INTRODUCTION

The purpose of this class is to study the genealogy of the Liberation movement in the history of Christianity focusing on Brazil. This movement has been tied to the reception of the Second Vatican Council in Latin America. The changes undertaken by the Contemporary Catholic Church may be compared in importance and consequences to the reformation of the XVI century.

One of the major challenges brought up by the Second Vatican Council was the return to the original Christian message marked by the prominence of the poor. As stated by Pope John XXIII: “In regards of the poor countries, the Church is presented as it is and wants to be: the Church of all but especially the Church of the poor.” This message had particular resonance in Brazil due to the history of the Brazilian church and the historical context of that country. This would be the core of this course.

OBJECTIVES AND STUDENT OUTCOME

After completing the course students should be able:

a) To have a comprehension of the Liberation Christianity in the Brazilian context. Although the course focuses on Brazil, the student will advance toward the comprehension of the Liberation movement in Latin American and globally and make comparisons.

b) Be aware of different historical processes that converge in the second half of the 20th century such as: the socioeconomic crisis of mid20 century, the new Brazilian Nationalism, the political transformations related to the Cold War, the society
transformation marked by the emergence of marginalized actors such as women, natives Amerindians, and black communities.

c) To understand the main ideas of the social teaching of the church and the impact of the Second Vatican Council, the CELAM’s conference and the development of the Base Communities and the development of new social movements (Los Sin tierra) and political parties such as the Partido dos Trabalhadores.

In order to reach these general learning objectives, students will have online classes and weekly goals, outcomes and assessments that will measure their knowledge and unit’s comprehension (please, look at the calendar, below).

Graduate students have to do a 20 pages final paper in three stages.

1- **Three pages paper**: Due the Second Week (this paper must present the topic to be developed into a final paper)
2- **Ten pages paper**: Due on the Forth Week (a continuation of the first, with a deeper analysis of the sources, of the bibliography, and further development toward the final paper)
3- **Final 20 pages paper**: Due on the Last Class.

**EXPECTATION FOR THIS COURSE**

This is a fully online course, meaning that all course work (100%) will be conducted online. Expectations for performance in fully online courses are the same as for traditional courses; in fact, fully online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Fully online courses are not independent study courses. You will be expected to interact online with the professor and your fellow students; to do assignments; to meet deadlines; and develop and present your research paper. In some fully online courses, you may be required to come to campus to take midterms and exams, but in most like this one, you will take your tests online. In the course content portion of blackboard power-point notes on some of the topics are posted. Also some required readings are posted in this portion of blackboard. Power points are not substitutes for readings. Both complement each other. Students need to be familiar with the material in both sources if they expect to do well in this course.

*This is an online course, meaning that most of the course work will be conducted on-line*

This course is meant to be offered also in Spanish and Portuguese.

**TIPS FOR SUCCESSFUL COMPLETION OF THIS COURSE**

- Follow up all on-line classes
- Read all the required reading for each class session.
- Present all required written papers on dead line.
- Log into the course information to check Course Mail every day.
- Take all quizzes and Exams Start your essays early
- Communicate with the instructor through Blackboard with any questions or concerns you have
- Utilize FIU’s academic resources and services; be proactive!
- Library-  http://library.fiu.edu/
- Center for Excellence in Writing- http://casgroup.fiu.edu/writingcenter/
- Online writing resource- http://owl.english.purdue.edu/

ASSESSMENTS (QUIZZES, EXAMS AND DISCUSSION BOARD ASSIGNMENTS)

Quizzes

A time-restricted, online quiz will be given on each week’s topic. The student can take each quiz three times, and the highest of the three attempts will be recorded. Even if the first attempt was successful, it is advisable to use all three attempts. Of course, the student will not be given the same quiz every attempt; the computer randomly chooses the questions from a quiz database. The midterm & final questions will be taken directly from this database. Thus, the more times students take the quiz, the more questions they will receive and the better prepared they will be for the exams. Students have 10 minutes to complete 10 questions for each quiz. They will be open and available anytime for one week, from Thursday to Fridays.

In order to mitigate any issues with your computer and online assessments, it is very important that you take the “Online Learning Practice Quiz” from each computer you will be using to take your graded exams. It is your responsibility to make sure your computer is compatible with Blackboard (http://www.webct.com/tuneup) and that it meets the minimum hardware requirements (http://online.fiu.edu/future_whats_required.html). Please take this practice quiz within the first 2 weeks of class.

Exams

Midterm and Final exam are both online, time-restricted examinations periods.

Written papers

Students must develop a final paper on three stages:

4- Three pages paper: Due the Second Week (this paper must present the topic to be developed into a final paper)
5- **Ten pages paper:** Due on the Forth Week (a continuation of the first, with a deeper analysis of the sources, of the bibliography, and further development toward the final paper)

6- **Final 20 pages paper:** Due on the Last Class.

**Requirements for all written work:**
All written work must be typed, double-spaced, and in 12 point font (written work submitted in large font will not be acceptable); and any citations should follow MLA format. These papers must be submitted by the deadline.

The Final Grade will be determined by a totally of points scored throughout the semester. These points will be converted into percentages [that is, Points scored by student/total number of points [200] x 100]. Please keep printed copies of all assignments and graded material. If you cannot produce your class material in a grade dispute, the grade recorded in the instructor’s grade book will take precedent. Students are required and responsible for all assigned text readings and material from Blackboard. Students are expected to check the Announcement and Assignment sections of Blackboard for this class at least every other day. Students who take this course are expected to have the skills necessary to complete all assignments. Essay Assignments must not be sent as attachments to the professor. They must be posted in the Assignment drop box. I will not grade them if you send them to me as attachments. If you have computer technology questions during the semester, you should contact the FIU Computer Help Desk.

*Note: I reserve the right to alter this syllabus if and whenever necessary.*

**COURSE REQUIREMENTS**

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**GRADES RANGE**

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**COMMUNICATION WITH THE INSTRUCTOR**

**E-MAIL**
All students are expected to use their FIU e-mail address/account for course correspondence. Like Blackboard, you are expected to check your FIU e-mail at least every other day for the duration of this course.
All e-mails sent to the instructor should reflect a professional tone.

**ACADEMIC AND CLASSROOM MISCONDUCT**
Students are expected to conduct themselves appropriately at all times. Behavior defined by the instructor as disruptive will not be tolerated. For a Web class, the above statement includes flaming, which is writing or sending inappropriate messages to the web areas of this course. All interaction with your instructor and your fellow students is expected to be appropriate. If any activity becomes disruptive, the instructor reserves the right to take appropriate action.

In addition, if a student turns in an assignment where the authorship is questionable (plagiarism), the instructor reserves the right to discuss this situation with the student, and if she/he is not satisfied that the assignment is the work of that student, a grade of “0” will be assigned.

**REQUIRED BOOKS**
The big majority of the reading materials will be uploaded. However due to copyright issues you have to buy the following books that are easy found through Amazon.


**CALENDAR**

<table>
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<tr>
<td>Introduction, Course overview, Brazil and its Catholic Church</td>
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**Readings:**

**Weekly objectives and outcomes:**
- General understanding of Brazilian history, geography and culture.
- The Brazilian church since colonial times until Dom Leme.
- Church-State relations.
- The particularities of Brazilian Catholic Church in comparison to Hispano American.
- Other religious expressions in Brazil.

**Assessments:**
Adobe connect
Self-introduction (instructor and students)

2nd WEEK
The Catholic Action, the Brazilian New Christendom

**Readings:**
- Bidegain. *From Catholic action to liberation theology*.
- Bruneau. The Revolution of 1930: Church and State reintegration, in *The political transformation of the Brazilian Church*.

**Weekly objectives and outcomes:**
- General understanding of Catholic Church in the turn out of the Century
- The implementation of the Catholic Action (the two models)
- Dom Leme and the role of men and women in the Brazilian Church
- Catholic Action in Brazil. Trends

3rd WEEK
Looking forward a National Church Organization

**Readings:**
- Serbin. Church-State reciprocity in the contemporary Brazil.
Weekly objectives and outcomes:
- From Dom Leme’s to Dom Helder Church leadership.
- The role of Brazilian lay people in the genesis of CNBB.
- The Eucharistic Congress and the birth of CELAM.
- New catholic Latin American networks and Brazilians participation.

Assessment Quiz # 1

4th WEEK
From Catholic Action to Liberation Christianity in Brazil.

Readings:
- Beezoz. Cristãos na Universidade e na Política, pp. 82-190.
- Bidegain AM. Participacion y protagonismo de las mujeres en la historia del catolicismo Latinoamericano, caps.8 y 9. pp 87-122.

Weekly objectives and outcomes:
- Aggiornamento and Vatican Council II.
- CELAM Second Conference, Medellin 1968.
- Emergence of Liberation Christianity in Latin America.

Assessment
2 - 3 pages paper due

5th WEEK
The Church and the governments before the dictatorship.

Readings:
- Bruneau. The church faces the modern world, 1950-1964, in The Political Transformation of Brazilian Catholic Church, pp. 55-104.
- Costa, Costa e Vera. MEB, Uma Historia de muitos.
- Freire Paulo. Pedagogía del Oprimido.

Weekly objectives and outcomes:
- Political history since 1930.
- Political situation in the sixties.
- The Church and the governments pre-dictatorship.
- Northeastern Catholic Church.
- MEB.
### Assessment
Seminar meeting through Adobe Connect

#### 6th WEEK
The Church's contradiction under the dictatorship

**Readings:**
- Dávila. Brazil road to development? In *Dictatorship in South America*.
- Antoine. *Church and Power in Brazil*.
- Betto. *Batismo de Sangue*.
- Bidegain. La Doctrina de la Seguridad Nacional, en *Nacionalismo, Militarismo y Dominación en América Latina*, pp: 147-163.

**Weekly objectives and outcomes:**
- Tradition, Family and Ownership.
- National Security Doctrine.
- Coup d'état.
- Repression and first reactions of the church.

### Assessment
Seminar meeting through Adobe Connect

#### 7th WEEK
Dom Hélder Câmara as Church leader and Prophet

**Readings:**
- Regan. *Why are they poor? Chapters 7, 8 and 9*, pp. 81-121.
- Camara. *Spiral of Violence*.
- Camara. *VaticanoII Correspondencia Conciliar*
- Piletti e Praxedes. *Dom Helder Câmara*.
- Pires. *Dom Helder Camara testemunho e profecia*.
- Câmara. *Universidad y Revolución*.

**Weekly objectives and outcomes:**
- Biography.
- Ideas. And Pastoral work
- Prophetic voice

### Assessment
Quiz # 2

#### 8th WEEK
2nd PAPPER DUE

**Assessment**
Seminar meeting through Adobe Connect to present and discuss 2nd Paper

#### 9th WEEK
Church’s Human Rights Defense and Democratization.

**Readings:**
- Serbin. Anatomy of a Death, in *Secret Dialogues*.
- Della Cava, *The Church and the Abertura*. 
Weekly objectives and outcomes:

- Opposition to dictatorship.
- International Networks.
- Students’ organization and other social movements.
- Church and re-democratization.

Assessment

Seminar meeting through Adobe Connect to present and discuss 2nd Paper

10th WEEK
Basic Ecclesial Communities.

Readings:

- Drogus. *Women, Religion and Social Change in Brazil’s Popular Church*.
- [http://kellogg.nd.edu/publications/workingpapers/WPS/205.pdf](http://kellogg.nd.edu/publications/workingpapers/WPS/205.pdf)
- Betto. O que é comunidade eclesial de base.
- Bidegain. *Participación y protagonismo de las mujeres en la historia del catolicismo Latinoamericano*, cap. 11, pp. 139-152.

Weekly objectives and outcomes:

- The role of Brazilian Religious orders and congregations developing CEBs
- Numbers, distribution in regions and dioceses and national organizations
- CEBs Social Movement and the Partido dos Trabalhadores’s origins

11th WEEK
Leadership and religious, social and political networks.

Readings:

- French. A Tale of Two Priests and Two Struggles.


- Löwy. *Guerra de dioses*, pp. 107-120.
- Bidegain. Las comunidades eclesiales de Base en la formación del Partido de los trabajadores.

Weekly objectives and outcomes:
Role of Brazilian laypeople and church leaders in religious and social action.
Groups and networks.
Geographical differences.
The Church and the problem of the land.
The progressive church, the PT and the World social Forum

Assessment
Quiz #9
12th WEEK
Church of the Poor, Liberation Theology and further developments.

Readings:
- Boff and Boff. Liberation theology.
- Boff. Nova evangelização.
- Boff e Muraro. Feminino e Masculino.
- Bingemer. El Rostro Femenino de la Teología.

Weekly objectives and outcomes:
- From Catholic Action to the Church of the Poor.
- Influence of Brazilian Youth Catholics in Gustavo Gutiérrez’s thoughts
- Historical Protestantism and Liberation theology.
- Role of Brazilian religious women in the development of the Church of the poor.
- Brazilian Liberation and Feminist theologians.
- Interreligious dialogue, black and indigenous theology.

13th WEEK
Liberation Theology facing Political and Ecclesiastical Repression

Readings:
- Nagle. Liberation Theology’s Rise and Fall.
- Vásquez. The Brazilian Popular Church and the Crisis of Modernity, pp. 55-127.
- Rocha. Ganhando o Brasil para Jesus.
- Grigulévich. La Iglesia Católica y el Movimeinto de Liberación en América Latina. Capítulos IX y X.

Weekly objectives and outcomes:
- Political changes in the eighties.
- Wojtyla reign and the nomination of conservative bishops.
- Silencing Helder Camara, Leonardo Boff and Ivonne Guevara
- Church’s inconsistences and contradictions.
- Pentecostalism presence and development.

Assessment
Quiz #4

14th WEEK
Contemporary Brazilian Church and the New Theological Agenda.

Readings:
Weekly objectives and outcomes:
- The Church since the eighties and the legacy of the currents inside the Church.
- The secularization process and the challenges of new religious movements.

15 WEEK
The Brazilian Religious Experience and its legacy

Readings:
- See also: http://abahlali.org/node/4890

Weekly objectives and outcomes:
- Intellectual legacy of Liberation Theology in several fields
- The influence of Liberation Theology in Postcolonial Studies.
- The Brazilian Church’s experience and the Latin American “Indigenismo”

Assessment
Seminar meeting through Adobe Connect to present and discuss the final Paper

16 WEEK
FINAL PAPER DUE
Seminar meeting through Adobe Connect to present and discuss the final Paper

READING

English:


Português:


**Español:**


Bidegain, Ana Maria. Las Comunidades Eclesiales de Base (CEB) en la creación del Partido dos Trabalhadores (PT), en *Historia Crítica*, N. 7, ene-jun 1993. [92-109]


**FURTHER READINGS**

**Latin America**


**Church and politics in mid-20 century**


**Dom Hélder Câmara**