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### Catalogue Description

Students probe the nature of human experience and religious meaning, with special attention given to experience of the Judeo-Christian God. Contemporary Catholic-Christian faith is systematically analyzed in terms of its core concepts, values and visions. This study addresses the question and critique of God in the modern world and surveys contemporary theology in a spirit that is Catholic, Christian and Ecumenical. *Offered every semester. This course fulfills the Catholic Intellectual Tradition General Education Requirement.*

### Learning Outcomes

The structure, content, learning experiences, and pedagogical philosophy of this course are informed by:

1. The Marianist Educational Philosophy: *Five Characteristics of a Marianist Education* (CME)
  1. Educate for formation in faith
  2. Provide an integral, quality education
  3. Educate in family spirit
  4. Educate for service, justice and peace and the integrity of creation
  5. Educate for adaptation and change
2. The Catholic Intellectual Tradition: *General Education Core Outcome* (GECO)

The student will explain faith and reason as integral to developing a Catholic sacramental perspective of the cosmos that leads to responsible action supporting social justice.
3. The Religious Studies Program: *Program Learning Outcomes* (PLO)

Upon completion of the undergraduate B.A. program in Religious Studies, students will be able to:

  1. Utilize the key concepts of Catholic theology in a critical reflection on integral human experience.
  2. Engage in respectful dialogue on religious meaning in our globalized, multicultural society.
  3. Employ Christian moral imagination in moral reasoning and decision making that affirms and/or challenges secular and cultural values.
  4. Generate a substantive project that is animated by the Marianist Charism.
4. RE 205: The Christian God and Human Experience: *Student Learning Outcomes* (SLO)

Upon successful completion of this course, students will be characterized by the ability to:

  1. Correlate how the sacramental understanding of God is evident in human experience. (GECO, PLO 1, and CME 1)
  2. Describe the meaning of Jesus as foundational for the Christian response to human existence, human choices, and social justice. (GECO, PLO 3 and 4, CME 4 and 5)
  3. Explain the main themes of the relationship between humanity and God as expressed in the Judeo-Christian understanding of God. (GECO, PLO 1, CME 3)
  4. Define significant terms used to describe God not only in Christianity but also other religious traditions, particularly Judaism and Islam. (GECO, PLO 2, CME 2)

## Required Materials

Ready and regular access to all required course materials is necessary for your continued success in our course. The course textbook is available for purchase at the Chaminade Bookstore and all articles are available for download on our Canvas course site. Hardcopies of each of these materials have also been placed on Library Reserve for in-library use. They are available at the front desk during posted library hours; current and valid Chaminade student ID is required to check them out. Please promptly inform the instructor if any difficulty in accessing any of these materials is encountered.

1. Access to internet-capable technology
  - a. Important information, course materials, and activities for course participation has been posted onto our Canvas site and will be updated regularly as needed
  
2. Assigned texts
  - a. Textbook (available at Bookstore and on Library Reserve)
    - i. Mueller, J.J., ed. *Theological Foundations*, Alternate Edition. Winona: Anselm Academic, 2011.
  
  - b. Class Articles (available on Canvas and on Library Reserve)
    - i. Week 1: David B. Yaden, et al., "*The Overview Effect: Awe and Self-Transcendent in Space Flight.*"
    - ii. Week 5: C.S. Lewis, "*Making and Begetting*" and "*The Three-Personal God.*"
    - iii. Week 8: Letter from the Church of Smyrna to the Church at Philomelion in Phrygia, "*The Martyrdom of Polycarp.*"
  
  - c. Exam Articles (available on Canvas and on Library Reserve)
    - i. Packet 1:
      1. Harry L. Poe and Jimmy H. Davis, "*The Religious Way of Knowing.*"  
**OR**
      2. Đuro Šušnjić, "*The Dialogue Between Religion and Science: Truths, Ideas and Beliefs.*"
  
    - ii. Packet 2:
      1. Leonardo Boff, "*The Communion of the Trinity as Basis for Social and Integral Liberation.*"  
**OR**
      2. Joan H. Timmerman, "*The Sacramentality of Human Relationships.*"
  
    - iii. Packet 3:
      1. Richard Gula, "*Law and Obedience.*"  
**AND**
      2. Martin Luther King, Jr., "*Letter from a Birmingham Jail.*"
  
3. Two Bluebooks for In-Person Examinations (available at the Bookstore)
  - a. Students who choose to complete their two midterm examinations in-person must provide their own Bluebooks. Please note that Bluebooks are not readily available in off-campus stores and can be most easily purchased from the counter at the Chaminade Bookstore at nominal cost.

## Student Requirements

### 1. Completion of Assigned Texts

The careful reading of assigned materials in a timely and conscientious manner is absolutely essential. Assigned readings are to be completed and ready to be discussed on the first session of the week (ordinarily Monday). Students are encouraged to independently perform additional research complementary to the course material so as to aid in deepening their understanding of the texts.

### 2. Regular Attendance

This course emphasizes the skill of collaborative learning through sustained contribution to group discussion. Regular “attendance” – whether that be in-person or on Canvas – is therefore a fundamental requirement. Six or more absences implies that the highest grade achievable is a “B.” Ten or more absences constitutes grounds for a recommendation to withdraw from the course. In the event of an absence, it is the responsibility of the student to obtain pertinent materials from others.

### 3. Active Participation

We will all strive to contribute to each other’s learning experience through the sharing of our understanding of course material and our own thoughts and ideas. Students best prepared to participate often:

- a. Create conditions conducive to classroom focus and attentiveness
- b. Are open and ready to thoughtfully and respectfully dialogue with others
- c. Pose insightful questions for the benefit of all
- d. Draw upon their own experiences to help illustrate and inform course concepts

### 4. Two Midterm Examinations

Students must prepare for and undertake the fifth- and tenth-week short-essay midterm examinations. Students may choose to either present themselves for in-person examination or complete their examination online. In-person examinations are to be legibly written in blue or black ink and are to be submitted in Bluebooks only. Oral recitation of illegible examinations may be scheduled during office hours. Online examinations are to be submitted via Canvas by 12pm of that examination day. Make-up examinations for justified absences may be administered orally during a scheduled Zoom meeting.

### 5. Final Collaborative Project and Presentations (EL+ELE4+CP)

The course culminates with an experiential learning (EL) assignment that entails a real world application of our course themes and material on issues of justice (ELE4) through collaborative, project-based learning (CP). Students will be divided into small groups for this project as the semester progresses. The full prompt for this collaborative project can be found on page 7 of this syllabus.

## Assessment

I do not ask that you *believe* the subject matter covered in our course; I ask that you *know* it. Your final grade will be calculated from the student’s regular and active participation (25%), the two midterm examinations (25%, 25%), and the final collaborative project (25%). Because command of the course material will be assessed largely through examination and participation, students are highly encouraged – *but are not required* – to regularly submit reflection papers on the previous week’s material. These papers will not be graded but will afford the student an opportunity to demonstrate mastery of the course material, cue the instructor to pedagogical deficiencies, or pose questions that might be taken up in plenary session. Reflection papers will be returned with instructor comments for further student engagement and improvement. These comments may be a source of mutual insight on a student’s grasp of course material and serve as an invaluable aid in preparation for the examinations and final project.

## Grading Scale

Grades earned are to be interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

## Course Policies

### *The Free Exchange of Thought*

The university has long been a privileged place for the exchange of ideas and positions. This implies both the freedom to express one's thoughts *and* the responsibility to hear and respect the thoughts of others. Religious freedom and freedom of the conscience are central concepts of Catholic theology and ethics. While students are encouraged to think about and question the concepts covered, you will be assessed solely by your ability to adequately demonstrate competence in understanding, critical appropriation, and creative synthesis of the course content and material.

### *Health and Safety Precautions*

Our priority must be the creation and maintenance of a safe and healthy learning environment for everyone in our university community. Each one of us has a profound personal responsibility to complete the self-screening tool with utmost integrity prior to entering campus. You will not be penalized for missing class if you are feeling unwell. It is my earnest intention to convene in-person classes but *only if* it is safe to do so. Please be sure to heed all campus guidance regarding physical distancing, the wearing of face coverings, and room capacity limitations. You are also encouraged to monitor your body temperature by using the contactless thermometers located around campus. Federal and local authorities, along with the leadership of Chaminade University, will periodically release statements on how our community has been impacted and what this may imply for our learning experience. Campus updates and information can be found at <https://chaminade.edu/coronavirus/>.

### *Campus Classroom Decorum and Online Netiquette*

Please remain seated for the duration of the course and refrain from offensive or distracting behavior including, texting and DMing, eating, fraternizing, intentionally polemic and inflammatory discourse, and extraneous speaking. The instructor will regularly pause to invite your questions; please reserve them until asked. See also "Important Policies and Information for Online Participation" on our Canvas site.

### *Electronic Devices*

The use of electronic devices during periods of in-person instruction, including audio and video recording, is strictly prohibited unless permission is granted by instructor. Please help to minimize potential interference with our online learning environment by silencing your cellphones and/or push notifications on your learning devices during instructional time.

### *Academic Honesty and Plagiarism*

Plagiarism might be broadly defined as the misrepresentation of another's work or ideas as one's own. In the first instance of alleged plagiarism, the instructor and student will agree to meet during office hours to review the evidence supporting the allegation of plagiarism and discuss proper citation techniques. Subsequent offenses will not be tolerated. Withdrawal from this course and other disciplinary actions will be considered and pursued to the fullest extent afforded by university policy.

### *Style, Language, and Grammar*

All work must be submitted in legible and intelligible Standard American English (AmE) or 'Ōlelo Hawai'i (by prior arrangement with instructor), according to the generally accepted standards of those languages. The Turabian style of citation and paper formatting has been traditionally preferred in the Humanities. However, students may choose use a different citation method of their choice (APA, Chicago, MLA, etc.) so long as it is utilized accurately and consistently. Exceptions for the above guidelines may be made in consultation with the instructor for scholarly, academic expression in other formats (e.g., spoken word, song, dance, or visual art) as appropriate. In all cases, the judicious use of equitable, gender-inclusive language must always be observed.

### *Office Hours*

During these fluid and rapidly changing times, you are strongly encouraged to schedule a private Zoom meeting for all of your office hour needs. Students who prefer to speak over the telephone are also encouraged to pursue that option. Highly limited, in-person office hours are to be held outdoors at a designated area during hours as posted and are highly subject to change. To guarantee instructor availability and to reduce student wait time, students are highly encouraged to schedule an appointment through email. For both Zoom and in-person office hours, please send the instructor an email and a list of three possible dates and times to meet.

### *Instructor and Student Communication*

All written communication between the instructor and student must take place through official Chaminade University email addresses or through our Canvas course site. Assignments must likewise be submitted through their designated channel, ordinarily through our course Canvas site. Please do not contact the instructor through other electronic media including personal email addresses. It is imperative that you check your email on a regular basis; rapidly developing important information (such as class cancellations, academic progress reports, or requests to meet during office hours) may and will be conveyed there.

### *ADA Policy*

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kokua Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### *Title IX Compliance*

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### *Academic Conduct*

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

### *Tutoring and Writing Services*

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students at Kōkua `Ike, the Center for Student Learning. Trained peer and professional tutors are available for a variety of subjects including, but not limited to, biology, chemistry, math, nursing, and English. Please check Kōkua `Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, a list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Smarthinking, which can be accessed from your Canvas account. Simply click Account – Notifications – Smarthinking. For more information, please contact [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Final Collaborative Project (EL+ELE4+CP) and Presentations

I. Project Prompt

As you'll recall from our week on Catholic Social Thought, an *encyclical* is a document written by the pope and is addressed to the whole of humanity. In their encyclicals, popes have endeavored to identify issues of service, justice, and peace in their historical contexts and proposed solutions to address them. During the Industrial Revolution, Leo XIII wrote an encyclical entitled *Rerum Novarum* (1891), which calls upon the church to stand against the exploitation of workers. John XXIII wrote *Pacem in Terris* (1963) during the Cold War as a plea for world peace under threat of global nuclear warfare. Most recently, Pope Francis has written *Laudato Si* (2015), which shows how faith relates to our common responsibility to preserve and protect the environment. These three exemplars of the Catholic Social Teaching tradition demonstrate the practical significance of the unfolding human experience of God and of subsequent theological reflection.

Imagine your small group as advisors to Pope Francis, the spiritual leader of over 1.2 billion Catholics across the world. You are being invited to propose and support a topic for a new encyclical.

1. First, identify an issue of service, justice, and peace relevant to our world. Examples include, but are certainly not limited to, homelessness, racial injustice, sex trafficking, bullying, gender discrimination, environmental degradation, and so forth. Your group is encouraged to consider issues that particularly impact Hawai'i in some fashion. Using real-world examples, demonstrate where it is present, whom it (disproportionately) affects, and why it is problematic.
2. Next, draw upon key concepts of Christian theology that we have talked about in our course to help you propose a solution for the problem. Your successful encyclical proposal will provide a clear and compelling account of how and why the Gospel is relevant for addressing the problems facing our world today.

II. Presentations

Your small group will present your project to our class on an assigned date during the last week of the course in November. Members may choose to appoint a spokesperson for the presentation or jointly share their project. At the conclusion of your presentation, you will briefly field and answer questions from your classmates about your issue/project. Presentations and your Q&A session should approximate, but cannot exceed, 15 minutes. Documentation of your entire project, including slideshows, scripts, discursive papers, or any other produced material, must be submitted to the instructor for final grading by the end of the class period during which you have presented.

**RE 205****The Christian God and Human Experience (3)****Fall 2020**

Date	Day	Class	Course Material
8/24	M	1	Course Introduction
8/26	W	2	Philosophical Anthropology I
8/28	F	3	Philosophical Anthropology II
8/31	M	4	The Experience of Israel I
9/2	W	5	The Experience of Israel II
9/4	F	6	The Experience of Israel III
9/7	M	x	<b>Labor Day – Holiday</b>
9/9	W	7	The Experience of Jesus I
9/11	F	8	The Experience of Jesus II
9/14	M	9	The Task of Theology I
9/16	W	10	The Task of Theology II
9/18	F	11	Exam I Review
9/21	M	12	<b>Exam I</b>
9/23	W	13	Trinity I
9/25	F	14	Trinity II
9/28	M	15	Ecclesiology I
9/30	W	16	Ecclesiology II
10/2	F	17	Ecclesiology III
10/5	M	18	Sacraments I
10/7	W	19	Sacraments II
10/9	F	20	Sacraments III
10/12	M	x	<b>Discoverers' Day – Holiday</b>
10/14	W	21	Mariology
10/16	F	22	Martyrology
10/19	M	23	Ecumenism I
10/21	W	24	Ecumenism II
10/23	F	25	Exam II Review
10/26	M	26	<b>Exam II</b>
10/28	W	27	Moral Theology I
10/30	F	28	Moral Theology II
11/2	M	29	Catholic Social Thought I
11/4	W	30	Catholic Social Thought II
11/6	F	31	Catholic Social Thought III
11/9	M	32	Contemporary Theologies I
11/11	W	x	<b>Veterans' Day – Holiday</b>
11/13	F	33	Contemporary Theologies II
11/16	M	34	Course Overview/Summary
11/18	W	35	Collaborative Project Preparation I
11/20	F	36	Collaborative Project Preparation II
11/23	M	37	<b>Final I (Collaborative Project Presentations)</b>
11/25	W	38	<b>Final II (Collaborative Project Presentations)</b>

Week	Date	Reading Material
1	8/24 – 8/28	<i>No reading assigned</i>
Anthropology		Ongoing: Packet 1 (Harry L. Poe and Jimmy H. Davis, “The Religious Way of Knowing” <i>or</i> Đuro Šušnjić, “The Dialogue Between Religion and Science: Truths, Ideas and Beliefs.”)
2	8/31 – 9/4	Ready: Mueller, chapter 2 Ongoing: Packet 1 (Poe <i>or</i> Šušnjić)
Israel		
3*	9/9 – 9/11	Ready: Mueller, chapter 3 and 4 Ongoing: Packet 1 (Poe <i>or</i> Šušnjić)
Jesus		
4	9/14 – 9/18	Ready: Mueller, chapter 1 Prepared for Exam I: Packet A (Poe <i>or</i> Šušnjić)
Theology		
5	9/21 – 9/25	Ready: C.S. Lewis, “Making and Begetting” and “The Three-Personal God.” Ongoing: Packet 2 (Leonardo Boff, “The Communion of the Trinity as Basis for Social and Integral Liberation” <i>or</i> Joan H. Timmerman, “The Sacramentality of Human Relationships.”)
Trinity		
6*	9/28 – 10/2	Ready: Mueller, chapter 5 Ongoing: Packet 2 (Boff <i>or</i> Timmerman)
Ecclesiology		
7	10/5 – 10/9	Ready: Mueller, chapter 7 Ongoing: Packet 2 (Boff <i>or</i> Timmerman)
Sacraments		
8*	10/14 – 10/16	Ready: Letter from the Church of Smyrna to the Church at Philomelion in Phrygia, “The Martyrdom of Polycarp.” Ongoing: Packet 2 (Boff <i>or</i> Timmerman)
Mariology and Martyrology		
9	10/19 – 10/23	Ready: Mueller, chapter 10 and 11 Prepared for Exam II: Packet 2 (Boff <i>or</i> Timmerman)
Ecumenism		
10	10/26 – 10/30	Ready: Mueller chapter 8 Ongoing: Packet 3 (Richard Gula, “Law and Obedience” <i>and</i> Martin Luther King, Jr., “Letter from a Birmingham Jail.”)
Moral Theology		
11*	11/2 – 11/6	Ready: Mueller, chapter 9 Ongoing: Packet 3 (Gula <i>and</i> King)
Catholic Social Teaching		
12	11/9 – 11/13	Ready: Mueller, chapter 12 Ongoing: Packet 3 (Gula <i>and</i> King)
Contemporary Theology		
13	11/16 – 11/20	Ready: Packet 3 (Gula <i>and</i> King)
Course Summary/ Project Preparation		
14	11/23 – 11/25	No reading assigned
Group Presentations		

*\*dates adjusted for holidays and examinations*