

Degree	Type	Year
Care Philosophies	OB	1

Contact

Name: Laura Benitez Valero

Email: laura.benitez@uab.cat

Teachers

Anabella Laura Di Tullio Arias

Teaching groups languages

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

Prerequisites

The course can be followed and completed without prerequisites

Objectives and Contextualisation

The concept of care in the feminist tradition and in women's, gender and queer studies will be studied from an intersectional perspective and in reference to specific cases of the world and contemporary life that refer to individual and collective experiences current

Learning Outcomes

1. CA05 (Competence) [pendent traducció a en] Evaluar los efectos de las desigualdades de género en la implementación de las prácticas de los cuidados
2. CA06 (Competence) [pendent traducció a en] Revisar de forma crítica las soluciones propias aportadas a problemas prácticos ante situaciones de discriminación por razón de género
3. KA07 (Knowledge) [pendent traducció a en] Seleccionar los elementos conceptuales que explican las interrelaciones teóricas entre la ética del cuidado y la ética feminista
4. KA08 (Knowledge) [pendent traducció a en] Describir los principales estereotipos de género que condicionan las prácticas del cuidado en el ámbito público y privado
5. KA09 (Knowledge) [pendent traducció a en] Identificar prácticas de cuidado reales que demuestren desigualdades de género

6. SA08 (Skill) [pendent traducció a en] Comparar estrategias de introducción de la perspectiva de género en las prácticas del cuidado
7. SA09 (Skill) [pendent traducció a en] Proponer prácticas de cuidado desde la perspectiva de los colectivos LGTBIQ+
8. SA10 (Skill) [pendent traducció a en] Diseñar estrategias de comunicación responsable y en clave de género para transmitir conocimientos sobre el cuidado

Content

In our approach, we will address the problem of care from a gender perspective, considering five key dimensions:

1. Feminist genealogies of care
- 2- Feminist/feminine orientation of ethics
- 3- Power relations around care: vulnerability and interdependence.
- 4- The regulation and distribution of care
- 5- Future scenarios of the interaction between care and gender

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
synchronous and asynchronous debate /video presentation and comments	37	1.48	
Type: Supervised			
conceptual map/essay/literature review	25	1	
Type: Autonomous			
anwering questionare/critical comparative reading	87.5	3.5	

The mode of teaching is virtual and, therefore, both the methodology and the assessment are adjusted accordingly.

The activities proposed in this subject aim to learn how to work through problems by developing different types of skills: reading, commenting, group discussion, creative writing, debates and proposals. All activities aim to provide tools and accompany personal or collective reflection.

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
group work	10%	0	0	CA05, CA06, KA07, KA08, KA09, SA08, SA09, SA10
oral	40%	0	0	CA05, CA06, KA07, KA08, KA09, SA08, SA09, SA10
written	50%	0.5	0.02	CA05, CA06, KA07, KA08, KA09, SA08, SA09, SA10

The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and the originality of the exercises carried out. The lack of authenticity in the authorship or originality in the evaluation tests; I copy or plagiarize it; the fraudulent attempt to obtain a better academic result; collaboration, concealment or favoring of copying, or the use of unauthorized material, software or devices during the evaluation, among others, are irregular behaviors in the evaluation that may have serious academic and disciplinary consequences.

These irregular behaviors can result in the suspension (note D/0) in the evaluable activities defined in the teaching plan -including the final tests- or in the final grade of the subject, either because materials, software or Unauthorized devices during the tests, such as social networks or internet search engines, because fragments of text have been copied from an external source (internet, notes, books, articles, works or tests of other students, etc.) without citation corresponding, or because any other irregular conduct has been carried out.

For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively in support tasks such as bibliographic or information search, proofreading or translations. It will be necessary to clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. Non-transparency of the use of AI in this evaluable activity will be considered academic dishonesty and may result in a partial or total penalty in the grade of the activity, or higher penalties in serious cases.

The subject can only be approved by following and passing the continuous evaluation (EC). The final qualification of the subject is the grade obtained in the EC.

The continuous evaluation consists in the realization of all the proposed PACS.

* In case of doing the exercise of the first block and not being able to continue, prior notification to the teacher, the possibility of having a No Presented can be considered.

* From the completion of the first two PACS, the final mark of the subject will be the result of the average of all the exercises, also those not delivered, based on their % on the weight of the mark.

* The delivery schedule is the one proposed by the teaching plan. In case of not being able to hand in an exercise in the scheduled time, for exceptional reasons, you will have to notify the teacher and will be considered personally.

Bibliography

1.

Gilligan, Carol. (1993). Introduction. In a different voice: Psychological theory and women's development (pp. 1-4). Massachusetts Harvard University Press.

Butler, Judith. (2004). Precarious life: The powers of mourning and violence. Verso.

Tronto, Joan C. (2015). Who cares? How to reshape a democratic politics. (pp. 1-40). Cornell University Press.

2.

Haraway, Donna J. (2020). Pensamiento tentacular. Antropoceno, Capitaloceno, Chthuluceno. Seguir con el problema: Generar parentesco en el Chthuluceno (pp. 59-98). Consonni.

Braidoti, R. (2015). Posthumano y devenir tierra. Lo posthumano (pp. XX). Editorial Gedisa.

de La Bellacasa, M. P. (2017). Matters of care: Speculative ethics in more than human worlds. Minnesota: University of Minnesota Press.

3.

hooks, bell (2020). Teoría Feminista. De los Márgenes al centro. (pp. 139-171). Traficantes de sueños.

Anzaldúa, Gloria (2016). La Frontera. La nueva mestiza (pp. 103-115/133-148). Capitán Swing.

Care Colletive (2021). Manifiesto de los cuidados. La política de la interdependencia. Ecidions Bellaterra.

Software

No specific software is required.

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.