

ETH 500: Introduction to Christian Ethics
MTWTHF: 9:00am – 12:30pm (Central Time)
June 3-14, 2024
Modality: Blended-Synchronous
Instructor: Rudolph P. Reyes II
Instructor contact information:
Stead 304 / rudolph.reyes@garrett.edu
Office hours: By Appointment
Updated: 3.20.24



Note: This syllabus is a living document. It is subject to further change or revisions based on the learning outcomes of this course. Changes to the syllabus will be announced in class and through Moodle.

Course Description

The purpose of this course is to introduce you doing Christian ethics from the margins at the intersections. The first section of this course takes a thematic approach. It focuses on motifs as a heuristic to distinguish between different forms of ethical thinking and action. The second section of the course explores doing Christian ethics at the intersections and examines constructions of race, gender, sexuality, ability, class, and the environment.

Course Modality

Blended Synchronous: A course offered as in-person and synchronous online at the same time; in-class and remote learners engage in the same learning environment. Students may choose which modality to participate in from week to week. Instructors will track the modalities and notify the registrar's office at the end of the term.

Student Learning Outcomes

As a result of the course, you will be able to:

1. Become acquainted with a variety of approaches that inform and shape the field of Christian ethics.
2. Identify social and personal ethical assumptions and how they relate to communities of accountability.
3. Develop an understanding of ethics you can articulate and advocate as religious leaders in society
4. Practice applying theoretical ethical perspectives to select issue in church and society

5. Demonstrate critical thinking and communication skills, while exhibiting an openness to learning and a respectful attitude of others.

Contacting the Instructor

You can set up a time to meet with me in person or online by email.

Please note that I typically check email between 9am and 5pm on weekdays. I do not check my email at all on the weekends or holidays to devote time to family, rest, and God. Messages received during these times will receive attention once I am back online. Otherwise, you can expect to receive a response to your message within 36 hours, often much sooner.

Seminary's Inclusivity/Diversity Statement

“The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed.... All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues.” (Access 19-20 Handbook, 9)

Inclusive Learning Environment

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official Garrett records, please let me know!
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.
- I am multiply neurodivergent and have used accommodations as a student, and I want to you to tell me what you need best participate in class. I have focused on accessibility in the design of this course.

Academic Accommodations

Garrett-Evangelical Theological Seminary is committed to **providing the most accessible learning environment** as possible for students with disabilities. Should you anticipate or experience **disability-related barriers** in the academic setting, please contact Student Access to move forward with the established accommodation process (e:

student.access@garrett.edu; p: 847- 467-5530). If you already have established accommodations with Student Access, please let me know as soon as possible, preferably within the first two weeks of the term, so we **can work together** to implement your disability accommodations. Disability information, including academic accommodations as part of a student's educational record, is **confidential under FERPA regulations**.

Required Readings and Materials

Articles or chapters are provided as pdfs on Moodle or accessible online through Styberg Library.

Course Requirements

Final grades are determined by a portfolio and participation. They are weighted as follows:

Autobiography as Ethics	20%
Motif Paper	25%
Praxis Paper	25%
Participation	30 %

Participation in Learning Community

Students are expected to attend and come prepared for class through reading the material and offer their insights, confusions, and interests based on the readings. Participation is worth 30% of your grade. Reading criteria and rubric for participation are posted on Moodle.

Papers

There are three papers for this course. These papers build off one another. Autobiography as ethics is a 3-page double space paper. The motif and praxis papers and 3 are 5-page double space papers each. The paper topics and grading rubrics are posted on Moodle.

Basis for course grades

Final course grade is based upon the follow scale:

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%

B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D	60-69%
F	59% and below