

**COURSE DATA****DATA SUBJECT****Code:** 35365**Name:** Ethic, gender and liberty**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1012 - Degree in Philosophy	Facultat de Filosofia i Ciències de l'Educació	4	Second quarter
1012 - Degree in Philosophy	Facultat de Filosofia i Ciències de l'Educació	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1012 - Degree in Philosophy	Ethic, gender and liberty	ELECTIVES
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COORDINATION

GARCIA-GRANERO GASCO MARINA

SUMMARY

The optional course "Ethics, Gender and Liberty" is conceived to develop some fundamental thematic content related to moral and political philosophy with whom the students will obtain a reference frame in order to develop the general competencies of the Philosophy Degree.

The goals of the course is to study the philosophical-critical roots of feminist thought. Students will learn the basic concepts of the theories of freedom and feminist thought: gender, freedom, equality, difference, citizenship, patriarchy, genealogy, mind, and body. Afterwards, the main part of the course consists of a genealogical examination of feminist ethics, starting with the modern roots of classic feminist thought until reaching contemporary currents and problems in the interrelationship between gender and freedom. Finally, the course examines differences and conceptual connections between classic and contemporary feminist theories.

The course will be developed from a gender perspective.

PREVIOUS KNOWLEDGE



RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

There are no specific requirements to take this course. However, it would be recommendable for students to have prior knowledge of the main modules "Theories of Ethics" and also of "Political Philosophy"

COMPETENCES / LEARNING OUTCOMES

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Acquire a basic knowledge of the problems, texts and methods that philosophy has developed throughout its history and recognise possible androcentric biases.

Acquire the capacity to pose and solve problems, as well as to make decisions, in a limited time.

Appreciate autonomy and independence of judgement.

Be able to analyse, synthesise and interpret relevant cultural, social, political, ethical or scientific data, and to make reflective judgements about them from a non-androcentric perspective.

Be able to apply knowledge to work in a professional manner and have competences for preparing and defending arguments and for solving problems within the field of study.

Be able to communicate in a foreign language.

Be able to communicate professionally both orally and in writing in the Universitat de València's native languages.

Be able to convey information, ideas, problems and solutions to others (experts or not).

Be able to learn autonomously.

Be able to take on leadership, coordination and representation tasks.

Be able to take on social and ethical commitments.

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Be competent in the philosophical study of particular areas of research and human praxis, such as mind, knowledge, language, technology, science, society, culture, ethics, politics, law, religion, literature, arts and aesthetics, avoiding androcentric biases.

Be familiar with the ideas and arguments of the main philosophers and thinkers, extracted from their texts, and with the investigation of their traditions and schools, identifying the possible androcentric biases.

Be respectful of difference and plurality and avoid gender discrimination.



Have critical and self-critical capacity.

Identify and evaluate clearly and rigorously the arguments presented either in texts or orally.

Identify the fundamental issues that underlie any type of debate.

Know how to work in a team avoiding gender discrimination.

Recognise human fallibility.

Recognise plurality and respect differences.

Relate problems, ideas, schools and traditions.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Work with an increasing degree of self-motivation and self-demand.

DESCRIPTION OF CONTENTS

1. Meaning and significance of freedom in the human being

1. Meaning and significance of the concept of freedom
2. Free or determined? Classification of the main determinisms: social, biological, genetic, neuroscientific, theological.
3. The liberty of the ancients compared to that of moderns.
4. Two concepts of freedom: positive freedom and negative freedom.

2. Genesis of feminist ethics.

1. Genesis and history of feminist ethics.
2. The gender perspective. Relevant concepts.
3. Pre-enlightened feminisms.
4. Feminism and Enlightenment. The inconsistencies of Reason. The French Revolution and the bankruptcy of Universality.

1. The work of Simone de Beauvoir and postwar American feminism: Betty Friedan's mystique of femininity.



3. Feminist ethics in the 20th and 21st century.

1. The work of Simone de Beauvoir and postwar American feminism: Betty Friedan's mystique of femininity.2. Socialist and Marxist feminisms. Radical feminism and the sexual revolution of the sixties.
3. The thought of sexual difference. Female and feminist genealogies (Irigaray, Muraro, Cavarero).
4. Queer theory and post-structuralism. Current debates on sex/gender.

4. Challenges of equality and freedom in society

1. Feminism and multiculturalism. Distributive justice and recognition justice.
2. Violence against women and contributions to a philosophy of violence
3. Ecofeminist positions. The new social movements and intersectional struggles.

5. Liberty and gender

- 1-Historical review of the relationship between freedom and gender.
- 2-Theories on freedom and gender.
- 3-Current issues: adaptive preferences from a feminist perspective.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	5,00
Theory	30,00
Seminar	15,00
Total hours	50,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	0,00
Independent study and work	35,00
Preparation of lessons	40,00
Preparation for assessment activities	20,00
Resolution of case studies	0,00
Total hours	100,00

TEACHING METHODOLOGY

FACE-TO-FACE LESSONS: 2 hours of theoretical lessons and 1 hour of practical class, taught by the teacher and in which students can participate.



PREPARATION FOR THE THEORETICAL LESSONS: students must attend theoretical and practical classes having read the material recommended for each session.

Competences to be acquired: 1-5, 6-8, 12, 16, 21-24, 25, 32, 39, 40

WRITING AND SUBMITTING AN ESSAY: students must prepare at least one paper under the lecturer's guidance throughout the course.

Competences to be acquired: 6-8,12-16, 20, 21, 25-31, 32-40.

TUTORING DURING OFFICE HOURS: there are two types of meetings with the lecturer during office hours; some are scheduled for preparing and supervising practical work, while others are for general consultations on the subject's coursework.

Competences to acquire: 4, 10, 12, 16, 21, 33, 39.

COMPLEMENTARY ACTIVITIES: participation in activities (conferences, seminars, etc.) related to the subject's content

EVALUATION

The evaluation is done through a final written test, determining 70% of the final grade, while the activities proposed in the practical classes determine the remaining 30%. Obtaining a mark equal to or greater than 5 on the final written test is necessary to pass the subject.

The grades of practical activities, tasks, etc., are kept for the second examination session.



*Warning: additional essays will only be accepted to increase the global grade if previously agreed upon.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

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