Proposal for a New Course

School/College Click to select

Div./Dept. in Which Taught CAS Chemistry & Biochemistry

CHS 5 1st Digit Alpha Prefix

Last 3 Digits “C”-lec-lab

Cr. Hrs. “L”-Lab

CIP Code (Leave this blank):

Grading Method (select one): ☐ Graded ☐ Pass/Fail

Course Title Topics in Radiochemistry

Abbreviated course Title (for computer class schedules, transcripts) TOPICS IN RADIOCHEMISTRY

Statewide Course Numbering Subject Matter Area

Catalog Description/Major Topics (not to exceed 200 characters including spaces)

College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

A comprehensive treatment of principles and applications of radiochemistry including: types of radionuclides, radioactive decay and decay modes, radiation detection, counting Statistics, dose determination, hazards from radiation and nuclear applications in medicine, national security, energy, and environmental management.

Attach detailed syllabus course outline and course justification on separate page(s).

Prerequisite(s): Graduate Student Status and CHM 3411 (Physical Chemistry II) or equivalent course.

Corequisite(s):

Objective(s) of Course:

The class aims to offer both an overview of radiochemistry principles and advanced concepts, and an in-depth treatment of current topics and applications, such as Nuclear Energy, and Nuclear Medicine.

Does this course duplicate/overlap other courses at FIU? ☐ No ☐ Yes

If yes, please explain:

What other closely related department(s) have been consulted about this course?

Department of Physics, Department of Biomedical Engineering

Proposal Requested By:

Faculty Contact

(Type name) JEFFREY A. JOENS

(Signature) 1/1/2012

(E-mail address) JIOENS9@FIU.EDU

(Phone number) 3121

Chairperson (Dept./Div.)

(Department name) DAVID C. CHATFIELD

(Signature) 1/1/2014

Chairperson (Curr. Comm.)

(Department name) 

(Signature) 

College/School Dean

(Department name) 

(Signature)
CHM-5XXX Topics in Radiochemistry

Credits: 3  Instructor: Konstantinos Kavallieratos (CP 326), tel: 348-6034, email: kavallie@fiu.edu
Class website: http://www.fiu.edu/~kavallie/CHM5XXX.htm
Check the class site frequently for up-to-date calendar, class announcements, and useful links for the class.

Prerequisites: Graduate Student Status and CHM 3411 (Physical Chemistry II), or equivalent course.

Class meets on: TR 400pm-515pm at OE105. Class starts always on time. Attendance of the lectures is required. The lectures will include material, which is not in your textbook and will be required for exams. Any use of mobile devices, including cellphones during class is strictly prohibited.

Textbook: "Radiochemistry and Nuclear Chemistry" by Jan Rydberg, Jan-Olov Liljenzrin, Gregory R. Choppin (John Wiley & Sons), 4th Ed., 2013 plus material provided by instructors.

Office Hours: Tuesdays and Thursdays 3:00 pm-03:45pm or by appointment.

Learning Objectives: 1) Through understanding of decay process involving common radionuclides 2) Solution of problems with radioisotopes and isotopic composition and decay 3) Mastery of principles of Radiochemical Techniques and Analysis, 4) Familiarity with modern problems in Radiochemistry, including problems related to nuclear energy, nuclear medicine, and environmental cleanup.

Learning Outcomes: After the end of the class the students will have 1) Mastery of solving problems involving radioisotopes 2) Familiarity with Radiochemical Separations and Analysis 3) Awareness of radiochemical problems and applications in modern society.

Material, Homework and Grading: See tentative calendar below for units to be covered and the corresponding textbook chapters. The grade for the class will be based on homework/special project participation grade (20%), one midterm exam (40% of the grade), and a cumulative final exam (40%). It will also be required to lead a special project on a current radiochemistry problem (for instance in the areas of nuclear medicine, nuclear energy, national security, or environmental management), provide monthly reports on the progress and a final report at the end of the class. The special projects will be selected to encourage team work and collective problem solving among the students. The exam dates on the calendar should be considered firm, and there are no make-up exams. This is an advanced, fast-paced class, therefore it is strongly recommended to read parts of text or other assignments in advance to familiarize
Broader units to be covered (see tentative calendar for details): 1) Radiochemistry Overview, 2) Types of Radionuclides, 3) Radioactive Decay and Decay Modes, 4) Detection of Radiation, 5) Counting Statistics, 6) Dose Determination, 7) Hazard from Radiation, and 8) Nuclear Applications in Nuclear Medicine, National Security, Nuclear Energy, and Environmental Management.

**CHS 5XXX Nuclear and Radiochemistry Tentative Calendar**

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Material to be covered:</th>
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<tr>
<td>T XXX</td>
<td>Chapter 1: Introduction to class and Radiochemistry</td>
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<td>Th XXX</td>
<td>Chapter 2: Atomic Structure, Composition of Nuclei, and Nuclear Properties</td>
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<td>T XXX</td>
<td>Chapter 2: Mass and Binding Energy Systematics and Nuclear Shell Structure</td>
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<td>Th XXX</td>
<td>Chapter 3: Instability of Nuclei and Alpha Decay</td>
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<td>T XXX</td>
<td>Chapter 3: Spontaneous Fission, Beta Decay</td>
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<td>Th XXX</td>
<td>Chapter 3: Gamma Transitions</td>
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<td>Chapter 4: Nuclear Reactions Energetics and Cross Sections</td>
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<td>Th XXX</td>
<td>Chapter 4: Nuclear Reactions Type of Experiments and Reaction Models and Mechanisms</td>
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<td>T XXX</td>
<td>Chapter 4: Low Energy Reactions and Fission</td>
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<td>Chapter 4: High-Energy Reactions and Heavy-Ion Reactions</td>
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<td>T XXX</td>
<td>Chapter 5: Equations of Radioactive Decay and Growth</td>
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<td>Chapter 6: Interaction of Radiation with Matter</td>
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<td>Chapter 7: Gaseous Ion Collection Methods and Detectors</td>
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<td>Chapter 7: Instrumentation and Calibration</td>
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<td>Chapter 8: Target Preparation and Chemistry</td>
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<td>Chapter 8: Activity Measurements, Determination of Half-Lives and Decay Schemes</td>
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<td>Chapter 8: In-Beam Studies and Desintegration Rates Determination</td>
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<td>T XXX</td>
<td>Chapter 9: Statistical Considerations in Radioactivity Measurements</td>
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<td>Chapter 10: Nuclear Models</td>
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<td>T XXX</td>
<td>Chapter 11: Tracers in Chemical Applications, Analytical Applications and Hot-Atom Chemistry</td>
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<td>Chapter 11: Applications to Nuclear Medicine</td>
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<td>Chapter 11: Artificially Produced Elements</td>
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<td>Chapter 14: Nuclear Energy</td>
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<td>T XXX</td>
<td>Applications to National Security and Environmental Management</td>
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<td>Special Project Presentations Part 1</td>
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<td>Special Project Presentations Part 2</td>
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<td>Review for Final Exam</td>
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<td>T XXX</td>
<td>Final Exam</td>
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Course Justification
The proposed course has been developed in support of the University's new interdisciplinary nuclear initiative, and has been developed with funding by the Nuclear Regulatory Commission, via a curriculum development proposal. Specifically, the course is intended to provide a much needed elective for graduate students in both the Department of Chemistry & Biochemistry and also for the Department of Physics. Within the department of Chemistry & Biochemistry this is considered an interdisciplinary course both within the Inorganic and Physical divisions, which also presents topics of strong interest for Analytical and Environmental Chemists, and can also support our newly established Ph.D. with an Environmental Track. Students in our Biochemistry Ph. D. program with an interest in Nuclear Medicine may also have an interest to elect this course. The University has committed to an increasing focus on the Nuclear and Radiochemistry area, which presents many employment opportunities for FIU graduates in both the undergraduate and graduate levels. This University support is materializing with the proposed creation of a new Masters in Applied Radiological Sciences (MARS) program, an interdisciplinary program that this course is also expected to support in the future. This is a cross-listed class with the upper-level undergraduate class “CHS4100 Radiochemistry”. Yet the requirements for graduate students are at a higher level requiring them to lead an independent literature project. No similar courses for graduate students (and upper level undergraduates) are offered currently from other departments within FIU in this topic.
FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

School/College: Arts and Sciences
Div./Dept. in Which Taught: Department of Criminal Justice

CCJ 3 3
Prefix 1st Digit Last 3 Digits "C"-lec-lab "L"-Lab Cr. Hrs.

CIP Code (Leave this blank): __________

Grading Method (select one): □ Graded □ Pass/Fail

Course Title: Professional Development in Criminal Justice

Abbreviated course Title (for computer class schedules, transcripts)

Professional Development

Statewide Course Numbering Subject Matter Area: Criminal Justice

Catalog Description/Major Topics (not to exceed 200 characters including spaces)
College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

An overview and exploration of development of the criminal justice profession.

Attach detailed syllabus course outline and course justification on separate page(s).

Prerequisite(s): None
Corequisite(s): None
Objective(s) of Course:
See attached.

Does this course duplicate/overlap other courses at FIU? □ No □ Yes
If yes, please explain: ____________________________________________

What other closely related department(s) have been consulted about this course?
None

PROPOSAL REQUESTED BY:
Faculty Contact: Rosa Chang
(rechang@fiu.edu) 348-5523

Chairperson (Dept./Div.): Lisa Stolzenberg
(Phone number)

Chairperson (Curr. Comm.): Ken Furton

College/School Dean: Ken Furton

mit one original form. Attach one copy of the course syllabus containing: course description, objectives, learning outcomes, etc.
CCJ 3XXX Professional Development in Criminal Justice (3)
Department of Criminal Justice
Florida International University

COURSE DESCRIPTION

An overview and exploration of development of the criminal justice profession. This course will examine the historical changes, present-day issues, and future directions of the criminal justice profession. Additionally, this course will also focus on various topics related to the individual professionals and their interconnectivity with the system's structure, operation, and function. Throughout the semester, students will critically examine the role of the various criminal justice professionals.

OBJECTIVES

Students who enroll in this course will:
• Gain information of the historical development of the criminal justice profession within all three components of the system (police, courts, and corrections).
• Become familiar with the various professionals found in the informal and formal processes of the criminal justice system (police, diversion, courts, specialized courts, corrections, and community corrections).
• Expand their comprehension of the intricacies between the micro- and macro-level of the criminal justice system.
• Acquire understanding of the connectivity of the criminal justice profession, the criminal justice system as a social institution with other social agents and agencies.
• Gain knowledge of the present-day issues faced by criminal justice professionals.
• Learn the techniques to complete a professional career portfolio.

LEARNING OUTCOMES

After completing the course students will be able to:
• Summarize and explain the events and pioneers that help evolutionized the criminal justice profession.
• Articulate the characteristics of the various professions within the criminal justice system.
• Explain the relationship between the criminal justice professionals and the macro-structure of the system.
• List the various social institutions related to the criminal justice profession and the system.
• Evaluate the various professions and their ever changing role within the system and society.
• Use the information learned to create an individualized professional career portfolio.

MAJOR TOPICS

1. Events that evolved the criminal justice professions within police, courts, and corrections
2. Pioneers agents of change in the criminal justice system
3. Criminal justice professionals: past, present, and future
4. Exploring the criminal justice professions
5. Creating an effective and individual professional career portfolio

**COURSE MATERIALS**

- Criminal Justice Pioneers in U.S. History. Author: Mark Jones.
- Careers in Criminal Justice and Other Related Fields. Authors: J. Scott Harrs & Kern M. Hess.
- Who Moved my Cheese? Author: Spencer Johnson.
- Other applicable websites and materials related to development in professions in the criminal justice system and in general.
- Other applicable website and materials related to professional portfolios.
**Proposal for a New Course**

**School/College**  Arts and Sciences  
**Div./Dept. in Which Taught**  English

<table>
<thead>
<tr>
<th>ENG</th>
<th>4</th>
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**CIP Code (Leave this blank):**

**Grading Method (select one):**  
- [ ] Graded  
- [ ] Pass/Fail

**Course Title**  Contemporary World Cinema

**Abbreviated course Title (for computer class schedules, transcripts):**  Contemp Wld Cinema

**Statewide Course Numbering Subject Matter Area**  ENG

**Catalog Description/Major Topics (not to exceed 200 characters including spaces)**

College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

A study of British and Foreign-language films concentrating on films of the era since the global market has allowed films from different cultures to gain a worldwide audience.

Attach detailed syllabus course outline and course justification on separate page(s).

**Prerequisite(s):**  ENG 4121 and FIL 3006 are preferred but not required

**Corequisite(s):**

**Objective(s) of Course:**

Students will gain a deeper understanding and appreciation of world cinema and learn to think critically and analytically about contemporary world cinema in an informed, reflective and scholarly way

**Does this course duplicate/overlap other courses at FIU?**  
- [ ] No  
- [ ] Yes  

If yes, please explain:  

**What other closely related department(s) have been consulted about this course?**  
Modern Languages, International Relations

**OPOSAL REQUESTED BY:**

**Faculty Contact**  Barbara Weitz  
(Type name)  (Signature)  
weitzb@fiu.edu  
(Email address)  (Phone number)  
11 / 20 / 2013

**Chairperson (Dept./Div.)**  James M. Sutton  
(Type name)  (Signature)  
11 / 20 / 2013

**Chairperson (Curr. Comm.)**  
(Type name)  (Signature)  
11 / 20 / 2013

**College/School Dean**  
(Type name)  (Signature)  
11 / 20 / 2013
From its humble beginnings as a novelty in a handful of cities, cinema has risen to become a billion-dollar industry and the most spectacular and original contemporary art form. After World War I and into the early 1920s, America was the leading producer of films in the world.

By the end of the Second World War, a growing segment of the American film-going public was wearying of mainstream Hollywood films and began to seek out something different. In major cities and college towns across the country, art film theaters provided a venue for alternatives to the films playing in main-street movie palaces: British and foreign-language films, as well as documentaries were introduced to a wider American audience. While the sub-titles alert us to our entry into another world, this slight disturbance on the screen is much less important than our examination of that world. Can we do more than merely observe its time-and place-bound issues? Can we actually enter into this strange "other" and attempt to understand it? The cinematic stories and the societal traditions they mirror (which tend to be country-specific), along with the human elements within them (which tend to be universal), are invaluable aids in this endeavor. Culture clash is possible at every turn, but the bridge to understanding and larger tolerance of "the other" is open precisely when we dare cross into it. We can interpret fairly only when we understand, and we can understand only when we know. In learning about international diversity, foreign cinema is both an excellent partner and a pragmatic tool.

What to expect from the professor
The professor will not insult your intelligence by expecting less from you than college-level work.
The professor will provide suggestions, feedback, and critical evaluation concerning all aspects of the learning process both in and outside of class.
The professor will read papers and/or exams to provide feedback and will evaluate these fairly, honestly, and constructively.
The professor will challenge you to think and ask Why?
The Professor will respect all students by discussing and evaluating ideas and not personalities--and will expect no less from the members of the class.
The professor will strive to maintain a bias-free classroom that judges the merit of ideas not individuals. She will expect that all members of the class respond to each other respectfully. Students who do not conduct their intellectual work respectfully will be asked to leave the class.
The Professor will bring not only her expertise but also her enthusiasm for learning to our classroom environment and expects no less from her students.
Subject Objectives/ students are expected to:

1. learn to think critically and analytically about contemporary world cinema in an informed, reflective and scholarly way.
2. demonstrate critical understanding of the contemporary theoretical issues on understanding cinema as a cultural practice.
3. examine factors that help shape the operation of the variety of cinemas around the world.
4. advance in oral and written forms, arguments true in support of the aesthetic and contextual qualities of a particular film at an advanced level.
5. Gain a deeper understanding and appreciation of world cinema.
6. Understand film theory and technique; discover and understand what makes some films work and some not by analyzing foreign films.
7. Engage students on selected issues shared worldwide and issues specific to other parts of the contemporary world

Subject Outcomes/At the completion of this course, students are able to:

1. Select appropriate theories and concepts with which to analyze various aspects of world cinema
2. Demonstrate an awareness of contemporary issues and debates in a variety of national cinemas
3. Demonstrate an understanding of the impact of political, economic and technological developments on film texts and national cinemas
4. Develop analytic criteria for evaluation of films.
5. Improve critical thinking and writing skills.
6. Understand and synthesize aesthetic and critical principles of cinema in relationship to film traditions and world issues.
7. Deepen cultural understanding by exploring how film is a lens or prism used to view and experience events and eras across the globe.

Links to Helpful Sites:

GRADING POLICIES
Attendance and Tardy Policy: “90% of success is just showing up”—Woody Allen

Regular attendance in this class is MANDATORY, especially in a DOUBLE class when each class is, in effect, equal to 2 1/3 classes for normal schedules. In addition, since assignments may be given out on a daily basis and I will inevitably make changes to the syllabus, it would behoove you to be present for these announcements. Please be on time and stay for the entire class period. If you arrive late, it is your responsibility to talk to me after class to avoid being marked absent. Absenteeism as well as excessive tardiness will adversely affect your grade.

Plagiarism: Academic dishonesty of any kind will not be tolerated. This includes cheating on quizzes or exams as well as plagiarism. Plagiarism is a specific form of cheating defined as using as one’s own, without proper citation, words and/or ideas expressed by others in public arenas such as (but not restricted to) print, electronic publications, and scholarly lectures. It is your responsibility to be knowledgeable about this topic. Please be aware that there are numerous ways to detect plagiarism beyond the instructor actually identifying the source of the plagiarism. Plagiarism is easy now that so much information is available on the web. Remember that I also have access to the web and I will fail and report any student careless enough to get caught cheating. Plagiarism wastes my time and yours—if you are experiencing any kind of difficulty in completing an assignment, PLEASE see me as soon as possible. I will consider instituting the policy on student academic dishonesty for any case of plagiarism I
Evidence of cheating, plagiarism or fabrication of sources will result in a failing grade for the course and report to the appropriate University authorities.

**Late Papers and Assignments:** All assignments are due before the beginning of class time (10:59 am). The grade will be dropped one point for each 24 hour period it is late after that. I have little sympathy for people who come to class the day a paper is due asking for an extension. I know that PCs crash and MACs sometimes don’t obey, files get deleted and cars break down, but please find a way to prevent or work around these errors. Starting an assignment well in advance is a good start.

**Preparation/Participation:** I expect you to come to class prepared. If a reading is due, make sure you have read the chapter and are prepared to discuss it. Responding to readings, films, and assignments through class discussion is an explicit part of this course, crucial for making it successful and enjoyable. Class attendance is very important for your final grade.

**Responsibility of student:** If you are having any type of problem or confusion which is preventing you from completing your work, please come talk to me about it. If you do miss class, you are responsible for finding out what you missed and making up any missed work before the next class.

**Etiquette (or Pet Peeves):** Please turn off all cell phones or anything else that beeps or makes noise. These disturbances are annoying and disruptive to class. Laptops are for help in taking notes in class. They are NOT for looking at emails, browsing the web, writing letters or papers in class. Open laptops distract students behind you from the screen or the professor. Also, please make every attempt NOT to leave the room during discussions and screening of films or clips. This disturbs others in the class (including myself) and prevents you from seeing the entire screening and understanding the concepts being presented. If you have a condition which prevents you from sitting for two hours at a time, please talk to me at the beginning of the semester, so we can make arrangements.

*Policies indicated in this syllabus may be changed or amended at any point during this semester. Bring this syllabus with you to every class to make changes on it as necessary.*

*Chapters to be read shown under a class period are for discussion the following class period.*

### SYLLABUS

**IN CLASS**

- Introduction/Background of world cinema
- Hollywood vs the world/Choose groups
- Middle Eastern Cinema group presentation discussion
- Cinema gp. presentation

**ASSIGNMENTS**

- Read Chaudhuri: Introduction
- Chaudhuri Ch 3
- Write analysis (due before next class)
- Chaudhuri Ch 4
- Write analysis
When you write about movies, "it is insufficient to convince others to like or dislike the film, but to add to their understanding of the film... personal feelings, expectations and reactions may be the beginning of an intelligent critique, but they must be balanced with rigorous reflection on where those feelings and expectations and reactions come from and how they relate to more objective factors concerning the movie in question: its place in film history, its cultural background, its formal strategies... what is interesting is not pronouncing a film good or bad but explaining why" (T. Corrigan).

Film Analysis and Final Paper

Final Paper
You will choose one foreign film available through legal download streaming or from DVD to write a 2500 word paper, examining the film and its context. In your paper, you are expected to demonstrate an ability to analyze and interpret a film critically as well as demonstrate knowledge about the background or society from which it emerged (gleaned from your texts, research, as well as class discussion); this means that you should address issues of aesthetic style, narrative, and historical tradition of the film that are relevant to your discussion. In your introduction, explain briefly why you chose to address the particular film. Next, identify the context of the film and explain how it is relevant to your understanding of the whole film—its style, narrative, mood, etc. Discuss as many details as possible in the film (dialogue, setting, action, editing, sound, plot features, camera movement) that reflect the points you are making about the way it represents (or does not) the particular types of films we have been studying. Make sure you go through the chapter of your book and your notes looking for ALL the elements that define or identify the type of film, then go through the film (more than once) looking for ALL evidence of what the film shows us. Through a detailed analysis of the film, you will demonstrate how it does or does not relate to other films from that foreign film industry and movement.
You don't have to talk about everything in the film, but you do need to support your argument as stated in the introduction with sufficient evidence. **Concrete examples** are a central feature of an analysis since they provide the justification for your argument. An analysis should not only provide evidence, it should also demonstrate how that evidence supports the argument/thesis being advanced. While you need to invoke aspects of the film for your examples, **avoid excessive** description. For example, if you are arguing that a character is constructed in a certain way, only cite the evidence that supports your analysis (that which relates to characteristics of the foreign film culture) -- avoid details that don't add anything to your argument -- if a character's clothing is not important for your analysis, don't bother describing it. If you're not making a thematic point about your observations you're likely being overly descriptive.

A weak paper is **simply descriptive** with no attempt to pull out the possible **implications** of what the writer observes. In order to transform the descriptive into the analytical, ask your self "**So what?**","**What are the thematic implications of what I've observed?**" It is not enough, for example, to say something is contrasted with something else -- consider what is being said about the contrast.

To illustrate your points, pick out a few short scenes for detailed analysis. When analyzing them, be careful **not** to retell plot when analysis is required. When talking about story/plot, discuss the shape, range, depth, closure of the narrative. When pointing out stylistic features (such as pacing or cinematography or soundtrack), describe what effect they have on the overall design of the scene and film and how they affect the viewer. Do not simply point out film style without talking about its meanings!

Wrap up your paper by summarizing what you have learned in your detailed analysis and reflect on the connections between it and the discussions of that country's films or its mentality as a whole. State how this affects/changes your overall reading of the film.

If you use any ideas from outside resources, cite properly, in accordance with the MLA Manual of Style. **Presenting other people's ideas as one's own is considered plagiarism**

**POINTS TO REMEMBER**

1. Please don't spend more than **one short paragraph** describing the film's plot. Assume the reader has seen the film.
2. Please don't base your paper on the director's commentary from a DVD.
3. Please don't choose a film that is **studied** in class or discussed at length in the texts.
4. Points will be deducted if the paper is: too short, full of correctible spelling and grammatical errors and/or handed in late.

**Grading Scale**

A - Essay is observant; well-organized; has a clear thesis; uses details to amplify the thesis argument; makes an argument, rather than letting the thesis speak for itself; uses clear paragraph structure; explains significance of details in sophisticated and convincing ways; grammar/syntax is free from error; uses written text for support and with powerful effect; conclusion/thesis argument is convincing and says something significant.

B - Above qualities are present in less complete form; states a thesis; uses argumentation to prove thesis; organized; uses evidence; uses text as support; language not quite as persuasive or clear as "A"essay.

C - Thesis not clear or not clearly argued; organization needs work; needs paragraph structuring; impact of argument (the "so what question") not clear; needs more amplification, examples, and/or text reference.

D - Paper needs a thesis; lacks details and evidence; thoroughness is lacking; writing lacks depth or is not well organized; grammar or syntax needs extensive work.

F - Essay does not fulfill assignment in any meaningful way.

0 – Essay is not turned in
**Student Presentations**

1. To prepare, you should all do some research and/or intensive analysis before your group organizes its presentation. Be sure to focus your analysis to make specific points about the area of the world whose cinema you are talking about.

2. Choose a clip from a representative film from the world culture you are presenting; then focus on how and/or why it reflects (or doesn’t) the particular region of the world we have been reading about and will be discussing and analyzing for class. Your group will need to identify a specific aspect of the film or a specific scene to discuss. The clip should not be longer than 3-3 ½ min. and your explanations should take place before (laying the groundwork) and after (reminding us how it reflects the area and its cinema) the clip.

3. Since each group will have 5 people to begin with, your entire presentation should be about ½ hour, with each person responsible for about a 5 minute segment dealing with some aspect of that world culture and its film industry and linking the two so that the rest of the class will be ready to view a film from that region and be much better versed in understanding and interpreting it. (time your part beforehand to make sure it fits with the rest of your group)

Some advice:

- Have a structure to your presentation. Plan the main points all of you intend to cover before you begin.
- Speak clearly and *don’t rush*. Give other students time to think about what you are saying.
- If you use quotations in your presentation keep them short. Longer quotes should be printed on a handout
- Show only one clip—know the exact point where you want to begin the film. *Do not* waste precious time fast forwarding or rewinding to find that point,
- Don’t waste time on background information or narrative (unless necessary) to set up the part of the film you’re showing....give us just enough so we are not lost but remember the point of the clip is to illustrate something about the cinema and the culture of that region.

**Film Analysis Form**

*Make 5 copies*

This involves responding to a film of your choice with your reactions and comments to the film in one thorough paragraph for each question. Creativity and personal reflections will be highly valued. Your responses will form the basis of 35% of your grade. *Please write your responses in a color other than black (and one that is legible)*

Use the following model for each film:
Film entry #: _____ Year: ______

Title: _______________________________________

Filmmaker & country of origin: _______________________

ABOUT THE FILM
Main idea/topic:

Main characters:

Who is the writer of the film? Has the screenplay been adapted from another work?

Give background on the director:

When was the film made? What is/was the social and political climate like at the time in that country and the world?

What does the title mean in relation to the film as a whole? Try to establish a connection—sometimes clear, sometimes metaphorical, sometimes impossible to figure out.

Describe how the opening credits are presented? How do they relate to meaning?
What three or four sequences do you believe are most important in the film? Why?

What were your expectations from your knowledge of that country's cinema or director's work? Were they confirmed or disappointed? Explain.

In your opinion, what was the aim/purpose of this film? Be specific.

Give at least five examples from the film (besides its language) which signal its being labeled a film from that country or region.

What is your personal response to the film?
Proposal for a New Course

School/College: Arts and Sciences
Div./Dept. in Which Taught: English

Catalog Description/Major Topics (not to exceed 200 characters including spaces)

In this discussion-oriented course, students will explore constructions of gender, race, class, sexuality, and nation in the recent animated films of Walt Disney. By examining the content of several Disney films created within particular historical and cultural contexts, we will develop and expand our understanding of the cultural productions, meanings, and intersections of racism, sexism, classism, colonialism, and imperialism. We will explore these issues in relation to

Objective(s) of Course:
To be able to contextualize the representations found in the Disney canon in order to create a theoretical framework for critical analysis in terms of gender, race, class, sexuality, and nation

Prerequisite(s): None
Corequisite(s): None

Does this course duplicate/overlap other courses at FIU? □ No □ Yes
If yes, please explain:

What other closely related department(s) have been consulted about this course?
Womens Studies, Sociology, Political Science

Proposal Requested By:
Faculty Contact: Barbara Weitz
Email Address: weitzb@fiu.edu

Chairperson (Dept./Div.): James M Sutton
Phone Number: 11/21/2013

Chairperson (Curr. Comm.):

College/School Dean:

Signature: 10/18/2013
10. Which of the following was an effect of the Supreme Court decision in U.S. vs. Paramount Pictures of 1948?
   a. the major Hollywood studios continued “block-booking” their films into theaters
   b. independent producers were shut out of the market
   c. fewer big-budget films were made
   d. the major Hollywood studios sold off their chains of movie theaters

11. Which of the following is not a typical characteristic of film noir?
   a. adaptation from hard-boiled American detective fiction
   b. low-key lighting with hard cast shadows
   c. Venetian blinds
   d. appeal to a mainly female audience

12. The star of the academy award-winning film “Der Fueher’s Face” is
   a. Barbara Stanwyk
   b. Humphrey Bogart
   c. Donald Duck
   d. Conrad Veidt

13. “Unfriendly Witnesses” were
   a. people who refused to name names
   b. were Communist sympathizers
   c. Democrats in Congress
   d. Mostly anti-semites

14. All the following pertain to film noir films EXCEPT
   a. Fatalistic themes
   b. Wet pavement
   c. Love stories
   d. Shadows

15. The biggest influence on film noir was
   a. German Expressionism
   b. WWII
   c. fear of communism
   d. new camera technology

16. What do the following individuals have in common: Edward Dmytryk, Albert Maltz, Ring Lardner Jr., Dalton Trumbo
   a. were collaborators with HUAC
   b. were all pioneers on television
   c. were part of the Hollywood 10
   d. were film noir directors

17. Femme Fatales were all of the following EXCEPT
   a. represented the fears of American men about losing their place in society
   b. normally led unsuspecting men down a dangerous path
   c. always ended up with the man they wanted
   d. were sensual and alluring

18. A good number of film noir actors and directors
   a. had been in Hollywood since the beginning of talkies
   b. had escaped from Nazi Germany
   c. were young and brash
   d. worked for the smaller studios
ENG 4XXX  
The Language of Disney Films

Weitz  
weitzb@fiu.edu

Office phone: 305 348-3294  
DM 468B

http://faculty.fiu.edu/~weitzb/

Ward, Annalee R. Mouse Morality: The Rhetoric of Disney Animated Film.

“As early as 1935, the sun never set on Mickey Mouse. In Japan he performed as Miki Kuchi, in France he was Michel Sours, in Spain he was Miguel Ratocinto, in Italy he was Topolino.”  
---Wallace, 1947

“Movies can and do have tremendous influence in shaping young lives in the realm of entertainment towards the ideals and objectives of normal adulthood.”  
---Walt Disney

COURSE DESCRIPTION  
In this discussion-oriented course, students will explore constructions of gender, race, class, sexuality, and nation in the recent animated films of Walt Disney. By examining the content of several Disney films created within particular historical and cultural contexts, we will develop and expand our understanding of the cultural productions, meanings, and intersections of racism, sexism, classism, colonialism, and imperialism. We will explore these issues in relation to Disney’s representations of concepts such as love, sex, family, violence, money, individualism, and freedom.

STUDENT LEARNING OBJECTIVES  
Through viewing films in the Disney canon, reading the opinions of scholars on these films and on the Disney Studios from inception, and discussing these concepts at length in the classroom.
10. Which of the following was an effect of the Supreme Court decision in U.S. vs. Paramount Pictures of 1948?
   a. the major Hollywood studios continued "block-booking" their films into theaters
   b. independent producers were shut out of the market
   c. fewer big-budget films were made
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18. A good number of film noir actors and directors
   a. had been in Hollywood since the beginning of talkies
   b. had escaped from Nazi Germany
   c. were young and brash
   d. worked for the smaller studios
students will learn how to view Disney in a much more complex manner than they had as children as well as how to analyze the films in terms of varied theoretical viewpoints. These objectives will be assessed through each student's participation in classroom discussions, completion of the short critical essays, and final analytical essay discussing their chosen live-action Disney film as comparison and contrast to the animated films in terms of gender, race, class, sexuality, and nation which we will thoroughly explore in class.

STUDENT LEARNING OUTCOMES
As a result of having taken this course, students will be able to discuss and explain general concepts and themes in film and media studies, demonstrate writing skills in critical analysis of films in their historical-social context, analyze the intersections of gender, race, class, sexuality, and nation, demonstrate the necessary skills to historically and socially contextualize these media images and representations, demonstrate a theoretical framework for critical analysis of Disney films, as well as recognize the distinctions between Disney's animated representations and the experiences of actual people and communities in various parts of the world.

IN CLASS ASSIGNMENT

<table>
<thead>
<tr>
<th>IN CLASS ASSIGNMENT</th>
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</thead>
<tbody>
<tr>
<td>Introduction to general themes of the class</td>
</tr>
<tr>
<td>Read: Pinsky, The Gospel pp ix-xvii, 1-12, 121-137; Handouts (sent as attachments to emails)</td>
</tr>
<tr>
<td>Discussion</td>
</tr>
<tr>
<td>Read: Pinsky pp.15-21; Part Three (pp 227-267); Handouts</td>
</tr>
<tr>
<td>Discussion</td>
</tr>
<tr>
<td>Read Pinsky pp. 22-27; Handouts</td>
</tr>
<tr>
<td>Discussion</td>
</tr>
<tr>
<td>Read Ward, Mouse Morality Ch 1; Handouts</td>
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<tr>
<td>Discussion</td>
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<tr>
<td>Read Ward Ch 7; Handouts</td>
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<tr>
<td>Discussion</td>
</tr>
<tr>
<td>Write Reaction*, Ward Ch 2; Pinsky pp. 154-159</td>
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<tr>
<td>DiscussCH fantasticaltions</td>
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<tr>
<td>Write Reaction*, Ward Ch 3; Pinsky pp. 160-166</td>
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<tr>
<td>Discussion</td>
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<tr>
<td>Write Reaction*; Ward Ch 4; Pinsky pp. 167-174</td>
</tr>
<tr>
<td>Discussion</td>
</tr>
<tr>
<td>Write Reaction*; Ward Ch 5; Pinsky pp.174-178</td>
</tr>
<tr>
<td>Discussion</td>
</tr>
<tr>
<td>Write Final Paper</td>
</tr>
<tr>
<td>Final Paper due (turnitin.com)</td>
</tr>
</tbody>
</table>
Minute Paper—Identify the most significant things you have learned from the film. Take one to two minutes to write a response on an index card which will be collected.

Reaction—submit to turnitin.com. 600-750 words supporting your reaction with specifics from film and agreeing/disagreeing with Pinsky and Ward.

In this syllabus may be changed or amended at any point during this semester (particular Disney films may not be easy to find). Bring this syllabus with you to every class to make changes on it as necessary.

Grading Scale

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Reactions</td>
<td>35% (7% each)</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>15%</td>
</tr>
</tbody>
</table>

**GRADING POLICIES**

**Attendance and Tardy Policy:** “90% of success is just showing up”—Woody Allen

Regular attendance in this class is **MANDATORY**, especially in a DOUBLE class when each class is, in effect, equal to 2 1/3 classes for normal schedules. In addition, since assignments may be given out on a daily basis and I will inevitably make changes to the syllabus, it would behoove you to be present for these announcements. Please be on time and stay for the entire class period. If you arrive late, it is your responsibility to talk to me after class to avoid being marked absent. Absenteeism as well as excessive tardiness will adversely affect your grade.

**Plagiarism:** Academic dishonesty of any kind will **not be tolerated**. This includes cheating on quizzes or exams as well as plagiarism. Plagiarism is a specific form of cheating defined as using as one's own, without proper citation, words and/or ideas expressed by others in public arenas such as print, electronic publications, and scholarly lectures. It is your responsibility to be knowledgeable about this topic. Please be aware that there are numerous ways to detect plagiarism beyond the instructor actually identifying the source of the plagiarism. Plagiarism is easy now that so much information is available on the web. Remember that I also have access to the web and I will fail and report any student careless enough to get caught cheating. Plagiarism wastes my time and yours—if you are experiencing any kind of difficulty in completing an assignment, PLEASE see me as soon as possible. I will consider instituting the policy on student academic dishonesty for any case of plagiarism I discover. Evidence of cheating, plagiarism or fabrication of sources will result in a failing grade for the course and report to the appropriate University authorities.

**Late Papers and Assignments:** All assignments are due before the beginning of class time. The grade will be dropped one point for each 24-hour period it is late after that. I have little sympathy for people who come to class the day a paper is due asking for an extension. I know that PCs crash and MACs sometimes don't obey, files
get deleted and cars break down, but please find a way to prevent or work around these errors. Starting an assignment well in advance is a good start.

**Preparation/Participation:** I expect you to come to class prepared. If a reading is due, make sure you have read the chapter and are prepared to discuss it. Responding to readings, films, and assignments through class discussion is an explicit part of this course, crucial for making it successful and enjoyable. **Class attendance** is very important for your final grade.

**Responsibility of student:** If you are having any type of problem or confusion which is preventing you from completing your work, please come talk to me about it. If you do miss class, **you** are responsible for finding out what you missed and making up any missed work before the next class.

**Etiquette (or Pet Peeves):** Please turn off all cell phones or anything else that beeps or makes noise. These disturbances are annoying and disruptive to class. **Laptops** are for help in taking notes in class. They are **NOT** for looking at emails, browsing the web, writing letters or papers in class. **Open laptops** distract students behind you from the screen or the professor. Also, please make every attempt NOT to leave the room during discussions and screening of films or clips. This disturbs others in the class (including myself) and prevents you from seeing the entire screening and understanding the concepts being presented. If you have a condition which prevents you from sitting for two hours at a time, please talk to me at the beginning of the semester, so we can make arrangements.

America the Ignorant?
**Supreme Court vs. Seven Dwarfs**

It's hard to imagine what inspired the pollsters at Zogby to ask the question, but the answer is striking: in a 2006 poll, more than three quarters of Americans could name at least three of the seven dwarfs, while not quite a quarter could name two members of the Supreme Court. Our response is that Disney is as much more a symbol of America than is the high court, and those dwarfs are adorable.

---

**Analysis Paper:** Approx. 2000 word Reaction Analysis paper containing some research about assigned film combined with your reaction to it in the context of understanding the morality, mindset and discourse of Disney and his studio. Submitted to turnitin.com on Dec. 7.

**Careful not** to retell plot when analysis is required! A weak paper is **simply descriptive** with no attempt to pull out the possible implications of what the writer serves. In order to transform the descriptive into the analytical, ask yourself "So what?", "What are the implications of what I've observed?" It is not enough, for example, to say something is contrasted with something else -- consider what is being said about the contrast.

Concrete examples are a central feature of an analysis since they provide the justification for your argument. An analysis should not only provide evidence, it should also demonstrate how that evidence supports the argument/thesis being advanced. While you need to invoke aspects of the film for your
Examples, avoid excessive description. For example, if you are arguing that a character is constructed a certain way, only cite the evidence that supports your analysis -- avoid details that don't add anything to your argument -- if a character's clothing is not important for your analysis, don't bother scribing it. If you're not making a thematic point about your observations you're likely being overly descriptive.

Wrap up your paper by summarizing what you have learned in your detailed analysis and reflect on the connections between it and the discussions about Disney films; the significance and impact as well as the way in which your film reflects or does not aspects of the Disney style and mentality as you've discerned from your own thoughts, our discussions and the opinions of others. State how this affects/changes your overall reading of the film.

You use any ideas from outside resources, cite properly, in accordance with the MLA Manual of Style. Presenting other people's ideas as one's own is considered plagiarism.

- Assume the reader has seen the film.
- Please don't base your paper on the director's commentary from a DVD.
- Points will be deducted if the paper is: too short, full of correctable spelling and grammatical errors and/or handed in late.

SO, I WILL BE LOOKING FOR YOU TO...

PROVE YOUR CONTENTION: Support your thesis by citing specific examples taken from the film under consideration. Use specific scenes, shots, lines of dialogue, situations, characters, scenic elements, musical numbers, action sequences, etc. as best suits your purposes. Refer to Pinsky and other source materials I gave you for this class to read and think about.

Concentrate on explaining and illustrating "how" the film means or functions as a Disney live-action film in its particular place and time. Don't merely relate the plot for its own sake. Be sure you select things you feel strongly about so that you can say what you want to say and say it well. Your skills in English composition are important because they will contribute to the effectiveness of your paper.

Compose a clear thesis articulating your position on how the following are reflected in your film. The issue could involve any or a combination of:

a. cultural mythology
b. propaganda
c. how the filmmaker manipulated the audience (be specific) through the use of:
   d. camera
e. music
f. script writing technique
g. reference to outside context
**Proposal for a New Course**

**SCHOOL/COLLEGE**

**ENL 4**

**Prefix**

**Alpha** 1st

**DIY DEPT. NO.** ASEN

**DEPT. ACCOUNT NO.** 202900101

**DIV./DEPT. IN WHICH TAUGHT**

**CIP Code**

**Cr. Hrs.**

**Last 3**

**“C”-lec-lab**

**“L”-Lab**

**Subject Matter Area**

**Statewide Course Numbering**

**Catalog Description/Major Topics**

This course covers English poetry from the Restoration to the Romantic period.

**Objective(s) of Course**

The objective of this course is to survey the poets and poetic forms of the eighteenth century, beginning with the Restoration and ending with the Romantic period.

**Does this course duplicate/overlap other courses at FIU?**

| X | No | Yes |

**What other closely related department(s) have been consulted about this course?**

**PROPOSAL REQUESTED BY:**

**Faculty Contact**

Jason H. Pearl

jpearl@fiu.edu

305-348-3367

**Chairperson (Dept./Div.)**

Jamie Sutton

**Chairperson (Curr. Comm.)**

Carmel McIntire

**College/School Dean**

Ken Furton

**APPROVED BY:**

University Curriculum Committee

Faculty Senate Chairperson

Academic Affairs V.P.

Submit original plus two copies (a total of three copies) of this form.

Attach one electronic syllabus containing: Learning Outcomes, Major Topics and Textbooks.
ENGLISH DEPARTMENT PROPOSAL
Eighteenth-Century Poetry

ENG 4XXX, 3 credit hours

Justification:
The English Department currently has three undergraduate courses for eighteenth-century British literature: ENL 3112 ("Development of the Novel: the Eighteenth Century"); ENL 4171 ("Restoration and Eighteenth-Century Drama"); and ENL 4230 ("Studies in Restoration and Eighteenth-Century British Literature"). There is no course devoted to eighteenth-century poetry—a significant gap in our catalog. The period's poetry can be taught (and has been) as part of ENL 4230, but the subject deserves its own course. Most other English Departments offer comparable courses. The one proposed here would supplement what students learn in ENL 3112 and ENL 4171 and also bridge ENL 4341 ("Milton") and ENL 4241 ("Romanticism I") and ENL 4142 ("Romanticism II").

Course Description:
This course will examine the poetry of major literary figures such as John Dryden, Jonathan Swift, Alexander Pope, and Samuel Johnson, but it will give ample attention to lesser-known poets, as well, especially women, for instance, Anne Finch, Lady Mary Wortley Montagu, Mary Jones, Mary Leapor, Ann Yearsley, and Anna Laetitia Barbauld. Topics will include the influence of Classical precedents and the role of the passions in the creative process; the evolution of the literary marketplace and the decline of the patronage system; the emergence of professional women writers; the relationship between poetry and politics; new ideas about courtship, marriage, and domesticity; and shifting conceptions of urban life, rural retirement, and the natural world.

Course Objectives:
Over the semester, students will examine and analyze a variety of poetic forms from the eighteenth century. They will learn the historical and intellectual context necessary to interpret this material and communicate their interpretations in both class discussions and written assignments. They will also assess relevant criticism and theory and apply it to the poetry.

Graded Activities:
Students will take two exams (20% each). They will write a short close-reading essay (15%), a summary of a scholarly article (5%), and a long research essay (40%). For extra credit, they will have the opportunity to do an oral presentation.

Required Texts:
Florida International University  
Sample Syllabus for ENL 4XXX  
Eighteenth-Century Poetry

Professor: Jason H. Pearl, Ph.D.  
Course #: ENL 4XXX  
Meetings:  
Office hours:  
Office: DM 459A  
Phone: (305) 348-3367  
E-mail: Jason.Pearl@fiu.edu (best way to reach me)

Description:

Traditionally seen as the age of Dryden and Pope or the Neoclassical age, the eighteenth century nevertheless saw a diversity of poets and poetic forms, and in this course we will survey the period in its breadth. Each week, we will read poetry related to a particular theme, for instance poetry of natural description or political poetry.

Required Texts (at FIU Bookstore):


Grading:

The preponderance of your grade will be determined by your performance on a long research essay (40%) and two exams, a mid-term (20%) and a non-cumulative final (20%). The rest will derive from a short close-reading essay (15%) and a summary of a scholarly article (5%). Moreover, you can gain or lose points based on your class participation and your performance on unannounced reading quizzes. For extra credit you will have the opportunity to do an oral presentation. You can earn additional extra credit by attending specified lectures outside of class.

Important Rules:

1. **Attendance:** There are no "excused absences" in this course, only absences. You can miss class up to four times without explanation or penalty (for illnesses, funerals, emergencies, work, car troubles, whatever—no explanation necessary). After four absences, you will lose 2% on your final grade for each additional absence. If you arrive late for class, it is your responsibility to come up afterward and tell me that you were present; otherwise, you will be marked absent. It is also your responsibility to keep track of the number of times you have been absent and tardy. In the event that you miss a
class, try to get the notes from one of your peers; after that, I can answer questions about what you missed. If you miss a quiz, you will not be given a chance to make it up.

2. **Required Texts**: By the second day of class, I expect you to come with the assigned reading. I ask that you use the specific editions listed above. Without them, you will have a hard time approximating how many pages to read and keeping up with class discussions. I also ask that you buy physical books, rather than electronic versions, because books tend foster a deeper intellectual engagement with the text.

3. **Handing work in**: Late work will not be accepted, and extensions will not be given. There are two essays due for this course, the second of which is a major research paper, so plan accordingly. Submit all written work as hard copies in class. Also, submit your two essays as electronic files to turnitin.com (on the appointed due dates). The course ID is __________. The course name is __________. The password is __________. Attach your peer-review worksheet to the back of your research essay. See the schedule below for due dates.

4. **Exams**: There are no make-up exams. Check now if you have a scheduling conflict. You must obtain blue books and bring them to each exam. Cheating will result in an automatic “F” for the course. Students who arrive late for the exam will not be given additional time.

5. **Accessibility**: Check your FIU email account regularly, at least once a day. This is the only way for me to contact you. I will assume you are aware of announcements sent electronically, and I expect you to respond to email correspondence. Course materials will be posted online.

6. **Plagiarism**: Plagiarism is the representation of the work of another as if it were your own. It does not happen by accident. “I didn’t mean to plagiarize.” “I didn’t know I was plagiarizing.” These are unacceptable excuses. Plagiarism applies to even sentence fragments. In other words, taking a little bit here and a little bit there is plagiarizing. If you take a sentence and merely change a few words, that, too, is plagiarism. If you plagiarize, you will receive an “F” for the course and be subject to disciplinary action from the university.

**Grading Criteria:**

1. **Mid-Term and Final Exams**: These two exams will focus on the first and second halves of the semester, respectively. The final is not cumulative. Neither is an “open-book” exam. Both will include short- and long-answer questions about the texts we read and about the lectures and discussions in class.

2. **Short Close-Reading Essay**: In three pages, you will write a brief analysis of one of the texts on the syllabus, concentrating on a specific theme and a specific portion of text. Your job here will be to concentrate on formal features, for instance particularities and patterns in language and narrative structure. To put it another way, this sort of interpretation seeks to explain how texts make their meanings and do their rhetorical work. Based on your interpretation, you must put forward an argument, clearly stated at the beginning of your essay. The body of your paper will provide evidence and examples, quoting and analyzing the primary text. By the end, try to link the issues you have discussed to larger issues, concerning the text as a whole or even the literature and culture of the period. I will issue prompts to get you started.

3. **Summary of a Scholarly Article**: In one page, you will summarize an article (not a book review or a review essay) from one of the following journals: *Restoration: Studies in English Renaissance Drama*. The course name is __________. The password is __________.
Literary Culture, 1660-1700; The Eighteenth Century: Theory and Interpretation; Eighteenth-Century Fiction; Eighteenth-Century Life; or Eighteenth-Century Studies. All are available electronically on Project Muse, through the FIU Library. Try to choose an article that is relevant to the course, or simply pick one you find interesting. In your summary, explain what the author argues and how the argument is made. Quote judiciously, and be as neutral and descriptive as possible, but do step in to indicate what you think the article does well or what it does not do well. Follow correct bibliographic methods.

4. Long Research Essay: In eight pages, you will write an essay about one of the primary texts on the syllabus—but not the one you focused on in your shorter essay. This essay will use at least five secondary sources that are both scholarly (found on the MLA Bibliography) and recently published (after 1990). You can use the article you summarized, but only one from our Cambridge Companion will count against your required five. I will distribute essay prompts after the mid-term, but if you want to choose your own topic, see me. In order to help you revise, I have set aside class time for peer-review workshops. Failure to bring in a full draft will result in an automatic deduction of 10% from your overall paper grade. Although this is a research assignment, one that takes into account the ideas of others, at the center will be your own argument, or thesis, and this argument should be interesting and persuasive. It must be explained and demonstrated in the body of your essay with evidence and analysis. The paper as a whole should be clearly written and logically organized, as well as free of grammar and typographic errors. Moreover, you must follow proper citation methods. If you need extra help, I advise you either to visit me in my office or see a writing tutor at the Center for Excellence in Writing (http://casgroup.fiu.edu/writingcenter/)—or both. I also recommend visiting the Purdue Online Writing Lab (http://owl.english.purdue.edu/), an immensely useful website that offers help on everything from research citations to evaluating a thesis statement.

5. Class Participation: You must come to each class prepared to discuss the assigned reading. That means speaking and listening and generally paying attention. I expect to hear everyone’s voice. If you sit in the back of the classroom and keep to yourself—or, worse still, if you engage in behavior that is distracting—you will lose points in this category. Also, bring in the assigned reading: the physical book itself. Computers and cell phones must be turned off once class begins.

6. Unannounced Reading Quizzes: Expect periodic quizzes to ensure that you are doing the assigned reading. You should show up to every class ready to take a reading quiz. These quizzes will be very easy if you have done your reading.

7. Oral Presentation: On the date that you sign up for, you will give a five-minute oral presentation to the rest of the class. This presentation will concentrate on a short passage—no more than ten lines or so—from that day’s assigned reading. Your presentation must be an analysis, rather than a summary, and it should initiate further class discussion afterward. I advise practicing at home and timing yourself. If you are unprepared on the date you sign up for, you will not be given a second chance.

Schedule:

Week 1: POETIC KINDS AND GENRES

Week 2: THE (PUBLIC) ROLE OF THE POET
Week 3: THE ECONOMICS OF AUTHORSHIP

Week 4: SATIRE AND POLITICS
   Close-Reading Essay Due

Week 5: WOMEN'S WORK

Week 6: LOVE, COURTSHIP, AND MARRIAGE

Week 7: AUTOBIOGRAPHY

Week 8: FRIENDSHIP
   Mid-Term Examination

Week 9: IMAGINATION, MADNESS, VISIONS
   Summary of a Scholarly Article Due

Week 10: WEALTH AND POVERTY

Week 11: CITY LIFE

Week 12: NATURAL DESCRIPTION

Week 13: RECOVERING THE PAST

Week 14: PAINTING AND MUSIC
   Peer-Review Workshops

Week 15: EPITAPHS
   Final Examination
   Long Research Essay Due
FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

School/College: Arts and Sciences
Div./Dept. in Which Taught: Mathematics & Statistics

MHF 5 C 3 CIP Code (Leave this blank): 

Grading Method (select one): [ ] Graded [ ] Pass/Fail

Course Title: Topics in Modern Mathematics

Abbreviated course Title (for computer class schedules, transcripts): Topics in Modern Mathematics

Statewide Course Numbering Subject Matter Area: 

Catalog Description/Major Topics (not to exceed 200 characters including spaces):

College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.


Attach detailed syllabus course outline and course justification on separate page(s).

Prerequisite(s): Multivariable Calculus (MAC 2313), Linear Algebra (MAS 3105)

Corequisite(s):

Objective(s) of Course:

Give to students an overview of the theory of relativity and a background in differential geometry from a historical perspective.

1. Does this course duplicate/overlap other courses at FIU? [ ] No [ ] Yes
   If yes, please explain: This course can be offered together with the undergraduate Topics in the History of Modern Mathematics (MHF 4401) and open to cross listing.

2. What other closely related department(s) have been consulted about this course?

PROPOSAL REQUESTED BY:
Faculty Contact: Philippe Rukimbira
(rukim@fiu.edu) 305-348-2224

Chairperson (Dept./Div.): Hamid Meziani (Azzawi)

Chairperson (Curr. Comm.): Kenneth G. Furton

College/School Dean: 

Submit one original form. Attach one copy of the course syllabus containing: course description, objectives, learning outcomes, 

TOPICS IN MODERN MATHEMATICS - MFH 5XXX

Justification of the course

The proposed course focuses on the mathematics, the physics and the history of gravitation. Its focus is Einstein's theory of special and general relativity. One of the key ideas of Einstein's general relativity is that gravity is not an ordinary force, but a consequence of the curvature of the space-time. In order to present the mathematics behind Einstein's gravitation theory to the students, we will provide a 4-5 weeks crash course in differential geometry.

At the moment we do not have a class in differential geometry, both at graduate and at undergraduate level, and the proposed course would partly fill this gap. Moreover, this is a class of advanced Mathematics with an historical perspective and strong ties to Physics, and our graduate and undergraduate programs do not currently offer a class with these characteristics. Many of our students lack an historical perspective of the Mathematics that they are studying and its ties to other sciences. A course called "Topics in the history of the modern Mathematics" (MHF 4401) was offered for two times, first as an experimental course, until it was discontinued because of low enrollment. The proposed course can be offered together with MHF 4401 and open to cross listing.

This course would certainly attract the interest of graduate students in Mathematics. We also have a good number of teachers at community colleges or at public schools in the Miami area, or master students in Engineering, who every year take our graduate classes; they will certainly be interested in a new course in Analysis with strong ties to Physics.

Course content

This course will start with Galileo's falling body experiment, then will move to Newton's formalization of the laws of gravitation, and then to Einstein's theory of special and general relativity. About 1/2 of the course will be devoted to differential geometry and non Euclidean geometries.

Course outline.

Galileo and his time. Newton's laws of gravitation. Topics in non Euclidean geometries. Topics in differential geometry and the notion of curvature. Einstein's special relativity. Einstein's general relativity and a new understanding of gravity.
Prerequisites. Multivariable calculus, linear algebra.

Recommended prerequisites. Advanced calculus, history of Mathematics

Textbooks.

There is no preferred textbook. However, here is a list of texts that will be used throughout the course together with class notes:

- H. E. Wolfe *Introduction to Non-Euclidean Geometry*
- A. Einstein. *Relativity: The special and general theory*, Methuen and co Ltd, 1924
TOPICS IN MODERN MATHEMATICS
(MHF4401 + MHF 5XXX)

Prerequisites: Multivariable Calculus with a grade of “C” or better.

Instructor: Philippe Rukimbira
Office: DM 436 A

e-mail: rukim@fiu.edu
Web: http://www.fiu.edu/~rukim/

Textbook. I will provide lecture notes, and I will also cover several chapters of the textbooks


I will also use

Course Theme

The course focuses on the mathematics, the physics and the history of gravitation. We will start with Galileo's famous falling body experiment, then will move to Newton's formalization of the laws of gravitation, and then to Einstein's theory of special and general relativity, which include a redefinition of the gravitational force. One of the key ideas of Einstein's general relativity is that gravity is not an ordinary force, but a consequence of the curvature of the space-time. In order to present the mathematics behind Einstein's theory of gravitation, we will provide a 5 weeks crash course in differential geometry and non Euclidean geometries.

Learning outcomes: Upon completion of this class, the student should be able to understand and explain some of the laws of Physics as predicted by theories of gravitation.

Assessment tools
- Two Tests at 100 points per test (at the end of Weeks 5 and 10)
- Homework worth 100 points (every 2-3 weeks)
- Comprehensive Final Exam worth 200 points.

Total Points Possible: 500 = 100%

---

**Letter Grades:** Letter grades will be assigned *approximately* as follows;

A 85-100%, B 72-84 %, C 62-71 %, D 45-57 %, F 0-44%.

(+'s and -'s will be used). I will set the official scale at the end of the semester, after all grades are in, but I may announce a new approximate scale after each exam.
# Proposal for a New Course

**School/College:** Arts and Sciences  
**Div./Dept. in Which Taught:** Politics and International Relations  
**CPO:** 4  
**Alpha Prefix:**  
**1st Digit:**  
**Last 3 Digits:**  
**"C"-lec-lab "L"-Lab Cr. Hrs.:**  
**Grading Method (select one):**  
**Abbreviated course Title:** Racial Politics in the Americas  
**Statewide Course Numbering Subject Matter Area:**  
**Catalog Description/Major Topics:** This course provides an introduction to the study of racial politics throughout the Americas. It is aimed at students with no prior knowledge of the field of racial politics, but a desire to gain an in-depth understanding of the major paradigms associated with race and identity, both in the United States and Latin America.  
**Prerequisite(s):** none  
**Corequisite(s):**  
**Objective(s) of Course:** To become familiar with and critically analyze theories and debates regarding structural racism, racial inequality, affirmative action, racial activism and racial ideologies throughout the Americas.  
**Does this course duplicate/overlap other courses at FIU?**  
**What other closely related department(s) have been consulted about this course?** GSS, AADS  

**Faculty Contact:** Danielle Clealand  
**Email address:** dclealan@fiu.edu  
**Phone number:** 305-348-3295  
**Chairperson (Dept./Div.):** Rebecca Salokar  
**Chairperson (Curr. Comm.):**  
**College/School Dean:**  

---

Submit one original form. Attach one copy of the course syllabus containing: course description, objectives, learning outcomes,
Race and Politics in the Americas
CPO 4930-U01 – Spring 2013
Professor Danielle P. Clealand
SIPA 412
Email: danielle.clealand@fiu.edu / Phone: 305-348-3295
Office Hours: Wednesdays, 12-2pm

Objective for the course: This course provides an introduction to the study of racial politics throughout the Americas. It is aimed at students with no prior knowledge of the field of racial politics, but a desire to gain an in depth understanding of the major paradigms associated with race and identity, both in the United States and Latin America.

Organization and Requirements: The requirements for the course are regular class attendance, active participation, careful and consistent reading of the material, and the completion of writing assignments.

Attendance and participation. Students will be permitted two unexcused absences without having your participation grade penalized. Absences beyond these two will require prior notice.

Class participation is an essential component of this class. While I realize that not everyone feels comfortable speaking in class, my goal is to create an environment in the classroom where we can all participate with ease.

Response Papers. A two-page essay is due every other Friday in class. The response paper is due as a hard copy. These essays should primarily reflect the course readings, but should also integrate current events and issues. These assignments do not have to follow the format of an analytical paper, but should be organized and well written. Emphasis should be put on thinking critically about the issues and the papers should reflect your personal opinions and arguments on the subjects. These response papers are not summaries of the readings, but your own reflections on what you have read. The first essay will be due Friday, January 25th. Please mark each due date on your own.

Critical Paper. You are required to write a ten to twelve (10-12) page essay, which will be due on March 29th. I will provide suggested topics for the essay but you are welcome to formulate your own topic with prior approval. A strong essay will integrate course materials, clearly and explicitly articulate an argument or thesis; make precise and appropriate use of relevant concepts; support arguments with evidence; draw upon multiple and pertinent class sources; and of course, be carefully formatted, proofread, organized and composed. I require that you use at least three scholarly outside sources for the paper as well as the reading assigned for class.

Final Exam. There will be a final exam composed of IDs and short answers, which will focus on the second half of the course material.
Grading:

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<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Response Papers</td>
<td>30%</td>
</tr>
<tr>
<td>Critical Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
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</tbody>
</table>

Classroom expectations:

- Reading assignments should be completed before coming to class to facilitate participation among all of the students. You are encouraged to bring any questions or thoughts to class as well. Participation also can include alerting me to sections of the reading that you may not have understood or grasped completely.
- Cell phones are to be turned off when you enter the classroom.
- I will not allow anyone to leave class early unless cleared with me prior to the start of the class.
- I require permission for the use of laptops in the classroom.
- Be proactive about any problems that may impair your ability to achieve the level of success in the course that you desire. The sooner I am made aware of potential problems, the more options we have for solutions. As an instructor I am here to assist you with any problems or concerns that you may have however, I can only be aware of them if you communicate with me. My goal is to have you do as well as possible in this course and I am happy to do anything that I can to achieve that.

Required Texts: We will use the following books, which are available in the bookstore. Other readings will be posted on Blackboard.


Course Schedule:

January 7th

Course Introduction

January 9th

Concept of Race


January 11th

January 14th  
Barack Obama's Speech on Race

January 16th  

January 18th  
Hernandez, Chapter 3

January 21st  
No Class – Martin Luther King Jr. Holiday

January 23rd  

January 25th  
Film

January 28th  
Harris, Chapter 1 (Chapter 2 optional)

**Racial & Black Ideologies – United States**

January 30th  

February 1st  

February 4th  

February 6th  
Brown et al. *Whitewashing Race*. Chapter 1

**Racial Ideologies: Latin America**

February 8th  

February 11th  
NENF: A Region In Denial: Racial Discrimination and Racism in Latin America

February 13th  

February 15th  
No Class
February 18th  

Racial Inequality

February 22nd  

February 25th  

February 27th  
Telles, Edward. Race in Another America: Brazil. Excerpts

March 1st  

March 4th  
NENF — Neither White nor Black: The Representation of Racial Identity among Puerto Ricans on the Island and in the U.S. Mainland

March 6th  
NENF: Afro-Mexico: Blacks, Indígenas, Politics, and the Greater Diaspora

March 8th  
NENF: Identity Power and Socioracial Hierarchies among Haitian Immigrants in Florida

March 18th  
Film: Raza

March 20th  
NENF: Racial Politics in Multiethnic America: Black and Latino Identities and Coalitions

March 22nd  
Mitchell, Gladys. Racial Politics & Voting Behavior in Brazil

March 25th  

March 27th  
CQ Researcher, Issues in Race and Ethnicity - Chapter 1
March 29th
Hernandez, Chapter 6: Brazil At the Forefront of Latin American Race-Based Affirmative Action Policies

April 1st
Film: Brazil in Black and White

Campaigning and Policy Making

April 3rd
Harris, Chapter 4

April 5th

April 8th
Harris, Chapter 6

April 10th
Issues in Race and Ethnicity, Chapter 1

April 12th
NENF - Intermminority Relations in Legislative Settings: The Case of African Americans and Latinos.

Popular Culture

April 15th
Fernandes Sujatha. Cuba Represent! Excerpts

April 17th
How Hip Hop Gives Cubans a Voice – CNN.com
Caldwell, Kia Lilly, Negras in Brazil. Rutgers: 2006. Chapter 3

April 19th
Review
This course explores the ways in which race is socially constructed throughout the world. We will discuss the various ways that race and racism are framed by states and how this in turn creates different racial norms and patterns of mobilization in each country. The role of racial inequality, discrimination and racial categorization will be highlighted in the course as well.

The course title "Comparative Racial Politics" is approved by the FLORIDA INTERNATIONAL UNIVERSITY UNIVERSITY CURRICULUM COMMITTEE. The course is part of the Arts and Sciences and Politics and International Relations. The course is titled "Comparative Racial Politics" and is graded. The course outline and syllabus are attached for further review.
Objective for the course: This course explores the ways in which race is socially constructed throughout the world. We will discuss the various ways that race and racism are framed by states throughout the world and how this in turn creates different racial norms and patterns of mobilization in each country. The role of racial inequality, discrimination and racial categorization will be highlighted in the course as well.

Organization and Requirements: The requirements for the course are regular class attendance, active participation, careful and consistent reading of the material, and the completion of writing assignments.

Attendance and participation. Students will be permitted two unexcused absences without having your participation grade penalized. Absences beyond these two will require prior notice.

Class participation is an essential component of this class. While I realize that not everyone feels comfortable speaking in class, my goal is to create an environment in the classroom where we can all participate with ease.

Response Papers. A two-page essay is due every week. The response paper is due as a hard copy. Emphasis should be put on thinking critically about the issues and the papers should reflect your personal opinions and arguments on the subjects in the readings. These response papers are not summaries of the readings, but your own reflections on what you have read.

Critical Paper. You are required to write a research paper, which will be due at the end of the course. A strong paper will integrate course materials, clearly and explicitly articulate an argument or thesis; make precise and appropriate use of relevant concepts; support arguments with evidence; draw upon multiple and pertinent class sources; and of course, be carefully formatted, proofread, organized and composed.

Grading.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Response Papers</td>
<td>60%</td>
</tr>
<tr>
<td>Critical Paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

Classroom expectations:
• Reading assignments should be completed before coming to class to facilitate participation among all of the students. You are encouraged to bring any questions or thoughts to class as well. Participation also can include alerting me to sections of the reading that you may not have understood or grasped completely.

• Be proactive about any problems that may impair your ability to achieve the level of success in the course that you desire. The sooner I am made aware of potential problems, the more options we have for solutions. As an instructor I am here to assist you with any problems or concerns that you may have however, I can only be aware of them if you communicate with me. My goal is to have you do as well as possible in this course and I am happy to do anything that I can to achieve that.

Required Texts: We will use the following books, which are available in the bookstore. Other readings will be posted on Blackboard.


Course Schedule:

Concepts of Race


Racial & Black Ideologies – United States


Brown et al. Whitewashing Race. Chapter 1


Racial Ideologies: World


Spickard: Race and Nation
Hanchard, Orpheus and Power

Winant: The New Politics of Race

Racial Inequality


Race and Identity Politics


Hernandez, Chapter 6: Brazil At the Forefront of Latin American Race-Based Affirmative Action Policies

Telles: Race in Another America: The Significance of Skin Color in Brazil

Political Behavior


FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. School/College: Arts and Sciences
   Div./Dept. in Which Taught: Politics and International Relations

2. POS: 3
   Alpha Prefix: C
   1st Digit: 0
   Last 3 Digits: 03
   CIP Code (Leave this blank):

3. Grading Method (select one): □ Graded □ Pass/Fail

4a. Course Title: Law and the Legal Profession
   b. Abbreviated course Title: Law & Legal Profession
      (for computer class schedules, transcripts)

5. Statewide Course Numbering Subject Matter Area: Political Science

6. Catalog Description/Major Topics (not to exceed 200 characters including spaces)
   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.
   Survey of U.S. law practice areas, legal education and professional bar, law firm organization, public service lawyering, and professional and ethical obligations of American lawyers.

7. Attach detailed syllabus course outline and course justification on separate page(s).

8. Prerequisite(s): None

9. Corequisite(s): None

10. Objective(s) of Course:
    Introduce students to the roles of lawyers and the legal profession in the United States. Explore the value of legal education, and develop critical legal skills, professionalism and ethics.

11. Does this course duplicate/overlap other courses at FIU? □ No □ Yes
    If yes, please explain:

12. What other closely related department(s) have been consulted about this course?
    College of Law

PROPOSAL REQUESTED BY:
Faculty Contact: Rebecca M. Salokar
   (Type name)
   salokar@fiu.edu
   (Email address)
   305 348-2227
   (Phone number)

Chairperson (Dept./Div.): Rebecca M. Salokar
   (Type name)
   (Signature)

Chairperson (Curr. Comm.):
   (Type name)
   (Signature)

College/School Dean:
   (Type name)
   (Signature)

Submit one original form. Attach one copy of the course syllabus containing: course description, objectives, learning outcomes, major topics and textbooks.
POS 3xxx
Law and the Legal Profession

3 credits

Justification: This course fulfills one of the two American politics (POS) breadth requirements or can serve as an elective for political science students. The course is also one of two core courses required of all students enrolled in the concurrently proposed Certificate in Pre-Law Skills and Professional Values. Designed to fit into the curriculum of the political science major and to meet the particular needs of the pre-law student, this course provides undergraduate students with foundational knowledge about American law and the legal profession. Students will study and gain knowledge about the practice of law in America by examining the roles of lawyers, the analytical skills required in legal reasoning, the major subfields open to attorneys, the role of legal education and the professional bar, and the ethics and values demanded of legal professionals.

For political science majors who concentrate their studies on law and courts, this course fills a subject-matter gap in our existing curriculum by focusing on the central actors in the legal system -- attorneys. For students interested in law as a career who may or may not be political science majors, this course provides an in-depth study of the legal profession. Because most of our students are first-time-in-college students and come from families who do not have career professionals to advise or mentor them, they often choose law because of parental encouragement or visions of great wealth. This course is designed to give our students a full and accurate understanding of the U.S. legal arena and a dose of reality on the challenges they will likely face should they choose to pursue this career.
PROPOSED SYLLABUS

POS 3xxx
Law and the Legal Profession
3 credits

Description: Survey of practice areas in U.S. law, role of legal education, functions of the professional bar, operations of private law firms, role of the public service lawyer, and professionalism and ethical obligations of American lawyers.

Objectives: This course is designed for political science majors studying law and courts, and students who are interested in a legal career or who intend to pursue advanced study in law and courts. The course provides the undergraduate student with a survey of the American legal system and the legal profession. Students will be introduced to the various actors in the legal arena and critical legal thinking, gain basic knowledge about the various areas of legal practice, survey the role of legal education and its contemporary evolution, study the organization and functions of the professional bar, understand the role of attorneys in the public sector, examine the organization and operations of the private law firm, and engage with the standards of professionalism and ethics required of an attorney in the contemporary legal arena.

Learning Outcomes: Upon completion of this course students will be able to:

- Identify principal legal actors, understand their roles, and analyze their challenges;
- Distinguish between public and private law, and civil law and criminal law;
- Explain fundamental legal concepts and systems, categorizing substantive areas of law, and distinctions between the federal and state judicial systems;
- Develop legal vocabulary necessary for legal reasoning;
- Understand the purposes of, and differences between the major practice areas of law to include contracts, torts, corporate, constitutional, family, property, and wills and trusts;
- Identify the major challenges and proposed solutions to legal education today;
- Develop their critical thinking skills and understand basic approaches to legal reasoning;
- Identify the opportunities for public lawyering, its societal benefits as well as its challenges;
- Understand the standard organization and basic business practices of a private law firm;
- Identify the functions of the professional bar, its admission requirements and organization, and its responses to societal crises; and,
- Discuss and apply the professional ethics demanded of the legal profession and analyze hypothetical scenarios presenting ethical lapses.
Required Texts


Major Topics:

I. Course Introduction, Requirements and Expectations (1 class)

II. Lawyers: Where They Are and What They Do
(1 week)

III. Thinking Like a Lawyer: Critical Analysis and the Capacity for Discernment
(2 weeks)

III. Role of a Legal Education and the Challenges Law Schools Face Today
(1 week)

III. The Functions and Organization of the Professional Bar
(1 week)

IV. Major Legal Practice Areas
(2 weeks)

V. The Public Sector Lawyer
(1 class)

VI. Private Practice: The Business and Organization
(1 week)

VII. Professionalism: Civility and Social Contributions
(1 week)

VIII. The Ethical Obligations of the Attorney
(2 weeks)

XI. Summary and Conclusions
(1 class)
Proposal for a New Course

School/College: Arts and Sciences
Div./Dept. in Which Taught: Politics and International Relations

POS 4
Alpha Prefix
1st Digit
Last 3 Digits
“C”-lec-lab
“L”-Lab
Cr. Hrs.

CIP Code (Leave this blank): ____________

Grading Method (select one): [ ] Graded [ ] Pass/Fail

Course Title: Race and Politics in the United States
Abbreviated course Title (for computer class schedules, transcripts): Racial Politics in the US

Statewide Course Numbering Subject Matter Area: ______________
Catalog Description/Major Topics (not to exceed 200 characters including spaces):
This course provides an introduction to the study of racial politics in the United States. It is aimed at students with no prior knowledge of the field of racial politics, but a desire to gain an in depth understanding of the major paradigms and political debates associated with race, ethnicity and identity in this country.

Attach detailed syllabus course outline and course justification on separate page(s).
Prerequisite(s): none
Corequisite(s): __________________________

Objective(s) of Course:
To analyze racial theories and debates within the United States pertaining to: political behavior, immigration, affirmative action, racial inequality, and public policy.

Does this course duplicate/overlap other courses at FIU? [ ] No [ ] Yes
If yes, please explain: ____________________________________________________________

What other closely related department(s) have been consulted about this course?
GSS, AADS

PROPOSAL REQUESTED BY:
Faculty Contact: Danielle Cleeland
dclealan@fiu.edu
(Signature) 305-348-3295
(Email address) (Phone number)

Chairperson (Dept./Div.): Rebecca M. Salazar
(Signature) 10/5/2013

Chairperson (Curr. Comm.): __________________________
(Signature) __________________________

College/School Dean: __________________________
(Signature) __________________________

Submit one original form. Attach one copy of the course syllabus containing: course description, objectives, learning outcomes,
Objective for the course: This course provides an introduction to the study of racial politics in the United States. It is aimed at students with no prior knowledge of the field of racial politics, but a desire to gain an in depth understanding of the major paradigms and political debates associated with race, ethnicity and identity in this country.

Organization and Requirements: The requirements for the course are regular class attendance, active participation, careful and consistent reading of the material, and the completion of writing assignments.

Attendance and participation. Students will be permitted two unexcused absences without having your participation grade penalized. Absences beyond these two will require prior notice.

Class participation is an essential component of this class. While I realize that not everyone feels comfortable speaking in class, my goal is to create an environment in the classroom where we can all participate with ease. We will also have occasional pop quizzes that will help your participation grade.

Response Papers. A two-page essay is due every Thursday in class. The response paper is due as a hard copy. These essays should primarily reflect the course readings, but should also integrate current events and issues. These assignments do not have to follow the format of an analytical paper, but should be organized and well written. Emphasis should be put on thinking critically about the issues and the papers should reflect your personal opinions and arguments on the subjects. These response papers are not summaries of the readings, but your own reflections on what you have read with points from the readings integrated into the papers. The first essay will be due Thursday, May 16th. Please mark each due date on your own.

Midterm. There will be a midterm composed of IDs and short answers, which will focus on the first half of the course material.

Final Exam. There will be a final exam composed of IDs and short answers, which will focus on the second half of the course material.

Grading. Participation 20%
Response Papers 25%
Midterm 25%
Classroom expectations:

- Reading assignments must be completed before coming to class to facilitate participation among all of the students. You are encouraged to bring any questions or thoughts to class as well. Participation also can include alerting me to sections of the reading that you may not have understood or grasped completely.
- Cell phones are to be turned off when you enter the classroom. I can see you texting.
- I will not allow anyone to leave class early unless cleared with me prior to the start of the class.
- I require permission for the use of laptops in the classroom.
- Be proactive about any problems that may impair your ability to achieve the level of success in the course that you desire. The sooner I am made aware of potential problems, the more options we have for solutions. As an instructor I am here to assist you with any problems or concerns that you may have however, I can only be aware of them if you communicate with me. My goal is to have you do as well as possible in this course and I am happy to do anything that I can to achieve that.

Required Texts: We will use the following books, which are available in the bookstore. Other readings will be posted on Blackboard.


Course Schedule:

**May 14th**

*Overview and Concept of Race*

Course Introduction


Bedolla, Introduction

*Historical Overview*

**May 16th**

Harris Chapters 1 & 2

Bedolla Chapter 3 pp 55-87 (optional); Chapter 4 93-118; Chapter 5 119-148
May 30th

**Racial Ideologies**


Bill Cosby speech at the 50th Anniversary commemoration of the Brown vs. Topeka Board of Education Supreme Court Decision

May 23rd


Film: Race

May 28th

**Racial Inequality**

Harris, Chapter 5


Film: The House We Live In

May 30th


King and Smith Chapter 8

Film: The House I Live In

June 4th

**Political Behavior**


Bedolla Chapter 1

NENF: Racial Politics in Multiethnic America: Black and Latino Identities and Coalitions


**Affirmative Action**

*June 6th*

- CQ Researcher, Issues in Race and Ethnicity - Chapter 1

**Campaigning and Policy Making**

*June 11th*

- Harris, Chapter 4 & 6

*June 13th*

- Bedolla Chapter 7

*June 18th*

- Issues in Race and Ethnicity, Chapter 1

**Popular Culture**

*June 20th*

## Proposal for a New Course

**School/College**  Arts and Sciences  
**Div./Dept. in Which Taught**  Religious Studies  

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<th>REL</th>
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<th>C</th>
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<td>1st Digit</td>
<td>Last 3 Digits</td>
<td>&quot;C&quot;-lec-lab</td>
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**CIP Code (Leave this blank):**  

**Grading Method (select one):**  
- [ ] Graded  
- [ ] Pass/Fail  

**Course Title**  Religion, Politics and Society in Brazil  

**Abbreviated course Title (for computer class schedules, transcripts)**  Brazil:Rel,Pol & Society  

**Statewide Course Numbering Subject Matter Area**  Religious Studies  

**Catalog Description/Major Topics**  (not to exceed 200 characters including spaces)  

*College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.*  

To study the genealogy of the Liberation Theology movement in Brazil as Second Vatican Council's resonance. The changes undertaken may be compared to the Reformation of the 16th century.  

**Attach detailed syllabus course outline and course justification on separate page(s).**  

**Prerequisite(s):**  None  

**Corequisite(s):**  None  

**Objective(s) of Course:**  

To have a comprehension of the Liberation Christianity in Brazilian context, and advance toward the comprehension of the Liberation movement in Latin America and globally.  

**Does this course duplicate/overlap other courses at FIU?**  
- [ ] No  
- [ ] Yes  

If yes, please explain:  

**What other closely related department(s) have been consulted about this course?**  

Political Science, History, Global and Sociocultural Studies, LACC, Modern Languages  

---  

**Proposal Requested By:**  

**Faculty Contact**  Ana Maria Bidegain  
- (Type name)  
- Email address: bidegain@fiu.edu  
- Phone number: 786-272-3424  
- (Signature)  

**Chairperson (Dept./Div.)**  Erik Larson  
- (Type name)  
- (Signature)  
- (Phone number)  

**Chairperson (Curr. Comm.)**  Gisela Casines  
- (Type name)  
- (Signature)  

**College/School Dean**  Kenneth Furton  
- (Type name)  
- (Signature)  

mit one original form. Attach one copy of the course syllabus containing: course description, objectives, learning outcomes,
JUSTIFICATION

REL 4 Religion, Politics & Society in Brazil

Despite the importance of the Christian Liberation movement and its impact in Latin American and globally, few courses analyze the political and social transformation produced by this movement and its religious context. There are no other courses in the Department of Religious Studies which focuses on Brazil. The aim of this course is to fill this gap.

In accordance with increasing interest at FIU in on-line courses and on courses in other languages, this course is planned to be taught in three languages: English, Spanish and Portuguese.

The bibliography is different in the three languages, because there does not exist one book on the subject that has been translated into all the three languages. Therefore we will use many on line book chapters and journal articles that serve as the requested reading for the course.
Religion, Politics and Society in Brazil

REL (Upper division)

UNDERGRADUATE SYLLABUS PROPOSAL

PROFESSOR: Dr. Ana María Bidegaín

E-Mail: bidegain@fiu.edu

Office: DM 304B

Office hours: Thursday 2-4 PM or by appointment

INTRODUCTION

The purpose of this course is to study the genealogy of the Liberation Theology movement in Brazil. This movement influenced 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 Protestant 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 will comprise the core of this course.

GOALS AND STUDENT OUTCOME

After completing the course, students should be able to have a comprehension of the Liberation Christianity in the Brazilian context and be aware of the several historical processes that converge there including the political transformations related to the Cold War, socioeconomic crisis of mid-20th century, processes of secularization, emergence of marginalized actors such as women, natives Amerindians, and black communities, among others. Although the course focuses on Brazil, the student will advance toward the comprehension of the Liberation movement in Latin American and globally.

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 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 skill that can make them more demanding for some students.

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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 by the deadline.
- Log into the course information to check Course Mail every day.
- Take all quizzes and Exams. Start your essays early
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- 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
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Discussions Board

We will have three meetings through Internet

1- On-line self-introduction. Students will be asked to introduce themselves to the Class.
2- Two graded discussion boards on the 7th and 13th Week.

Throughout the semester the instructor will post messages to the discussion board that require a response or activity from each student. Each post will be graded. Each discussion is worth 10 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. Also each student must address or respond to viewpoints of at least three others in the class.

Exams

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

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 the total 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.

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REQUIRED BOOKS

The majority of the reading materials will be uploaded. However, you have to buy the following books that are easily found through Amazon.


CALENDAR

1st Week

**Introduction, Course overview, Brazil and the Brazilian Catholic Church**

**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.
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*.
- Bidegain. “Las mujeres son llamadas a ser parte del apostolado jerárquico y son precursoras de la Acción Católica,” “Acción Católica femenina,” and “Las Congregaciones y órdenes religiosas femeninas en la reintegración de la Iglesia a los Estados Nacionales de Corte Benefactor,” in *Participación y Protagonismo de las Mujeres en la Historia del Catolicismo Latinoamericano*.

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

Assessment

Quiz # 1

3rd WEEK

Looking forward a National Church Organization

Readings:

- Serbin. Church-State reciprocity in the contemporary Brazil.
- Scopinho. *O Laicato na Primeira Conferencia Episcopal Latinoamericana*.
- Bidegain. *Participación y Protagonismo de las Mujeres en la Historia del Catolicismo Latinoamericano*.
Weekly objectives and outcomes:

- From Dom Leme 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 # 2

4th WEEK

From Catholic Action to Liberation Christianity in Brazil.

Readings:

- Beozzo. Cristãos na Universidade e na Política, pp. 82-190.
- Bidegain AM *Participacion y protagonismo de las mujeres en la historia del catolicismo Latinoamericano*, chaps. 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 Quiz # 3

5th WEEK

The Church and the governments before the dictatorship.

Readings:

- 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 Quiz #4

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.

Weekly objectives and outcomes:

- Tradition, Family and Ownership.
- National Security Doctrine.
- Coup d’etat.
- Repression and first reactions of the church.

Assessment Quiz #5

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. Vaticano II 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

Discussion Board #1

8th WEEK

Assessment

MIDTERM

9th WEEK

Church’s Human Rights Defense and Democratization.

Readings:

- Della Cava, The Church and the Abertura.
- Mendes e Bandeira. Comissão Brasileira de Justiça e Paz.
- Serbin. Anatomía de una muerte. Aquí en español: http://www.historizarelpasadovivo.cl/es_resultado_textos.php?categoria=El+pasado+vivo%3A+casos+paralelos+y+precedentes&titulo=Anatom%EDa+de+una+muerte%3A+represi%F3n+%2C+derechos+humanos+y+el+caso+de+Alexandre+Vannucchi+en+el+Brasil+autoritario#inicio

Weekly objectives and outcomes:

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

Assessment Quiz #6

10th WEEK

Basic Ecclesial Communities.

Readings:
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

Assessment Quiz # 7

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 # 8
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.

Assessment Quiz # 9

13th WEEK

Liberation Theology facing Political and Ecclesiastical Repression

Readings:

- Nagle. *Liberation Theology’s Rise and Fall.*
- Rocha. *Ganhando o Brasil para Jesus.*
- Grigulévich. *La Iglesia Católica y el Movimiento 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 inconsistencies and contradictions.
Discussion Board # 2

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.

Quiz # 10

15 WEEK

The Brazilian Religious Experience and its legacy

Readings:

- See also: http://abahlali.org/node/4890
- Gebara. Teología de la Liberación y Género.

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”

16 WEEK
READINGS

English:


Português:


Español:


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


Bingemer, María Clara et al. 1986. El Rostro Femenino de la Teología. San José de Costa Rica: DEI.


FURTHER READINGS

Latin America


Church and politics in mid-20 century


**Dom Hélder Câmara**


## Proposal for a New Course

**School/College:** Arts and Sciences  
**Div./Dept. in Which Taught:** Religious Studies  
**RLG**  
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**CIP Code (Leave this blank):**

**Grading Method (select one):**  
- Graded  
- Pass/Fail

**Course Title:** Brazil: Religion and Liberation

**Abbreviated course Title (for computer class schedules, transcripts):** Brazil: Rel & Liberation  
LIMITED TO 25 Characters (including spaces)

**Statewide Course Numbering Subject Matter Area:** Religious Studies

**Catalog Description/Major Topics (not to exceed 200 characters including spaces):**

To study the genealogy of the Liberation Theology movement in Brazil as Second Vatican Council's resonance. The changes undertaken may be compared to the Reformation of the 16th century.

Attach detailed syllabus course outline and course justification on separate page(s).

**Prerequisite(s):** None

**Corequisite(s):** None

**Objective(s) of Course:**

To have a comprehension of the Liberation Christianity in Brazilian context, and advance toward the comprehension of the Liberation movement in Latin America and globally.

**Does this course duplicate/overlap other courses at FIU?**  
- No  
- Yes

If yes, please explain:

What other closely related department(s) have been consulted about this course?  
- Political Science  
- History  
- Global and Sociocultural Studies  
- LACC  
- Modern Languages

**ROPOSAL REQUESTED BY:**  
**Faculty Contact:** Ana Maria Bidagain  
**Email address:** bidegain@fiu.edu  
**Phone number:** 786.271.3424

**Chairperson (Dept./Div.):** Erik Larson  
**Email address:**  
**Phone number:**

**Chairperson (Curr. Comm.):** Gisela Casines  
**Email address:**  
**Phone number:**

**College/School Dean:** Kenneth Furton  
**Email address:**  
**Phone number:**
JUSTIFICATION

RLG 5 Brazil: Religion and Liberation

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BRAZIL RELIGION AND LIBERATION
SYLLABUS
Graduate Level RLG

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Exams

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

Written papers

Students must develop a final paper on 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 15 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.

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**COURSE REQUIREMENTS**

- Quizzes (4) average 20%
- Participation through Adobe connect 20%
- 3 page paper 10%
- 10 page paper 20%
- 15 page paper 30%
- **Total** 100%

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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)
2**nd 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.*
- Beozzo. *Cristãos na Universidade e na Política,* pp. 9-81.

**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

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3**rd WEEK**  
Looking forward a National Church Organization

**Readings:**
- Sérbín. Church-State reciprocity in the contemporary Brazil.
- Scopinho. *O Laicato na Primeira Conferencia Episcopal Latinoamericana.*
- Bidegain. *Participacion y Protagonismo de las Mujeres en la Historia del Catolicismo Latinoamericano,* cap. 7, pp. 77-86.

**Weekly objectives and outcomes:**
- From Dom Lema’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**

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

**Readings:**
- Beozzo. Cristãos na Universidade e na Política, pp. 82-190.
- Uma versão do trabalho de Mainwaring está disponível na *Revista Eclesiástica Brasileira N. 43*
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, Una Historia de muitos.
- Freire Paulo. Pedagogia 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.

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. Vatican II Correspondencia Conciliar
- Piletti e Praxedes. Dom Helder Câmara.
- Pires. Dom Helder Câmara 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:
- Della Cava, The Church and the Acheurra.
- Mendes e Bandeira, Comissao Brasileira de Justiça e Paz.
- Bidegain. Participación y protagonismo de las mujeres en la historia del catolicismo
- Serbin. Anatomia de una muerte. Aqui en español:
  +paralelos+y+precedentes&titulo=Anatomia+de+una+muerte%3A+represion%3A+derechos
  +humanos+y+el+caso+del+case+de+Alexandre+Vannucchi+Leme+en+el+Brasil+autoritario#inicio

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:
- Donosi. Women, Politics and Social Change in Brazil’s Racial Church.


**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.
- Lówy. 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. Ganando o Brasil para Jesus.
- Grigulevich. La Iglesia Católica y el Movimiento 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 inconsistencies 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://abahall.org/node/4890
- Avelino de Lima e Germano. O Pós-Colonialismo e a Pedagogia de Paulo Freire. Disponível aqui:
WEEK
FINAL PAPER DUE
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.

READINGS

English:


Português:


**Español:**


Bidegain, Ana María. 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**


**FLORIDA INTERNATIONAL UNIVERSITY**  
**UNIVERSITY CURRICULUM COMMITTEE**  
**Proposal for a New Course**

### School/College  Arts and Sciences  
### Div./Dept. in Which Taught  Religious Studies

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<th>C</th>
<th>3</th>
<th>CIP Code (Leave this blank):</th>
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<td>Last 3 Digits</td>
<td>“C”-lec-lab</td>
<td>“L”-Lab</td>
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**Grading Method (select one):**  
- ☐ Graded  ☐ Pass/Fail

**Course Title**  Colonialism, Christianity, Globalization

**Abbreviated course Title**  (for computer class schedules, transcripts)  
- World Christianity

**Statewide Course Numbering Subject Matter Area**  Religious Studies

**Catalog Description/Major Topics**  (not to exceed 200 characters including spaces)

*College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.*

It analyzes the European expansion since the 15th to the 20th centuries and the interrelation between religion, economic and politics in western and colonial societies.

Attach detailed syllabus course outline and course justification on separate page(s).

**Prerequisite(s):**  None

**Corequisite(s):**  None

1. **Objective(s) of Course:**

   Students should be able to have a new comprehension of contemporary Christianity, and be aware how much it has evolved and has become more than just a Western Religion.

2. **Does this course duplicate/overlap other courses at FIU?**  ☐ No  ☐ Yes

   If yes, please explain:

3. **What other closely related department(s) have been consulted about this course?**

   History, Global and Sociocultural Studies, Political Science

**PROPOSAL REQUESTED BY:**

**Faculty Contact**  
- Ana Maria Bidegain  
- bidegain@fiu.edu

**Chairperson (Dept./Div.)**  
- Erik Larson  
- (Email address)  
- (Phone number)

**Chairperson (Curr. Comm.)**  
- Gisela Casines  
- (Email address)  
- (Phone number)

**College/School Dean**  
- Kenneth Furton  
- (Email address)  
- (Phone number)

Submit one original form. Attach one copy of the course syllabus containing: course description, objectives, learning outcomes, grading criteria, etc.
JUSTIFICATION

Christian History has generally been defined by a Western perspective and as a Western History. An essential factor for understanding the process of globalization is the role of world religions. Christianity has a broader and more global history is generally understood. Understanding the global aspect of Christianity is necessary in order to fully comprehend the transformations of the 21st century and the role of religion and its interplay with the economic, social, cultural and political realm. The shift of the numerical bulk of Christians from Europe and North America to Asia, Africa, Latin America and other areas outside the Northern Hemisphere has had more than demographic significance because it is shaping a new Christianity that is impacting the Northern societies and transforming the basic cultural background of these societies.
Colonialism, Christianity and Globalization
World Christianity in the Modern World (1500-2000)

Ana Maria Bidegain

INTRODUCTION

Colonialism, Christianity and Globalization (1500-2000) will analyze the European expansion since the 15th to the 20th centuries and the interrelation between religion, economic and politics in western and colonial societies. This course includes the early Catholic missionary expansion as well Protestant and Pentecostal expansion in the 19th and 20th centuries in Africa, Asia and Latin America. The course analyzes contemporary history of Christianity in the Southern continents and its interplay with the globalization process from an eco-feminist perspective. Its emphasis is on the transition of Christianity from a western to a world religion in the 19th and 20th centuries, focusing on the cultural, social and political impact of the Christian Churches’ activities.

GOALS AND STUDENT OUTCOMES

After completing the course, students should be able to have a new comprehension of contemporary Christianity and be aware how much it has evolved and has become more than just a Western Religion. They will understand how Christianity has been related to the Western colonization process and at the same time how it has brought a critical understanding of the role of Christianity in world’s societies. Students will also become knowledgeable about the interplay between religion socio-economic, political as well as cultural reality; they will be able to analyze the role of Christianity in the birth and development of globalization process. The class will be taught from an eco-feminist perspective. In order to reach the general learning objectives, students will have weekly goals, outcomes and assessments that will measure their knowledge and each unit’s comprehension. (Please, look at the calendar, below) The students should be able to develop a critical analysis on the interplay of Christianity and Colonialism shaping globalization.

EXPECTATION OF 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. The readings and the Power Points are mutually complementing. Students need to be familiar with the material from 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

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 by the dead line.
- Log into the course information to check Course Mail every day.
- Take all quizzes and Exams. Start your essays early.
- Communicate with me 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 religious concept. You can take each quiz three times, and the highest of the three attempts will be recorded. Even if you do well on the first attempt, it is advisable to use all three attempts. You will not receive the same quiz every time; 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 you take the quiz, the more questions you will receive and the better prepared you will be for the exams.

For the quizzes, you will have 10 minutes to complete 10 questions. Each quiz will be open for one week, from Thursdays to Fridays, and you can take it on any of those days at any time.

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, with time-restricted examinations periods.

WRITTEN PAPERS AND SEMINAR MEETINGS THROUGH ADOBBE_CONNECT

Students must develop a final paper in three stages:

1- **Three pages paper**: Due the third week (this paper must present the topic to be developed into a final paper) it will be discussed in the seminar through adobe connect on Feb. 5 and Feb 12.

2- **Ten pages paper**: Due on the eighth week (a continuation of the first, with a deeper analysis of the sources, of the bibliography, and further development toward the final paper) it will be discussed in the seminar through adobe connect on Feb. 27 and March 5th.

3- **Final 15 pages paper**: Due on the Last Class. It will be presented in the seminar through adobe connect on April 16 and 23th.

Adobe Connect meetings will be organized to discuss research paper development.

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 total 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 precedence. 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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<thead>
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<th>Assignment Type</th>
<th>Percentage</th>
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<tr>
<td>Quizzes (12) average</td>
<td>30%</td>
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<tr>
<td>3 page paper</td>
<td>10%</td>
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<tr>
<td>10 page paper</td>
<td>20%</td>
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<tr>
<td>15 page paper</td>
<td>40%</td>
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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. You are expected to check your FIU e-mail at least every other day for the duration of this course. Please remember you can also see me on office hours (Thursday 2:30 – 4:30) at DM 304B or requesting an appointment through email.

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


PATTE DANIEL(Edited by). The Cambridge Dictionary of Christianity- CDC (2010) Cambridge, Cambridge University Press. This is a useful tool to work with to understand concepts and Christianity specialized issues. Also, special topics well developed in the Dictionary will be used in the Graded Group Discussions
Book chapters and Articles required will be uploaded in the course shell

RECOMMENDED READINGS

Books


With authors authorization we will use several chapters in a draft version of the book, The History of World Christianity movement, by DALE IRVIN & SCOT SUNQUIST

RECOMMENDED COLLECTION

The Cambridge History of Christianity (9 volumes) Cambridge University Press, 2006 particularly Vols. 8 and 9.

CALENDAR

<table>
<thead>
<tr>
<th>DATES</th>
<th>Topics</th>
<th>Readings</th>
<th>Weekly Objectives and outcomes</th>
<th>Assessments</th>
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<tr>
<td>1st WEEK January 6-12</td>
<td>Introduction, Course overview and theoretical and methodological orientations</td>
<td>The Cambridge Dictionary History of Christianity (Cluster) pp 521-551</td>
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<td>1st WEEK Adobe connect (self-introduction (instructor and students) January 9 7:00 PM</td>
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<td>2nd Week January 13-19</td>
<td>Christianity and the European Expansion in the 15th and 16th Century to Africa.</td>
<td>Scot Sunquist The History of World Christianity movement (chap. 2)</td>
<td>Discovering African roots in Christianity Relating slavery development with Christian World expansion</td>
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<tr>
<td>3rd Week January 20-26</td>
<td>Christianity and the European Expansion in the 15th and 16th Century to America and the Caribbean</td>
<td>Scot Sunquist The History of World Christianity movement (chap 1)</td>
<td>Discovering the role of women and popular religiosity in the spread of Christianity in the New World Understanding the</td>
<td>Quiz # 1 January 26</td>
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<tr>
<td>Week</td>
<td>Dates</td>
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<td>Reading</td>
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<tr>
<td>4th Week</td>
<td>January 27-Feb. 2</td>
<td>Crisis in Western Christianity, Reformation and the Catholic counter-reformation</td>
<td>Scot Sunquist <em>The History of World Christianity</em> Chap. 4, Mullin R.B. <em>A short History of Christianity</em> (chap 10 and 11), <em>The Cambridge Dictionary Mission</em> (cluster)</td>
<td>3 pages paper Due (January 31)</td>
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<tr>
<td>5th Week</td>
<td>February 3-9</td>
<td>Orthodox Churches Caught between Empires</td>
<td>Scot Sunquist <em>The History of World Christianity movement</em> Chap 5</td>
<td>Role of Orthodox Churches in the Building up of Eastern Societies in Modern Period</td>
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<tr>
<td>6th Week</td>
<td>February 10-16</td>
<td>Christianity Reencounter Asia</td>
<td>Scot Sunquist <em>The History of World Christianity movement</em> Chap 3</td>
<td>Understanding how Christianity and Western Culture are not the same.</td>
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<tr>
<td>7th Week</td>
<td>February 17-23</td>
<td>Christianity’s arrivals to North East America</td>
<td>Scot Sunquist <em>The History of World Christianity</em> Chap. 11 Mullin R.B. chap. 12 and 13 <em>The Cambridge Dictionary Church and State</em></td>
<td>-Understanding the clash of Christian European and Amerindian -Religious Diversity in North American Colonies</td>
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<tr>
<td>8th Week</td>
<td>February 24-March 2</td>
<td>MID TERM EXAM 2nd Paper Due</td>
<td>MID TERM EXAM 2nd Paper Due</td>
<td>Seminar through Adobe connect Feb. 27 7:00 PM</td>
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<td>9th Week</td>
<td>March 3-9</td>
<td>The Bourgeois Revolutions and its religious impacts. 1750-1830/ The Americas’ Revolutions and the new Church State Relationships</td>
<td>Robert Bruce Mullin <em>A short History of Christianity</em> Chap 14 and 15</td>
<td>Seminar meeting through Adobe connect March 5 7:00PM</td>
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<td>10th Week</td>
<td>March 10-16</td>
<td>SPRING BREAK</td>
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Notes:
- "Church - State: The roots of the Relationships secularization process in the Atlantic World"
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<td>12th Week</td>
<td>Hastings Adrian, ed. <em>Modern Catholicism: From Vatican II and After</em>. Pp 1-13 pp 35 a 67</td>
<td>Understanding Liberation theology, its social and political impacts as well as its global expansion.</td>
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<td>Liberation theologies and economic, social and political confrontations in the world.</td>
<td><em>The Cambridge Dictionary - Liberation Theologies (Cluster)</em></td>
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<td>April 6</td>
<td>April 6</td>
<td>Philip Jenkins, <em>The Next Christendom: The Coming of Global Christianity</em> pp 1-17</td>
<td>Understanding why Christianity will no longer be a majority Western religion and how Christianity shapes Globalization</td>
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<td>McLeod “Being a Christian at the end of the twentieth century” in World Christianity’s Cambridge History Vol. 9 Chap. 33</td>
<td>Seminar meeting through adobe connect April 16</td>
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<td>14th Week</td>
<td>Ecumenical dialogue and the future of Christianity and the interreligious dialogue</td>
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<td>April 7</td>
<td>April 7-13</td>
<td>Philip Jenkins, <em>The Next Christendom: The Coming of Global Christianity</em> pp 1-17</td>
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<td>15th Week</td>
<td>McLeod “Being a Christian at the end of the twentieth century” in World Christianity’s Cambridge History Vol. 9 Chap. 33</td>
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<td>April 14</td>
<td>April 14-20</td>
<td>Philip Jenkins, <em>The Next Christendom: The Coming of Global Christianity</em> pp 1-17</td>
<td>Seminar meeting through adobe connect April 16</td>
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<td>McLeod “Being a Christian at the end of the twentieth century” in World Christianity’s Cambridge History Vol. 9 Chap. 33</td>
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<td>16th Week</td>
<td>Ecumenical dialogue and the future of Christianity and the interreligious dialogue</td>
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<td>April 21</td>
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<td>Philip Jenkins, <em>The Next Christendom: The Coming of Global Christianity</em> pp 1-17</td>
<td>Seminar meeting through adobe connect April 23</td>
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<td>McLeod “Being a Christian at the end of the twentieth century” in World Christianity’s Cambridge History Vol. 9 Chap. 33</td>
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