



## COURSE DATA

### DATA SUBJECT

**Code:** 35413  
**Name:** Ethics and critical thinking  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	2	Second quarter
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	1	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1008 - Degree in Modern Languages and Literatures	Ethics	BASIC
1008 - Degree in Modern Languages and Literatures	Ethics	BASIC

### COORDINATION

HERRERAS MALDONADO ENRIQUE

## SUMMARY

The purpose of this course on *Ethics and Critical Thinking* is to develop contents with which the student will be able to obtain a relevant framework for 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 of 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.

## COMPETENCES / LEARNING OUTCOMES

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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.

The ability to gather and interpret relevant data by applying procedures of synthesis, analysis, criticism and self-criticism.

The ability to interrelate different areas of philology studies and humanities.

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.

## 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.

The aim of these contents is for students to acquire the ability to reflect and make critical and ethical judgments about culture and society at the end of the course.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	40,00
Preparation of lessons	0,00
Preparation for assessment activities	20,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</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.

## 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 75%.

**2. Practical part:** 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 20% will be assessed. Participation, commitment and interest in the classroom (5%) will be taken into account.

### Observations

- 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.
- For the second call the notes of the practical part are kept.

### 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

Intellectual honesty is vital to an academic community and for the fair evaluation of the student's work. All work submitted in this course must be originally authored by every student. No student shall engage in unauthorized collaboration or make use of ChatGPT or other AI composition software, except if its use is part of the contents of the subject and is authorized by the teaching staff who teach it.



The general grading system shall follow the regulations of the Universitat de València approved by the Governing Council on 30 May 2017. ACGUV 108/2017.

CGUV 108/2017.

## REFERENCES

### BASIC

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

### ADDITIONAL

- Benton, J., Drage, A. G. & McShane, Ph. (2011), *Introducción al pensamiento crítico*, México, Plaza y Valdés.
- Boisvert, J. (2004), *La formación del pensamiento crítico. Teoría y práctica*, México, Fondo de Cultura Económica.
- Camps, V. (2017), *Breve historia de la ética*, Barcelona, RBA libros.
- Cavel, S. (2008), *El cine, ¿puede hacernos mejores?*, Madrid, Katz Editores.
- Cortina, A. (2013), *¿Para qué sirve realmente la Ética?*, Granada, Comares.
- Cortina, A. & Martínez, E. (1996), *Ética*, Madrid, Akal.
- Cruz, M. (2010), *Filosofía contemporánea*, Madrid, Taurus.
- Danesi, M. (2004), *Metáfora, pensamiento y lenguaje*, Sevilla, Kronos.
- Dewey, J. (1989), *Cómo pensamos. Nueva exposición de la relación entre pensamiento y proceso educativo*, Barcelona, Paidós.
- Habermas, J. (1985), *Conciencia moral y acción comunicativa*, Barcelona, Península.
- Herreras, E. (2010), *La tragedia griega y los mitos democráticos*, Madrid, Biblioteca Nueva.
- Kant, I. (2005), *¿Cómo orientarse en el pensamiento?*, Buenos Aires, Quadrata.
- Lipman, M. & Sharp, A. & Oscanyan, F. (1992), *La Filosofía en el aula*, Madrid, ed. de la Torre.
- Nussbaum, M. C. (2010), *Sin fines de lucro. Por qué la democracia necesita de las humanidades*, Buenos Aires, Katz.
- Punset, E. (2011), *Excusas para no pensar*, Barcelona, Destino.
- Saiz, C. (ed.) (2002), *Pensamiento crítico: conceptos básicos y actividades prácticas*, Madrid, Pirámide.
- Villacañas, J. L. (2001), *Historia de la filosofía contemporánea*, Madrid, Akal.