

## NEW COURSE PROPOSAL

### 1. List School, Department, course number and course title:

School of Liberal Arts. Department of Theology & Religious Studies.  
**TRS 163, Saints Yesterday & Today.**

### 2. Justification for the course:

This course increases the breadth of upper division offerings in the department and provides an opportunity for students (including majors and minors) to focus on a significant aspect of both the Catholic/Christian and non-Christian spiritual traditions of holiness and sanctity in an academic setting. It fits well within a department of Theology in a Catholic college. There is surprising interest in a course like this among students and their written evaluations have been very positive when the course is completed.

#### **Expected student outcomes:**

Students will be able to...

- (1) Develop a better understanding the nature of holiness and saintliness (and what it means to be holy/saintly) – both public and private – and be able to distinguish examples from among individuals and their lives.
- (2) Use and engage in hagiography (study of the Saints) from several different perspectives: e.g., historical, literary, and artistic.
- (3) Recognize and have a familiarity with many of the great Saints and personages of the Christian tradition – both ancient and modern.
- (4) Read about holy people who are not “formal” saints in the Church’s tradition, but whose lives, nevertheless, reflect a sanctity that can and does inspire others; and they will compare these “informal” saints with those formally canonized by the Church, asking at the same time: “Can one find holiness out of the/a community of (the Christian) faith?”
- (5) Account for the nature of the Saints from different perspectives: as models, heroes, patrons, etc., and why they are venerated as such.
- (6) Explore different traditions related to various of the saints, and recognize them from several different artistic, spiritual, and personal perspectives.
- (7) Analyze the qualities that have been considered to constitute sanctity or saintliness especially in different periods of Church history.
- (8) Contrast the lives and examples of two or more very different saints. A key question iwill be: How is it possible that the Church can formally recognize sanctity in such very different personalities and lives?
- (9) Write a research paper exploring the life of a particular saint and the qualities that led to his or her reputation for saintliness and ultimately their canonization.
- (10) Critique aspects of the Church’s process around the canonization of saints. They will discover how the process has changed from simple acclamation to a carefully structured set of “legal” processes that work their way through the vast Church bureaucracy. Questions abound: Is it too complicated? Too expensive? Too exclusive? Too time-consuming? Why is the process so involved and lengthy? Does the process work for or against the canonization of lay men and women who generally do not have an organization like a religious order supporting their cause?

(11) Engage both the historical record and the tradition of S(s)aints (hagiography) from the perspective of faith, example, and life story in an academic context, asking questions about the life and cultural context of various S(s)aints, and allowing S(s)aints to question back.

(12) Explore and pursue – as seekers, believers, and non-believers – the S(s)aints in conversation, discovering their message, meaning, and significance in their culture and ours, examining their human and spiritual experience, how they experienced a conversion/transformation, what factors led to this, and how their experiences are both similar and at the same time quite unique and distinct from our own.

(13) Discuss and ask as many questions as they wish about what the readings, class presentations, artworks, etc., and carry away with them insights they have gained into the meaning, significance, and value of the Saints.

### **3. Student Population:**

This course is open to all students as their upper division option in Theology & Religious Studies. The general prerequisite for most students is TRS-097. It is also taken by departmental majors (though it is not required for them), minors, and students who opt to take courses in the department beyond the required two. The average enrollment has been and is projected to continue at approximately 25. The course has been offered in the spring semesters and will most likely be available every other year.

### **4. Relationship to present College curriculum:**

As noted, the course adds breadth to the department's offerings. It fits well within a theological studies curriculum. Hagiography is a significant aspect of the Catholic/Christian tradition. The course stands alone, but can also complement any of the historical sequence of courses in the department. It compliments courses in history, art, literature, sociology, and anthropology. The course has no negative impact on other course offerings within the department, nor does it create the need for any modifications in other course offerings. There is no evident negative impact caused by this course on other departments or programs. There is possible positive impact when students who take/have taken this course study art, literature, sociology, anthropology, history, etc.

### **5. Any extraordinary implementation costs:**

No extra costs are incurred by offering this course.

### **6. Library Resources:**

This is in progress.

### **7. Course credit and grading options:**

This course is offered for 1 full credit. Students spend three hours in class per week and are expected to spend at least 2 hours of out-of-class time on assigned reading, writing, etc. The format of the class is lecture/discussion.

### **8. Prerequisites, corequisites (If applicable):**

For most students the prerequisite is TRS-097 (The Bible and Its Interpretation).

**9. Course description wording for the appropriate College Catalog:**

We often think of Saints as exceptionally holy people, but they were first of all flesh-and-blood human beings like each of us. Every religious tradition has them – men and women who, beyond the ordinariness of life’s circumstances, lived or did extraordinary things. And so we venerate them because they have become heroes, models, examples, and mediators between ourselves and God whom they now see face to face. In this course we will encounter Saints and saints – ancient, modern, hidden, popular, unknown, heroic – and explore their lives in history, in devotion, in literature, in art, and in the tradition of the Church.

**10. Course content:**

The Syllabus is attached.

**11. Review of experimental offering:**

It has become clear that the course definitely fits well into the overall scheme of the department’s offerings. The course has been well received by the students and very positively reviewed in the formal evaluations. Additional comments in the reviews show that the students have both learned from and appreciated the course within the context of their overall academic experience and their personal lives of faith. It offers, for most, an area of the Christian faith they have not encountered before. The diversity of S(s)aints explored and discussed encompassed both the Christian and other faith traditions. The regular brief art presentations amplified what the students were reading/studying about a particular S(s)aint. Apart from the ongoing “tweaks” that stem from reading and research, no changes need to be made to the course as it stands.



# SAINTS

## YESTERDAY & TODAY

SPRING 2011  
BRO. MICHAEL F. MEISTER, FSC

## MY PERSPECTIVE ON TEACHING AS A BROTHER

For me as a Brother, teaching is first and foremost a vocation, a calling, a mission. Only then is it a job, or a career, or a profession. As a Brother, I'm part of a more than 300-year tradition of education among the Brothers worldwide – a tradition in which students have such a special place that they literally represent the face of God for us. St. John Baptist De La Salle, the Founder of the Brothers, tells us Brothers that when we die and see God face to face, God will first ask us to give an account of our students, of how we taught and cared for them. Only afterward will he ask us to account for ourselves. This insight places our entire educational mission with students in a different light. What we do has eternal consequences. Education is not simply a matter of teaching and learning, but also a way of being.

My philosophy of teaching goes something like this: I want you to succeed. I'll open for you as many doors to knowledge and ideas as I can, and then I'll get out of the way. You won't have to "climb over me" to get to the knowledge, and I won't make it impossible for you to succeed. On the other hand, you *do* have to go through those doors!

Education is a life-long adventure. You have already had many teachers – hopefully, most of them have been good. I am only one of many teachers along the road of your life.

## TEACHING SCHEDULE & REACHING ME

I teach on Mondays, Wednesdays, and Fridays.

I have a faculty office upstairs on the 3<sup>rd</sup> floor of Dante Hall (#327). My formal office hours in that location are Tuesdays and Thursdays from 9:00am - 10:00am. The telephone number to this office is 631-8127. (If I'm not at this office when you need me.....read on.) However, I also have an office in the Brothers' Residence behind the Chapel – very close by. This is where you'll almost always find me – I'm in this office most of the time during weekdays. The telephone number to this office is 631-4340; call me and we can set up an appointment time that works for you. I'm at your service whether during my formal office hours or not. Please don't hesitate to contact me at one of the two telephone numbers (usually x4340), or chat with me before or after class to set up an appointment.

I am also the Brother Resident Director for the second floor of Ferdinand and Camille Ageno Hall – Ageno C (toward the top of the canyon on the road to the Cross), Room 210. One way or the other, don't hesitate to find me if I can be of any service to you. I'm always happy to talk with you about the readings, the class discussions, or your own work.

You can also e-mail me at [mmeister@stmarys-ca.edu](mailto:mmeister@stmarys-ca.edu).

## ATTENDANCE

I take attendance very seriously. I expect you to attend each and every class, on time, with your book(s) and/or other materials, having read and pondered the assignments for that day listed in the calendar, and prepared to contribute and participate in the class. After your second absence from this class I will take five points off your final grade. After your third absence, do not return. I will have dropped you from the course! If you are involved in an activity where class attendance will be a problem, please **DO NOT TAKE THIS COURSE!** If you're a student athlete, we'll need to talk further about your attendance.

I begin each class at the scheduled time by taking roll. If you are not present when I take roll you will be marked absent. If you arrive after I have called the roll you will be marked late. If you leave class after it has started you will be marked absent. It's all or nothing! If you are late for class more than two times, I will take five points off your final grade for each time you are late after that.

**Please note carefully – I'm strict on attendance, and I have the right to drop you from the class at any time if I feel that your attendance is becoming a problem.**

NOTE: If you miss a quiz or assignment because of absence or tardiness, **you may not make it up at a later date.** However, the scoring system I use is designed to prevent your grade from dropping significantly if you miss an assignment.

## CLASS SESSIONS & THE APPROACH

Despite the fact that we often think of Saints as exceptionally holy people, they were first of all flesh-and-blood human beings like all of us. Every religious tradition has them – men and women who, beyond the ordinariness of life's

circumstances, lived or did extraordinary things. And so we venerate and honor them because they have become heroes, models, examples, mediators between ourselves and God whom they now see face to face. In this course we will encounter Saints – ancient, modern, hidden, popular, unknown, heroic, old and young – and explore their lives in history (hagiography, martyrology), in devotion, in literature, in art, in symbolism, and in the tradition of the Roman Catholic Church. We will explore the nature of saintliness and personal holiness – both as these have been proclaimed publicly for imitation and as they have been lived privately in a person’s relationship with God.

Another way to think about this: In the Christian tradition the ideal of holiness or leading a holy life stems from the New Testament, particularly the Gospels, and the presentation of Jesus and his life that we find there. This Christian ideal has taken many forms throughout the centuries including martyrdom (dying for one’s faith and beliefs), monasticism (a life of prayer and self-denial lived in a community with others), mysticism (living in a conscious, intimate communion/communication with God through direct experience/insight, etc.), pious living (prayer, devotion, good works, etc.), and social activism (putting the Gospel principles of Jesus into action with and for the good of others). Exploring the lives and stories of S(s)aints throughout the two-thousand year history of Christianity and into our own time shows us how holiness and sanctity have been manifested in individuals and groups, how the principles of the Gospel have been understood and lived, and how these individuals are models and inspirations for others to strive to do the same in their own lives.

Assignments and class sessions for each day (and the semester as a whole) are designed to immerse you in and have you reading about and discussing Saints and holy people from different authors and sources – artistic, historical, and literary. There is a considerable, but not overwhelming, amount of reading for this course. I expect you to read the assigned texts for each class session beforehand and to come to class making a thousand observations and asking a thousand questions! My style of teaching is to explore and open the texts we read, to offer interpretive information, to answer questions, to ask you questions, and to insure your understanding as much as possible.

I *expect* you to participate with your own perspectives, questions, and interpretations. Your questions and points of view are valuable and will always be welcome at any time in the course of the discussions. REMEMBER: There is no such thing as a dumb question!

It is not necessary to be a Roman Catholic or a even a Christian to take this course, although that background helps! None of the courses in the department of Theology and Religious Studies here are intended or designed to convert or proselytize you. However, bear in mind that since Saint Mary's is a Roman Catholic College, and it is conducted by the Christian Brothers, you can be sure that in a course in this department you're going to encounter a focus and context which is quite specifically Christian. However, you will not be graded on your faith. Instead, you will be graded on your grasp of the material we'll be covering throughout the course.

### **WHAT WILL YOU GET OUT OF THIS COURSE?**

If you seriously commit yourself to the classes and the material read and presented and discussed this semester:

1. You will better understand the nature of holiness and saintliness (and what it means to be holy/saintly) – both public and private – and be able to distinguish examples from among individuals and their lives.
2. You will use and engage in hagiography (study of the Saints) from several different perspectives: e.g., historical, literary, and artistic.
3. You will recognize and have a familiarity with many of the great Saints and personages of the Christian tradition – both ancient and modern.
4. You will read about holy people who are not “formal” saints in the Church’s tradition, but whose lives, nevertheless, reflect a sanctity that can and does inspire others; and you will compare these “informal” saints with those formally canonized by the Church, asking at the same time: “Can one find holiness out of the/a community of (the Christian) faith?”
5. You will be able to account for the nature of the Saints from different perspectives: as models, heroes, patrons, etc., and why they are venerated as such.
6. You will explore different traditions related to various of the saints, and recognize them from several different artistic, spiritual, and personal perspectives.

7. You will be able to analyze the qualities that have been considered to constitute sanctity or saintliness especially in different periods of Church history.
8. You will be able to contrast the lives and examples of two or more very different saints. A key question is: How is it possible that the Church can formally recognize sanctity in such very different personalities and lives?
9. You will be able to write a research paper exploring the life of a particular saint and the qualities that led to his or her reputation for saintliness and ultimately their canonization.
10. You will be able to critique aspects of the Church's process around the canonization of saints. You will discover how the process has changed from simple acclamation to a carefully structured set of "legal" processes that work their way through the vast Church bureaucracy. Questions abound: Is it too complicated? Too expensive? Too exclusive? Too time-consuming? Why is the process so involved and lengthy? Does the process work for or against the canonization of lay men and women who generally do not have an organization like a religious order supporting their cause?
11. You will be able to discuss and ask as many questions as you wish about what we will read. And you will take away with you insights you've gained into the meaning, significance, and value of the Saints.

### **HOMEWORK**

There is a good deal of reading to be done in this course, and you can expect to spend a *minimum* of two hours of out-of-class-preparation for each hour in class. The Calendar of Assignments at the end of this booklet will list for you everything you need to know about dates for all assignments, quizzes, and papers. You can expect that we will follow that calendar carefully throughout the course.

### **QUIZZES**

During the course of this semester there will be several quizzes, each of which will be based on the assignments covered *since the last quiz*. In other words, quizzes will not be cumulative. The quizzes are meant to keep you up to date in your reading, *with an eye for detail*. Read with a sharp eye for key points. Mark them and underline or highlight them. See the Calendar of Assignments and mark it for dates and material to be covered on each quiz. There will be a quick weekly quiz on the *All Saints* readings, and there will be a larger quiz approximately every two weeks on all the other readings for those two weeks. *No quiz grades are dropped*. Quizzes are almost always based on facts from the texts we read. Thus, careful reading is important. Be precise in your answers. Say what you mean. Stick to the point. Avoid fertilizer!

### **REFLECTION PAPERS**

Every few weeks you will write a 1 to 2-page reflection paper which is an opportunity for you to think and comment in writing on what you are reading and learning – particularly some particular Saint or aspect/theme/ passage of our readings.

### **PAPERS**

During the course of the semester, you will be assigned two short papers. Check your Calendar of Assignments and mark the dates. The two paper topics will be assigned by me and the topics will be focused and meant to challenge you to think in a disciplined way, within a specific context. Paper assignments will generally include a series of parameters (ideas, possible directions to consider, etc.) within which you are expected to approach the topic. I am fond of calling my paper topics "recipes." Follow the recipe and you'll come out with a good cake! In the papers, I will want to "hear" (in this case, read) whether or not you've grasped the subject we've been reading about and discussing, whether you're able to think and reflect about it in a given context and in a disciplined way, and whether your ideas are organized and presented clearly, etc. You will generally have 10 days or so to write a paper. At the beginning of each class session between the time a paper is assigned and when it's due, we'll take time to go over the topic again to allow anyone who has questions of clarification about the topic to raise them. No drafts are required (and no drafty thinking...).

## FINAL EXAMINATION

There will not be a final examination in this course. The two major papers, reflections, and the quizzes will provide both you and I with a considerable amount of material for an evaluation of your progress and grades.

## GRADES

You will receive grades and up-to-date totals (number and/or letter) on all assignments (quizzes, papers, etc.). Quizzes will count for 40% of your final grade, reflections will count for 20% of your final grade, and papers will count for 40% of your final grade. You will receive a periodic computer print-out of your grades to date so that you will know exactly where you stand throughout the progress of the course. Each quiz will also have a box at the top showing your exact total score in the course up to date.

Keep in mind the College's letter grade classifications: A=Excellent, B=Very Good, C=Satisfactory, D=Barely Passing, F=Failing.

Quizzes will be graded numerically, on the basis of the total number of points possible for each quiz (which will vary). Papers will be graded on a standard scale of 100. Reflections will be graded on a scale of 1 to 10 (10 is high). I do not give extra credit work in this course.

I use the following grade scale for papers and also for report card grades:

100-96	A	95-91	A-				
90-86	B+	85-81	B	80-76	B-		
75-71	C+	70-66	C	65-61	C-		
60-56	D+	55-51	D	50-46	D-	45-0	F

NOTE: I will not be pressured, negotiated with, or otherwise persuaded about your grades, the grade scale, changing grades, arguing about quiz answers, etc. I am not interested in talk like "I've always gotten A's in my classes," or "I have to maintain my GPA," or "I can't afford to get a \_\_\_ in this class," or "I don't see why I should have to work so hard for a 'religion' class," or "I'm paying to go to school here," etc. ON THE OTHER HAND, if I have made an error in computing your grade, or mis-read an answer, or misunderstood what was plainly there, I will be happy to discuss this with you privately in my office. At the same time, let me say that I am not personally offended by you if you get a bad grade(s). I want you to succeed, I want you to do the best you can, and I'm available to help you.

I do believe, however, that you have no "right" to an education that simply hands you answers or knowledge on a platter, as it were – no matter how much you're paying for it! But you do have a "right" to an education that challenges you, that makes you think, and that acquaints you with significant issues, questions, and problems which YOU must wrestle with and resolve – as uncomfortable as that might be. In the former case, you will find little of value or worth. In the latter case, what you have struggled with and worked for will be yours forever!

## SPECIAL ACCOMMODATIONS

If you have a physical or learning disability/challenge that might have a bearing on your performance or participation in this class, please let me know about this privately so that I can make whatever accommodations I can to assist you and insure your success in this course.

## TEXTS

In addition to handouts and other high-tech presentations in the classroom, course materials will consist of a series of on-line readings, articles, and other resources that will be posted on Blackboard. You are responsible for printing out, reading these, and bringing them to class. Along with these will be *Damien the Leper* by John Farrow, and *My Life with the Saints* by James Martin.

## ENVIRONMENT

I like a bright, cool classroom (even when it's cold or rainy outside or it's an early morning class!). Please wear a jacket or other warm clothing if you need to be warmer than average.

**NOTE:** I will appreciate your coming to class reasonably dressed and not wearing hats/hoods, etc. in the classroom.

**NOTE:** Cell phones, pagers, etc., must be turned off and put away out of sight during class. *I don't want to see or hear them! God help you if I do!!!*

**NOTE:** Computers are distracting. Please do not use them during class.

**NOTE:** Out of politeness, during class I expect you to give your undivided attention to *THIS* class. Doing other reading, homework, filling out forms, playing with your calendar, planner, a calculator, or your cell phone, carrying on a conversation with your neighbor – these are some examples of unacceptable behavior. Fair warning: If you do these things, you can expect me to stop the class until you rejoin us!

**NOTE:** If you start nodding off or falling asleep in this class you can expect a significant reawakening!

**NOTE:** Leaving during class to go to the bathroom or get water, etc., is very annoying and distracting! Please take care of your needs *before* you come to class. If you cannot sit through a one-hour class under these conditions, perhaps you need to consider taking a different class.

**NOTE:** Classrooms are not restaurants and I do not allow eating and drinking during class. Please eat or drink *before or after* class.

## ADDITIONAL HELPFUL MATERIAL

### SOME WAYS TO UNDERSTAND PARTICIPATION

Participation means that you're willing to enter actively into the dynamic of the class by asking questions, answering questions, or otherwise responding to points of view offered by the teacher or other students.

Participation can mean agreeing with a point of view and re-stating it differently or adding something of your own to it.

Participation might also mean politely disagreeing with or challenging a point of view and explaining why.

Participation means you have something to say, no matter how small or large. Since there's no such thing as a dumb question in this class, the floor is open for anything that will help us learn.

Participation also means that when you don't understand a point of view, when you don't understand a question, when you don't understand what the teacher or another student is talking about – you speak up and ask about it. There are many ways to do this. Among other things, you might say:

- a. "Could you repeat that?" or
- b. "I'm not sure I understand that." or
- c. "I'm confused on this point." or
- d. "Could you say that in a different way?" or
- e. "Can you make it clear how this fits in with what we're doing?" or
- f. "What do I/we really need to grasp here in order to understand the point we're talking about?"

Keep in mind that I am not offended if you don't understand what I say, or if you don't agree.

Some action words that come to mind when we think about participation are: *respect, associate, combine, consolidate, contribute, help, cooperate, share, engage, merge, synthesize, connect, relate, link, blend, integrate, separate, divide, expand, etc.*

I will often ask if you're following me or understanding what I'm saying.

1. PLEASE: if you do not understand a particular point or subject under discussion or explanation, don't hesitate to stop me and have me explain more clearly or thoroughly.
2. I appreciate this kind of interruption because it's an opportunity for further learning on everyone's part.
3. Don't be shy. There's no such thing as a "dumb question." I want you to succeed, and I want you to learn as much as you can about the material we'll be exploring, but I can't read your mind to know whether you're comprehending or not. Don't complain later that I don't know whether you're understanding me or not of you haven't stopped me!

I *expect* your participation throughout the course. I do not give a grade for it.

## **DISCUSSION**

A related issue is “discussion.” I’m all for it, and I want to encourage as much of it as possible. What are some points to consider when we think about discussion? Here are some ideas:

1. Discussion in class involves students in general activities like conversation, exchange, dialogue, questioning, active listening, and asking.
2. Discussion also means students ponder, reflect, and think about the topic at hand.
3. Discussion requires that we address the issue at hand and explore it from different perspectives.
4. Discussion calls for us to inquire, analyze, assess, and evaluate ideas as clearly and precisely as we can.
5. Discussion is built on a foundation of mutual trust and respect.
6. Discussion implies a purpose or goal toward which the parties involved move.

An additional related topic is “**opinion**,” (a synonym is sometimes “interpretation”). One will often hear students claim “That’s my opinion,” or “I’m entitled to my own opinion,” or other similar statements which imply the end of the discussion on their part. Let me be clear about this: You are certainly free to have your opinions (interpretations) in this class. BUT, they are worthless and unacceptable unless they are presented in an open spirit and accompanied by intelligent reasons and explanation to back them up.

Sometimes, individual students may/will be assigned the responsibility for “opening up” particular sections of the readings. This means that when I call on you for an “opening” I want you to briefly take us through the major ideas of that section with a short summary.

At times, before class starts, I may ask you to talk to the person next to you to find out the most important thing that person learned from the homework. When class starts, I’ll go around the room and ask you to tell everyone what that person told you.

## **SOME TIPS ON READING & PREPARING FOR QUIZZES**

1. Reading is a discipline and an art. But anyone can acquire and master it.
2. Think of reading, not in terms of “mastering” a certain amount of data or knowledge, but as a conversation or a relationship where the text/book is like a person who speaks to you, who has something to say, and who – if you read carefully – will reward you generously with information and knowledge.
3. As you read, think about discovery. First, is there actually something you have in mind that you are hoping to discover by this reading? (Obviously, the reading assignment has a purpose connected to the class you’re reading it for. What is that purpose and what do you might discover by reading this material?) Or, as you read, what are you discovering? What’s new that you didn’t know before? Oftentimes, there’s actually quite a bit. Can you write this information down in a concise and simple way that makes sense to you? Perhaps you want to create a page or a paragraph or a section of your notes entitled “Discoveries.”
4. Take stock of your assignments and plan to set aside a good portion (perhaps several portions) of time to do them.
5. Sit at a desk or table where you can write, have access to pens, pencils, markers dictionary (Yes! Look up words you don’t know!), notebook, etc.
6. You need to have as few distractions as possible: no TV on, no music playing (iPod, etc.), no noise. Don’t read in bed.
7. Read out loud if you can, or read softly to yourself. The more senses (and parts of the body) you employ when studying, the more likely you are to retain what you study.
8. Read slowly and deliberately.
9. Is there (could there be, should there be, will there be) any connection or impact or meaning between what you’re reading/studying and your own life? Seeing and/or discovering these connections can make what you’re studying more significant and more memorable. Can you connect what you’re reading to what you already

know? This is another way to build.

10. Keep focused so that you always know where you are at any given moment.
11. Are you awake, are you getting enough sleep? Let's face it: if you're "burning the candle at both ends" or up till all hours of the night, you're quite liable to fall asleep when you're reading or studying. If this is the case, then at least try to do your reading and studying when you're most alert. Drink some coffee or tea to help you stay awake.
12. Try to visualize what you're reading. Use your imagination, give the reading a context, put yourself into the picture somewhere, be one or more of the characters, say the words they say or think their thoughts. What do you see, smell, taste, touch, hear, feel? We're visualizing and imagining all day long anyway (and probably all night, too!), so why not do it while you're reading/studying.
13. Another "trick" to remembering what you read is to think about teaching it or passing it on to someone else. What is important for them to know? How do you want to pass this on to them? How do you want to put it into words for them to understand it?
14. Don't highlight everything! This just defeats the purpose of highlighting. Highlight only what you think is most significant: "landmarks" in the text, important facts, significant ideas, useful images, etc. Use post-it notes, flags, stick-ons, tabs, etc., besides markers to give you quick access to what you think is important to remember. Write facts on index cards and keep a set for each assignment.
15. Write in the margins of your book, note page numbers so you can refer back to the text.
16. Stop frequently, even every paragraph or so – and ask yourself, "What's been going on here?" You might be tempted to think this is too simple, but this is really effective when you read. What you're really doing is reinforcing what you've just done with your eyes and what's just gone into your head. This helps you to remember.
17. What do you already know about what you're reading that this next/present reading assignment can build on? What foundation is already there from your previous reading, or from what you've already learned or discovered in class. Make the connection between what you've previously learned and what you're presently learning as you read and study. Think of a building that you're constructing. Each level upward has to be connected in some way to the level below so that everything will hold together.
18. If what you're reading simply doesn't make sense to you in general, please don't give up. Go back a bit to a previous assignment that may or will shed light on this one. Be patient with yourself. Or try to make a list of what particular items confuse you and raise these in class, confer with other classmates or friends, or ask your professor (call, e-mail, make a quick appointment, whatever works for you...). No professor wants you to not understand the material. I certainly welcome questions in class or otherwise that will make the material more clear and understandable to you. At the same time, professors aren't mind-readers. But please don't be afraid to talk with us about your assignment(s). Think of the cost of your education: you can't afford to be reluctant to ask for help! And please get over thinking that you've got to do everything on your own, and that if you ask for help you're a \_\_\_\_\_! (fill in your own blank.....) It's just not so, and this kind of thinking gets you nowhere but in trouble!
19. What distracts you, or what/who is worrying you or causing you anxiety or occupying your thoughts? These can get in the way of studying. Try to put these matters on the shelf temporarily while you're studying. And if you're hungry, please eat! Take a short break once in a while.
20. Stop frequently and turn important ideas or statements into questions. For example: The text might say: "She wore a green dress." You could write: "What was she wearing?" or "How was she dressed?" or "What did she have on?" etc. Write these questions down and mark the spot in the text where the answer is. This way you've manipulated the information in a new way and taught yourself something. You've reinforced what you've learned, and you've also created for yourself a little study sheet for the next quiz.

21. Another angle is to keep a “record” of every section of the homework assignment for a particular date. In other words, if there are 10 or 15 sections (readings or chapters, etc), then keep a short summary in a notebook of what the passage is about, what's going on there, why you think it's important, who are the major persons named there or who is the passage about, and what event or events are noted there, or what events are the passages about....etc..... Things like this will help you review when you get ready for the quizzes. Having written these things down and made your own summary, you are more likely to remember the material.
  
22. Think good thoughts about yourself as you're reading/studying. Be positive. You're a good person; you can do it; you can grasp it; you're intelligent, smart, perceptive; you're developing good skills of your mind; you're broadening your horizons; you're making good use of your education; and any other good and boosting thoughts you can think of.

# Calendar of Assignments and Readings

## Saints Yesterday & Today

Spring 2011 – Bro. Michael F. Meister, FSC

Abbreviations: **TOB** = *Tremor of Bliss* (On Blackboard); **MLS** = *My Life with the Saints*  
**DL** = *Damien the Leper*; **Q** = Quiz; **QASQ** = Quick All Saints Quiz

### F E B R U A R Y 2011

	Monday	Wednesday	Friday
<p><i>All Saints</i> readings for Week 1 (Blackboard): Catherine de Hueck Doherty, John Courtney Murray, Bd. Joan Delanou, St. Jeanne de Chantal, Blaise Pascal, Geert Groote, St. Abraham of Smolensk</p>	<p><b>Feb 7</b> Introductory Class Syllabus &amp; Calendar Course Perspectives. “Exploring the nature of holiness” (Handout)</p>	<p><b>Feb 9</b> Continued “Exploring...” and “The Holy Person In Comparative Perspective” (Handout)</p>	<p><b>Feb 11</b> <b>[QASQ #1]</b> “The Cult of the Saints and their Relics” (Blackboard)</p>
<p><i>All Saints</i> readings for Week 2 (Blackboard): Ignazio Silone, St. Rose of Lima, Simone Weil, St. Genesius the Actor, Anne Hutchinson, St. Monica, St. Augustine</p>	<p><b>Feb 14</b> Canonization: 1) “Apostolic Constitution – <i>Divinus Perfectionis Magister</i>,” 2) “Congregation for the Causes of Saints,” 3) “New Laws for the Causes of Saints” (Blackboard)</p>	<p><b>Feb 16</b> <i>TOB</i> – Introduction (Blackboard)</p>	<p><b>Feb 18</b> <b>[Q #1+QASQ #2]</b> <i>TOB</i> – Chapter 4: St. Perpetua (Blackboard)</p>
<p><i>All Saints</i> readings for Week 3 (Blackboard): St. John the Baptist, Bd. Jeanne Jugan, John Leary, François Mauriac, Bd. John du Lau &amp; Companions, St. Gregory the Great, Albert Schweitzer</p>	<p><b>Feb 21</b> <i>TOB</i> – Chapter 8: St. Teresa of Avila (Blackboard)</p>	<p><b>Feb 23</b> <b>[Reflection #1 due]</b> <i>TOB</i> – Chapter 2: St. Catherine of Siena (Blackboard)</p>	<p><b>Feb 25</b> <b>[QASQ #3]</b> <i>TOB</i> – Chapter 3: St. David (Blackboard)</p>
<p><i>All Saints</i> readings for Week 4 (Blackboard): Bd. Ramón Lull, Charles Péguy, E. F. Schmacher, Bd. Frédéric Ozanam, St. Peter Claver, Mother Teresa of Calcutta, Vinoba Bhave</p>	<p><b>Feb 28</b> <i>TOB</i> – Chapter 9: St. John of the Cross (Blackboard)</p>		

**MARCH 2011**

Monday		Wednesday		Friday	
		<b>Mar 2</b> Art of the Saints (PowerPoint)			<b>Mar 4</b> <i>[Q #2 + QASQ #4]</i> TOB – Chapter 10: St. John de Brebeuf (Blackboard)
<i>All Saints</i> readings for Week 5 (Blackboard): Stephen Biko, Dante Alighieri, Martyrs of Birmingham, St. Catherine of Genoa, James “Guadalupe” Carney, St. Hildegard of Bingen, Dag Hammar skjöld		<b>Mar 7</b> TOB – Chapter 11: St. Lazarus (Blackboard)	<b>Mar 9</b> TOB – Chapter 13: St. Thomas, Apostle (Blackboard)	<b>Mar 11</b> <i>[QASQ #5]</i> TOB – Chapter 14: The Virgin Martyrs (Blackboard)	
<i>All Saints</i> readings for Week 6 (Blackboard): St. Martin I, Henri Nouwen, St. Matthew, St. Maurice & Companions, Padre Pio, Margery Kempe, St. Sergius of Radonezh		<b>Mar 14</b> <i>[Reflection #2 due]</i> TOB – Chapter 15: Our Lady of Guadalupe (Blackboard)	<b>Mar 16</b> <i>[1<sup>st</sup> Paper assigned]</i> TOB – Chapter 17: St. Lawrence (Blackboard)	<b>Mar 18</b> <i>[Q #3 + QASQ #6]</i> MLS – Chapter 1: Introduction	
<i>All Saints</i> readings for Week 7 (on Blackboard): Jeremiah, St. Vincent de Paul, St. Lioba, Bd. Richard Rolle, St. Jerome, St. Therese of Lisieux, The Pilgrim		<b>Mar 21</b> MLS – Chapter 2: Joan of Arc	<b>Mar 23</b> MLS – Chapter 3: Thérèse of Lisieux	<b>Mar 25</b> <i>[QASQ #7]</i> MLS – Chapter 4: Thomas Merton	
<i>All Saints</i> readings for Week 8 (Blackboard): Agneta Chang, St. Francis of Assisi, Jonathan Edwards, St. Hugh, John Woolman, Penny Lernoux, Mollie Rogers		<b>Mar 28</b> MLS – Chapter 5: Ignatius of Loyola	<b>Mar 30</b> <i>[1<sup>st</sup> Paper due]</i> MLS – Chapter 6: Pedro Arupe		

## A P R I L 2011

Monday	Wednesday	Friday
		<b>Apr 1</b> <i>[Q #4 + QASQ #8]</i> MLS – Chapter 7: Bernadette Soubirous
<i>All Saints</i> readings for Week 9 (Blackboard): Alban Butler, João Bosco Bournier, Elizabeth Fry, The Syrophonician Woman, St. Callistus, St. Teresa of Avila, Cardinal Gaspar Contarini	<b>Apr 4</b> MLS – Chapter 8: Mother Teresa	<b>Apr 6</b> <i>[Reflection #3 due]</i> MLS – Chapter 9: Pope John XXIII
<i>All Saints</i> readings for Week 10 (Blackboard): St. Ignatius, St. Luke, St. Isaac Jogues, Jerzy Popieluszko, St. Malchus, Maura O’Halloran, St. Boethius	<b>Apr 11</b> MLS – Chapter 11: Peter	<b>Apr 13</b> MLS – Chapter 12: Thomas Aquinas
<i>All Saints</i> readings for Week 11 (Blackboard): Fritz Eichenberg, St. Edmund Campion, Noah, Desiderius Erasmus, St. Jude, Clarence Jordan, Fyodor Dostoevsky		<b>Apr 27</b> <i>[2<sup>nd</sup> Paper assigned]</i> MLS – Chapter 14: Joseph <i>Damien the Leper –</i> Chapters 2-3
		<b>Apr 29</b> <i>[QASQ #11]</i> MLS – Chapter 15: The Ugandan Martyrs <i>Damien the Leper –</i> Chapters 4-5

## M A Y 2011

Monday	Wednesday	Friday
<i>All Saints</i> readings for Week 12 (Blackboard): St. Alphonsus Rodriguez, All Saints, Léon Bloy, St. Martin de Porres, Raïssa Maritain, St. Hilda of Whitby, Little Sister Magdeleine of Jesus	<b>May 2</b> MLS – Chapter 16: Aloysius Gonzaga <i>Damien the Leper –</i> Chapters 6-7	<b>May 6</b> <i>[Q #6 + QASQ #12]</i> MLS – Chapter 18: Conclusion <i>Damien the Leper –</i> Chapters 11-12
<i>All Saints</i> readings for Week 13 (Blackboard): Albert Camus, John Duns Scotus. Kristallnacht Martyrs, St. Gertrude the Great, Søren Kierkegaard, Sor Juana Inés de la Cruz, Cardinal Joseph Bernardin	<b>May 9</b> <i>Damien the Leper –</i> Chapters 13-14	<b>May 11</b> <i>[2<sup>nd</sup> Paper due]</i> <i>Damien the Leper –</i> Chapters 15-17, & Epilogue
		<b>May 13</b> <i>[QASQ #13]</i> Final Perspectives Distribution of Halos!!!