

Degree	Type	Year
Care Philosophies	OB	1

## Contact

Name: David Casacuberta Sevilla  
Email: david.casacuberta@uab.cat

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

No prerequisites

## Objectives and Contextualisation

The aim of this course is to offer a philosophical perspective on how the ethics of care is understood in different branches of Eastern thought, highlighting the similarities and differences between the concept and application of care in Hindu, Buddhist, and Daoist thought. There are basically two reasons for offering this perspective: firstly, to establish an open, decolonial, and alternative perspective that allows for reflection on our idea of care in the West and to see that other ways of understanding and practicing it are possible. Secondly, current theories of care ethics, with holistic, ecological, and feminist approaches, share many philosophical principles with Eastern thought, especially Buddhism, thus facilitating a theoretical understanding of the principles associated with the ethics of care. Therefore, far from being merely an approach to "Eastern curiosities cabinet," this course is designed to demonstrate the relevance and significance of Eastern thought.

## Learning Outcomes

1. CA03 (Competence) [pendent traducció a en] Generar conocimiento relacionado con la ética del cuidado mediante las dinámicas de grupo y el uso de metodologías del aprendizaje colaborativo
2. CA04 (Competence) [pendent traducció a en] Desarrollar de forma creativa soluciones a problemas asociados al cuidado teniendo en cuenta la perspectiva de pensamiento oriental y las diferencias sociales, culturales, de etnia o de género
3. KA04 (Knowledge) [pendent traducció a en] Describir la representación filosófica de sujeto y cuidado que se construye en India, en China y en Japón
4. KA05 (Knowledge) [pendent traducció a en] Identificar los elementos teóricos relevantes para la investigación ética y política de la concepción oriental de la ética del cuidado
5. KA06 (Knowledge) [pendent traducció a en] Relacionar las principales concepciones del cuidado de la filosofía oriental y de la filosofía occidental
6. SA05 (Skill) [pendent traducció a en] Aplicar los principales conceptos de la filosofía oriental para analizar problemas actuales en relación al cuidado

7. SA06 (Skill) [pendent traducció a en] Reconocer la interdisciplinariedad necesaria para resolver problemas de la investigación filosófica oriental relacionados con el concepto de cuidado
8. SA07 (Skill) [pendent traducció a en] Aplicar conocimientos clásicos de la tradición filosófica oriental a cuestiones filosóficas actuales relacionadas con el concepto de cuidado

## Content

### Contents

The course is organized into the following six modules:

#### 1. Importance and Relevance of Eastern Thought

- 1.1 Towards a multicultural approach to philosophy
- 1.2 The parallel birth of philosophy in Greece, India, and China. Similarities and differences.
- 1.3 Religion versus Philosophy
- 1.4 Duality and non-duality.
- 1.5 Theoretical versus applied.
- 1.6 Analytical versus holistic

#### 2. Introduction to Hindu Philosophy

- 2.1 Historical and cultural context of classical India.
- 2.2 Key ethical concepts in Hindu thought.
- 2.3 Main classical philosophical schools of India
- 2.4 What is real? Atman and Maya.
- 2.5 The concept of karma.
- 2.6 How is care understood from Hindu thought?

#### 3. Key Concepts of Buddhism

- 3.1 Origin and development of Buddhism in India
- 3.2 Theravada, Mahayana, and Vajrayana Buddhism
- 3.3 Main philosophical ideas of Theravada Buddhism
- 3.4 Main philosophical ideas of Mahayana Buddhism
- 3.5 Similarities and differences with Hindu thought
- 3.6 How is care understood from Indian Buddhist thought?

#### 4. Central Ideas of Chinese Philosophical Thought

- 4.1 Historical and cultural context of China.
- 4.2 The Chinese language and its philosophical uniqueness
- 4.3 Key concepts in the philosophical thought of Kongzi
- 4.4 Key concepts in the Daoist philosophical thought of Laozi
- 4.5 Key concepts in the Daoist philosophical thought of Zhuangzi
- 4.6 How is care understood from Daoist thought?

#### 5. Central Ideas of Chinese and Japanese Buddhist Thought

- 5.1 Chinese Buddhism as an interconnection between Hindu Buddhism and Daoism.
- 5.2 Key concepts in Ch'an Buddhist thought.
- 5.3 The koan as a radical philosophical exercise.
- 5.4 The philosophy of Eihei Dogen.
- 5.5 The ethical model of Zen philosophy: the 16 precepts.
- 5.6 How is care understood from Zen?

#### 6. Cat's cradle Encounters between East and West in the Ethics of Care

- 6.1 Care in medicine. The ethics of virtues in MacIntyre and the ethics of Kongzi.
- 6.2 Tracing biopolitics in the Dao De Jing of Laozi.
- 6.3 Carol Gilligan and Zhuangzi: The role of empathy in an ethics of care.
- 6.4 Continuing with the problem in Haraway and Dogen
- 6.5 Holism in Joan Tronto and its connection with the Zen view of ethics.
- 6.6 What does Eastern thought offer us to update a new ethics of care?

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
external links	16	0.64	SA06, SA06
Video Presentations	19	0.76	SA07, SA07
Type: Supervised			
tutorship	22	0.88	CA03, CA04, CA03
Type: Autonomous			
case studies	31	1.24	CA03, CA04, KA04, CA03
recommended readings	55	2.2	KA05, KA06, KA05

The course consists of six blocks organized asynchronously. Each block contains the following resources:  
 A training module with a video presentation of the central content of the block.  
 Links and external materials to expand on the content presented in the training module.  
 Two short, mandatory, and assessable readings.  
 An assessable multiple-choice quiz.

Once the quiz is passed, the student can move on to the next module until all six modules are completed. At that point, an online tutoring session can be conducted with the person responsible for the course (synchronous if the schedules of the professor and student allow, asynchronous otherwise) in which the topic and content of the mandatory essay to pass the course will be coordinated.

In parallel, there will be a forum accessible only to the students of the course where they can ask questions to the faculty and other students and discuss issues related to the subject. Also, if they prefer, students can send personal questions via email to the person responsible for the course.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
-------	-----------	-------	------	-------------------

Quiz	60	2	0.08	CA03, KA04, KA06, SA05, SA06, SA07
short essay	40	5	0.2	CA03, CA04, KA04, KA05

The evaluation will consist of two parts:

1. A test at the end of each module (60%). This equates to 6 simple tests. Each quiz will consist of 10 to 15 questions related to the explanations provided in each module and the two mandatory readings of each module.

2. Writing a final essay (40%) previously agreed upon with the instructor responsible for the course. The evaluation of the essay consists of the following phases:

a. A preliminary tutoring session to discuss the essay's approach and establish a reading and work plan (2 points)

b. A follow-up tutoring session to resolve doubts (2 points)

c. Evaluation of the written essay (6 points)

Personalized tutoring sessions will preferably be conducted via videoconference.

A rubric outlining the process and evaluation criteria for the essay will be posted on the Virtual Campus.

This subject allows the use of AI technologies as an integral part of the submitted work, provided that the final result reflects a significant contribution from the student in terms of analysis and personal reflection.

The student must clearly (i) identify which parts have been generated using AI technology; (ii) specify the tools used; and (iii) include a critical reflection on how these have influenced the process and final outcome of the activity.

Lack of transparency regarding the use of AI in the assessed activity will be considered academic dishonesty; the corresponding grade may be lowered, or the work may even be awarded a zero.

In cases of greater infringement, more serious action may be taken.

## Bibliography

Deshimaru, Taisen (2000) Zen verdadero. Introducción al Shobogenzo.

Lessig, D. (trad) Tao te King. Editorial Koan

Lopez, D. (2011) The story of Buddhism. A concise guide to its history and teachings. San Francisco: Harper

Loy, D. (1999) No dualidad. Editorial Kairós

Okumura, S. (2010) Realizing genjokoan: the key to Dogen's Shobogenzo. Wisdom Publications.

Siderits, M. (2007) Buddhism as philosophy. Hackett.

Villalba, D. (Trad) Shobobenzo. Editorial Kairós

Zhuang Zi. El libro de Zhuang Zi. Editorial Kairós

## Software

There is no extra software needed

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.