VNIVERSITAT DE VALÈNCIA

Course Guide
33257 Critical thought

COURSE DATA

Data Subject	
Code	33257
Name	Critical thought
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1012 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	1	Second term

Subject-matter

Degree	Subject-matter	Character
1012 - Degree in Philosophy	10 - Critical thought	Basic Training

Coordination

Name	Department
LUQUE MARTIN, VICTOR JOSE	359 - Philosophy
VERDEJO APARICIO, VICTOR MARTIN	359 - Philosophy

SUMMARY

This course will make a historic journey on the issue of critical thinking, focusing on the origin and development of the necessary tools to analyse our language and arguments. We will analyse the rhetorical strategies that influence our argumentative exchanges and the thinking processes that lead us to make decisions and all the elements (beliefs, cognitive bias, social pressure, sources of information, etc.) that are involved in it. Finally, we will show the importance of critical thinking regarding various ethical and social problems.

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 prerequisites are necessary for the study and understanding of the subject.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1004 - Degree in Philosophy

- 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.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
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- Acquire the capacity to pose and solve problems, as well as to make decisions, in a limited time.
- Have critical and self-critical capacity.
- Know how to work in a team avoiding gender discrimination.
- Be able to apply knowledge to practice.
- Be able to learn autonomously.
- Develop innovation and creativity.
- Acquire a basic knowledge of the problems, texts and methods that philosophy has developed throughout its history and recognise possible androcentric biases.
- Identify the fundamental issues that underlie any type of debate.
- Be able to apply the knowledge acquired to clarify or solve certain problems outside one's own field of knowledge.
- Identify and evaluate clearly and rigorously the arguments presented either in texts or orally.
- Appreciate autonomy and independence of judgement.
- Recognise human fallibility.
- View original and creative thinking positively.

1012 - Degree in Philosophy

- 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.
- 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.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
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- Be able to communicate professionally both orally and in writing in the Universitat de València's native languages.
- Acquire the capacity to pose and solve problems, as well as to make decisions, in a limited time.
- Have critical and self-critical capacity.
- Know how to work in a team avoiding gender discrimination.
- Be respectful of difference and plurality and avoid gender discrimination.
- Be able to apply knowledge to practice.
- Be able to learn autonomously.
- Develop innovation and creativity.
- Acquire a basic knowledge of the problems, texts and methods that philosophy has developed throughout its history and recognise possible androcentric biases.
- Identify the fundamental issues that underlie any type of debate.
- Be able to apply the knowledge acquired to clarify or solve certain problems outside one's own field of knowledge.
- Identify and evaluate clearly and rigorously the arguments presented either in texts or orally.
- Appreciate autonomy and independence of judgement.
- Recognise human fallibility.
- View original and creative thinking positively.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

The student must show a clear understanding of the theoretical questions raised during the course, being able to expose and analyse them in depth. In addition, she must be capable of engaging intellectually on these issues, to be able to autonomous investigation and clarification of those issues. It is intended that the student finishes the course having developed her critical sense of rational discussion about her beliefs and others' beliefs.

DESCRIPTION OF CONTENTS

1. The birth of critical thinking

Classical Greece. Aristotle. Logic and rhetoric. Fundamentals of argument analysis.

2. Basic tools in Logic and Rhetoric

Logical formalization, truth tables, natural deduction and syllogistic. Formal and informal fallacies.

3. Argumentation theory. The art of seduction using words.

Informal logic, speech building, analysis of the different argumentation areas, rhetorical strategies.

4. The limits of reason I

Beliefs and power. Cognitive biases, social structures, and emotions.

5. The limits of reason II

Authority and credibility. Sources of information and experts. Trust and truthfulness.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Tutorials	5,00	100
Development of individual work	20,00	0
Study and independent work	40,00	0
Readings supplementary material	30,00	0
Resolution of case studies	10,00	0
TOTAL	**150,00**	

TEACHING METHODOLOGY

The theoretical classes will explain the concepts and main positions on each topic

to treat. If necessary, the teacher will indicate the supplementary readings that are relevant to provide a better understanding of the topic. If the teacher thinks it is convenient, and depending on the number of students enrolled, she can opt for students to display their reflections in class, in memory format ordered, on the issues raised by the teacher in previous classes. The practical classes are intended to discuss and apply the notions exposed in the theoretical classes through tests, several texts by authors and/or specific episodes related to the topics of this course. It can also be organised oral presentations by students on specific readings.

EVALUATION

The qualification of this course is obtained as follows:

- Final written proof of the topics discussed in the theoretical classes: up to 70% of the total note. It will consist of long answers, short answers, or a combination of both types.

- Tests, text analysis (individual or group), active participation in practical classes, discussion groups, etc.: up to 30% of the total note.

- The fraudulent conduct of evaluation tests and plagiarism in research work will be considered under the ACGUV Regulation 108/2017.

REFERENCES

Basic

- Badesa, C., Jané, I. y Jansan, R. (2007). Elementos de Lógica Formal, 2a edición, Barcelona, Ariel.
-Bordes, M. (2011). Las trampas de Circe: falacias lógicas y argumentación informal, Madrid, Cátedra.
-Vega, L. (2003). Si de argumentar se trata, Barcelona, Montesinos.
-Vega, L. (2013). La fauna de las falacias. Madrid, Trota.
-Vega, L. y Olmos, P. (editores) (2011). Compendio de Lógica, Argumentación y Retórica, Madrid, Trotta.

Additional

- Bowell, T. & Kemp, G. (2015). Critical Thinking: A Concise Guide, Fourth Edition, Routledge.
-Feldman, R. (2014). Reason and Argument, Second Edition, Pearson Education.
-Fisher, A. (2011). Critical Thinking: An Introduction, Second Edition, Cambridge, Cambridge University Press.
-Govier, T. (2014). A Practical Study of Argument, Enhaced Seventh Edition, Wadsworth.
-Grimaltos, T. & Rosell, S. (2021) Mentiras y engaños: Una investigación filosófica. Cátedra, Madrid.
-Hanscomb, S. (2017). Critical Thinking: The Basics, Routledge.
-Kahneman, D. (2013). Pensar rápido, pensar despacio. Debolsillo.
-Leng, G. & Leng, R. (2020). The Matter of Facts: Skepticism, Persuasion, and Evidence in Science. The MIT Press.
-Macknik, S. & Martínez-Conde, S. (2013). Los engaños de la mente: Cómo los trucos de magia desvelan el funcionamiento del cerebro. Booket
-Matute, M. (2019) Nuestra mente nos engaña. Sesgos y errores cognitivos que todos cometemos. Shaleckleton Books.
-Mercier, H. (2020). Not born yesterday. Princeton University Press.
-Mercier, H. & Sperber, D. (2017). The Enigma of Reason. Harvard University Press
-Oreskes, N. & Conway, E. M. (2011). Merchants of Doubt. Bloomsbury.
-Sapolski, R. (2020). Compórtate: La biología que hay detrás de nuestros mejores y peores comportamientos. Capitan Swing.
-Shermer, M. (2008). Por qué creemos en cosas raras. ALBA.
-Yanofsky, N. S (2013). The outer limits of reason. MIT Press.