

COURSE SYLLABUS

1. Information about the study program

1.1 University	Babeş-Bolyai University
1.2 Faculty	Faculty of History and Philosophy
1.3 Department	International Studies and Contemporary History
1.4 Field of study	Security Studies
1.5 Study cycle (BA/MA)	BA
1.6 Study program/Qualification	Security Studies

2. Information about the subject

2.1 Course title	Critical Thinking							
2.2 Course tutor	Lect. univ. dr. Paul POPA							
2.3 Seminar tutor	Lect. univ. dr. Paul POPA							
2.4 Year of study	2	2.5 Semester	3	2.6 Type of assessment	E	2.7 Course status	Contents	
							Mandatory	DF

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total number of hours in the curriculum	42	of which: 3.5 course	28	3.6 seminar/laboratory	14
Time distribution					Hours
Study based on textbook/course manual/recommended reading/personal notes					20
Additional research in the library, by accessing scientific databases, or during field work					15
Preparation for seminars/laboratory classes, essays, portfolios and reports					14
Tutoring					5
Assessment (examinations)					4
Other activities					
3.7 Total hours for individual study		58			
3.8 Total hours per semester		100			
3.9 Number of credits		4			

4. Prerequisites (if necessary)

4.1 Curriculum	Not the case
4.2 Skills	Not the case

5. Conditions (if necessary)

5.1. For delivering lectures	• -
5.2. For teaching seminars/laboratory classes	• -

6. Acquired specific competences

Professional competences	C 1: - Applying the foundations of social and political theories in understanding, analyzing and evaluating the socio-political organization; C 2: - Elaboration and communication of plans and projects in the field of security assurance; C 3: - Use of analysis and decision methodologies in the field of security;
Transversal competences	CT1: - Management of specific information for solving complex tasks in context (receiving, transmitting, processing, storing information in profile documents), including by using at an advanced level an international circulation language and, at medium or advanced level, a second one foreign language.

7. Course objectives (derived from the specific competences acquired)

7.1 General objective of course	<ul style="list-style-type: none"> • The general objective of the Critical Thinking discipline is to train the ability to receive, interpret and analyse critically in order to manage the specific information for solving complex tasks in context.
7.2 Specific objectives	<ul style="list-style-type: none"> • Organizing the security consulting activity • Determining the level of security within the organization • Establishing the organization's security assurance strategy • Verification of compliance with security measures • Representing the interests of the organization on security issues

8. Contents

8.1 Lectures	Teaching methods	Remarks
1. Applicability of critical thinking in political science	Presentation/debate	
2. The functionality of truth: representations, opinions, perceptions	Presentation/debate	
3. Reasoning and informal logic: meanings and probabilities	Presentation/debate	
4. The structure of the argument: claims, statements, premises and conclusions	Presentation/debate	
5. Deductive and inductive tools of critical analysis	Presentation/debate	
6. Conjunctive, disjunctive, negative, conditional constructions.	Presentation/debate	
7. Language in argumentation: explanations, analogies, comparisons, ambiguities	Presentation/debate	
8. Types of argumentations: moral, scientific, legal, religious, political and philosophical.	Presentation/debate	
9. Persuasion, discourse and debates	Presentation/debate	
10. Limitations of reasoning: emotions, beliefs, prejudices, assumptions	Presentation/debate	
11. Formal & informal fallacies	Presentation/debate	
12. Causal errors and manipulation techniques	Presentation/debate	
13. Fake-news & propaganda	Presentation/debate	
14. Critical thinking and decision making	Presentation/debate	
1. Walter Sinnott-Armstrong, Robert J. Fogelin, Understanding Arguments: An Introduction to Informal Logic, 9th edition, 2005		
2. Davi A. Hunter, A practical guide to critical thinking: Deciding What to Do and Believe, Willey Pub, 2009		

3. Galen A. Foresman, Peter S. Fosland and Jamie Watson: The Critical Thinking toolkit, Willey Blackwell, 2017		
8.2 Seminars	Teaching methods	Remarks
1. Instruments of critical thinking	Exercise/debate/analysis	
2. Theories on truth: realism, relativism and nihilism	Exercise/debate/analysis	
3. Logical thinking, analytical thinking and text analysis	Exercise/debate/analysis	
4. Recognition and construction of the argument	Exercise/debate/analysis	
5. Simple and complex arguments	Exercise/debate/analysis	
6. Evaluation and analysis of arguments	Exercise/debate/analysis	
7. Instruments of argumentation: explanations, analogies, comparisons, ambiguities	Exercise/debate/analysis	
8. From ethics to scientific demonstrations	Exercise/debate/analysis	
9. Types of debate	Exercise/debate/analysis	
10. Instruments to identify fallacies	Exercise/debate/analysis	
11. Cognitive errors in analysis and argumentation	Exercise/debate/analysis	
12. Fighting manipulation	Exercise/debate/analysis	
13. Critical thinking and decision making	Exercise/debate/analysis	
Recap	Exercise/Debate/analysis	
Bibliography		
1. Walter Sinnott-Armstrong, Robert J. Fogelin, Understanding Arguments: An Introduction to Informal Logic, 9th edition, 2005		
2. Davi A. Hunter, A practical guide to critical thinking: Deciding What to Do and Believe, Willey Pub, 2009		
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9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.

<ul style="list-style-type: none"> The discipline was developed in accordance with the works in the field, published in the country and abroad; Some of the topics in the course include relevant issues that are the subject of concern of relevant institutions or international scientific conferences, including debates in international journals.

10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Lecture	<ul style="list-style-type: none"> Analysis and debate 	Exam	50%
10.5 Seminar	<ul style="list-style-type: none"> Analysis and debate 	exercises	50%
10.6 Basic performance standard			

Organizational details, exceptional situation management:

- - the answers should not include serious errors
- - minimum activity during the semester (participation in activities in seminars) + 70% attendance at seminars,
- - description of the problem, without surprising its significance.

Date	Course tutor's signature	Seminar tutor's signature
Date of department endorsement	Head of department's signature	
Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp