



Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu/honolulu)

3140 Waialae Avenue - Honolulu, HI
96816



Artist Sarah Beth Baca:
Women of the Bible

Course Overview

Course Number: RE 346-90-9

Course Title: Influential Women in Christianity

Department Name: Religious Studies

Term: August 17-December 11, 2026

Course Credits: 3 credits

Class Meeting Days: Asynchronous, at your own pace

Class Meeting Hours: Asynchronous, at your own pace

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

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

Email: mwong2@chaminade.edu

Phone: 808.735.4867

Office Location: Online

Regular & Substantive Interaction (RSI):

Office hours: Monday, Wednesday, 8-11AMHST; by appointment

Grading and providing content-specific feedback (via Canvas SpeedGrader): Grades and feedback are provided within 3-5 business days following an assignment submission.

Discussions: Canvas board

University Course Catalog 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.

Course Overview

This study is presented in a way that parallels the positive influence of women through different periods of time according to various topic areas. It highlights their contributions and exemplariness as steadfast models for women today. In addition, it includes periods of guided self-reflection to accompany one's personal growth in the same Spirit that ignited and sustained them along life's fluid journey.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith

2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Statement on Educator Ethics

As an educator, I am committed to fostering a respectful and inclusive learning environment, upholding academic integrity, and promoting the intellectual and personal growth of all students.

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 (PLO's)

Students successfully completing the Religious Studies program 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.

Course Learning Outcomes (CLO's)

By the end of our course, students will be able to:

1. Analyze faith-based leadership among significant Christian women in historical and social context.
2. Apply Marianist values to evaluate their contributions to peace and justice.
3. Integrate historical and ethical insights into a reflective plan for personal and social responsibility.

Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3
General Ed. Learning Outcomes	✓	✓	✓

Program Learning Outcomes	1	4	
Marianist Values	1	4	2

Course Prerequisites

RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement.

Required Learning Materials

1. Bible – one of the following versions: New American, New Revised Standard with Apocrypha, New Jerusalem with Apocrypha
2. Heidish, Marcy. *Defiant Daughters: Christian Women of Conscience*, Liguori Pub., Liguori, MI, 2010. ISBN-978-0-7648-1950-6
3. Other materials, as posted on the Canvas board

Assessment

Student's work will be evaluated for:

- ❖ knowledge of the subject matter from textbooks, class presentations, videos, research, and other activities
- ❖ ability to apply the knowledge to understand current issues in society
- ❖ understanding of the subject matter from different viewpoints
- ❖ 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	CLO's	Item	Points Available	% of Grade
1, 3, 4, 5	1, 2	Study Notes	80	15
1, 4, 5	1	Royal Diaries	20	15
1, 2, 5	3	Check-In; Self- Assessments	30	15
1, 3, 4, 5	3	Ke Aniani: Everyday Encounters	80	20
1, 2, 3, 4, 5	1, 2, 3	Women of Hawaiian History & Final Integrated Projects	20	20
		Total	320	100%

Grading Scale

Completion of assignments in a timely manner and course feedback are important components of gaining the most from this study. Assignments submitted in bulk, may take longer to grade depending on the volume of assignments that are being graded at the time of your submission.

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination.

Final Grades are calculated using the following scale:

A: 93-100%; B: 83-92%; C: 73-82%; D: 63-72%; F: 0-62%

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

AI Use Policy in this Course

Generative AI (GenAI) tools may be used in this course to support learning and productivity. Any use of AI must be clearly disclosed in your submissions, and all final work must reflect your own analysis, understanding, and critical review of course materials.

Misuse of AI: including submitting AI-generated work as your own, using AI in place of required readings or assignments, or failing to provide disclosure, will result in academic penalties. These may include point deductions, a failing grade on the assignment, or referral to the appropriate academic authority for repeated or serious violations.

Grades of "Incomplete"

A student may submit a written petition to the instructor for an incomplete. The option to grant or deny an incomplete needs the approval of the Dean. If approved, the student will receive an extension of 30 days during which all outstanding requirements must be completed. Students seeking an incomplete must hold at least a passing grade, have completed a majority of the work of the course, and have an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at mwong2@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to three (3) days.

Email Guidelines:

- Use your Chaminade email account.
- Always include the course and section number in the subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless it is necessary to complete an assignment or other communication.

Late Work Policy

Deadlines encourage students to stay on task. Milestone 1 is due by 11:59 pm on the 14th day following the start of the course. If this assignment is late, you may be dropped from the class. All other assignments—with the exception of the Milestone 2, Midpoint Check-In, and any assignments that your instructor notes as having a firm deadline—can be turned in at your convenience until the end of the course term.

Writing Policy

Either MLA or APA are accepted.

Additional Services

Canvas Technical Assistance:

- Search for help on specific topics or get tips in [Canvas Students](#)

- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Contact the Chaminade IT Helpdesk for technical issues: cstechsupport@chaminade.edu or call (808) 735-4855

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.

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 Kōkua '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 Kōkua 'Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Chaminade University Policies

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.

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.

Attendance Policy

Students are expected to asynchronously attend and submit course work in classes they are registered in. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Basic Needs Resources: <https://chaminade.edu/basic-needs/>

Campus Safety/ SafeSwords

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. [Safe Swords Webpage](#)

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.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Hazing Prevention Resources and Athlete Helpline

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy: <https://catalog.chaminade.edu/studenthandbook/codeofconduct>
<https://hazingpreventionnetwork.org/athlete-helpline/>
<https://hazingpreventionnetwork.org/how-to-report-hazing/>

Nondiscrimination Policy & Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and

court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [here](#). 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: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policy/>

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 under Student Life. For further information, [please refer to the Chaminade Catalog](#).

Title IX Compliance

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Assignments

Module	Topic	Assignments
Module 1 *Milestone 1 Assignment- Getting to Know You: due by August 31st	Introduction & Women of Early Christianity	 <i>Welcome to RE 346!</i> Textbook Readings: *Read Syllabus *Skim book to obtain an overview Assignments *Getting to Know You *Familiarize yourself with the course website and complete assignments on Canvas board
Module 2	Women of Early Christianity: Hellenistic & Roman Perspectives	Textbook Readings: *Heidish: p. 143-152 (Perpetua of Carthage) Assignments: *See Canvas board for supplementary resources and assignments
Module 3	Women of the Medieval Ages	Textbook Readings: *Heidish: p. 3-12 (Joan of Arc) <u>or:</u> Heidish: p. 153-161 (St. Teresa of Avila) <u>or:</u> Heidish: p. 113-122 (Maria Skobtsova) Assignments: *See Canvas board for supplementary resources and assignments
Module 4	Women of the Renaissance & Reformation	Textbook Readings: *Heidish: p. 73-82 (Anne Askew) <u>or:</u> Heidish: p. 163-172 (Elizabeth Seton) Assignments: *Royal Diaries I, due *See Canvas board for supplementary resources and assignments
Module 5 *Milestone 2: Midpoint Check-In due by August 10thSeptember 28th	Women of Hawaiian History	Textbook Readings: *No textbook readings this week Assignments: *Mid-point Check-In *See Canvas board for supplementary resources and assignments
Module 6	Women of the Industrial Revolution	Textbook Readings: *Heidish: p. 43-52 (Mary Jones) <u>or:</u> Heidish: p. 93-101 (Honora “Nano” Nagle) Assignments: *See Canvas board for supplementary resources and assignments
Module 7	Women in Colonial America	Textbook Readings: *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) Assignments:

Module	Topic	Assignments
		*Royal Diaries II, due *See Canvas board for supplementary resources and assignments
Module 8	Women in the 19th century	Textbook Readings: *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: *See Canvas board for supplementary resources and assignments
Module 9	Missions, Cultural Encounters and Voluntary Organizations	Textbook Readings: *Select 2 out of the 3 below to read: Heidish: p. 123-130 (Satoko Kitahara) Heidish: p. 193-201 (Ita Ford) Heidish: p. 200-212 (Corrie & Mothers of the Disappeared) Assignments: *Checking-In; Self-Assessment *See Canvas board for supplementary resources and assignments
Module 10 *Course Ends: December 11th	Final Integrated Project	Assignments: *Final Integrated Project *Course Evaluation Survey