

**COURSE DATA****Data Subject**

<b>Code</b>	33271
<b>Name</b>	Logic and argumentation theory
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1004 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	2	Second term
1012 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	2	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1004 - Degree in Philosophy	16 - Logic and theory of argumentation	Obligatory
1012 - Degree in Philosophy	15 - Logic and theory of argumentation	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
VERDEJO APARICIO, VICTOR MARTIN	359 - Philosophy

**SUMMARY**

The course will deepen into the nature of logic and the theories about the analysis and evaluation of arguments, taking into consideration the three classical perspectives on argumentation (logic, dialectic and rhetoric), and their relationship with philosophy and other areas of knowledge.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Knowledge of elementary logic.

## 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 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.
- Be able to convey information, ideas, problems and solutions to others (experts or not).
- Have critical and self-critical capacity.
- Know how to work in a team avoiding gender discrimination.
- Be able to apply knowledge to practice.
- Be competent in the philosophical study of particular areas of research and human praxis, such as mind, knowledge, language, technology, science, society, culture, ethics, politics, law, religion, literature, arts and aesthetics, avoiding androcentric biases.
- 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.
- Identify and evaluate clearly and rigorously the arguments presented either in texts or orally.
- Appreciate autonomy and independence of judgement.
- Recognise human fallibility.

## LEARNING OUTCOMES



Learning outcomes are considered to be related to the didactic proposal manifested in

- (1) the basic descriptors of the subject,
- (2) the skills to be developed,
- (3) the formative activities, linked to the teaching methodology, and
- (4) the evaluative systems.

According to it, it is expected that students

- (1) know the working concepts, theories and methods most important in the field of Logic and Argumentation theory, to a graduate level,
- (2) know how to apply them to the various aspects of life, in general, and of philosophy, in particular,
- (3) know how to expand them through research and analysis of new problems,
- (4) know how to transmit and disseminate them at all levels, and
- (5) be able to undertake further studies.

## DESCRIPTION OF CONTENTS

### 1. LOGIC, DIALECTIC AND RHETORIC

Study the relationship between the classical arts of argumentation and their role in creating a model of argumentation.

### 2. SOME METALOGIC ASPECTS

Approximation to some significant types of logic and formal languages (propositional, first order, second order, modal).

### 3. ANALYSIS, RECONSTRUCTION AND EVALUATION OF ARGUMENTS

Characterisation and structure of an argument. Identification and reconstruction of arguments. The principle of charity. Basic notions for argument evaluation: truth, validity and justification.

**4. INFORMAL LOGIC**

Introduction to informal logic. Study of different types of argumentative dialogue.

**5. FALLACIES AND PARADOXES**

Definition of fallacy and paradox. Classification and examples.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Tutorials	5,00	100
Attendance at events and external activities	5,00	0
Development of group work	5,00	0
Development of individual work	15,00	0
Study and independent work	15,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	20,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	15,00	0
Resolution of case studies	10,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

- 1. Lectures** (with the possible participation of students). Methodology of teaching and learning: teacher's presentation, with possible participation of students.
- 2. Practical classes** (with the participation of students, and where the aim is to link theory to practice: case studies and simulations, problem solving, analysis of texts and documents). Methodology of teaching and learning: Participation of students under the guidance of the teacher.
- 3. Tutoring** (individual or collective). Methodology of teaching and learning: Personal interview or electronic consultation (through virtual classroom, e-mail, blogs, etc.).
- 4. Complementary activities:** attending conferences, courses and other cultural, academic or scientific activities related to the field of study. Methodology of teaching and learning: Exhibition of those involved with possible participation of the attendees, and memory or report by the students.



**5. Study, preparation and testing tasks.** Methodology of teaching and learning: Self-study.

## EVALUATION

For the **first call**, the student will be allowed to choose between two types:

Continuous assessment

- Objective (possibly virtual) test (70% of final grade).
- Exercises and assignments (30% of final grade).

One-time assessment

- Single in-person exam (100% of final grade).

For the **second call**, only one type of assessment will be available:

- Single in-person exam (100% of final grade).

Plagiarism is regulated according to rule ACGUV 108/2017.

## REFERENCES

### Basic

- Badesa, C., Jané, I. y Jansana, R. (2007). Elementos de lógica formal. Barcelona: Ariel, 2a edición.
- Bordes, M. (2011). Las trampas de Circe: falacias lógicas y argumentación informal. Madrid: Cátedra.
- Copi, I., Cohen, C., McMahon, K. (2016) Introduction to logic. Routledge. Trad. cast. Copi, I., Cohen, C. Introducción a la lógica. Limusa Wiley, 2011.
- Goldstein, L. et al. (2008). Lógica. Conceptos clave en Filosofía. Valencia: PUV.
- Perelman, Ch. y Olbrechts-Tyteca, L. (1994). Tratado de la argumentación: la nueva retórica. Madrid: Gredos.
- Toulmin, S. (2007). Los usos de la argumentación. Barcelona: Península.
- Van Eemeren, F. H. y Grootendorst, R. (2002). Argumentación, comunicación y falacias. Una perspectiva pragma-dialéctica. Santiago (Chile): Ed. Universidad Católica de Chile.





Van Eemeren, F. H. y Grootendorst, R. (2011). Una teoría sistemática de la argumentación. La perspectiva pragmatológica. Buenos Aires: Biblos.

Van Eemeren, F. H., Grootendorst, R. y Snoeck Henkemans, F. (2006). Argumentación. Análisis, evaluación, presentación. Buenos Aires: Biblos.

Vega, L. (2003). Si de argumentar se trata. Barcelona: Montesinos.

Vega, L. (2017). Lógica para ciudadanos. Ensayos sobre lógica civil. Saarbrücken: Editorial Académica Española.

Vega, L. y Olmos, P. (Eds.) (2011). Compendio de lógica, argumentación y retórica. Madrid: Trotta.

Walton, D. (2008). Informal logic. A pragmatic approach. CUP.

#### **Additional**

- Aristóteles (1982, 1988). Tratados de lógica (Organon). Madrid: Gredos, 2 vols.

Aristóteles (1990). Retórica. Madrid: Gredos.

Clark, Michael (2002) Paradoxes from A to Z, Routledge. Trad. cast. El gran libro de las paradojas. De la A a la Z, Gredos, Madrid, 2009.

Doury, M. y Moirand, S. (Eds.) (2008). La argumentación hoy: encuentro entre perspectivas teóricas. Barcelona: Montesinos.

Frogel, S. (2005). The Rhetoric of Philosophy. Amsterdam: J. Benjamins.

Govier, T. (1999). The Philosophy of the Argument. Newport News, VA: Vale Press.

Johnstone Jr., H. W. (1978). Validity and Rhetoric in Philosophical Argument. University Park, PA: The Dialogue Press of Man & World.

Marraud, H. (2013). ¿Es lógic@?: Análisis y evaluación de argumentos. Madrid: Cátedra.

Toulmin, S. T. y Rieke, R. y Janik, A. (2018). Una introducción al razonamiento. Lima: Palestra.

Van Eemeren, F. H. (2012). Maniobras estratégicas en el discurso argumentativo. Madrid: Plaza y Valdés y CSIC.

Van Eemeren, F. H., Grootendorst, R. y Snoeck Henkemans, F. (2006). Argumentación. Análisis, evaluación, presentación. Buenos Aires: Biblos.

Vega, L. (2013). La fauna de las falacias. Madrid: Trotta.



Vega, L. y Bolado, G. (Eds.) (2011). La argumentación en el discurso público. Cantabria: Parlamento de Cantabria.

Walton, D. N. (1998). The New Dialectic: Conversational Contexts of Argument. Toronto: UTP.

Walton, D. N. (2006). Fundamentals of Critical Argumentation. Cambridge: CUP.

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **1) Contents**

The course contents are the same as those specified in the course guide.

### **2) Workload and teaching schedule**

Students will have assigned the same workload and teaching schedule, taking into account a blended-learning scheme during the second quadrimester of the current academic year.

### **3) Teaching methodology**

Student groups will be divided into subgroups attending classroom sessions every other week. Subgroups will attend all lectures either in classroom or online. Practical seminars will be scheduled during the weeks each group is allowed to attend classroom sessions, which might be supplemented with videoconferencing and online materials. Tutoring sessions with students will be held online.

### **4) Assessment**

The continuous assessment option in the course guide will be encouraged through specific activities and exercises and a final test which might be completed online.

### **5) References**

All bibliographic resources will be available online.