

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

<b>Code</b>	35413
<b>Name</b>	Ethics and critical thinking
<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. Period</b>
1008 - Degree in Modern Languages and Literatures	Faculty of Philology, Translation and Communication	2 Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1008 - Degree in Modern Languages and Literatures	10 - Ethics	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
HERRERAS MALDONADO, ENRIQUE	359 - Philosophy

**SUMMARY**

The purpose of this course on *Ethics and Critical Thinking* is to develop contents with which the student will be obtain a relevant framework to the development of the general skills aimed to achieve the Graduate in Modern Languages and their Literatures. The agenda combines grounds of rules governing the conduct, in particular relating to fundamental rights, gender equality, democratic values and culture of peace, and grounds of cognitive critical activity, understanding them as complementary facets in the formation the human being

**PREVIOUS KNOWLEDGE**



### **Relationship to other subjects of the same degree**

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

### **Other requirements**

Generic prior knowledge

## **OUTCOMES**

### **1008 - Degree in Modern Languages and Literatures**

- The ability to gather and interpret relevant data by applying procedures of synthesis, analysis, criticism and self-criticism.
- The development of an ethical commitment to issues such as gender equality, equal opportunities, democratic values, non-violence, environmental and sustainability issues and an awareness of diversity and multiculturalism.
- The ability to interrelate different areas of philology studies and humanities.
- Critical capacity in the study of phenomena related with cultural diversity.
- General knowledge of humanistic areas related to the field of studies of modern languages and their literatures.

## **LEARNING OUTCOMES**

Capacity for thinking critically on culture and society

## **DESCRIPTION OF CONTENTS**

### **1. Ethics**

- 1.1. What is ethics?
- 1.2. Ethical formal and ethical materials.
- 1.3. Moral dilemmas
- 1.4. Civic ethics and applied ethics.

### **2. Critical thinking. The dialogue between different philosophical traditions**

- 2.1. What is thinking and how we think?
- 2.2. Circumstances that determine the meanings of social action
- 2.3. Socratic teaching: the art of asking
- 2.4. Brief history of critical thinking

**3. Art and Critical Thinking**

- 3.1. Aesthetics and Criticism of art.
- 3.2. Theory of reception.
- 3.3. Literature and critical thinking.
- 3.4. Film and critical thinking.

**4. Contemporary Philosophical Thought**

- 4. 1. Philosophy of language.
- 4.2. Marxism and the Frankfurt School.
- 4.3. Hermeneutics and existentialism.
- 4.4. Current philosophy.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Development of individual work	30,00	0
Study and independent work	20,00	0
Readings supplementary material	20,00	0
Preparation of evaluation activities	20,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

The teaching-learning methodology will be the exhibition usual teacher and debate among members of the class, which will combine with the working seminar on the texts mentioned, so it is imperative that there is a prior independent study by the students and a discussion and participation in the sessions, which are mandatory.

**EVALUATION**

- 1. Theoretical part: realization of a written test to guarantee the knowledge and understanding of the theoretical contents established for the subject. This section will contribute to the final grade with a percentage of 80%.
- 2. Practical part: 1) Realization of works in class. The level of comprehension of the contents as well as the skills for their exposure and ability to create debate with a percentage of 15% will be assessed. Participation, commitment and interest in the classroom (5%) will be taken into account.
- 3. Attendance at practical classes is mandatory.



4. To be able to add the practical part it will be necessary to obtain a minimum of 4 (out of 8) in the written test.
5. For the second call the notes of the practical part are kept.
6. To pass the whole subject it is necessary to achieve at least 50%.

#### Evaluation Criteria

##### Individual written exam

- Mastery of specific terminology and conceptual precision
- Clarity in written exposition and ability to synthesize
- An orderly, systematic and documented exposition of the contents of the discipline
- Critical and informed elaboration of what has been learned
- Grammatical and syntactic correction of the expression

##### Group work exhibition

- Mastery of specific terminology and conceptual precision
- Bibliographic search and information skills
- Clarity in the oral presentation and synthesis capacity
- Organization of ideas and arguments expressed
- Critical and informed elaboration of what has been learned

## REFERENCES

### Basic

- Arenas-Dolz, F. y Fernández Zamora, J.A., Pensamiento crítico, ética cívica y educación para la democracia. Colección Ethica docens. Biblioteca de Filosofía Moral y Política, nº 5, Reproexpres Ediciones, Valencia 2014.
- Cortina, A. El quehacer ético, Guía para la educación moral, Madrid, Santillana, 1999.

### Additional

- Benton, J., Drage, A. G. y McShane, Ph., Introducción al pensamiento crítico, Plaza y Valdés, México, 2011.
- Boisvert, J., La formación del pensamiento crítico. Teoría y práctica, Fondo de Cultura Económica, México, 2004.
- Camps, V. Breve historia de la ética, RBA libros, 2017.
- Cavel, S. El cine, ¿puede hacernos mejores?. Katz Editores, 2008.



- Cortina, A. ¿Para qué sirve realmente la Ética?, Granada, Comares, 2013.  
Cortina, A., Martínez, E., Ética, Akal.  
Cruz, M., Filosofía contemporánea, Taurus, Madrid, 2010.  
Danesi, M., Metáfora, pensamiento y lenguaje (Kronos, Sevilla, 2004.  
Dewey, J., Cómo pensamos. Nueva exposición de la relación entre pensamiento y proceso educativo, Paidós, Barcelona, 1989.  
Habermas, J., Conciencia moral y acción comunicativa, Barcelona, Península, 1985.  
Herreras, E. La tragedia griega y los mitos democráticos, Madrid, Biblioteca Nueva, 2010.  
Kant, I., ¿Cómo orientarse en el pensamiento? Quadrata, Buenos Aires, 2005.  
Lipman, M., Sharp, A., Oscanyan, F. (1992). La Filosofía en el aula. Madrid: Ed. de la Torre.  
Nussbaum, M. C., Sin fines de lucro. Por qué la democracia necesita de las humanidades, Katz, Buenos Aires, 2010.  
Punset, E., Excusas para no pensar, Destino, Barcelona, 2011.  
Saiz, C. (ed.), Pensamiento crítico: conceptos básicos y actividades prácticas, Pirámide, Madrid, 2002.  
Villacañas, J.L. Historia de la filosofía contemporánea, Madrid, Akal, 2001.

## ADDENDUM COVID-19

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

### HYBRID TEACHING MODALITY

#### 1. Contents

The contents are reduced by 25% with blocks 1, 2 and 4 of the teaching guide.

**1. Ethics** 1.1. What is Ethics? 1.2. Formal ethics and material ethics. 1.3. Moral dilemmas. 1.4. Civic ethics and applied ethics.

**2. Critical thinking. Dialogue between the various philosophical traditions** 2.1. What does it mean to think and how do we think? 2.2. Circumstances that determine the meanings of social action 2.3. Socratic teachings: the art of asking 2.4. A brief history of critical thinking.

**4. Contemporary philosophical thinking:** 4.1. Philosophy of Language. 4.2. Marxism and the Frankfurt School. 4.3. Hermeneutics and existentialism. 4.4. Current philosophy.

#### 2. Workload and temporary teaching planning

The workload provided for in the teaching guide is maintained.





### **3. Teaching methodology**

The class will be divided into two or three groups, which will work with the teacher, through explanations and discussions, blocks 1 and 4 dedicated to contemporary ethics and philosophical thinking.

Block 3 dedicated to critical thinking will be worked by students on non-face-to-face class days. Group work will be carried out that must be delivered before the end of the lesson period.

### **4. Evaluation**

A face-to-face examination will be carried out on the worked contents of blocks 1 and 4 which will have a value of 80% of the overall grade. Students' work on block 2 will be worth 20% of the overall grade.

### **5. Bibliography**

The literature of the didactic guide is maintained.

## **NON-FACE-TO-FACE TEACHING MODALITY**

**(In the event that the sanitaria situation requires a new confinement)**

### **1. Contents**

The contents are reduced by 25% with blocks 1, 2 and 4 of the teaching guide.

**1. Ethics** 1.1. What is Ethics? 1.2. Formal ethics and material ethics. 1.3. Moral dilemmas. 1.4. Civic ethics and applied ethics.

**2. Critical thinking. Dialogue between the various philosophical traditions** 2.1. What does it mean to think and how do we think? 2.2. Circumstances that determine the meanings of social action 2.3. Socratic teachings: the art of asking 2.4. A brief history of critical thinking.

**4. Contemporary philosophical thinking:** 4.1. Philosophy of Language. 4.2. Marxism and the Frankfurt School. 4.3. Hermeneutics and existentialism. 4.4. Current philosophy.

### **2. Workload and temporary teaching planning**

The workload provided for in the teaching guide is maintained.

### **3. Teaching methodology**



By videoconference, blocks 1 and 4 dedicated to contemporary philosophical ethics and thinking will be worked on.

Block 3 dedicated to critical thinking will be worked by monographs made in a group way and to be delivered before the end of the school period.

#### **4. Evaluation**

If possible, a face-to-face examination will be performed.

If a face-to-face examination is impossible, text comments will be made on the worked contents of blocks 1 and 4 which will have a value of 80% of the overall note. Students' work on block 2 will be worth 20% of the overall grade.

#### **5. Bibliography**

The literature of the didactic guide is maintained.