INTRODUCTION

The purpose of this course 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 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.

GOALS AND STUDENT OUTCOME

After completing the course students should be able to have

- A comprehension of the Catholic church in the Brazilian context in the 20th century.
- Understand the complexity of this historical processes that converge there including the political transformations related to the Cold War, socioeconomic crisis of mid20 century, and the repercussion of the Second Vatican II
- Be aware of the emergence of marginalized actors such as women, natives Amerindians, and black communities, among others.
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).

**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. This is a seminar course, even though it is teaching on-line. 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 present your evaluations online. In the course content portion of blackboard power-point notes on some of the topics are posted. Also the required readings are posted in this portion of blackboard. Power points and videos 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.

**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 each Monday.
- Read all the material to be prepared to participate in the Discussion Forum.
- Start your essay early and follow all the steps proposed get good results.
- Communicate with the instructor through Blackboard message or Adobe connect each Monday 8:AM – 9:AM with any questions or concerns you have.
- Utilize FIU’s academic resources and services; be proactive!
- Library- [http://library.fiu.edu/](http://library.fiu.edu/)
- Center for Excellence in Writing- [http://casgroup.fiu.edu/writingcenter/](http://casgroup.fiu.edu/writingcenter/)
- Online writing resource- [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/)

**ASSESSMENTS (DISCUSSION BOARD ASSIGNMENTS)**

**Discussions Board Seminar**

We will have weekly meetings through Discussion Board
First week: On-line self-introduction. Students will be asked to introduce themselves to the Class. Students have the opportunity to do questions and comments on the syllabus to start the course without difficulties.

**Online seminar through Discussion Board**

As this is an online seminar course, each week all the students have to read all the materials to be preparing to participate. Each week, on Mondays, the professor will assign three students to make questions from one of the week assigned articles or book chapters and other three students will be assigned to develop the answers. Other three students will be required to do revisions or comments on the questions and answers. The questions have to be uploaded on Wednesdays, to be answered on Fridays and to be reviewed by Sundays. Each Monday the professor will assign students task for each week. The professor will take care of giving to all the students the same opportunity to participate uploading the requested task. At least each student will be required to participate 10 times during the semester.

Each post will be graded. Each discussion is worth 8 points. To receive all possible points, a posting must be on time, be easy to read, free of careless mistakes, and appropriately address the issue(s) or question(s) presented by the instructor.

**Research Paper and IPeer:**

All the undergraduate students will be requested to write a small essay (10 pages) on their choice, from a list of topics proposed by the professor. The list of topics will be posted the first week of class. The undergraduate essay has to be uploaded by the students on the 14th week of class to be revised by other three undergraduate students through I-PEER. The essay is worth 20 points.

**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.

**Final Grade**

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 according to the number of students that will take the course.*

**COURSE REQUIREMENTS**

- Discussion Forum (10) 80%
- Research Paper 20%
- **Total** 100%

**GRADES RANGE**

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**COMMUNICATION WITH THE INSTRUCTOR**

**E-MAIL AND ADOBE CONNECT**
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 and to your classmate should reflect a professional manner. If needed you can request an appointment for a personal meeting with the professor through the Religious Studies Secretary.

**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 reading materials will be linked or uploaded but easily found on-line.

See Recommended Bibliography at the end of the Syllabus.

CALENDAR

1st Week  (January 9-15)

Introduction to the course and to the study of Brazilian History

Assessments: Sharing through Discussion Forum

Self-introduction (instructor and students)
Questions and comments on the syllabus

Weekly outcomes:

- Understanding course requirements and mayor learning goals established in the syllabus.
- General understanding of Brazilian history, geography and culture.

Readings:

2nd Week  (January 16-22)

The Brazilian Catholic Church History-Colonial Times

Weekly outcomes:

Understanding: 1) the role of Catholic Church under the Protuguese Empire.
2) Popular religiosity and religious diversity in Colonial Brazil

Reading:

- “Church and State Relations in Latin America” The Cambridge Dictionary of Christianity, pp. 242-246

3rd Week (January 23 -29)

The Brazilian Catholic Church History under the Empire until its transformation under Dom Leme’s leading.

Weekly outcomes:

Understanding: 1) State control of the Catholic church under the Brazilian Empire 2) The church welcomes and support to the independency process. 3) Particularities of Brazilian Catholic Church in comparison to Hispano American Church experiences.

Readings:

4th Week  January 30- Feb 5

The Catholic Action, the Brazilian New Christendom

Weekly outcomes:

- General understanding of Catholic Church in the turn out of the Century.
- 2) The implementation of the Catholic Action (the two models of Catholic Action)
- 3) The role of men and women in the Brazilian Church

Readings:


5th Week  Feb 6-12

Looking forward a National Church Organization the role of the Laity.

Weekly outcomes:

- 1) From Dom Leme’s to Dom Helder Church leadership.
- 2) The role of Brazilian lay people in the genesis of CNBB.
- 3) The 1955 Eucharistic Congress and the birth of CELAM.
- 4) New catholic Latin American networks and Brazilians participation

Readings:


Additional Readings
- Desan Scopinho S Carlos. *O Laicato na Primeira Conferencia Episcopal Latinoamericana.* (1968)


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**6th Week Feb 13-19**

**From Catholic Action to Liberation Christianity in Brazil.**

*Weekly outcomes:*

Aggiornamento and Vatican Council II.
CELAM Second Conference, Medellin 1968.
Emergence of Liberation Christianity in Latin America

*Readings:*


  [https://kellogg.nd.edu/publications/workingpapers/WPS/006.pdf](https://kellogg.nd.edu/publications/workingpapers/WPS/006.pdf)
Further Readings

- Bidegain AM. Participacion y protagonismo de las mujeres en la historia del catolicismo Latinoamericano, op cit caps.8 y 9. pp 87-122. (to be uploaded)

7th Week Feb 20-26

The Church and Governments relationships before the Dictatorship.

Weekly outcomes:

- Political situation in the sixties.
- The Church and the governments pre-dictatorship.
- Northeastern Catholic Church.
- MEB. (Base Education Movement)

Readings:


Further Readings

- Mainwaring. The church from 1916 to 1964, in The Catholic Church and Politics in Brazil 1916-1985, pp. 25-75. (to be uploaded)
- Freire Paulo. Pedagogía del Oprimido. Pedagogy of the oppressed

8th Week Feb.27 – March 5
The Church’s contradictions under the dictatorship

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

Readings:

Further readings
  http://www.dhnet.org.br/verdade/ressistencia/betto_batismo_de_sangue.pdf
- Bidegaín. La Doctrina de la Seguridad Nacional, en Nacionalismo, Militarismo y Dominación en América Latina, pp: 147-163. To be uploaded

9th Week March March 6-12

Dom Hélder Câmara as Church leader and Prophet

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

Readings:
- Câmara Hélder Spiral of violence London, 1971
- Regan, David. 2002. Why are they Poor? Helder Câmara in Pastoral Perspective. Münster: Lit Chapters 7, 8 and 9, pp. 81-121. (to be uploaded)
- Patrick J. Leonard “Bibliography of Helder Camara” Latin American Research Review, Vol. 10, No. 2 (Summer, 1975), pp. 147-
Basic Ecclesial Communities. Building up the church of the Poor

Liberation Theology’s development in Brazil and Latin America

Weekly 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

Readings:

- Bruneau. Brazil: the Catholic Church and Basic Christian Communities, in Levine, Religion and Political Conflict in Latin America, pp106-123. (To be uploaded)

Further readings

- Bidegain. Participación y protagonismo de las mujeres en la historia del catolicismo Latinoamericano, cap. 11, pp. 139-152. (To be uploaded)
- Frei Betto. O que é comunidade eclesial de base. Book
12th Week March 27 – April 2

Liberation Church Movement facing Political and Ecclesiastical Repression

Weekly 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.

Readings

Further reading

- Vásquez. The Brazilian Popular Church and the Crisis of Modernity, pp. 55-127.

13th April 3-9

Church’s Human Rights Defense and Democratization.

Weekly objectives and outcomes:

Opposition to dictatorship and Human Rights Defense.
The role of International Networks, Students’ organization and other social movements.
The Brazilian Catholic Church and the process re-democratization.

Readings:


Further Readings
14th week April 10-17

Leadership and religious, social and political networks.

Weekly outcomes:

- Role of Brazilian’ laypeople and church leaders in religious and social action.
- Groups and networks.
- The Church and the problem of the land.
- The progressive church, the PT and the World Social Forum

Readings:


Further Readings:


- 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]
The Brazilian Religious Experience and its legacy.

**Weekly 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”

**Readings:**


**Further Readings**