THE PSYCHOLOGY OF INTERPERSONAL FORGIVENESS

Instructor: Jessica Rourke
Class location: Cornett B108
Class time: T, W, F 11:00am – 12:20pm

Office hours: T 9:30am – 10:30am
Office location: Cornett A215
E-mail: jrourke@uvic.ca

TA: Debra Torok
Office location: TBD
E-mail: debratorok@uvic.ca
Office hours: By appointment

Course Description
I have designed this course as a general introduction to the topic of interpersonal forgiveness. During this course, we’ll explore forgiveness from both victim and offender perspectives. We’ll start by defining forgiveness, exploring models of forgiveness, and examining the hypothesized benefits of forgiveness. Following this, we’ll examine some factors that can affect forgiveness (e.g., personality, culture). We will then explore applications of forgiveness (interventions), perpetrators, and self-forgiveness. We’ll conclude with a critical examination of the topic.

I want this to be a collaborative learning environment and have tried to structure the course so as to optimize opportunities for you to learn from each other. You are highly encouraged to bring additional readings, knowledge, and insights from personal experiences into the course.

I hope that by the end of this course you will be:
- Familiar with the major models of forgiveness
- Able to articulate an informed opinion about whether forgiveness is always good
- Able to articulate an informed opinion about whether some acts are unforgiveable
- Able to distinguish between forgiveness and pseudo-forgiveness
- Cognizant of the role that forgiveness plays in your own life
- Able to link forgiveness to other aspects of life such as physical and mental health

About Me
I enjoy all aspects of social psychology. I obtained my degrees in Social-Personality Psychology and in addition to teaching at UVic, I teach on-line at Thompson Rivers University and work at Restorative Justice Victoria.

Course Text
There is no textbook for this course. Instead, you will be reading selected chapters and articles, all of which are available online (most through the library). You will see the set of readings assigned to be completed prior to class each week in the class schedule below.
Course Website
On CourseSpaces I will post the course syllabus, information about assignments, information necessary for in-class activities, and any relevant announcements (e.g., grades). CourseSpaces is where you will submit your assignments.

Course Policies
Contacting Me:
- Please come to my office hours, or contact me at: jrourke@uvic.ca
- Do not contact me through CourseSpaces
- Please include “Psyc 191” in the subject line of your e-mail and make sure you put your name and student number at the end of your message
- Please allow 2 business days for a reply. If I have not replied within that time frame, resend your message and let me know it is the second time you are sending it
- Please do not contact me to find out when assignments or exams will be graded. As soon as the grades are ready, I will post them
- You do not have to make an appointment to see me during my office hours, however, priority will be given to those students who have booked an appointment

Grades:
If you are disappointed with a grade, it is your responsibility to arrange to meet with me to review the marking at the time the material is graded, not at the end of the term when the final grade is awarded. I will not review a grade/assignment if you come to see me later than 1 week after the grade was first posted.

In determining your final letter grade in the course, anything .5 and above will be rounded up to the next percentage score; anything .4 and below will be rounded down to the previous percentage score. For example, 74.4% will be rounded to 74%, whereas 74.5% will be rounded to 75%. Letter grades and corresponding percentages are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90 – 100</td>
</tr>
<tr>
<td>A</td>
<td>85 – 89</td>
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<tr>
<td>A-</td>
<td>80 – 84</td>
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<tr>
<td>B+</td>
<td>77 – 79</td>
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<tr>
<td>B</td>
<td>73 – 76</td>
</tr>
<tr>
<td>B-</td>
<td>70 – 72</td>
</tr>
<tr>
<td>C+</td>
<td>65 – 69</td>
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<tr>
<td>C</td>
<td>60 – 64</td>
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<td>D</td>
<td>50 – 59</td>
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<tr>
<td>F</td>
<td>0 – 49</td>
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<tr>
<td>N</td>
<td>Incomplete</td>
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Please note that an A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and goes beyond course expectations.

Extensions: Should you need an extension, please feel free to come and speak to me about it BEFORE the due date. Extensions will not be granted on, or following, the due date. If you are having trouble getting started on an assignment, do not hesitate to make use of my office hours. I would love to help you! For information on Academic Concessions (e.g., Deferred Status Due to Illness, Accident or Family Affliction) please see the information beginning on page 8 of this course outline.
University Policies: Please familiarize yourself with the university’s standards of academic integrity (e.g., plagiarism and cheating). Information about these regulations can be found beginning on page 8 of this course outline.

*Please take a moment to review the policy! For instance, did you know that distribution of course materials (e.g., lecture notes) without the professor’s permission is a breach of academic integrity?

Important: This is a class in which we discuss sensitive topics. I will do my best to forewarn you of upcoming topics which may be sensitive. Please make sure to take care of yourself and check in with me if you need to. Students might discuss sensitive, personal matters – you are expected to maintain confidentiality.
<table>
<thead>
<tr>
<th>DATES</th>
<th>LECTURE TOPICS</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEP 04, 06</td>
<td>Introduction to course; Definition Issues: What is forgiveness? What is it not?</td>
<td>White, P. (2002). What should we teach children about forgiveness? <em>Journal of Philosophy of Education, 36</em>(1), 57-67. <em>(NOTE: doesn’t show up in PsycInfo…you need to search the journal title on library homepage, then find the correct issue – see “how to” guide on CourseSpaces)</em></td>
</tr>
<tr>
<td>JAN 19th: Last day to officially register in course</td>
<td>For your work to be accepted and to receive a course grade, you MUST be officially registered</td>
<td></td>
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<tr>
<td>SEP 24, 25, 27</td>
<td>Catch up + Test Review; TEST #1 (SEP 27)</td>
<td>The test will be on SEP 27 and will cover material from SEP 04th - 25th and will consist of short answer questions. There are no readings for this week.</td>
</tr>
</tbody>
</table>
| OCT 01, 02, 04 | Individual Differences; Culture and Forgiveness | Filoiali’i, L. A., & Knowles, L. (1983). The Ifoga: The Samoan practice of seeking forgiveness for criminal behaviour. *Oceania, 53*, 384-389. *(NOTE: doesn’t show up in PsycInfo…you need to search the journal title on library homepage, then find the correct issue – see “how to” guide on CourseSpaces)*  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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| OCT 08, 09, 11 | **Unforgiveable Acts**                             | YouTube video (1min 45sec long): The Deadly Consequences of Unforgiveness: [https://www.youtube.com/watch?v=FHB6q3x1nc4](https://www.youtube.com/watch?v=FHB6q3x1nc4)  
Bach, J. (2015). Ways to forgiveness and reconciliation: A perspective from the Amish. *Juniata Voices, 15*, 101-109. (NOTE: doesn’t show up in PsycInfo…you need to search the journal title on library homepage, then find the correct issue – see “how to” guide on CourseSpaces) |
| OCT 22, 23, 25 | **Intervention presentations**                     | NO READINGS                                                                                                                                 |
| **OCT 31st**: Last day to officially withdraw from course without penalty of failure |                                                                                                                                           |
| NOV 05, 06, 08   | **Catch up + Test Review** TEST #2 (NOV 08)      | The test will be on NOV 08 and will cover material from OCT 01st – NOV 06 and will consist of short answer questions. There are no readings for this week. |
| NOV 12, 13, (reading break) 15 | **No class, submission due NOV 15**       | NO READINGS                                                                                                                                 |
The Forgiveness Project: Oren Kalisman: [https://www.theforgivenessproject.com/oren-kalisman](https://www.theforgivenessproject.com/oren-kalisman) |
| DEC 03, 04 (no class on Dec 04) | **TEST #3 (DEC 03)**                        | The test will cover material from NOV 19th – 29th and will consist of short answer questions. There are no readings for this week.  
*Writing each of the 3 tests is a mandatory completion requirement to pass this course (if you do not, you will be assigned a grade of “N”)* |
# Course Evaluation and Due Dates

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Value</th>
<th>Brief Description</th>
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| **Assignment 1: Initial Perspective, due SEP 05**  
Via CourseSpaces, by 11pm                   | 5%    | Please note that this due date is the day after class begins! Submit a 2 page reflection on your definition of forgiveness. Keep a copy of this assignment...you’ll need it for assignment 4. |
| **Test 1: SEP 27**                           | 20%   | The test will consist of short answer questions. You will be required to think critically about the topics we’ve discussed September 04 – 25. |
| **Assignment 2: Forgiveness Project Reflection, due OCT 11**  
Via CourseSpaces, by 6pm                     | 10%   | This is a 3 – 4 page reflection paper about one of the stories on the Forgiveness Project website. You will pick one of the stories and reflect upon it. |
| **Intervention Presentation: OCT 22, 23, 25**  | 10%   | In class, you will be assigned to a group. Together, you will create a forgiveness intervention and present it to the class. You will be given class time to work on this project. |
| **Test 2: NOV 08**                           | 20%   | The test will consist of short answer questions. You will be required to think critically about the topics we’ve discussed October 01 – November 06. |
| **Assignment 3: Personal Reflection, due on (or before) NOV 15**  
via CourseSpaces, by 6pm                     | 10%   | MAX 2 pages. Submit a question/thought/opinion that stems from one of the weekly readings. Word or pdf document please. You can submit your reflection at any point during the course, up until Nov 15. For instance, if you want to do a reflection on the reading for September 10, you could submit your reflection that week. |
| **Assignment 4: Forgiveness definition paper due NOV 26**  
via CourseSpaces, by 6pm                     | 10%   | Write 3 – 5 pages reflecting on the definition of forgiveness you submitted in week 1. Has it changed based on things you’ve learned this semester? Why or why not? This assignment must follow APA format and must reference at least 3 scholarly (journal) articles. On our CourseSpaces website, in the “Assignments” folder, there is an APA document outlining any APA information you might need to complete this paper. |
| **Test 3: DEC 03**                           | 15%   | The test will consist of short answer questions. You will be required to think critically about the topics we’ve discussed November 19 – November 29. |
Assignment Details
Writing each of the 3 tests is a mandatory completion requirement to pass this course (if you do not, you will be assigned a grade of “N’’). If you do not submit/complete an assignment, you will be given a grade of zero and that zero will be used in the calculation of your final course grade.

A table outlining each assignment, its worth, and its due date can be found above, on page 6. To reward students handing in their work on time, each day that an assignment is late (without proper documentation such as a doctor’s note) 5% will be deducted from the total mark.

Please submit assignments to CourseSpaces in either Word or PDF format. Except for your first assignment, assignments are due to CourseSpaces by 6pm on the due date. Assignment 1 (Initial Perspective), is due to CourseSpaces by 11pm on the due date.

More detailed criteria for each assignment is posted in the “Assignments” folder on CourseSpaces. Please see the detailed criteria for each assignment to make sure you submit an assignment that meets the requirements.

Taking Care of Yourself
Being a student can be stressful! Please remember to take care of yourself. Try your best to eat well, exercise, get enough sleep, take some time to relax, and talk to someone if you’re feeling overwhelmed. This will help you achieve your goals and cope with stress. We all benefit from support during times of struggle - you are not alone.

Social Life, Friends, & Community at UVic: Having a social network is an extremely important foundation for positive mental health. There are many benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

Counselling Services: Counselling Services can help you make the most of your university experience. They offer free, professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Mental Health Supports and Services: Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/

Health Services: University Health Services (UHS) provides a full-service primary health clinic for students and coordinates healthy student and campus initiatives. www.uvic.ca/services/health/

Centre for Accessible Learning: The CAL staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let them know your needs, the quicker they can assist you in achieving your learning goals in this course. www.uvic.ca/services/cal/
Elders' Voices: The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty, and administration in Indigenous ways of knowing and being. 
www.uvic.ca/services/indigenous/students/programming/elders/

Sexualized Violence Prevention and Response at UVic
UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp

If you or someone you know has been impacted by sexualized violence and needs information, advice, or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out: 
Where: Sexualized violence resource office in EQHR, Sedgewick C119
Phone: 250.721.8021 Email: svpcoordinator@uvic.ca
Web: www.uvic.ca/svp

Important UVic Course Policy Information
Prerequisites: Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements: For more information see pages 309-312 of the UVic Calendar September 2019.

Registration Status: Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity: The University of Victoria is committed to promoting, providing, and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See also UVic Calendar, September 2019, p. 49-51)

- What to do if you miss the final exam scheduled during the formal exam period
  - Apply at Records Services for a “Request for Academic Concession,” normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
• OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

• What to do if you miss an exam other than one scheduled during the formal exam period
  o Do not apply at Records Services for a “Request for Academic Concession.” Instead, submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

• What to do if you require additional time to complete course requirements
  o Apply at Records Services for a “Request for Academic Concession,” normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
  o OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

Policy on Academic Integrity including Plagiarism and Cheating (p. 45-47, UVic Calendar September 2019): The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity https://web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html

It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include:
- the assignment of seating for examinations,
- asking students to move during examinations,
- requests to see student identification cards,
- and other measures as appropriate.

Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. **These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.**

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 46 in September 2019).

**The definitive source** for information on Academic Integrity is the University Calendar [https://web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html](https://web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html) (p. 45-47 in September 2019)

**Other useful resources on Plagiarism and Cheating include:**
1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf](http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf)