Forgiveness and Anger Reduction is a course for undergraduate and graduate students. You will learn how to help others reduce their destructive anger from a long-term minor grudge by using step-by-step forgiveness and anger reduction processes. The undergraduate 5060 class meets with the graduate 6060 class online.

You will learn three models of forgiveness: the Enright model, Worthington’s REACH model, and the Luskin model. You’ll teach the principles of several models to older teenagers or adults at the end of the semester. You’ll also learn about the Carter and McKay theories of anger management and practice techniques to reduce long-term destructive anger.

Forgiveness is not the same as reconciliation. The forgiveness process may be completed privately without contacting the offender, and you can decide never to see the person again. Forgiveness is defined as an “emotional, intellectual, and moral response to unfair treatment from others” (Enright et al., 2001). Dr. North's definition of forgiveness is used as a guide in overcoming a minor grudge: "When unjustly hurt by another, we forgive when we overcome the resentment toward the offender, not by denying our right to the resentment, but instead by trying to offer the wrongdoer compassion, benevolence, and love; as we give these, we as forgivers realize that the offender does not necessarily have the right to such gifts."

The forgiveness goal is described in a statement by Dr. Frankl: "The noblest appreciation of meaning is reserved for those who, by the very attitude which they choose to this predicament, rise above it and grow beyond themselves. What matters is the stand they take—a stand which allows for transmuting their predicament into achievement, triumph, and heroism." In other words, “a life well lived is your best revenge” (Luskin, 2002).
Course Objectives
By the end of the semester, students will be able to
1. List the preconditions to forgiveness,
2. Identify the positive intention in a minor grudge,
3. Recognize long-term grievances and the effects of prolonged anger,
4. Describe the steps in Luskin’s technique of challenging unenforceable rules,
5. Give examples of ways to change emotional channels,
6. Apply forgiveness as a general problem-solving strategy,
7. Explain how to take a situation less personally,
8. Explain why Enright encourages survivors to give a gift to the offender,
9. Discuss the differences and similarities between the models,
10. Evaluate REACH, PERT, HEAL, and Enright’s journaling as forgiveness techniques.

Course Requirements

TEXTS (TEXTS ARE AVAILABLE IN PUBLIC LIBRARIES, ON RESERVE AT THE MARRIOTT LIBRARY, & AT THE U OF U BOOKSTORE.)

Required for ALL students:
- Forgive for Good by Fred Luskin
- Forgiveness is a Choice by Robert Enright
  Worthington’s REACH Forgiveness Workbook is available as a free pdf.

Selected pages from the following handbook are required for graduate students only:
- The Anger Trap by Les Carter (selections)
- When Anger Hurts by Matthew McKay, et al. (selections)

You do not need to buy the textbooks to take this course. All students will be required to read the materials as outlined in the lessons, as well as other articles and chapters from books which will be outlined in your lessons and assignments each week. Additional readings are made available through the Course E-Reserve, and links are provided in the lessons.

ASSIGNMENTS
You will
1. write two “postings” to a class discussion each week in answer to a question,
2. write a 4-page reflection journal,
3. answer questions about one streamed videotaped case study,
4. write a paragraph about a 3-minute clip from one forgiveness video,
5. take an open-book, open-note quiz,
6. complete a 60-min. (undergrads) or 90-min. (grads) workshop or coaching project,
7. create a PowerPoint show with 10 research PowerPoint slides to use with the project,
8. write a 2-page personal experience paper about your experience with the forgiveness models this semester
9. take an open-book, open-note final exam on forgiveness

CLASS DISCUSSIONS
After reading the lecture material, you’ll post an opinion AND write a response to another student’s comment about the discussion question each week. To support your opinion, please use ideas from case studies, readings in the textbooks, the lecture material, or videos based on true stories. See the Announcement: RUBRIC for Grading.
FOUR-PAGE REFLECTION JOURNAL

• ½-page journal entry on Carter’s anger styles/inventory by using Dr. Les Carter’s website (www.drlescarter.com) and explaining your typical anger style(s),
• two-page journal entry answering one journal question in each Enright chapter (Chapters 4-12 and 14),
• ½-page journal entry on applying three anger reduction methods from the Week 10 Lecture Material on McKay’s method to your minor grudge, ½-page journal entry evaluating the REACH method, and
• ½-page reflection about your service-learning project. Consider sample questions taken from the “Three Levels of Reflection” from North Lake College. Please answer these questions after your workshop:
  MIRROR “How have you challenged yourself, your ideals, your philosophies, your concept of life or the way you live?”
  MICROSCOPE “Do you feel your actions had any impact? Has learning through experience taught you more, less, or the same as the class?”
  BINOCULARS “How will this alter your future behaviors and attitudes…?”

FOUR QUESTIONS ABOUT ONE VIDEOTAPED CASE STUDY

You will answer questions about ONE case study, #1 Miriam or #2 Chris, on streamed video. You will watch the videos online (see Lesson 2 or Resources). Each video clip follows a format of the following topics: (1) background, (2) the incident, (3) reaction, (4) the moment of choice, (5) telling the story, (6) meaning in suffering, & (7) advice. If you can’t view the video, you may use Michael Ain’s article. Answer 4 questions about one case study:
  1) Did he or she take the negative incident personally, blame anyone, or talk about the self as a victim?
  2) What did he or she decide to do about the situation?
  3) What meaning did he or she find in suffering?
  4) What advice did he or she give on ways to handle adversity?

ONE PARAGRAPH ABOUT A FORGIVENESS SCENE IN A VIDEO OF YOUR CHOICE

You will watch only one forgiveness movie in preparation for your workshop or coaching session. Find an interesting 3-minute scene to use in your workshop as an illustration of forgiveness concepts. Dr. Enright uses movies/books to teach teenagers about concepts such as mercy or inherent equality. Watch one of the following movies (or suggest another forgiveness movie): “The Rookie,” "Seabiscuit," "Rudy," “The Kid,” "The Greatest Game Ever Played,” "Remember the Titans," "Glory Road.” "Music of the Heart” is an option for graduate students. Find a movie in a public library. You will write a paragraph about specific concepts from the movie that will help as you teach about forgiveness and anger reduction in your service-learning workshop/coaching session.

OPEN BOOK QUIZ

After reading the forgiveness textbooks, you will take an open-book quiz. You may use your textbooks during the quiz. You’ll have 2 hours to take the quiz, and you don’t need a proctor.

WORKSHOP/COACHING PROJECT: TEACHING ABOUT FORGIVENESS

All students will apply their knowledge about forgiveness and anger reduction in a service-learning project at the end of the semester. The most effective way to learn these methods is to teach others how to apply forgiveness techniques to a MINOR grudge. PLEASE SEE RESOURCES. You’ll find documents to use in teaching others about forgiveness. You’ll use an outline and worksheet provided in Resources (see the Home page) to (1) teach a small workshop using materials in the course on overcoming minor grudges or (2) coach two adults informally with the same materials by “walking them through” the process of overcoming a minor grudge. The files in Resources provide everything you need except a PowerPoint show. One of my former students gave permission to let others use his slides for the general
anger reduction and forgiveness information. You’ll need to design 10 research slides about a subtopic of your choice. Choose self-forgiveness, forgiveness in an intimate relationship using REACH, etc. You may teach in a school, at home, or at work. If you’d like to teach members of your family in your home, you must include a friend or a neighbor. Another option is to present a workshop in an agency such as the YWCA, Road Home, S.L. Co. Youth or Aging Services, or the International Rescue Mission. Graduate students are strongly encouraged to present in an agency of their choice, but it isn’t required. You’ll see several PowerPoint shows on the course. You may adapt slides from my former student’s show for your audience and add 10 research slides. All workshop participants must sign a disclaimer, complete an evaluation, and take a short quiz. If you present a small workshop in an agency, the agency supervisor must sign an agreement. All forms are provided in Resources. To document the service-learning project, scan and attach (1) signed disclaimers, (2) completed evaluations, (3) worksheets if participants don’t want to keep them, and (4) quizzes in the submission area along with your PowerPoint show. Ask 2 participants to send an email with your name and date of your workshop in the subject line to j.farr@msn.com.

Examples of workshops: (1) Two graduate students taught eight teen moms at the YWCA Teen Mom Program, (2) a graduate student taught 15 teen moms at Horizonte, (3) a student taught her three sisters and three friends at her townhouse, (4) a student taught eight at-risk teenagers at the S.L. County Youth Services, (5) a student taught nine seniors at a senior center (and he had such a good time that he decided to volunteer there), (6) a counselor taught a class of 10 high school students at her alternative high school, (7) a graduate student taught 20 U students in a stress management class, (8) a student taught counselors and psychologists at a local high school, (9) a student taught five men who were ordered to take an anger management class through the court system, and (10) two students taught employees in a U department.

Examples of coaching sessions: (1) A student taught three adults at a community center (and the community center offered her a part-time job), (2) a teacher taught a single mother and her daughter at her elementary school, (3) a student taught two seniors, & (4) a student taught a co-worker at the U.

OPEN-BOOK FINAL EXAM
You will take an open-book final exam on forgiveness. You may use your textbooks and notes. You will have 2 hours to complete the final exam, and you don’t need a proctor.

2-PAGE PERSONAL EXPERIENCE PAPER
You will write a personal experience paper about your experience using forgiveness models during the semester. Some of my students have enjoyed writing the paper as an article.

GRADUATE STUDENTS ONLY
You will have extra reading from anger handbooks to use in your discussion postings. To earn full credit for discussions, please add a short paragraph about an insight from an anger handbook reading below your comments.

Disclaimer
Students are NOT encouraged to share personal details of their own forgiveness stories or minor grudges with other students. Use examples from videotaped case studies, videos based on true stories, textbook examples, and cases to illustrate opinions or responses in postings. You’ll write about applying forgiveness techniques to a minor grudge in your journal and using forgiveness models during the semester in your final paper.
Grade Scale

Grading in this course is based upon the following activities and assignments. Since all graded assignments are related directly to course objectives, failure to complete a major assignment may result in an unsatisfactory course grade.

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<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>TOTAL: 100</th>
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<tbody>
<tr>
<td>Class Discussions</td>
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<tr>
<td>Answers about a Videotaped Case Study</td>
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<td>Paragraph about a Forgiveness Scene in a Movie</td>
<td>3</td>
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<td>Quiz</td>
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<td>Service Learning Project: Teaching about Forgiveness</td>
<td>10</td>
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<td>10 Research PowerPoint Slides</td>
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<td>Final Exam</td>
<td>15</td>
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<td>Reflection Journal</td>
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<td>Personal Experience Paper or Article</td>
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<th>Grade</th>
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Planning Time

You’ll see 10 lessons in this course. Successful students earning an A, B, or C grade use their time wisely. Just like a face-to-face course, the standard formula for college coursework is that every hour of class time results in at least three hours of homework. A three-unit course will require at least 9 hours of homework (reading, research, and studying) per lesson. As a result, successful students plan their time wisely so that they keep up with assignments by maintaining a pace that fits the course schedule. They also communicate with the instructor or teaching assistants often so that they can receive much needed feedback on their work.

Online Course Responsibilities

This course requires significant self-motivation. Some lessons take a considerable amount of time to complete. Please note that not all lessons are created equal. Some may take a bit more time than others. Some people believe this to be a much easier way to study this subject than in the on-campus framework. Others may feel very intimidated at first. Be patient as you work your way through the first few lessons. If you are serious about the material, you will learn as much, if not more, than most on-campus students about this subject and develop reading and communication skills that are vital to the workforce of the 21st century. The following is a list of general notes as they relate to the course: All course communication with the instructor should be completed using the Canvas email tool. Assignments are to be submitted into the submission area (copying a Word document and pasting it) or in a Word format (.docx). The preferred method is to copy and paste a Word document or pdf into the submission area. Attach a PowerPoint show (.ppt) in a submission area. I won’t grade an emailed assignment. Please see the submission area for late assignments. You’ll earn half credit for late work.
Online Courtesy & Communication Policy

Extreme consideration for the feelings of others is expected. People cannot see you smile and may not know when you are joking. Do not tell people they are stupid or wrong. Do explain why you believe differently. If someone has the facts wrong, direct them to the source of accurate information or politely offer your alternative “facts.” Use of profanity or direct/indirect insults which defame a person’s character, race, ethnicity, religion, etc. are inappropriate and will not be tolerated.

Academic Dishonesty & Plagiarism

Cheating will not be tolerated in this course. Anyone caught cheating will fail the course and will be reported to the Associate Vice President for Academic Affairs, in accordance with the Code of Student Rights and Responsibilities. Successful students always make sure that their work is original. This is important because the instructor must be able to gauge what the student has learned. Therefore, copying the work of another person, whether an essay, answers on your assignments or during a test, is considered plagiarism. Plagiarism is a form of cheating. Anytime a student uses someone else’s work and does not give that person credit, it is plagiarism. Anyone who plagiarizes will receive a failing grade on the assignment. If this is repeated, the student will fail the course and can be expelled from the university. If you are “suspected” of plagiarism, you will bear the burden of proof. You must be able to present rough drafts or related materials and discuss the topic intelligently. Refer to the University of Utah Plagiarism Policy for more details and/or the University of Utah - Policy and Procedures Manual.

University Policy for Incomplete Grades

University policy states that the “I” grade may be given-at the instructor’s discretion-whenever a student has satisfactorily completed at least 80% of the coursework, but is unable to complete the remainder due to extenuating circumstances beyond the student’s control. If the work is not completed within one calendar year, the “I” grade will change to a failing “E” grade.

General Information

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, http://disability.utah.edu/ 162 Olpin Union Building, 581–5020 (V/TDD) to make arrangements for accommodations. This information is available in alternative format with prior notification. Please provide the instructor with a letter from the Center for Disability Services as soon as possible.

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE/MODIFY THE CONTENTS OF THIS SYLLABUS

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