

**COURSE DATA****DATA SUBJECT****Code:** 35365**Name:** Ethic, gender and liberty**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1012 - Degree in Philosophy	Facultat de Filosofia i Ciències de l'Educació	3	Second quarter
1012 - Degree in Philosophy	Facultat de Filosofia i Ciències de l'Educació	4	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 elective course "Ethics, Gender and Freedom" introduces students to the main debates in feminist theory and feminist ethics, with attention to their historical, conceptual and critical development. The course offers philosophical tools for analysing questions of freedom, autonomy, agency, emancipation, equality, difference, subjectivity, the body, sexuality, violence, intersectionality and sustainability from a feminist perspective. The course proposes a genealogical overview of the main currents of contemporary feminist philosophy, with special attention to their ethical and political debates, to the critique of androcentric biases in the philosophical tradition, and to different ways of understanding oppression, recognition and social transformation. A gender perspective will be adopted throughout the course. This perspective is understood as a critical tool for analysing the relations between sex, gender, power and knowledge, for revising the philosophical canon, and for questioning the naturalisation of inequalities. The course contributes especially to the work of the Sustainable Development Goals, in particular SDG 5, Gender Equality, SDG 10, Reduced Inequalities, SDG 16, Peace, Justice and Strong Institutions, and, in relation to ecofeminism, SDG 13, Climate Action.

The course will promote knowledge of the regulatory framework and the fundamental principles of Organic Law 10/2022, of 6 September, on the comprehensive guarantee of sexual freedom.



Content related to equality and a gender perspective will be addressed, and attention will be given to strategies for the prevention, awareness-raising, and detection of situations of sexual violence in educational settings. At the same time, teaching practices aimed at the prevention and detection of sexual violence will be integrated, in coordination with the institutional resources and protocols established by the University of Valencia.

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PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

No previous requirement is necessary in order to take this course.

Recommendations

For better use of the course, students are advised to be familiar with the general contents of moral philosophy and political philosophy studied in the Degree in Philosophy.

COMPETENCES / LEARNING OUTCOMES

1012 - Degree in Philosophy

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. Simone de Beauvoir's existentialist feminism

1.1. Simone de Beauvoir: alterity, situation and the construction of woman as "the Other".

1.2. Freedom, oppression, immanence and transcendence in *The Second Sex*.

1.3. The denaturalisation of inequality and Irigaray's critique of the Beauvoirian model of emancipation.



2. Liberal feminism and feminist critiques of liberalism

- 2.1. Betty Friedan and *The Feminine Mystique*: domesticity, malaise and the absence of alternative life horizons.
- 2.2. Freedom, equal opportunities, rights, autonomy and citizenship.
- 2.3. Feminist critiques of liberal individualism, the public/private divide and the idea of choice in contexts of structural inequality.

3. Radical feminism

- 3.1. Kate Millett: patriarchy, sexual politics and the critique of structures of domination.
- 3.2. "The personal is political": consciousness-raising, the body, sexuality and everyday life as spaces of power; contributions by Kathleen Barry.
- 3.3. Freedom and oppression in radical feminist critique: sexual violence, sexual exploitation and the critique of patriarchal institutions, with special attention to Brownmiller, Dworkin and MacKinnon.

4. Equality feminism

- 4.1. Celia Amorós: Enlightenment, universalism, vindication and the critique of patriarchal reason.
- 4.2. Equality: equivalence, equal power, equal voice and the critique of gender hierarchies.
- 4.3. Ana de Miguel: sexual neoliberalism, the myth of free choice and the social conditions of freedom.

5. Feminism of difference

- 5.1. Luce Irigaray: sexual difference, the critique of woman as "the sex which is not one" and female genealogies.
- 5.2. Luisa Muraro: female freedom, experience, authority and the creation of symbolic order.
- 5.3. Adriana Cavarero: critique of the self-sufficient subject, inclination, vulnerability and relationality.

6. Lesbian feminisms

- 6.1. Adrienne Rich: compulsory heterosexuality and lesbian existence.
- 6.2. Monique Wittig: critique of the category of sex and of straight thought.
- 6.3. Cheshire Calhoun: lesbianism, identity, recognition and freedom in the face of the heterosexual norm.

7. Black feminism

- 7.1. Critique of hegemonic white feminism and of the universalisation of women's experience: Audre Lorde and bell hooks.
- 7.2. Race, class, gender and intersectionality: Patricia Hill Collins and Kimberlé Crenshaw.
- 7.3. Multiple oppressions, situated experience, political agency and forms of resistance in Black feminism, with attention to Alice Walker, Barbara Omolade and Chicana and Latin American feminists.

8. Queer theories

- 8.1. Teresa de Lauretis: the academic coinage of queer theory, technologies of gender and the semiotic production of subjectivity.
- 8.2. Gayle Rubin: the sex/gender system, sexual hierarchies and the critique of the boundary between normal and deviant sexualities.
- 8.3. Eve Kosofsky Sedgwick: epistemology of the closet, sexual classifications and authority over one's own desire.

9. Judith Butler and Gender performativity

- 9.1. Performativity, the body, language and the normative production of gender.



- 9.2. Recognition, vulnerability and intelligible lives.
- 9.3. Agency, subversion and social transformation.

10. Ecofeminism

- 10.1. Françoise d'Eaubonne and the origin of ecofeminism: patriarchal control of reproduction and ecological devastation.
- 10.2. Vandana Shiva: women, nature, development and colonialism.
- 10.3. Alicia Puleo's "Enlightened ecofeminism": freedom, equality, sustainability.

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	5,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	100,00

TEACHING METHODOLOGY

FACE-TO-FACE LESSONS: Lectures by the professor, with possible participation by students. In seminars, students are expected to participate in the discussion of the assigned materials and the points of view presented.

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

Independent coursework: throughout the course, students must prepare at least one assignment under the guidance and supervision of the professor.

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

TUTORING DURING OFFICE HOURS: office hours will include two types of meetings with the lecturer. Some will be devoted to preparing, agreeing on and supervising students' autonomous work, including its



requirements and development; others will be devoted to general consultations on the course contents, either in person or through electronic means such as the Virtual Classroom or email.

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

Presentation by the agents involved with possible participation by attendees, and a report to be written by the students.

EVALUATION

Assessment for the course will be carried out through the following systems:

1. Final written exam: 70% of the final mark

The final written exam will assess the acquisition of the fundamental contents of the course, the understanding of the concepts and currents studied, the ability to relate authors, problems and feminist traditions, and clarity and rigour in argumentative exposition.

In order to pass the course, students must pass the final written exam, obtaining at least 3.5 points out of 7. If this minimum mark is not achieved in the exam, the course cannot be passed, even if the weighted sum with the rest of the activities is equal to or higher than 5. This minimum requirement for the exam will apply both in the first and in the second examination period.

2. Compulsory written assignment: 20% of the final mark

Students must complete a compulsory written assignment, report or paper on a topic, author, text or problem related to the contents of the course. The assessment will take into account understanding of the topic addressed, appropriate use of philosophical and feminist concepts, capacity for critical analysis, argumentation and formal correctness.

3. Practical classroom activities: 10% of the final mark

This section may include oral presentation in practical sessions, active participation in debates and seminars, as well as attendance or participation in complementary activities linked to the course.

In order to pass the course, students must obtain a minimum overall mark of 5 points out of 10, provided that the minimum mark required in the final written exam has been achieved. This minimum requirement will apply both in the first and in the second examination period.

In the second examination period, students may retain the marks obtained for the parts passed in the first examination period, whether the final written exam (70%), the compulsory written assignment (20%) or the practical classroom activities (10%).

Practical classroom activities (10%) cannot be recovered in the second examination period.

The type of final written exam and the type of assignment required will be the same in the first and in the second examination period.



*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 for writing assistance, text generation or 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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