



School of Humanities, Arts & Design  
Religious Studies

## RE 326: INFLUENTIAL WOMEN IN CHRISTIANITY

Location: Online

Credits: #3    Section: #1    Term: Spring Day – January 6 – April 30, 2025

### Instructor Information



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

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**Office Location:** [Your office location]

**Office Hours:** M/W 8:30AM-12:30PM; 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

Christian prayer emerges from the human response to the Trinitarian understanding of God that develops out of the experiences of early and continuing followers of Jesus Christ. Students will study both its communal and individual aspects recognizing the correlation between them in terms of life in the Christian community and the world. Students will engage in the study of several aspects of prayer, its foundation in Jesus' life and ministry, its development as communal celebration and its continuing source for personal relationship with God. Students

will be encouraged to develop their personal prayer life through participation in prayer activities throughout the term. Offered annually.

### Prerequisites

RE 103, RE 205, or RE 211. Having fulfilled these prerequisites, students will have the stepping stones to go further into this specialized course of study. This course satisfies the 300-level Religious Studies General Education Core requirement.

### Orientation

“Our hearts are restless until they rest in Thee,” exclaimed St. Augustine. From the beginning of time humankind has searched for answers beyond the limits of self. After YHWH’s revelation to Abraham, *tefilah* (introspective prayer) led to a deeper understanding of one’s role in the universe and the yearning to be in closer relationship with God. Through exploring the lives of the weak and the strong, sinners and saints become closer to God through their different ways of praying, we seek to develop our own pocket of prayer tools as we navigate through the mysteries and wonders of life.

### 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, 37 hours in reading, watching, critiquing and engaging in literary and media resources, 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. The Monks of Saint Meinrad Archabbey. *The Tradition of Catholic Prayer*, Liturgical Press, Collegeville, MN, 2007. ISBN -13: 978-0-8146-3184-3
3. Pray As You Go (app or online) – download from Google Play; or: <https://pray-as-you-go.org/daily-meditation>
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 Formation in Faith, 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 RE326, the student will be able to:

1. Explain the development and purpose of prayer in the context of the Christian faith community and for the individual through the lived examples of saints and sinners.
2. Identify Christian images and symbol; art, music and architecture as means of enhancing sacred environments and uplifting prayer.
3. Articulate the importance of ritual and the celebration of liturgical aspects of prayer as agents of support in developing one's personal relationship with God.
4. Develop in personal and communal spiritual friendship being able to employ various forms of prayer in addressing individual and global needs.

### Marianist Values

The Characteristics of Marianist Education as applied to this course.

1	<b>Formation in Faith</b> <i>'Ike Kainu'u Ho'ola'a (Knowledge embodying a sanctifying spirit)</i>	What drove Blessed William Chaminade to continue to preach the Gospel, even though his life was at stake during the French Revolution? This course will explore the strength of faith in being able to move mountains.
2	<b>Provide an Integral, Quality Education</b>	Pope Francis said that prayer is a tonic for our lives. (ignatianspirituality.com) Throughout this course students will be

	<i>'Ike Ulana Ho'omana Kina'ole (Unblemished weave of empowering knowledge)</i>	administered bits and pieces of this to “tonic” to build up their whole selves- body, mind and spirit.
3	<b>Educate in Family Spirit</b> <i>'Ike Pilipo'ohala Kū'ono (Knowledge bound in deep family values)</i>	Which is more efficacious- to pray by oneself or to pray with others? Jesus said, “Where two or three are gathered in My name, there am I in the midst of them.” (Matthew 18:20) This course will explore the beauty of spiritual friendship and the benefits of praying with others.
4	<b>Educate for Service, Justice and Peace</b> <i>'Ike Kuleana Kaiao (Knowledge of enlightened duty)</i>	At the end of Matthew's Gospel, Jesus said, “Go out and make disciples of all nations...” (Matthew 28:19) Life is not to be lived in a vacuum, but the joy of life is to be shared. In this course we will employ various forms of prayer to address societal and global needs.
5	<b>Educate for Adaptation and Change</b> <i>'Ike Huli Wānana (Knowledge of Prophetic Change / Searching)</i>	As ordinary folks like ourselves, responded and adapted to the oft challenging situations of the time period they lived in, there is much that can be learned from their prayer styles. This course will take a critical look at some of these examples to inspire our own prayer.

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
<b>Marianist Values</b>	1	1,2	2,3,5	1,2,3,4,5
<b>PLO's</b>	1	2,3	2,3	4
<b>Gen Ed Learning Outcomes</b>	✓	✓		✓

## 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:**

- \*Opening Exercise – An icebreaker type of activity setting the stage for the Module
- \*Opening Prayer Practice and Journal Reflection – Time for a sacred pause towards cultivating one's prayer practice through exposure to different forms of prayer.

**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

**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:

<b>Sunday</b>	<b>Weekly course content posted and criteria</b>
<b>by Thursday (midnight)</b>	<b>First post due.</b> Students compose and post own in-depth response to the discussion.
<b>by Saturday (midnight)</b>	<b>Second and Third posts due.</b> 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.
<b>by Thursday</b>	All other assignments, papers, etc. due
<b>Due Date (four days later)</b>	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.

**Creative Prayer Projects**

To connect the historical evolution of Catholic prayer with personal experience, reflection, and creative expression, these living prayer assignments encourage students to read each chapter carefully and reflect on how the themes and practices of prayer have evolved over time.

**Midterm Group Project: A Prayer Experience** - Design an interactive prayer service for a specific occasion. You should indicate the theme of the prayer service (e.g. on friendship, graduation, life-milestone, anniversary, transition, etc.) and include readings suitable to the theme. You may use power point, video, or a brochure, etc. Your prayer service should be interactive. Further guidelines can be found on the Canvas board. Time limit: 7-12 minutes. 2-3 in a group.

### Journal

There are numerous nuggets of wisdom that can be gained from keeping a journal that can be applied to one's own life. As you complete the readings and/or Journal Prayer Activities found on Canvas each week, sketch out or draw out any thoughts that may have inspired or compelled you. These creative expressions can be kept in an ongoing journal- hard copy or online, e.g. upload to a Canva board, or Google slide, etc. Add a short summary of explanation. Points will be given for journal submission.

### Final Integrated Project: *Due Week 14*

Reflect on the top three things that you feel you have gained from this course of study. Use one of the Marianist Educational values to serve as a window through which to frame your experience as you create an illumination, a short video, a book of prayers or your own psalms for today, a basket of blessings, etc. to inspire, uplift or encourage others along their journey of discovery through prayer. 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	Discussion Forums	15	150	20%
1,2,4,5	Midterm	1	10	15%
1,4,5	Opening Exercise, Reviews, Check-Ins	17	170	15%
1,5	Opening Prayer Practice & Journal Reflection	10	100	15%

4,5	Creative Prayer Projects	10	100	20%
1,3,4,5	Final Integrated Project	1	10	15%
		Total:	540	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](mailto: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](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Assignments & Due Dates

<b>Week 1</b> Jan. 6-11	 <b>Introduction to Christian Prayer</b>	<b>Readings</b> TCP: Chapt. 1-Prayer in the Old Testament, p. 3-20 <b>Assignment:</b> As on Canvas board
<b>Week 2</b> Jan. 12-18	<b>*Desert Wisdom Prayer in the Old &amp; New Testament</b>	<b>Readings:</b> TCP: Chapt. 2 -New Testament Boldness, p. 21-36 <b>Assignment:</b> As on Canvas board
<b>Week 3</b> Jan. 19-25	<b>*Prayers of the Early Christians &amp; Martyrs</b>	<b>Readings:</b> TCP: Chapt. 3 –Private Prayer in the Early Christian Communities, p. 37-49 <b>Assignment:</b> As on Canvas board
<b>Week 4</b> Jan. 26-Feb. 1	<b>*Prayer and Monastic Contributions; Liturgy of the Hours</b>	<b>Readings:</b> TCP: Chapt. 4 -Prayer as a Battle: The Monastic Contribution, p. 51-67 <b>Assignment:</b> As on Canvas board
<b>Week 5</b> Feb. 2-8	<b>*Medieval Spiritual Paths</b>	<b>Readings:</b> TCP: Chapt. 5 -Prayer as a Journey: Medieval Spiritual Paths, p. 69-87 <b>Assignment:</b> As on Canvas board
<b>Week 6</b> Feb. 9-15	<b>*Counter-Reformation and Imagery in Prayer</b>	<b>Assignment:</b> TCP: Chapt. 6 -The Counter Reformation: Age of Imagination, p. 89-105 Work on Midterms
<b>Week 7</b> Feb. 16-22	<b>*Midterm Presentations</b>	<b>Readings:</b>
<b>Week 8</b> Feb. 23-Mar. 1	<b>*Jubilee Year of Hope</b>	<b>Assignment:</b> As on Canvas board
<b>PART II</b>	<b>Liturgy: The Prayer of the Community</b>	
<b>Week 9</b> March 2-8	<b>*Liturgical Year &amp; Daily Prayer of the Church</b>	<b>Readings:</b> TCP: Chapt. 8 & 9 -The Liturgical Year, Liturgy of the Hours. p. 131-165 <b>Assignment:</b> As on Canvas board
<b>Week 10</b> March 9-15	<b>*Online Retreat</b>	<b>Assignment:</b> As on Canvas board
<i>March 17-21</i>	<b>Spring Break</b>	
<b>Part III</b>	<b>“prayer.com”</b>	
<b>Week 11</b> March 23-29	<b>*Pathways Faith Sharing</b>	<b>Assignment:</b> As on Canvas board

	Imago Dei: Music and prayer	
<b>Week 12</b> March 30-Apr. 5	<b>*Praying with Mary and the Saints</b>	<b>Readings:</b> TCP: Chapt. 13 -Praying with Mary and the Saints, p. 223-245 <b>Assignment:</b> As on Canvas board
<b>Week 13</b> April 6-12	<b>*Prayer and Social Action</b>	<b>Readings:</b> TCP: Chapt. 7 -Ordinary Life and Contemplation. p. 107-127 <b>Assignment:</b> As on Canvas board
<b>Week 14</b> April 13-19	<b>*Holy Week/Living Prayer</b>	<b>Readings:</b> TCP: Chapt. 10 -The Eucharist: The Prayer and Work of the People of God, p. 167-183 <b>Assignment:</b> As on Canvas board
<b>Week 15</b> April 20-26	<b>*Final Integrated Project</b>	<b>Readings:</b> TCP: Afterword: Our Call to Prayer, p. 275-278 <b>Assignment:</b> As on Canvas board

