



School of Humanities, Arts & Design
Religious Studies

RE 346: INFLUENTIAL WOMEN IN CHRISTIANITY

Location: Online

Credits: #3 Section: #1 Term: Fall Day – August 19-December 6, 2024

Instructor Information



Instructor: Dr. Malia D. Wong, O.P.

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Office Location: [Your office location]

Office Hours: T/TH 8:30-11:30AM; W 8AM-12N; or by appointment

Virtual Office: by appointment

Communication

Welcome to Class! Feel free to walk-in or set up an appointment. General response time is within 1-2 days for emails or notices after work hours.

School & Department Information

School of Humanities, Arts and Design

Office Location: Henry Hall 208

Phone: (808) 739-4633

If you have questions regarding the Religious Studies Department, reach out to your Instructor or the School of Humanities, Art and Design.

Course Description & Materials

Catalog Course Description

This course surveys the life and work of especially significant women in Christianity with an emphasis on the Catholic Church. Analytical discussion employing socio-cultural, philosophical,

theological, and feminist approaches will help students to understand how women have been perceived in Christian history and literature. The struggles and successes of these women will exemplify how strong faith can overcome obstacles based on stereotypes and other images. *Co-requisites/Pre-Requisites:* RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement. Offered annually.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 30 hours in discussion and collaborative group work, 8 hours in watching, critiquing and creating film reviews, 29 hours in reading and writing book reports, 23 hours researching and writing the midterm and final integration project, ½ hour each writing reflection (15 hours total). There will be an additional 30 hours of work required beyond what is listed here (review of course materials, work on homework assignments, etc.), averaging 2 hours each week.

Required Materials

1. Bible – one of the following versions: New American, New Revised Standard with Apocrypha, New Jerusalem with Apocrypha
2. Del Piano, Barbara. *Emma, Beloved Queen on Hawai'i, Daughters of Hawaii*, HI, 2007. ISBN-10: 0-938851-15-2
3. Heidish, Marcy. *Defiant Daughters: Christian Women of Conscience*, Liguori Pub., Liguori, MI, 2010. ISBN-978-0-7648-1950-6
4. Other materials, as posted on the Canvas board

Canvas (<https://chaminade.instructure.com>)

Canvas is the LMS used to deliver the course.

Learning Outcomes

General Education Learning Outcomes (GELO's)

The Value Learning Outcome students will gain from this course lies under the category of Education for Service, Justice and Peace of the Marianist Values.

The student will integrate faith and reason as complementary methods to explore questions of ultimate reality, leading to enhanced social awareness and service for peace and justice

Program Learning Outcomes (PLOs)

Upon completion of a Religious Studies degree, the student 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 understanding of interfaith traditions and behavior to Christian 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.

Course Learning Outcomes (CLOs)

Upon completion of RE346, the student will be able to:

1. Discuss the role of faith in the lives of significant women honored in Christian history and literature for their heroic response to the influences of culture, religion and social reform movements.
2. Demonstrate examples of the work of these women on the issues of peace and social justice to Marianist values and mission as presented in Chaminade Core Academic Beliefs.
3. Develop personal self-knowledge of parallel strengths and weaknesses, inspired faith and action in addressing challenges and effecting positive personal and societal good.

Marianist Values

The Characteristics of Marianist Education as applied to this course.

1	Formation in Faith <i>'Ike E Kululu Mana'o'i'o</i> (Knowledge embodying a sanctifying spirit)	What drove Marie Thérèse de Lamourous and Adèle de Batz de Trenquelléon to continue to share the Gospel, even though it was dangerous during the French Revolution? This course will explore the strength of faith in being able to move mountains, especially the mountains of our times.
2	Provide an Integral, Quality Education <i>'Ike Ulana Ho'omana Kina'ole</i> (Unblemished weave of empowering knowledge)	The hallmarks of Marianist education can be seen through the gifts, virtues and legacy the three founders of the Marianist family gave and left behind. These are integral to a quality education. In the course of this study students will be exposed to these standards of learning, that they may create their own meaningful legacies.
3	Educate in Family Spirit <i>'Ike Pilipo'ohala Kū'ono</i> (Knowledge bound in deep family values)	The French Revolution was a turbulent time in France dismantling even the Church. But, there were three people that stood out with one mission. In this course we will take a look at the skill set that each Founder brought to the establishment of the comprehensive Marianist Family.
4	Educate for Service, Justice and Peace	From the Marianist tradition, we have two great examples of vision and leadership. In this course, we will take a look at the

	<i>'Ike Kuleana Kaiao (Knowledge of enlightened duty</i>	examples of Marie Thérèse de Lamourous and Adèle de Batz de Trenquelléon in their works of service, justice and peace to encourage our own.
5	Educate for Adaptation and Change <i>'Ike Huli Wānana (Knowledge of Prophetic Change / Searching)</i>	The prostitutes Marie Thérèse de Lamourous worked with were known as “unedifying and contrary to the Christian principles she had embraced.” (Cawley, Alison) Yet, impelled by Christ, she continued to educate knowing that those served had grown as persons. In this course we will be challenged to look at the lens through which we serve and raise the bar.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	1	4	2
PLO's	1	4	
Gen Ed Learning Outcomes	✓	✓	✓

Course Activities

Discussions

A substantial portion of the final grade is based on online participation on the Discussion board. Students are required to post 3 responses each week. Discussion forum posts must be completed by the dates outlined below. Points will be deducted for late posts.

Homework

This course is organized into 15 sessions. Students should plan to spend approximately 3 hours per week online exploring and examining internet sites and related materials, reading and responding to weekly discussion questions, and completing online assignments. In addition, you should plan to spend an equal amount of time offline, reading the text, researching, and reflecting over course concepts. The main parts of the course delivered on Canvas are:

DISCOVER & DREAM : Seeing Things Anew & Inspiration - which includes:

*Introduction & Overview– where you will find an overview into the content for the Week

*Opening Exercise and Reflection – A place where everyone will gather for guided reflective pauses

DESIGN & DELIVER: Collaborative Processing & Creative Applications - which includes:

- *Discussion: Resources & Prompts – where you will find discussion prompters, and other supplementary resources such as power points and video links and post your wisdom
- *Closing Prayer & Journal – guided reflective pauses

Overview of Course Week

Our course week extends from Sunday through Saturday. Each Sunday, announcements and supplementary resources for the upcoming week will be posted. Course activities follow a recurring format throughout the term. Typically, weekly course activities adhere to the format below:

Sunday	Weekly course content posted and criteria
by Thursday (midnight)	First post due. Students compose and post own in-depth response to the discussion.
by Saturday (midnight)	Second and Third posts due. Students build on class discussion by responding with an affirmation, agreement, request for clarification, or explanation of personal disagreement at least one classmate’s post.
by Thursday	All other assignments, papers, etc. due
Due Date (four days later)	Graded assignments (paper, projects) are scored and returned.

In addition to checking at least once a day for notes, etc, the main days the instructor will be checking online are Sunday; Wednesday, Thursday and Saturday (for discussion forum, etc.)

Format for Written Assignments

Written assignments and papers must be typed, double-spaced, 12-point font only with 1 inch margins with required and appropriate citations using MLA style. If using WordPerfect or Notepad, files must be converted to Microsoft Word document or html format.

Book Reports: *Due Week 5 and Week 11.*

Two (2) Book Reports over the book Emma, Beloved Queen of Hawai’i are to be submitted on the dates found on the Syllabus

Film Reviews: *Due Week 4 and Week 8*



Two (2) full-length film reviews are to be completed on the dates found on the Course Schedule. Post these on the Discussion Board. As you view the films, take notes on some sayings or events that may have impressed you. After sharing the title of the film reviewed, write a paragraph, or so on each of the following points:

- a) What are some of the ways in which people in positions of power and/or influence in the society or church can, and sometimes do, exploit their power and influence in order to manipulate public opinion and undermine leadership? How did the woman featured, address the problem/s?
- b) What parallels can be made between her and one of the women read about in the textbook this week? In which ways did they both draw their strength?
- c) Were you able to connect to the film on a personal level? Share a saying, a lesson, or an event that impressed you, or caused you to ponder your life/purpose further.

Midterm Research Project - Viriditas - Soul Greening & Spiritual Mentor Due Week 7.

Throughout the history of the Church, great women have emerged as leaders in sharing the seeds of God’s infused wisdom as mystics, visionaries, prophets, and more. St. Hildegard of Bingen used the term “viriditas” to express the “greening of a soul in its turning to and growing in the Lord.” Through their writings, musical compositions, artwork, apothecary formulas, leadership, social and political concern, etc. people have drawn closer to God through their spiritual guidance on living the Christian life.

Project description:

<p>1. Choose a theme or contemporary issue you are interested in. For example: dignity of the human person; common good; solidarity; stewardship of creation; culture and religion; spiritual growth and virtue; moral and ethical conduct; children of tomorrow; formation and education; service and charity; family and community; conversion and repentance, etc.</p>	<p>2. Conduct research into the life of a historical Hawaiian Christian woman that showed leadership in the topic or issue you are interested in. Take note of challenges encountered or goals, examples from her life of prayer and faith, and how she was able to make a difference.</p>	<p>3. Generate a multi-media presentation on the life of this influential Christian woman and how she has inspired your life according to the theme or topic you selected to explore.</p>
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Project length: will vary depending on the creative medium chosen for expressing the life and spirit of this woman. Criteria for an “A,” that which will “awe” and inspire others through their own life challenges, or to do more.

Journal

There are numerous nuggets of wisdom that can be gained from the women studied in this course that can be applied to our own lives. As you complete the readings and/or Journal Prayer Activities found on Canvas each week, jot a few lines down of any thoughts that may have inspired or compelled you, or take note of a person you want to remember in the Journal space. You could also compose your own prayer here, or add pictures, doodles, etc. Points will be given for journal submission.

Final Integrated Project: *Due Week 14*

Create a project that reflects your personal integration of awareness and influences you have gained during this course that may have helped you develop into a stronger person. Suggested formats- **see Canvas board*

Course Policies

Attendance

Attendance consists of weekly collaborative participation in the online learning experiences. Students who miss two consecutive weeks of class, prior to the withdrawal deadline, may be withdrawn from class by the instructor.

Late Work

Students are expected to assume responsibility for knowing, observing and meeting assignment deadlines as described in the course schedule. Points will be deducted for late posts and assignments (e.g. if the first post is not up by Thursday 11:59PM, and the second post by Saturday (11:59PM) unless properly excused.

Extra Credit

Activities will be prompted at the discretion of the instructor. These extra credit options may be used to fulfill other requirements for the course and are factored into one's grade after all other assignments are completed.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

Students who have more than two weeks of non-participation, fail to submit assignments or comply with other requirements, are advised to withdraw from the course in order to avoid a final course grade of "F." Grades of "Incomplete" will only be given in cases of documented extraordinary circumstances.

Learning Outcome Assessment

Student's work will be evaluated for:

- ◆ knowledge of the subject matter from textbooks, discussions, videos, research and outside class activities
- ◆ critical application of content knowledge to current issues in society
- ◆ thoroughness of answers in quizzes, reflective assignments and research
- ◆ continuing development of understanding
- ◆ demonstration of the following 5 Core Competencies:
 1. Written communication
 2. Oral communication
 3. Quantitative reasoning
 4. Critical thinking
 5. Information Literacy

Grade Calculation

Core Competency	Item	Quantity	Points Available	% of Grade
1,3,4,5	Online Participation / Discussion Forums	15 forums	150	20%
1,4,5	Film Reviews	2 reviews	20	15%
1,4,5	Book Reports	2	20	15%
1,2,4,5	Midterm	1	10	15%
1,3,4	Opening Exercise and Reflection; Closing Prayer & Journal	30 posts	300	15%
1,3,4,5	Final Integrated Project	1	10	20%
		Total:	510	100%

Final Grades

Final grades are submitted to [Self-Service](#):

- A = 90% and above
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

[CUH Alert Emergency Notification](#)

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

[Assessment for Student Work](#)

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

[Student with Disabilities Statement](#)


Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Assignments & Due Dates

Week	Topic	Assignments
Week 1 August 19-24 <i>8/19-27:Add/Drop period</i>	Introduction & Overview	 <i>Welcome to RE 346!</i> Textbook Readings: Begin reading <i>Emma, Beloved Queen of Hawai'i</i> , p. 1-49 (complete reading by Week 5) Supplementary Resources, etc.: Familiarize yourself with the course website and complete assignments on Canvas board
Week 2 August 25-31	Women of Early Christianity: Old Testament & Desert Mothers	Textbook Readings: Continue reading <i>Emma, Beloved Queen of Hawai'i</i> , p. 1-49 (complete reading by Week 5) Assignments: See Canvas board for supplementary resources and assignments
Week 3 September 1-7	Women of Early Christianity: Hellenistic & Roman Perspectives	Textbook Readings: 1) Heidish: p. 143-152 (Perpetua of Carthage) 2) Continue reading <i>Emma, Beloved Queen of Hawai'i</i> , p. 1-49 (complete reading by Week 5) Assignments: See Canvas board for supplementary resources and assignments
Week 4 September 8-14	Women of the Medieval Ages; Monastic Life FILM REVIEW	Textbook Readings: 1) Heidish: p. 3-12 (Joan of Arc) <u>or</u> : Heidish: p. 153-161 (St. Teresa of Avila) 2) Continue reading <i>Emma, Beloved Queen of Hawai'i</i> , p. 1-49 (complete reading by Week 5) Assignments: See Canvas board for supplementary resources and assignments
Week 5 September 15-21 <i>9/18-deadline to withdraw (WNR)</i>	Women of the Eastern Orthodox Tradition: Saints and Marian-Devotion	Textbook Readings: 1) Heidish: p. 113-121 (Maria Skobtsova of Latvia) Assignments: 1) See Canvas board for supplementary resources and assignments 2) Book Report #1 on <i>Emma, Beloved Queen of Hawai'i</i> , p. 1-49, due
Week 6 September 22-28	Midterm Research: Women of Hawai'i	Textbook Readings: *No textbook readings this week Assignments:

Week	Topic	Assignments
		See Canvas board for supplementary resources and assignments
Week 7 September 29-Oct. 5	Midterm	Textbook Readings: *No readings Assignments: Post midterm and peer reviews on Canvas board
Week 8 October 6-12 <i>10/6-last day to Withdraw</i>	Women of the Renaissance & Reformation: Pioneers of the Faith FILM REVIEW	Textbook Readings: 1) Heidish: p. 73-82 (Anne Askew) or: Heidish: p. 163-172 (Elizabeth Seton) Assignments: See Canvas board for supplementary resources and assignments
Week 9 October 13-19	Women of the Industrial Revolution; Leaders for Human Rights	Textbook Readings: 1) Heidish: p. 43-52 (Mary Jones) or: Heidish: p. 93-101 (Honora "Nano" Nagle) 2) Begin reading <i>Emma, Beloved Queen of Hawai'i</i> , p. 51-107 (complete reading by Week 11) Assignments: See Canvas board for supplementary resources and assignments
Week 10 October 20-26	Women in Colonial America: Preachers in the Abolition Movement	Textbook Readings: 1) Select 2 out of the 3 below to read: Heidish: p. 33-42 (Harriet Tubman) Heidish: p. 103-111 (Sojourner Truth) Heidish: p. 131-140 (Fannie Lou) 2) Continue reading <i>Emma, Beloved Queen of Hawai'i</i> , p. 51-107 (complete reading by Week 11) Assignments: See Canvas board for supplementary resources and assignments
Week 11 Oct. 27-Nov. 2	Women in the 19th century: Modern Perspectives and Challenges	Textbook Readings: 1) Select 2 out of the 3 below to read: Heidish: p. 183-192 (Dorothy Day) Heidish: p. 213-221 (Immaculee Ilibagiza) Heidish: p. 53-62 (Corrie & Betsie ten Boom) Assignments: 1) See Canvas board for supplementary resources and assignments 2) Book Report #2 on <i>Emma, Beloved Queen of Hawai'i</i> , p. 51-107, due

Week	Topic	Assignments
Week 12 November 3-9	Missions, Cultural Encounters and Voluntary Organizations	Textbook Readings: 1) Select 2 out of the 3 below to read: Heidish: p. 123-130 (Satoko Kitahara) Heidish: p. 193-201 (Ita Ford) Heidish: p. 203-212 (Mothers of the Disappeared) Assignments: See Canvas board for supplementary resources and assignments
Week 13 November 10-16	Final Research Integrated Project	Textbook Readings: *No textbook readings this week Assignments: *Complete late, missing or make-up work
Week 14 November 17-23	Final Project Due	Textbook Readings: *No textbook readings this week Assignments: *Complete late, missing or make-up work
Week 15 November 24-30	Contemporary Inspirations and Final Processing	Assignments: See Canvas board for resources and assignments

