Course Syllabus
Wycliffe College
Toronto School of Theology

Course Identification
Course Number: WYP2507HS
Course Name: Forgiveness and Reconciliation in the Church and in the World
Campus: Wycliffe College

Instructor Information
Instructor: Wanda Malcolm, PhD., C.Psych
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Phone: 416-946-3535, ext. 2557
Office Hours: Wednesdays and Thursdays, by appointment

Course Prerequisites or Requisites
There are no prerequisites or requisites for this course.

Course Description
Forgiveness and reconciliation are central to the gospel message, and virtues that mark Christian maturity. Recognizing them as virtues does not automatically translate into an ability to embody them ourselves, nor does it enable us to help others in their efforts to do so. Beyond that, there are additional layers of complexity when it comes to understanding what it means to forgive in the wake of a random act of violence, and what it means to seek and offer forgiveness or engage in reconciliation efforts after systemic oppression or persecution. We will look at this through the specific lens of the Truth and Reconciliation Commission of Canada.

Course Methodology
This course looks at those layers of complexity through readings, class discussions, personal journaling exercises, student presentations, and essay writing.
### Course Outcomes

<table>
<thead>
<tr>
<th>COURSE OUTCOMES</th>
<th>COURSE ELEMENT</th>
<th>PROGRAM OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of this course, students</td>
<td>This outcome will be demonstrated through these course elements:</td>
<td>This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)</td>
</tr>
<tr>
<td></td>
<td>Lectures 1 through 11; class discussion; and the Scholarly Essay and Christian Education Unit assignments</td>
<td>MTS: 2.1, 2.2, 2.3, 3.1, 3.2 [ MDiv: 2.1, 2.2, 2.3, 3.2, 3.3, [</td>
</tr>
<tr>
<td></td>
<td>Lectures 1 through 5; class discussion; and the Journaling assignments</td>
<td>MTS: 2.3, 3.1, 3.2, 3.3 [ MDiv: 2.1., 2.2, 2.3, 3.2, 3.3, [</td>
</tr>
<tr>
<td></td>
<td>Lectures 6 through 11; and class discussions</td>
<td>MTS: 2.1, 2.3, 3.1, 3.2, 3.3 [ MDiv: 2.1, 2.2, 2.3, 3.1., 3.2, 3.3, 3.3 [</td>
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</tbody>
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### Course Resources

**Required Course Texts and Readings** (Texts that will be available for purchase in the Crux Bookstore have been **bolded**)


Additional Recommended Readings (depending on the focus of your essay and/or Christian Education Unit)


Course Website

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at https://quercus.utoronto.ca/ and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the My Courses module, where you’ll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: https://community.canvasms.com/docs/DOC-10701. Students who have trouble accessing Quercus should ask the assistant registrar for further help.

Class Schedule

WEEK 1
Topic: Introduction to the Course
Readings: Course Syllabus
Topic: Joseph and His Brothers: Is this a story of forgiveness?
Readings: Genesis 37 – 50

WEEK 2
Topic: Understanding the Big Picture about Forgiveness and Reconciliation

WEEK 3
Topic: Six Faith Based Assumptions about Forgiveness and Reconciliation
Assignment Due: Reflection Exercise #1

WEEK 4
Topic: Dr. Kathryn Belicki, Brock University

WEEK 5
Topic: Why Forgive?
Readings: Embodying Forgiveness, Chapters 1 & 2
Women, Abuse, and Forgiveness: A Special Case.
Topic: The Case for and against Self-Forgiveness
Readings: Earning forgiveness: The story of a perpetrator, Katherine Ann Power
Self-Forgiveness: An empowering and therapeutic tool for working with women in recovery
Forgiving the Self: Conceptual issues and empirical findings
Assignment Due: Reflection Exercise #2

WEEK 6
Topic: The Theology of Forgiveness, Part I
Readings: Embodying Forgiveness, Chapters 4 & 5

WEEK 7
**Evaluation**

**Requirements**

1. **Personal reflection exercises (30% of final grade).** It would be inconsistent to promote forgiveness and reconciliation for others without having any experience in working through one’s own issues around interpersonal hurtfulness. Students will therefore submit four self-reflection assignments that focus on their own efforts to forgive and restore safe and trustworthy relationships. Each assignment is worth 7.5% of the final grade, and is earned by handing the

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1 Students who do not wish to submit self-reflection papers for grading may instead submit reviews of four books and/or movies that focus substantively on forgiveness and/or reconciliation. Permission to carry out this alternate set of assignments is given at the discretion of the instructor, and must be arranged in advance.
reflection exercise in. Marks will only be deducted (a) if an assignment is handed in late, as per the information under Policy on Assignment Extensions (p. 7 of this document), and/or (b) if the instructor has reasonable grounds to believe that a student has not taken the exercise seriously, in which case a failing grade will be assigned to the assignment in question.

2. **Essay (30% of final grade).** Students are to choose a controversial aspect of forgiveness or reconciliation, review a representative subset of academic, pastoral and popular literature about the controversy, and write an essay that
   a) Describes the controversy,
   b) explains why it exists (i.e., recognizes and describes both/all sides of the controversy respectfully and fairly), and
   c) Presents an argument for the position the student believes is a valid and appropriate Christian response to the controversy. This argument is to be an integrative one that draws on sound theological, scriptural, philosophical, political/sociological, and psychological thinking on the issue.
   The essay must cite a minimum of ten (10) different publications that are properly referenced in Turabian\(^2\) style. **At least six (6) of these publications are to be scholarly sources from the fields of theology, biblical studies, philosophy, political science, and/or psychology.** In addition, not including the title page or bibliography, the essay is to be no fewer than 2500 words (10 pages) and no more than 3750 words (15 pages) in length, double spaced, 12 pt font, with standard margins (3.17cm left and right; 2.54 cm top and bottom) and a running head with your name and page numbers. The essay is due by end of day on November 12th.

3. **Christian Education Unit [CEU] (30% of final grade).** Students are to prepare a Christian Education Unit for adolescents or adults, or a Sunday school lesson for middle school children. The material must be age appropriate, engaging and helpful to the target audience. Students may draw on the reading and content of their essay, but the CEU must show that students can take their own academic work and present it in a form and language that is accessible to their target audience. Resources like movie clips or quotations from popular theatre and writing may be drawn on for this assignment. As a group, students will create a classroom display of their CEUs for perusal on the last day of classes. At the beginning of that class, each student will present a 5 minute summary of their CEU. This presentation is to include a succinct description of: (a) the topic addressed in the CEU, (b) the target audience, (b) the medium (passive lecture, interactive discussion, experiential activities, etc.) and context in which it is to be used (Bible Study with discussion questions, PowerPoint slide Presentation, Sermon, Sunday School lesson, etc.), and (c) the student’s reasons for making those choices. After each person gives their 5 minute summary, there will be an opportunity to look at one another’s CEU displays and provide written feedback to some or all of their classmates.

4. **Class participation (10% of final grade).** This component of the grade reflects the importance of active engagement in class discussions.

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\(^2\) See Writing Style under the section on Policies
## Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalents</th>
<th>Grade Point</th>
<th>Grasp of Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90–100%</td>
<td>4.0</td>
<td>Profound &amp; Creative</td>
</tr>
<tr>
<td>A</td>
<td>85–89%</td>
<td>4.0</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>80–84%</td>
<td>3.7</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>77–79%</td>
<td>3.3</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>73–76%</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>70–72%</td>
<td>2.7</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>FZ</td>
<td>0–69%</td>
<td>0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Grades without numerical equivalent:

- **CR**: Designates credit; has no numerical equivalent or grade point value
- **NCR**: Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
- **SDF**: Standing deferred (a temporary extension)
- **INC**: Permanent incomplete; has no numerical equivalent or grade point value
- **WDR**: Withdrawal without academic penalty
- **AEG**: May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

### Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under exceptional circumstances, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

### Course grades

Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy [here](http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf) or college grading policy.
**Policies**

**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at [http://www.accessibility.utoronto.ca/](http://www.accessibility.utoronto.ca/). The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST Basic Degree Handbook (linked from [http://www.tst.edu/academic/resources-forms/handbooks](http://www.tst.edu/academic/resources-forms/handbooks) and the University of Toronto Code of Behaviour on Academic Matters [http://www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)), a student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges ([http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)).

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters ([http://www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)).

**Writing Style.** The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations, 8th edition* (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

**Bibliography**


