



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: Please use my email as I am not currently travelling into the College, nor do I check for voice mail message
Office Hours: Appointments can be arranged via email for a phone or Zoom conversation.

Course Prerequisites or Requisites

There are no prerequisites or co-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 exploring the value of forgiveness in the wake of a random act of violence, or to seek truth and reconciliation after a long period of systemic oppression or persecution.

There are five monograph-length readings and several articles or book chapters assigned. Students are encouraged to obtain and begin at least some of the readings before the course starts.

Course Methodology

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

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT
By the end of this course, students	This outcome will be demonstrated through these course elements:
<ul style="list-style-type: none"> Will have gained an understanding of the complexities of forgiveness from several different perspectives, with particular attention to those that are most germane to a Christian worldview. 	Class discussion of readings and lecture material; the Scholarly Essay and Christian Education Unit assignments.
<ul style="list-style-type: none"> Will have acquired some basic understandings about how forgiveness and reconciliation might be fostered between people in their most significant, close relationships. 	Class discussion of readings and lecture material; Journaling assignments.
<ul style="list-style-type: none"> Will have considered the differences between fostering forgiveness and reconciliation in close relationships and those encountered in local communities, within nations, and between nations. 	Class discussion of readings and lecture material; Scholarly Essay and Christian Education Unit assignments.

Course Resources

Required Course Texts and Readings

- Baker, M. (2008). Self-Forgiveness: An empowering and therapeutic tool for working with women in recovery. In W. Malcolm, K. Belicki and N. DeCourville (eds.). Women's Reflections on the Complexities of Forgiveness. New York: Taylor and Francis.
- Jones, L.G. (1995). Embodying Forgiveness: A Theological Analysis. Grand Rapids, MI: Eerdmans Publishing Co.
- Kraybill, D.B., Nolt, S.M., & Weaver-Zercher, D.L. (2007). Amish Grace: How forgiveness transcended tragedy. San Francisco, CA: John Wiley & Sons, Inc.
- Lamb, S. (2002). Women, Abuse, and Forgiveness: A Special Case. In S. Lamb and J. Murphy (eds.). Before forgiving: Cautionary views of forgiveness in psychotherapy (155 – 171) New York: Oxford University Press.
- Landman, J. (2002). Earning forgiveness: The story of a perpetrator, Katherine Ann Power. In S. Lamb and J. Murphy (eds.). Before forgiving: Cautionary views of forgiveness in psychotherapy (232 – 264) New York: Oxford University Press.
- Metatawabin, E. (2014). Up Ghost River: A chief's journey through the turbulent waters of native history. Toronto: Knopf Canada.
- Radner, E. (2015). Forgive us our trespasses as we forgive those who trespass against us. Sermon series at Wycliffe College.

- Stone, D., Patton, B. and Heen, S. (2nd edition, 2010). Difficult Conversations: How to discuss what matters most. New York: Penguin Books. Chapter 4.
- Tangney, J.P., Boone, A.L., & Dearing, R. (2005). Forgiving the self: conceptual issues and empirical findings. In E. L. Worthington Jr. (Ed.). Handbook of Forgiveness. New York: Routledge.
- Truth and Reconciliation Commission. (2015). Honoring the Truth, Reconciling for the Future: Summary of the final report of the Truth and Reconciliation Commission of Canada. www.trc.ca
- Wiesenthal, S. (1997). The Sunflower: On the Possibilities and Limits of Forgiveness. New York, NY: Schocken Books.
- Wolochatiuk, T. Director. (2012). We Were Children. National Film Board of Canada.

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

- Andrews, M. (2000). Forgiveness in context. Journal of Moral Education, 29(1), 76 – 86.
- Bazemore, G. (1998). Restorative justice and earned redemption. American Behavioral Scientist, 41, 768-813.
- Carpenter, T., Tignor, S., Tsang, J., & Willett, A. (2016). Dispositional self-forgiveness, guilt- and shame-proneness, and the roles of motivational tendencies. Personality and Individual Differences, 98, 53-61.
- Casey, K. L. (1998). Surviving abuse: Shame, anger, forgiveness. Pastoral Psychology, 46(4), 223-231.
- Cornish, M., Woodyatt, L., Morris, G., Conroy, A., & Townsden, J. (2018). Self-forgiveness, self-exoneration, and self-condemnation: Individual differences associated with three patterns of responding to interpersonal offenses. Personality and Individual Differences, 129, 43-53.
- DeCourville, N. (2007). Subjective experiences of forgiveness in a community sample: Implications for understanding forgiveness and its consequences. In W. Malcolm, N. DeCourville & K. Belicki (Eds.). Women's reflections on the complexities of forgiveness (1- 20). New York: Routledge.
- Exline, J. J., & Baumeister, R. F. (2000). Expressing forgiveness and repentance: Benefits and barriers. In M. E. McCullough, K. I. Pargament, & C. E. Thoresen (Eds.), Forgiveness: Theory, research, and practice (133-155). New York: The Guilford Press.
- Gordon, K., Baucom, D., & Snyder, D. (2005). Forgiveness in couples: divorce, infidelity, and couples therapy. In E. L. Worthington Jr. (Ed.). Handbook of Forgiveness (407 – 422). New York: Routledge.
- Holeman, V. (2007). Repentance in intimate relationships. In W. Malcolm, N. DeCourville & K. Belicki (Eds.). Women's reflections on the complexities of forgiveness (253 – 292). New York: Routledge.
- Holmgren, M. R. (1998). Self-forgiveness and responsible moral agency. The Journal of Value Inquiry, 32, 75-91.
- Malcolm, W. Warwar, S. & Greenberg, L.S. (2005). Facilitating forgiveness in individual therapy as an approach to resolving interpersonal injuries. In E. L. Worthington Jr. (Ed.), Handbook of Forgiveness (379 - 392). New York: Rutledge.
- Murphy, J. (2002). Forgiveness in counselling: A philosophical perspective. In S. Lamb & J. Murphy (eds.) Before Forgiving: Cautionary Views of Forgiveness in Psychotherapy (41 – 53). New York: Oxford University press.
- Woodyatt, L., Wenzel, M., & Ferber, M. (2017). Two pathways to self-forgiveness: A hedonic path via self-

compassion and a eudaimonic path via the reaffirmation of violated values. British Journal of Social Psychology, 56, 515 – 536.

Course Website

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.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.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask the assistant registrar for further help

Class Schedule

May 5

Topic: Introduction to the Course

Readings: Course Syllabus

Topic: Joseph and His Brothers: Is this a story of forgiveness?

Readings: Genesis 37 – 50

May 12

Topic: Understanding the Big Picture

Readings: Ephraim Radner's Sermon on the Lord's Prayer
Difficult Conversations, Chapter 4

Reflection Exercise due

May 19

Topic: Six Faith Based Assumptions about Forgiveness and Reconciliation

Readings:

May 26

Topic: Why Forgive?

Readings: *Embodying Forgiveness*, Chapters 1 & 2
Women, Abuse, and Forgiveness: A Special Case.

Reflection Exercise due

June 2

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

June 9

Topic: The Theology of Forgiveness

Readings: *Embodying Forgiveness*, Chapters 4 – 7.

June 16

Topic: Forgiveness in the Wake of Random Acts of Violence

Readings: *Amish Grace*

Embodying Forgiveness Chapters 3 & 8

Essay Thesis Statement, Outline, and Bibliography due

June 23

Topic: Truth and Reconciliation Efforts in the Wake of Systemic Persecution and Oppression

Readings: *The Sunflower*

Embodying Forgiveness, Chapter 9

June 30

Topic: Truth and Reconciliation Efforts in the Wake of Systemic Persecution and Oppression. We will watch the movie *We were Children* during class time, followed by a discussion of the movie and the novel *Up Ghost River*.

Readings: *Up Ghost River: A chief's journey through the turbulent waters of native history.*

Reflection Exercise due

July 7

Topic: Truth and Reconciliation Efforts in the Wake of Systemic Persecution and Oppression

Readings: Honoring the Truth, Reconciling for the Future: Summary of the final report of the Truth and Reconciliation Commission of Canada.

July 14

Christian Education Unit Presentations

July 30

Final Essay due

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 three of four possible self-reflection assignments that focus on their own efforts to forgive and restore safe and trustworthy relationships.¹
2. **Essay (40% 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

¹ Students who do not wish to submit self-reflection papers for grading are advised to speak to Professor Malcolm about the possibility of arranging an alternative assignment. Permission will be given at Professor Malcolm's sole discretion and must be arranged within the first two weeks of class.

- a) Describes the controversy,
- b) recognizes and describes both/all sides of the controversy respectfully and fairly,
- c) discusses the significance and implications of any systemic prejudice, discrimination, or oppression that has given rise to the need for forgiveness and reconciliation, and
- d) 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 Turabian² 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 thesis statement, outline, and bibliography (20% of final grade) are due by end of day, June 16. The essay proper (20% of final grade) is due by end of day, July 30.

3. **Christian Education Unit [CEU] (20% 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 are to draw on the reading and content of their essay, and show that they 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. During the last class of the course, each student will present their CEU work. The presentation is to include a summary of: (a) the material covered in CEU, (b) the target audience, (c) the presentation medium (passive lecture, interactive discussion, experiential activities, etc.), the context in which it is to be used (Bible Study with discussion questions, workshop, sermon, Sunday School lesson, etc.), and (d) the student’s reasons for making those choices. Sample ppt slides, discussion questions, and illustrations are to be included as well.
4. **Class participation (10% of final grade).** This component of the grade reflects the importance of active engagement in class discussions.

Grading System

Letter Grade	Numerical Equivalent	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent

² See Writing Style under the section on Policies.

B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

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 (<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/>. 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> and the University of Toronto *Code of Behaviour on Academic Matters* (<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).

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>).

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.

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