

**COURSE DATA****DATA SUBJECT**

Code: 46503
Name: Philosophy and gender
Cycle: Master's Degree
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2256 - Master's Degree in Contemporary Philosophical Thought	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2256 - Master's Degree in Contemporary Philosophical Thought	Philosophy and gender	ELECTIVES

COORDINATION

ROSELL TRAVER SERGI

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SUMMARY

The course addresses fundamental questions raised by the feminist philosophical reflection on gender. A central issue is how to understand the social and discursive construction of gender and its difference and relationship with sex. Equally important is the inquiry into the ways in which sex and gender affect the identity of the subject, and how dominant discourses and practices generate all kinds of inequalities based on sex and gender differences. The result is a series of structural injustices that follow a patriarchal logic (sexist, binary, and heteronormative). In response, the course adopts a critical approach of inquiry, unveiling, and resistance against these inequality-generating injustices.

A set of topics will be explored, which can be grouped into questions regarding how to understand gender, its relationship with sex and its normativity; issues of gender, citizenship, and the political subject; the impact of gender on epistemic practices; contemporary social problems linked to sexual and gender inequalities; and philosophical reflection on the feminine, the masculine, and the rupture of binarism. The fundamental goal of the course is to clarify the theoretical and practical issues involved in each topic, presenting and evaluating the different existing proposals in each debate, in order to advance toward critical solutions.



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 further requirements.

COMPETENCES / LEARNING OUTCOMES

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Capacidad de analizar, sintetizar e interpretar datos de índole cultural, social, política, ética o científica y de emitir juicios reflexivos sobre ellos en los trabajos escritos que se presentan.

Comprensión en profundidad de las relaciones y conflictos entre distintos ámbitos de la cultura y el pensamiento: filosofía, ciencia, derecho, política, etc.

Comprensión en profundidad de los conceptos involucrados en discursos teóricos y prácticos sobre género e identidad, con vistas a identificar su significado, sus dialécticas específicas y sus implicaciones metadiscursivas

Comprensión en profundidad de los conceptos involucrados en discursos teóricos y prácticos sobre política, con vistas a identificar su significado, sus dialécticas específicas y sus implicaciones metadiscursivas

Conocimiento en profundidad del estado de la cuestión de los debates éticos y políticos en el contexto del pensamiento filosófico contemporáneo

Desarrollo de la capacidad de reflexión crítica sobre el presente y sus problemas estéticos y culturales sobre la base de los recursos conceptuales procedentes de las diferentes disciplinas y tradiciones filosóficas

Desarrollo de la capacidad de reflexión crítica sobre el presente y sus problemas éticos sobre la base de los recursos conceptuales procedentes de las diferentes disciplinas y tradiciones filosóficas

Desarrollo de la capacidad de reflexión crítica sobre el presente y sus problemas políticos sobre la base de los recursos conceptuales procedentes de las diferentes disciplinas y tradiciones filosóficas

Mejorar las destrezas relacionadas con la exposición y defensa oral de una disertación o ensayo, así como la participación en debates y el trabajo en equipo.

Saber manejar con soltura las diversas fuentes de información, relevantes para la investigación (bibliográficas, electrónicas, etc.), así como la recopilación de dicha información y bibliografía con vistas a la creación de textos propios.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.



Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

DESCRIPTION OF CONTENTS

1. Feminist Philosophy. Subjection and Oppression

Introduction to feminist philosophy and its main concepts. The subjection and oppression of women based on *The Subjection of Women* by J.S. Mill, *The Second Sex* by S. de Beauvoir, and the conceptions of oppression by M. Frye and I.M. Young.

2. Corporeality, Gender, and Sexuality. Metaphysics of Gender

Phenomenological approach to the experience of being a woman (I.M. Young) and of living outside heteronormativity (A. Rich). Sex/gender/desire subjects and performativity (J. Butler). Discussion on what gender is; inclusion/exclusion (S. Haslanger, E. Díaz-León, C. Jenkins).

3. Sexual Violence, Pornography, and Misogyny

Patriarchal shaping of sexuality and sexual violence as a structural problem (K. Millet, L.M. Alcoff). The debate on pornography and its objectifying and misogynistic character (A. Dworkin and C. MacKinnon). Sexism and misogyny (K. Manne).

4. Speech Acts, Silencing, and the Problem of Sexual Consent

Speech acts that subordinate and silence women (R. Langton). Responsibility in patriarchal silencing (I. Maitra). Consent, its forms and limits (C. MacKinnon, Q.R. Kukla). Unjust sex vs rape (A. Cahill). Is there a right to sex? (A. Srinivasan).

5. Intersectionality, Epistemic Position, and Hermeneutical Injustice

Black feminism and the notion of intersectionality: articulating the axes of inequality (K. Crenshaw). Oppressors and oppressed: the privilege of the oppressed standpoint? (b. hooks, A. Willye). Power, epistemic position, and gaps in self-understanding (M. Fricker, R. Mason, J. Medina).

6. Relational Autonomy and Responsibility



Against the atomistic conception of the self: situated autonomy (M. Friedman, A. Westlund). Gender and luck (C. Card). Female agency, adaptive preferences, and responsibility (S.J. Khader). (Toxic) male agency and transformation (b. hooks, D. Cornell).

7. Ethics of Care, Vulnerability, and Dependency

Ethics as a response to the needs of the other (C. Gilligan). A feminine moral voice? Justice vs care (S. Benhabib, A. Baier). Care as a central moral and political category (J. Tronto, V. Held). Towards just relationships of dependency (E.F. Kittay).

8. Public/Private, Rights, Impartiality. Toward Substantive Equality

Feminist critiques of the public/private dichotomy (C. Pateman, S.M. Okin) and of abstract impartiality in favor of substantive equality (M. Nussbaum, I.M. Young). The limits of rights discourse (W. Brown). Sexual equality: difference vs domination (C. MacKinnon).

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	40,00
Classroom practices	20,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	52,50
Independent study and work	15,00
Preparation of lessons	30,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	97,50

TEACHING METHODOLOGY

See the Spanish version.

EVALUATION

The course will be evaluated on the basis of class participation and a written text, which may be of two



types: either an essay on the content of some of the topics covered in the course, or a report on the topics explained in class; all according to the indications made in the document on evaluation of the master's degree. Both options may result in the maximum grade.

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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