VNIVERSITAT (Ğ) D VALÈNCIA

# COURSE DATA

## Data Subject

| | |
|---|---|
| **Code** | 33257 |
| **Name** | Critical thought |
| **Cycle** | Grade |
| **ECTS Credits** | 6.0 |
| **Academic year** | 2023 - 2024 |

## 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 |
|---|---|
| CLARAMONTE SANZ, VICENTE MANUEL | 359 - Philosophy |

# SUMMARY

This course will make a historic journey on the issue of critical thinking, focusing on the origin and develop-ment 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

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| 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.

## OUTCOMES

### 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.

- 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.

- 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.

- View original and creative thinking positively.

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## LEARNING OUTCOMES

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. LANGUAGE AND PHILOSOPHICAL ARGUMENTATION

1. Notion of language in the subject.
2. The three dimensions of language.
3. Formal and informal language: Formal and informal logic.
4. Sentences and statements.
5. Descriptive sentences and normative sentences.

## 2. INFERENCES AND REASONING

1. Inference and reasoning. Concept.
2. Types of reasoning: demonstrative and non-demonstrative.
3. Deduction.
4. Induction.
5. Validity and truth or falsity of reasoning.

## 3. TYPOLOGY OF INFERENCES (I): IMMEDIATE INFERENCES

1. The categorical proposition.
2. Typology of inferences: immediate and mediate.
3. Immediate inferences: opposition, conversion and obversion.

## 4. TYPOLOGY OF INFERENCES (II): MEDIATED INFERENCES

1. Mediate inferences: the categorical syllogism of typical form and its structure.
2. Mode and figure: form.
3. Characteristics and rules or axioms.
4. The compound syllogism or polysyllogism.

## 5. BASIC ELEMENTS OF FORMAL LANGUAGE

1. Symbols and rules.
2. Preaching.
3. Principle of bivalence: truth and falsehood.
4. Composition of statements. Connectors.
5. Truth functions and truth tables.
6. Quantification of statements. Quantifiers.

## 6. FALACIES

1. Concept.
2. Typology.
3. Analysis of certain types of fallacies.

## 7. NATURAL DEDUCTION

1. Introductory notions.
2. Basic rules of introduction and elimination: negation, conjunction, disjunction, implication and coimplication.
3. Derived rules: negation, conjunction, disjunction, disjunction and implication.
4. Additional rules.
5. Interdefinition rules.

6. De Morgans rules.
7. Metaregla of exchange or replacement.

## 8. QUANTITATIVE DEDUCTION

1. Introductory notions.
2. Basic rules of introduction and elimination: generalising and particularising.
3. Derived rules: definition and negation of the generaliser and the particulariser; interchange.
4. Rules of distribution.
5. Quantifier descent rules and linked variable mutation rules.

# 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

Written test on the topics discussed in the theoretical and practical classes. It may consist of long answers, short answers, or a combination of both types.
The attitude in class, active participation in discussion groups, in the completion of exercises in practical classes, etc., could increase the final mark by up to 10% of the total mark.

Fraudulent performance in the of evaluation tests and plagiarism in any evaluation work will be considered in accordance with the ACGUV 108/2017 and ACGUV 123/2020 regulation. The use of technologies (including AI), which is not previously authorised by the teaching staff, to create assessment materials will mean that these will not be considered as self-authored and will be treated according to current regulations.

## REFERENCES

### Basic

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-Badesa, C., Jané, I. & Jansan, R. (2007). Elementos de Lógica Formal. Barcelona: Ariel.

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-Neblett, W. (1989). La lógica de Sherlock Holmes. Barcelona: La Magrana.

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### Additional

- Bentham, J. (1990). Falacias políticas. Madrid: Centro de Estudios Constitucionales.

-Bowell, T. & Kemp, G. (2015). Critical Thinking: A Concise Guide. New York: Routledge.

-Feldman, R. (2014). Reason and Argument. New Jersey: Pearson Education.

-Fisher, A. (2011). Critical Thinking: An Introduction. Cambridge: Cambridge University Press.

-Hanscomb, S. (2017). Critical Thinking: The Basics. New York: Routledge.

-Hare, R. (1999). Ordenando la ética. Una clasificación de las teorías éticas. Barcelona: Ariel.

-Kahneman, D. (2013). Pensar rápido, pensar despacio. Westminster: Debolsillo.

-Macknik, S. & Martínez-Conde, S. (2013). Los engaños de la mente. Cómo los trucos de magia desvelan el funcionamiento del cerebro. Barcelona: Destino.

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-Mill, J. (2001). Sobre la libertad. Madrid: Alianza.

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-Popper, K. (1992). La sociedad abierta y sus enemigos. Barcelona: Planeta-Agostini.

-Shermer, M. (2008). Por qué creemos en cosas raras. Barcelona: ALBA.

-Russell, B. (1996). Ensayos filosóficos. Madrid: Alianza.

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