

## **ETH 650: Latinx Ethics**

Thursdays 9:00pm – 11:00pm

Modality: Blended Synchronous  
(1 Hour Asynch Per Week)

Instructor: Rudolph P. Reyes II

Instructor contact information:

Stead 304 / office phone / rudolph.reyes@garrett.edu

Office hours: Via Appointment

Updated: 3/20/2022



*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**

This course examines the emergence and development of U.S. Latinx liberative ethics. Special attention is given to writings of Latinx ethicists. These ethicists are engaged to propose and foster emancipatory practices by people of faith in the struggle for justice.

### **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 Latinx Christian ethics.
2. critically examine your own ethical assumptions
3. develop an understanding of ethics you can articulate and advocate as religious leaders
4. relate theoretical ethical perspectives to select issues in church and society

### **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 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](mailto: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 conference papers and participation. They are weighted as follows:

Paper 1	20%
Paper 2	20%
Paper 3	20%
Paper 4	20%
Participation	20%

## 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 20% of your grade. The grading rubric is posted on Moodle.

## Papers

There are four short conference papers (2 pages) for this course. These papers are based on the reading for a given class. These papers need to make a clearly stated claim, provided textual evidence, and demonstrate depth and seriousness of analysis.

You will select the readings for your papers. Your paper will be posted on Moodle and presented to the class for discussion. A paper is worth 20% of your grade.

The purpose of these papers is to encourage deep engagement with the readings, encourage open discussion, and help you develop your skills as a reader and writer.

The paper grading rubrics and assignment alternatives will be announced in class and posted online.

## 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

**Class Topics:**

Week	Topic
1	Intro
2	Latinx Social Movements I
3	Latinx Social Movements II
4	Liberating Spirit
5	Acompañamiento
6	Ethics of Care and Recognition
7	<i>La Lucha</i>
8	<i>Lo Cotidiano</i>
9	Intercultural
10	Mestizaje
11	Trickster Ethics
12	Ethics of Haciendo Cara
13	Concluding Reflection