

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

Code	35666
Name	Ethics and critical thinking
Cycle	Grade
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1009 - Degree in Translation and Interlinguistic Mediation(English)	Faculty of Philology, Translation and Communication	1	Second term
1010 - Degree in Translation and Interlinguistic Mediation (French)	Faculty of Philology, Translation and Communication	1	Second term
1011 - Degree in Translation and Interlinguistic Mediation (German)	Faculty of Philology, Translation and Communication	1	Second term

Subject-matter

Degree	Subject-matter	Character
1009 - Degree in Translation and Interlinguistic Mediation(English)	1 - Ethics	Basic Training
1010 - Degree in Translation and Interlinguistic Mediation (French)	1 - Ethics	Basic Training
1011 - Degree in Translation and Interlinguistic Mediation (German)	1 - Ethics	Basic Training

Coordination

Name	Department
VALOR ABAD, JORDI	359 - Philosophy
VERDEJO APARICIO, VICTOR MARTIN	359 - Philosophy



SUMMARY

Reflection on the role of critical thinking in Ethics. Arguments: types, analysis and assessment. Discussion of the most common fallacies. The relation critical thinking, liberalism and democratic values in Bentham, Mill, Russell and Popper.

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 previous acquaintance with the topics covered by this subject is required.

OUTCOMES

1009 - Degree in Translation and Interlinguistic Mediation(English)

- 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.
- 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.
- Interrelate different areas of humanistic studies.
- Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.
- Know the currents and methodologies of literary theory and criticism in the field of translation and linguistic mediation.

1010 - Degree in Translation and Interlinguistic Mediation (French)

- 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.



- 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.
- Interrelate different areas of humanistic studies.
- Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.
- Know the currents and methodologies of literary theory and criticism in the field of translation and linguistic mediation.

1011 - Degree in Translation and Interlinguistic Mediation (German)

- 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.
- 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.
- Interrelate different areas of humanistic studies.
- Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.
- Know the currents and methodologies of literary theory and criticism in the field of translation and linguistic mediation.

LEARNING OUTCOMES

The goal is the development of skills for critical thinking. Students should have improved their ability to debate both their own beliefs and those of others



DESCRIPTION OF CONTENTS

1. Language and critical thinking

Notion of language in this course. Main uses and functions of language. Three dimensions of language. Conceptions about linguistic sign. Formal and non-formal language: formal and non-formal logic.

2. Inferences and reasonings

Concept. Typology of reasonings. Deduction. Induction. Validity and truth or falsity of reasoning.

3. Syllogisms

Categorical syllogism and its structure. Mode and figure: form. Characteristics and rules or axioms.

4. Fallacies

Concept. Typology. Analysis of some kinds of fallacy.

5. Critical thinking, liberalism and democratical values: utilitarianism

Relations among critical thinking and the social philosophy of Bentham and Mill

6. Critical thinking, liberalism and democratical values: Russell

Relations among critical thinking and the ethical and social philosophy of B. Russell

7. Critical thinking, liberalism and the democratical values: Popper

Relation among critical thinking and the rational criticism of Popper

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Attendance at events and external activities	5,00	0
Development of group work	5,00	0
Development of individual work	10,00	0
Study and independent work	24,00	0
Readings supplementary material	8,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	10,00	0
Resolution of case studies	8,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Theoretical lessons with the occasional participation of students

Practical lessons : exercices and problems selected

Other activities : readings selected

EVALUATION

Theory: the evaluation consist of 3 distinct parts

Type of evaluation	% of the result
a) Individual written examination	70%
b) Evaluation of written work and seminar evaluation	20% y 10%



Criteria of evaluation

Knowledge will be assessed primarily on the course content and the ability to make it clear in the individual written test.

Practices

The student's ability in practical exercises and problems will be evaluated

REFERENCES

Basic

- BADESA, C. y JANÉ, I. y JANSANA, R. (2007). Elementos de Lógicas Formal. Barcelona, Ariel, 2a edición.
- CATTANI, A. (2003), Los usos de la retórica. Alianza, Madrid.
- COPI, I. (1990), Introducción a la lógica. Buenos Aires, EUDEBA.
- GARCÍA, C. (1993), El arte de la lógica. Madrid, Tecnos.
- LO CASCIO, V. (1998), Gramática de la argumentación: estrategias y estructuras. Madrid, Alianza.
- NEBLETT, W. (1989), La lógica de Sherlock Holmes. Barcelona, La Magrana.
- OLIVÉ, L. (1995), Racionalidad epistémica. Madrid, Trotta.
- PERELMAN, CH. y OLBRECHTS-TYTECA, L. (1994), Tratado de la argumentación. Madrid, Gredos.
- PIZARRO, F. (1997), Aprender a razonar. Madrid, Alambra Longman.
- PLANTIN, C. (1998), La argumentación. Barcelona, Ariel.
- SAGÜILLO, J. M. (2000) El arte de persuadir: algunos elementos de argumentación y retórica. Ludus, A Coruña 2000
- VEGA, L. (2003), Si de argumentar se trata. Montesinos, Barcelona.
- VEGA, L. (2013), La fauna de las falacias. Madrid, Trotta.
- WESTON, A. (1994), Las claves de la argumentación. Ariel, Barcelona.

Additional

- ALCOLEA, J. (2009), Visual arguments in film. Argumentation, 23 n 2 pp.259-275.
- BENTHAM, J. (1990), Falacias políticas. Centro de estudios constitucionales, Madrid. (tema 5)
- MILL, J.S. (1998), Sobre la libertad. Alianza, Madrid (tema 5).
- MARQUES MARTI, A. (1980), Coneixement i decisió: els fonaments del racionalisme crític. Fundació Salvador Vives i Casajuana, Barcelona.



POPPER, K. (1994), La sociedad abierta y sus enemigos. Paidós, Barcelona.

RUSSELL, B. (2009), Ensayos filosóficos. Alianza, Madrid

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 LEARNING MODE (BLENDED)

1. Contents

All the contents initially programmed in the teaching guide for the theoretical and practical sessions are maintained.

2. Workload and teaching schedule

The weight of the different activities that yield the training hours in ECTS credits figuring in the original teaching guide is maintained.

3. Methodology

Combination of face-to-face class with online and recorded classes through the aula virtual tools. The virtual tutoring program is maintained (attention within 48 working hours maximum by email) or with face-to-face tutoring hours.

4. Assessment

- Regarding the part of the subject dedicated to critical thinking, the assessment will be carried out through written exams and/or exercises that evaluate the theoretical and practical part of the subject (25% each).
- As for the part of the subject dedicated to ethics, the assessment will be carried out through a written work that evaluates the theoretical contents (35%) and participation in the sessions that evaluates the practical part (15%), where the students will form groups and work on philosophical texts related to the theoretical content.

5. Bibliography

All the necessary readings to follow the course will be provided through the virtual classroom. If necessary, the recommended readings will be replaced with alternative materials and recommendations.

DISTANCE (ONLINE) LEARNING

1. Contents



All the contents initially programmed in the teaching guide for the theoretical and practical sessions are maintained.

2. Workload and teaching schedule

The weight of the different activities that yield the hours of dedication in ECTS credits marked in the original teaching guide.

3. Methodology

Combination of the face-to-face class with online and recorded classes through the aula virtual tools. The virtual tutoring program is maintained (attention in 48 working hours maximum by email) and also the classroom tutoring schedule through online resources of the aula virtual.

4. Assessment

- Regarding the part of the subject dedicated to critical thinking, the assessment will be carried out through written exams and/or exercises that evaluate the theoretical and practical part of the subject (25% each).
- As for the part of the subject dedicated to ethics, the assessment will be carried out through a written work that evaluates the theoretical contents (35%) and participation in online forums and virtual tutorials that evaluates the practical part (15%), where students will form groups and work on philosophical texts related to theoretical content.

5. Bibliography

All the necessary readings for the follow-up of the course will be provided through the virtual classroom. If necessary, the recommended readings for alternative materials and recommendations will be substituted.