answer questions at pgs. 246-249: Team 1 Qs 1-5 p. 246-247, Team 2 Qs 6-9 and Q 1 in chap 8 p. 247, Team 3 Qs 2- 5 pp. 247-248. Team 4 Qs 6-9 and Team 5 Qs 10-12.

6. Sept 25: **Community justice. Teams facilitate discussion as assigned above. For next class reintegrate shaming. Chapters 4- 6 Braithwaite text. Teams will prepare from Braithwaite's text pages 54-83 as follows: Team 1 pp. 54-61 (to Shaming in Japan), Team 2 pp. 61-68 Shaming in Japan, Team 3 pp. 69-75 (to The Mechanics of Gossip) Team 4 pp. 75-79 (to the Problem of Discontinuity in Socialization Practices), Team 5 pp. 70-83.**

7. Sept, 27. **Class will watch Real justice video on Introduction to Conferencing. Reintegrative shaming. Chs 4-6 Braithwaite text. Teams facilitate discussions as assigned last week.**

For next class Chapter 10 Zehr text. Teams prepare answers to questions on pp. 251-265 Zehr text as follows: Team 1 Qs 1-5,

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Team 2 Qs 5-11, Team 3 Qs 12-18, Team 4 Qs 19-23, Team 5 Qs 24-28.

4" **paper** due next class: how does conferencing compare with the usual judge imposed sentences. Why or why wouldn't conferencing be more effective than judge sentences?

8. Sept. 29: A Restorative Lens, Chapter 10 Zehr text.
Teams will facilitate discussion as assigned last week.

4th paper will be discussed in class.

9. Sept. 30: Class will watch *Facing the Demon* video.

5th & final paper due next class: what were your impressions of the video we watched in class *Facing the Demons*?

10. Oct. 2: Final Presentations. Prepare an outline to distribute to the class and give an oral presentation, using any demonstrative or other visual aids, on an ethical issue in law. Students will evaluate each other's presentations and provide feedback.

Turn in final paper and any other missing assignments.

Low crime societies are societies where people do not mind their own business, where tolerance of deviance has definite limits, where communities prefer to handle their own problems.

John Braithwaite, 1989

Crime is a wound, justice should be healing.

Daniel Van Ness

**Chaminade University of Honolulu
Communication 140
Personal and Public Speech**

October 4 -December 12, 1999

Monday 5:30 p.m. - 9:30 p.m.

Adjunct Professor: Lorenn Walker, J.D., M.P.H., **ph:** 637-1385; fax: **637-1284**;
e mail: lorennw@1.com Office Hours: **before/after class**, tele & e mail

COURSE DESCRIPTION

This 10 week course is an introduction to personal and public speech. The course should give you a basic understanding of communication theory and practice. It will cover the following aspects of personal communication: interpersonal, nonverbal and group discussion. The public aspect of the course will cover: informative speaking, that include subjects from students' personal knowledge, persuasive speaking and language skills.

METHOD OF INSTRUCTION

This course will rely on a hands-on, applied method of instruction. Students are expected to present weekly speeches and evaluate their classmates. Short lectures will supplement and reinforce the concepts and tools in the textbook.

ASSIGNMENTS AND GRADING

1. Presentations and papers: Six (6) maximum one page double spaced paper = 60 points

Presentations are made weekly and six papers will accompany them as indicated below under Schedule of Class Meetings and Assignments. Each paper is worth a total 10 points. Late papers can only earn 9 points. The papers are based on the text readings and your personal opinions. Put your opinions in your own words. Use real experiences or analogies to explain the reason for your opinion. Be as physically descriptive as you can. Grading will be on the development of your speech including your rationale for your opinion and your communication skills. Your explanation for your opinion will be the relevant factor in grading and not your position. The form of the speech e.g., proper language and form of paper, will also influence grading. Students must also evaluate each others presentations each week.

2. Class participation—30 points

Points will be given by the instructors for your participation in weekly class activities and discussions.

3. Final Oral Presentation—10 points

For the final you will be required to prepare a final presentation to the class on a topic of interest to you. You may use overheads or any other media for your presentation. You are encouraged to include class participation. Use an outline, don't read to class. You may also distribute any other handouts at your discretion. Your final presentation may be up to 10 minutes.

The possible points for course total 100. A = 100 to 90, B = 80-89 and so on. You must excel at most things, but not everything, to earn an A.

REQUIRED COURSE MATERIALS

Text: Rudolph Verderber, *Communicate!*, Ninth Edition, available at the campus bookstore. Handouts as distributed at various classes.

SCHEDULE OF CLASS MEETINGS AND ASSIGNMENTS

- October 4 **Introductions and organizing meeting.** Review course **syllabus.** Explain first assignment due **next week.***
Chapters 1 & 2: Communication theory & Establishing a Communication Foundation.
- October 18 Chapters 3, 4, & 15 of text. Verbal and Nonverbal **Communication & Presenting** your Speech. Class will do visualization exercise and **learn** about **desensitization** for nervousness. **Class** does Rotter's **internal** vs. external locus of control **self-assessment.** **Using open ended questions** to gain information.
- * First paper & presentation due: Watch **someone** give a speech and critique it for the class. Answer *the who, why, what* about **their speech?** Was it **effective?** What *did* you **learn from watching** them that you would like to adopt yourself?
- October 25 Chapters 5 & 6: Self-Disclosure and Feedback and **Listening.** Interpersonal **Communication-Communicating** Ideals & Feelings & Listening **Skills.** Class will complete **assertiveness inventory** & "I" statements,
- Second** paper & presentation due: **Interview** an **individual** concerning a hardship that **they** overcame. *How* **did overcoming the** hardship **affect** their life? **Tell** their story to the class.
- Nov 1 Chapters 7 & 8: Interpersonal **Communication--Response Skills** & Communication in Relationships. **Conflict resolution--mediation & family group** conferencing.
- Third paper & presentation due: Describe and discuss a recent **conflict** you were involved *in and how* **communication affected** the outcome of the conflict--what could have gone better **and** why? What **was** learned from *the conflict?*
- Nov 8 Chapters 9 & 10 Group Communication--Participating in Work Groups and Leadership in Groups. **Students will** practice group **problem solving including brainstorming** & clustering.
- Fourth presentation & paper due: Select a person you **believe** is a great leader **who has** benefited **humankind** in some way. *Write a biography of the person and discuss* **their strengths and weaknesses.**
- Nov 15 Chapters 11 and 12 Public **Speaking--Selecting** a Topic, **Analyzing Audience & Occasion & Refining the Speech** Goal & **Find, Using & Recording Information.** Class **will** do