



College of Arts and Sciences
Religious Studies Program

RE 346-90: Influential Women in Christianity

Online Asynchronous | Credits: 3 | Section: 1 | Term: Fall 2026

Instructor Information

Instructor	Dr. Malia D. Wong, O.P., Assistant Professor
	Sr. Malia Dominica Wong, O.P., D.Min., is an Assistant Professor of Religious Studies at Chaminade University of Honolulu and a Marianist Educational Associate. She also serves as the Director of the BDK–Reverend Yoshiaki Fujitani Interfaith Program. She enjoys creating learning experiences that encourage students to connect faith, values, and the common good with the challenges of today's world. Her hometown? Kailua, Oahu.
Email	mwong2@chaminade.edu
Phone	(808) 358-0286
Office Location	Henry Hall #208A
Virtual Office	https://chaminade.zoom.us/j/96695148307
Virtual Office Hours	Wednesdays, 8:30AM-9:30AM HST; 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 or holidays. Grades and feedback are provided within 3-5 school days following an assignment submission.

School & Department

School	College of Arts and Sciences
Location	Henry Hall #206
Phone	(808) 739-4633
Questions?	Contact your instructor or the College of Arts and Sciences

Course Description & Materials

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. Offered annually This course satisfies the General Education requirement for Formation in Faith.

Course Snapshot

Modality	Online Asynchronous
Time Commitment	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 expected: • Readings, Lectures, Course Resources: 45 hours • Reflection and Discussion: 38 hours • Written Assignments: 20 hours • Projects (Collaborative and Individual): 32 hours
Required Materials	Heidish, Marcy. Defiant Daughters: Christian Women of Conscience, Liguori Pub., Liguori, MI, 2010. ISBN-978-0-7648-1950-6
Recommended Items	Bible – one of the following versions: New American, New Revised Standard with Apocrypha, New Jerusalem with Apocrypha
Canvas	This course is delivered through Canvas (chaminade.instructure.com). Assignments are presented through Modules which need to be completed sequentially.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the undergraduate B.A. program in Religious Studies, 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.

Upon completion of the undergraduate B.A. program in Ethical Leadership, the student will be able to

1. Interpret ethical and religious traditions in relation to leadership and organizational life.
2. Apply business and management principles to create ethical and sustainable solutions.
3. Demonstrate cross-cultural and interreligious competence in leadership context.
4. Integrate values-based decision-making with strategic and operational leadership skills.
5. Engage in applied projects and internships that link ethical theory with leadership practice.

Course Learning Outcomes (CLOs)

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

1. Analyze the lives, writings, and leadership of influential Christian women within their historical, cultural, and theological contexts.
2. Interpret how these women integrated faith, ethical conviction, and courageous action to address issues of justice, peace, human dignity, and social transformation.
3. Engage respectfully in dialogue about the contributions of Christian women to the Church and society, recognizing diverse cultural perspectives and the role of women in advancing the common good.
4. Create a research-based or creative project that integrates course learning with Marianist values, demonstrating how the witness of influential Christian women can inspire leadership and positive social change today.

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, and integrity of creation.
5. Educate for adaptation and change.

This course embodies the Marianist value of Formation in Faith by exploring how influential Christian women integrated faith, courage, and service throughout history. Through the study of their lives and writings, students reflect on the relationship between faith, justice, human dignity, and leadership while considering how these examples continue to inspire ethical action and service to the common good.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua ('Ōlelo 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 ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit ('Ohana):** 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no'eau ('Ōlelo 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 ('Ōlelo No'eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	2,5	1,4	3,5	3,4
PLOs	1	3	2	4,5
Native Hawaiian Values	Na'auao, 'Aina	Mana, Aloha	'Ohana, Aloha	Aloha, Mana
Gen Ed Outcomes	1,4,5	1,4,5	1,2,4,5	1,2,4,5,6

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: general response time is 1-2 days after work hours or holidays
 - Weekly graded work (discussions, assignments): within 3-5 school days of the due date
 - Major assessments/projects: within 3-5 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

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 submission of assignments unless properly excused.
Extra Credit	No extra credit is available in this course
Incomplete Grade	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 and must be applied for at least two weeks before the end of the term.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and 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: [Notice of Nondiscrimination](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
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	SafeSwords Webpage

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Online Discussion Posts

Discussion posts are designed to give you an opportunity to **engage thoughtfully with the readings and learn from your classmates**.

- **Initial Post — Wednesday:** After completing the assigned reading and other materials, post your own thoughtful response to the discussion prompt. Refer specifically to the course materials and demonstrate engagement beyond simple summary.
- **Responses — Friday:** Return to the discussion and respond meaningfully to **at least two classmates**. Build on, question, connect with, or respectfully challenge their ideas. Responses such as “I agree” or “Good point” alone do not count as substantive responses.

Both deadlines are required. The purpose is to allow time first for your own reflection and then for meaningful conversation with your classmates.

Wk of	Theme	Info / Activities	Due Dates
8/17-21	Introduction & Overview	Opening Exercise, Getting to Know You, Introduction	8/21
8/24-28	Old Testament & Desert Mothers	Opening Exercise, Discussion, Ke Aniani Reflection	8/28
8/31-9/4	Hellenistic & Roman Perspectives	Opening Exercise, Discussion, Ke Aniani Reflection	9/4
9/7-11	Women of the Medieval Ages	Opening Exercise, Discussion, Ke Aniani Reflection	9/11
9/14-18	Women of the Eastern Orthodox Tradition	Opening Exercise, Discussion, Royal Diaries Writing #1	9/18
9/21-25	Midterm Research: Women of Hawai'i, Pasifika and Beyond	Opening Exercise, Project, Check-In	9/25
9/28-10/2	Midterm Presentation	Opening Exercise, Midterm Presentation, Discussion	10/2
10/5-9	Women of the Renaissance and Reformation	Opening Exercise, Discussion, Ke Aniani Reflection	10/9
10/12-16	FALL WELLNESS WEEK		
10/19-23	Women of the Industrial Revolution	Opening Exercise, Discussion, Ke Aniani Reflection	10/23
10/26-30	Women in Colonial America	Opening Exercise, Discussion, Ke Aniani Reflection	10/30
11/2-6	Women in the 19 th -21 st Century	Opening Exercise, Discussion, Royal Diaries Writing #2, Check-In	11/6
11/9-13	Missions, Cultural Encounters and Voluntary Organizations	Opening Exercise, Discussion, Ke Aniani Reflection	11/13
11/16-20	Final Integrated Project Drafting	Opening Exercise, Retreat	11/20
11/23-27	Final Integrated Project Due	Final Project Submission, Retreat Log	11/27
11/30-12/4	Contemporary Inspirations & Final Processing	Opening Exercise, Discussion, Evaluation	12/4

