### 1: 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, now whether we “converted” them, but 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.

### 2: TEACHING SCHEDULE & REACHING ME

I teach two classes in a row on Mondays, Wednesdays, and Fridays from 8:00am-10:10am. I have a faculty office upstairs on the 3rd floor of Dante Hall (#327). My formal office hours there are very short: Tuesdays and Thursdays from 9:00am - 10:00am. However, I also have an office in the Brothers’ Residence behind the Chapel. This is where you can almost always find me – I’m in this office most of the time during the day. The telephone number to this office is 631-4340; call me and we can set up an appointment immediately, or for a 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 track me down 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.

### 3: ATTENDANCE

Given the high cost of your tuition, you know that this course, along with your others, is costing you a considerable amount. You can do the math to figure out how much each course and then each class meeting is costing you. I expect you to fulfill your responsibility to attend each and every class, on time, with your text(s) and/or other materials, having read and pondered the assignment for that day listed in the calendar, being 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 this is a problem for you, you need to select another course ASAP. If you’re a member of an athletic team or involved in an activity that will necessitate your absence from class, we’ll need to negotiate; better yet, you may need to consider taking a different class.

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. If you commute, leave home early!

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 tardiness or absence (illness, family/personal issues, traffic, etc.), you may not make it up at a later date unless you are a student athlete or your absence is due to an other official academically certified event. In these latter cases you are required to provide me with an official letter from the Athletic Department or other event sponsor. Otherwise, holding tickets to games, tournaments, participating in Residence Hall Association events, etc. do not excuse you from your responsibility to be present in class.
4. 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 Saints 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 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.

5: WHAT WILL YOU GET OUT OF THIS COURSE?

Formal learning outcomes for this course include the following:
1. By doing hagiography, students will encounter Saints – ancient, modern, hidden, popular, unknown, heroic, old and young – and explore their lives in history, devotion, literature, art, symbolism, and in the tradition of the Roman Catholic Church.
2. Throughout the course, students 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 people’s relationship with God.
3. Students will quickly discover that Saints – though held up as models of exceptional virtue – are first of all flesh-and-blood human beings like themselves.
4. Students will compare and contrast the lives and experiences of scores of Saints, asking about the differences between martyrs and confessors and why these two designations are significant in hagiography.
5. Students will study and become familiar with the history of canonization from early forms of public acclamation by the faithful to the complex modern process.
6. They will read several modern texts on Saints – ancient and new – and their lives and discover the great variety of life-situations these individuals graced by their own struggles to find God and live lives of virtue.
7. Students’ familiarity with the ideals of the Gospels and other texts of both the New and Old Testaments from TRS-097 will interface nicely with this course and provide a foundation for their deeper understanding.
of Saints’ motivation to let the light of God shine through them.

8. By the end of the course, students will understand and be able to differentiate among the ways the ideals of the Gospel have been manifested within the historical/spiritual frameworks of martyrdom, monasticism, mysticism, pious living, and social activism.

9. Students’ progress will be measured by weekly quizzes and by their ability to write about, synthesize, and discuss key course themes in short reflection papers and longer formal papers.

Additional benefits – Students will:

1. develop a better understanding of 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 Roman Catholic 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. 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 will be: How is it possible that the Church can formally recognize sanctity in such very different personalities and lives?

9. write research papers 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; and

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

6. 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.
7. 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!

8. REFLECTION PAPERS

Every few weeks you will write a 1 to 2-page refection 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.

9. PAPERS

I encourage you to write your papers and reflections in the first person. In other words, the use of the word “I” is acceptable for this class because I will always be asking you to present your reflections and observations on the particular topic assigned. I encourage women students to use feminine pronouns instead of masculine ones in your papers if you so choose.

I will indicate the format parameters for the papers on the assignment page. Papers are to be thoroughly proof-read for correct spelling, grammar, and punctuation. If you compose your paper on a computer, always keep a copy (save your file frequently, and frequently print what you have worked on) until you get the original back from me. It is not necessary to turn in a draft of the paper first. What you give me on thedue date will be your final version. I am happy to discuss your ideas with you before you write the paper, but I do not read the papers before the final version is turned in. I'm also happy to discuss the paper after it's returned to you.

Late papers are unacceptable except for extremely good reasons and with advance notice. Start your paper as soon as you get the topic. Please don't wait till the last minute! Because of the nature of our investigations together, your papers will be read, judged, and graded on how you have handled the subject matter of the paper in the context of the topic and our reading and discussions in class. Facts are important, but just as important is the manner in which you present your insights and reflections, how you transition from one point to the next, how well you stick to the topic, etc. Remember, I am not a mind-reader, so it is important to be as clear as possible in everything you state in your paper. Don't “assume” anything. When in doubt, explain!

10. 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 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 with which YOU must wrestle 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!

I don’t drop “bad” quizzes/assignments, etc. The grade scale is broad enough that if you do poorly on a gradable item it won’t have a “huge” effect on your overall grade. But, do well on everything :) Also, I don’t give extra credit assignments. As you can see from the Calendar of Assignments, there’s already plenty of work to do. Focus on doing that well.

11: OFFICIAL...

Please remember that your e-mail address, “yourname@stmarys-ca.edu,” is your official conduit for information from the College and from all your professors – including me. You may well have a different and preferred address, but you are responsible for anything that comes to you via your SMC address. Make sure you check it frequently.

12. 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.

13. 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 Moodle. You are responsible for printing out, reading these, and bringing them to class. Along with these will be My Life with the Saints by James Martin (available in the Bookstore) and Damien the Leper by John Farrow (I will give you copies of this text). NOTE: I do not allow laptops, notebooks, iPads, tablet computers, etc. out/open/used during class. They are a distraction to me and to other students. I require that you have the paper/book version of the text(s) for this course, including those uploaded onto Moodle.

14. 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

15. SOME WAYS TO UNDERSTAND PARTICIPATION

NOTE THAT I DO NOT GIVE A GRADE FOR PARTICIPATION. However, here are some points that will give you a good perspective on it.
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 if you haven't stopped me!
I expect your participation throughout the course. I do not give a grade for it.

16. 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.

### 17. 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
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 pervious 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 2012 – Bro. Michael F. Meister, FSC

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

### FEBRUARY 2012

<table>
<thead>
<tr>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Saints</strong> reflections for Week 1 (Moodle): St. Gregory Palamas, St. Roque Gonzalez &amp; Comp., Ignacio Ellacuria &amp; Comp., St. Elizabeth of Hungary, Jacques Maritain, St. Mechtild of Hackeborn, Leo Tolstoy</td>
<td>Feb 6 Introductory Class Syllabus &amp; Calendar Course Perspectives. “Exploring the nature of holiness” (Handout)</td>
<td>Feb 10 <strong>[QASQ #1]</strong> “The Cult of the Saints and their Relics” (Moodle)</td>
</tr>
<tr>
<td><strong>All Saints</strong> reflections for Week 3 (Moodle): St. Joseph Pignatelli, Dorothy Day, Etty Hillesum, Charles de Foucauld, Maura Clarke &amp; Comp., St. Francis Xavier, Clement of Alexandria</td>
<td>Feb 20 TOB – Chapter 8: St. Teresa of Avila (Moodle)</td>
<td>Feb 22 <strong>[Reflection #1 due]</strong> TOB – Chapter 2: St. Catherine of Siena (Moodle)</td>
</tr>
<tr>
<td><strong>All Saints</strong> reflections for Week 4 (Moodle): Wolfgang Amadeus Mozart, St. Nicholas, St. Ambrose, Walter Ciszek, Bd. Juan Diego, Thomas Merton, Martyrs of El Mozote</td>
<td>Feb 27 TOB – Chapter 9: St. John of the Cross (Moodle)</td>
<td>Feb 24 <strong>[QASQ #3]</strong> TOB – Chapter 3: St. David (Moodle)</td>
</tr>
<tr>
<td></td>
<td>Feb 29 Art of the Saints (PowerPoint)</td>
<td>Mar 2 <strong>[Q #2 + QASQ #4]</strong> TOB – Chapter 10: St. John de Brebeuf (Moodle)</td>
</tr>
<tr>
<td>All Saints reflections for Week 5 (Moodle): Sister Alicia Domon, Micah, St. John of the Cross, St. Nino, Maude Dominica Petre, Dom Bede Griffiths, Isaac Hecker</td>
<td><strong>Mar 5</strong></td>
<td><strong>Mar 7</strong></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><em>TOB</em> – Chapter 11: St. Lazarus (Moodle)</td>
<td><em>TOB</em> – Chapter 13: St. Thomas, Apostle (Moodle)</td>
<td><em>QASQ #5</em></td>
</tr>
<tr>
<td><em>TOB</em> – Chapter 11: St. Lazarus (Moodle)</td>
<td><em>TOB</em> – Chapter 13: St. Thomas, Apostle (Moodle)</td>
<td><em>TOB</em> – Chapter 14: The Virgin Martyrs (Moodle)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Saints reflections for Week 6 (Moodle): Isaiah, Raoul Wallenberg, St. Peter Canisius, Chico Mendes, Rabbi Abraham Heschel, The Anointer of Bethany, Bd. Jocopone of Todi</th>
<th><strong>Mar 12</strong></th>
<th><strong>Mar 14</strong></th>
<th><strong>Mar 16</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Reflection #2 due</em></td>
<td><em>1st Paper assigned</em></td>
<td><em>Q #3 + QASQ #6</em></td>
<td></td>
</tr>
<tr>
<td><em>TOB</em> – Chapter 15: Our Lady of Guadalupe (Moodle)</td>
<td><em>TOB</em> – Chapter 17: St. Lawrence (Moodle)</td>
<td><em>MLS</em> – Chapter 1: Introduction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Saints reflections for Week 7 (on Moodle): St. Stephen, St. John, Holy Innocents, St. Thomas Becket, John Main, St. Melania the Younger, Mary, Mother of Jesus.</th>
<th><strong>Mar 19</strong></th>
<th><strong>Mar 21</strong></th>
<th><strong>Mar 23</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>MLS</em> – Chapter 2: Joan of Arc</td>
<td><em>MLS</em> – Chapter 3: Thérèse of Lisieux</td>
<td><em>QASQ #7</em></td>
<td></td>
</tr>
<tr>
<td><em>MLS</em> – Chapter 2: Joan of Arc</td>
<td><em>MLS</em> – Chapter 3: Thérèse of Lisieux</td>
<td><em>MLS</em> – Chapter 4: Thomas Merton</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Saints reflections for Week 8 (Moodle): St. Seraphim of Sarov, Takashi Nagai, Bd. Angela of Foligno, Lanza del Vasto, Jacques Ellul, Felix &amp; Mary Barreda, Galileo Galilei</th>
<th><strong>Mar 26</strong></th>
<th><strong>Mar 28</strong></th>
<th><strong>Mar 30</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>MLS</em> – Chapter 5: Ignatius of Loyola</td>
<td><em>1st Paper due</em></td>
<td><em>Q #4 + QASQ #8</em></td>
<td></td>
</tr>
<tr>
<td><em>MLS</em> – Chapter 5: Ignatius of Loyola</td>
<td><em>1st Paper due</em></td>
<td><em>MLS</em> – Chapter 7: Bernadette Soubirous</td>
<td></td>
</tr>
</tbody>
</table>
# APRIL 2012

<table>
<thead>
<tr>
<th>All Saints reflections for Week 9 (Moodle): St. Philip of Moscow, Evagrius Ponticus, Brother Lawrence, Mev Puleo, George Fox, Martin Niemoeller, St. Paul the Hermit</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Saints reflections for Week 10 (Moodle): Roberto de Nobili, St. Anthony of Egypt, St. Prisca, St. Marguerite Bourgeoys, Alessandro Valignano, St. Agnes, Alexander Men</td>
<td>Apr 11</td>
<td>Apr 13</td>
<td></td>
</tr>
<tr>
<td>All Saints reflections for Week 11 (Moodle): Mary Ward, St. Francis de Sales, St. Andrei Rublev, St. Paula, St. Angela Merici, St. Thomas Aquinas, Père Jacques Bunol</td>
<td>MLS – Chapter 8: Mother Teresa</td>
<td>[Reflection #3 due] MLS – Chapter 9: Pope John XXIII</td>
<td></td>
</tr>
<tr>
<td>All Saints reflections for Week 12 (Moodle): Mohandas K. Gandhi, St. Marcella, St. Brigid of Ireland, Alfred Delp, St. Aelred of Rievaulx, St. John de Britto, Pedro Arrupe</td>
<td>Apr 16</td>
<td>Apr 18</td>
<td>Apr 20</td>
</tr>
</tbody>
</table>

# MAY 2012

<table>
<thead>
<tr>
<th>All Saints reflections for Week 12 (Moodle): Mohandas K. Gandhi, St. Marcella, St. Brigid of Ireland, Alfred Delp, St. Aelred of Rievaulx, St. John de Britto, Pedro Arrupe</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Saints reflections for Week 13 (Moodle): St. Paul Miki &amp; Comp., Dom Helder Camara, Martin Buber, St. Caedmon, St. Scholastica, A.J. Muste, C.F. Andrews</td>
<td>Apr 30</td>
<td>May 2</td>
<td>May 4</td>
</tr>
<tr>
<td>All Saints reflections for Week 14 (Moodle):</td>
<td>[Q #5 + QASQ #10] MLS – Chapter 13: Francis of Assisi DL – Forward, Prologue, Chapter 1</td>
<td>[Reflection #4 due] MLS – Chapter 17: Mary DL – Chapters 8-10</td>
<td>[Q #6 + QASQ #12] MLS – Chapter 18: Conclusion DL – Chapters 11-12</td>
</tr>
<tr>
<td>All Saints reflections for Week 15 (Moodle):</td>
<td>May 7</td>
<td>May 9</td>
<td>May 11</td>
</tr>
</tbody>
</table>