

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

Code	35666
Name	Ethics and critical thinking
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

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
ARTIGA GALINDO, MARC	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

This course will address some of the following issues:

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. Issues in philosophy of language and translation.

2. Inferences and reasonings

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

3. Fallacies

Concept. Typology. Analysis of some kinds of fallacy.

4. Critical thinking and practical philosophy

Relations among critical thinking and issues in practical philosophy

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

See Spanish version.

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