

Degree programme	Type	Course
Philosophies of Care	OB	1

Contact lecturer

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Teaching staff

Anabella Di Tullio Arias

Group languages

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

Prerequisites

The course can be followed and completed without prerequisites

Objectives

The course examines care as a philosophical and political category, situating it at the intersection of feminist tradition, gender studies, and contemporary debates on justice, interdependence, and the ecological crisis. The course is taught online and combines critical reading of texts with collaborative activities that seek to connect theoretical analysis with situated experiences and contemporary issues.

Objectives

- To become familiar with the main traditions of feminist ethics of care and the debates that shape them, from their foundational formulations to their most recent developments.
- To understand care as a political practice that operates in relation to power structures and unequal social distribution.
- To critically analyze the implications of the climate crisis and the Anthropocene for philosophies of care, incorporating posthuman and interspecies perspectives.
- Apply intersectional approaches to the analysis of care practices, taking into account the interplay of gender, race, class, and coloniality.
- Develop theoretically grounded proposals that connect the ethics of care with concrete public policies.
- Rigorously develop original arguments, both orally and in writing, in various academic and public communication formats.

Learning outcomes

- CA05 (Assess the effects of gender inequalities in the implementation of caregiving practices.) Assess the effects of gender inequalities in the implementation of caregiving practices.
- CA06 (Critically review your own solutions to practical problems in situations of discrimination on the basis of gender.) Critically review your own solutions to practical problems in situations of discrimination on the basis of gender.
- KA07 (Choose the conceptual elements that explain the theoretical interrelations between the ethics of care and feminist ethics.) Choose the conceptual elements that explain the theoretical interrelations between the ethics of care and feminist ethics.
- KA08 (Describe the main gender stereotypes that condition both public and private care practices.) Describe the main gender stereotypes that condition both public and private care practices.
- KA09 (Identify real care practices that demonstrate gender inequalities.) Identify real care practices that demonstrate gender inequalities.
- SA08 (Compare strategies for introducing the gender perspective in care practices.) Compare strategies for introducing the gender perspective in care practices.
- SA09 (Propose care practices from the perspective of LGTBQ+ groups) Propose care practices from the perspective of LGTBQ+ groups
- SA10 (Design responsible, gender-sensitive communication strategies to convey knowledge about care.) Design responsible, gender-sensitive communication strategies to convey knowledge about care.

Contents

Module 1. Feminist Genealogies of Care

Origins and development of the ethics of care as a philosophical tradition. A critique of dominant moral frameworks and their assumptions about autonomy, impartiality, and the separation between the public and private spheres.

Module 2. The Ethics of Care and Feminist Ecologies

Care and multispecies interdependence in the context of the Anthropocene. Posthuman approaches and new ontologies of care. Ecological responsibility and a critique of human exceptionalism.

Module 3. Power, Vulnerability, and Interdependence

Political and intersectional dimensions of care. Race, class, and coloniality as structures that shape care practices. Forms of collective organization in response to distributive injustices in care.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Synchronous and asynchronous debate /video presentation and comments	37	1.48	CA05, CA06, KA07, KA08, KA09, SA08, SA09, SA10
Essay/literature review/public policy design	25	1	CA05, CA06, KA07, KA08, KA09, SA08, SA09, SA10
Answering questionnaire/critical comparative reading	85	3.4	CA05, CA06, KA07, KA08, KA09, SA08, SA09, SA10

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	Weight	Hours	ECTS	Learning outcomes
oral	40%	1	0.04	CA05, CA06, KA07, KA08, KA09, SA08, SA09, SA10
group work	10%	0.5	0.02	CA05, CA06, KA07, KA08, KA09, SA08, SA09, SA10
written	50%	1.5	0.06	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 course, 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 course 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). *In a different voice: Psychological theory and women's development*. Introduction (pp. 1-4). 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*. University of Minnesota Press.

3.

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

Anzaldúa, Gloria (2016). *Borderlands/La frontera* (pp. 103-115/133-148). Capitán Swing.

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

Suggested reading:

Camps, V. (2021). *Tiempos de cuidados*. Arpa

Held, V. (2006). *The ethics of care. Personal, political and global*. Oxford University Press.

Svampa, M. (2019). El Antropoceno como diagnóstico y paradigma. Lecturas globales desde el Sur. *Utopía y praxis latinoamericana*, 24(84), 33-54.

Curiel, Ochy (2007). Crítica poscolonial desde las prácticas políticas del feminismo autónomo antirracista. *Nómadas*, 26, pp. 92-101.

Fraser, Nancy (2015). *Fortunas del feminismo*. Traficantes de sueños.

Kittay, Eva (1999). *Love's Labor: Essays on women, equality, and dependency*. Routledge.

Segato, Rita (2016). *La guerra contra las mujeres*. Traficantes de Sueños.

Shiva, Vandana (2007). *Abrazar la vida. Mujer, ecología y desarrollo*. Horas y horas.

Software

No specific software is required.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(VIRT2022m) Classes virtuales (màster)	70	Spanish	first semester	morning-mixed