COURSE DATA

DATA SUBJECT

Code: 33257
Name: Critical thought
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1012 - Degree in Philosophy	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1012 - Degree in Philosophy	Critical thought	BASIC

COORDINATION

CLARAMONTE SANZ VICENTE MANUEL

SUMMARY

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

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.

COMPETENCES / LEARNING OUTCOMES

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Acquire the capacity to pose and solve problems, as well as to make decisions, in a limited time.

Appreciate autonomy and independence of judgement.

Be able to apply knowledge to practice.

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.

Be able to apply the knowledge acquired to clarify or solve certain problems outside one's own field of knowledge.

Be able to learn autonomously.

Develop innovation and creativity.

Have critical and self-critical capacity.

Identify and evaluate clearly and rigorously the arguments presented either in texts or orally.

Identify the fundamental issues that underlie any type of debate.

Know how to work in a team avoiding gender discrimination.

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.

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.

View original and creative thinking positively.

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.

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.

7. NATURAL DEDUCTION

1. Introductory notions.
2. Basic rules of introduction and elimination: negation, conjunction, disjunction, implication and coimplication.
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

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	5,00
Theory	30,00
Classroom practices	15,00
Total hours	**50,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	70,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	10,00
Total hours	**100,00**

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 conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

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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. -Mercier, H. & Sperber, D. (2017). The Enigma of Reason. Harvard: University Press. -Mill, J. (2001). Sobre la libertad. Madrid: Alianza. -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. -Yanofsky, N. (2013). The outer limits of reason. Cambridge: MIT Press.