

ENGLISH FRIENDLY COURSES (EFC) 2024-2025 CAMPUS OF GIPUZKOA





Link to website: <https://www.ehu.es/es/web/zuzenbide-fakultatea/home>

Contact: derecho.internacional@ehu.es

In addition to the general offer of courses taught in English, some Centers offer for incoming students English Friendly Courses (EFC): subjects taught in Spanish or Basque, in which the syllabus summary; lecturer tutoring, examinations and/or papers are available in English.

English Friendly Courses taught in SPANISH:

FACULTY OF LAW (224)

COURSE		SEMESTER ¹	CREDITS	SCHEDULE ²	LINK TO SYLLABUS
Bachelor`s Degree in Law					
26171	Derecho Mercantil I	Annual	9	A	
Bachelor`s Degree in Criminology					
26201	Sociología del Delito y del Control Penal	1st	6	A	
26204	Criminología Ambiental y Seguridad Urbana	1st	4,5	A	
26205	Evolución Histórica de los delitos y de las penas	1st	4,5	A	
26193	Sociología de la Desviación	2nd	6	A	

¹ SEMESTER: Annual: September 2024 to May 2025

1st: September 2024 to January 2025

2nd : January 2025 to May 2025

² SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30



COURSE GUIDE 2024/25

Faculty 224 - Faculty of Law

Cycle .

Degree GDEREC20 - Bachelor's Degree in Law

Year Third year

COURSE

26171 - Commercial Law I

Credits, ECTS: 9

COURSE DESCRIPTION

Commercial Law I covers areas such as the concept and sources of Commercial Law, the status of traders and entrepreneurs, competition and industrial property law and commercial company law. This subject is the basis for the later work on mercantile contract law and security titles and bankruptcy law, in the subject COMMERCIAL LAW II.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Skills and learning outcomes

1. The aim is for the student to demonstrate an understanding and knowledge of the concepts and legal regulation of the subjects concept and sources of Commercial Law, the status of the trader and the entrepreneur, competition law, industrial property law and commercial company law.
2. To ensure that the student is able to correctly answer questions, both theoretical and to solve practical problems, that are posed on these subjects, in a reasoned manner and using legal language with rigour.
3. To ensure that the student uses the resources available to a jurist - legal, jurisprudential and doctrinal - to achieve the above objectives.
4. Training for the administration of computerised justice.
5. In the practical classes, the following subject-specific competences will also be worked on:
 - • Appropriate use of the sources of law applicable to the areas of knowledge of the subject.
 - • To provide an adequate and reasoned response to the legal disputes raised in relation to the commercial law issues dealt with.
 - • Convey information to both specialist and non-specialist audiences in a convincing and confident manner using appropriate and accurate language.

Theoretical and Practical Contents

The program for the subject, divided into four parts, has the following teachings.

1. HISTORICAL EVOLUTION, CONCEPT AND SOURCES OF COMMERCIAL LAW

LESSON 1. Historical evolution of company law

LESSON 2. The concept of company law

LESSON 3. THE SOURCES OF COMPANY LAW

2. THE STATUS OF THE TRADER

LESSON 4. The trader

LESSON 5. The Trade Register

LESSON 6. Company accounting

LECTION 7. A trading establishment

3. COMPETITION LAW AND INDUSTRIAL PROPERTY

LESSON 8. The defense of competition

LESSON 9. Unfair competition

LECTION 10. Law on inventions

LECTION 11. Distinguishing marks

4. COMPANY LAW

LESSON 12. Concept of company and classification



- LESSON 13. The company as a contract
- LECTION 14. Trading companies. Joint accounts
- LESSON 15. Groups and other formulae for joint companies
- LESSON 16. The business partnership and the limited partnership
- LESSON 17. General characteristics of a joint stock company and a limited liability company
- LESSON 18. The constitution and financing of capital companies
- LESSON 19. The joint stock company: shares and debt securities
- LESSON 20. The limited liability company: social participations
- LESSON 21. The organs of capital companies
- LESSON 22. The annual accounts
- LESSON 23. Modification of the articles of association
- LESSON 24. Structural modifications
- LESSON 25. Dissolution and liquidation
- LESSON 26. Special trading companies

TEACHING METHODS

The subject is taught in two terms, in lectures/theoretical classes and practical classes. The aim is to use the applicable sources of law and provide answers to the legal conflicts put forward. The evaluation of the subject is done through a WRITTEN TEST that consists of a theoretical part (60% of the grade) and a practical part (40%).

In the theoretical part, a series of questions on topics in the program have to be answered. On a date set by the center, there will be a MID-COURSE EXAM corresponding to parts 1, 2 and 3 of the program. Students who pass it will carry their grade over to the final exam.

The practical part could be passed half-way (20% of the grade) through CONTINUOUS ASSESSMENT. This will consist of a series of activities and activities that will be done individually during the practical sessions (six per term approximately). The remaining part (20% of the grade) is subject to passing the written exam. Continuous assessment is established generally, but the students that wish to have all the practical part assessed in the final exam, may do so by notifying their irreversible choice during the first five weeks of the course.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	63		27						
Horas de Actividad No Presencial del Alumno/a	94,5		40,5						

- Legend:** M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions 70%
- Exercises, cases or problem sets 30%



ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The evaluation of the subject is done through a WRITTEN TEST that consists of a theoretical part (60% of the grade) and a practical part (40%).

In the theoretical part, a series of questions on topics in the program have to be answered. On a date set by the center, there will be a MID-COURSE EXAM corresponding to parts 1, 2 and 3 of the program. Students who pass it will carry their grade over to the final exam.

The practical part could be passed half-way (20% of the grade) through CONTINUOUS ASSESSMENT. This will consist of a series of activities and activities that will be done individually during the practical sessions (six per term approximately). The remaining part (20% of the grade) is subject to passing the written exam.

Continuous assessment is established generally, but the students that wish to have all the practical part assessed in the final exam, may do so by notifying their irreversible choice during the first five weeks of the course.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Se aplicará lo establecido para la CONVOCATORIA ORDINARIA

La renuncia a la convocatoria se hará de conformidad con lo establecido en la normativa de gestión.

MANDATORY MATERIALS

The following are compulsory materials:

- Updated LEGISLATION (COMMERCIAL CODE AND MERCANTILE LAW)
- SENTENCES, FORMS AND OTHER DOCUMENTS that will be available on the e-Gela platform
- The manuals on the subject

As basic BIBLIOGRAPHY, the manuals indicated in the teaching guide on the subject are recommended. Detailed bibliography on the different topics will be available on the e-Gela platform.

BIBLIOGRAPHY

Basic bibliography

BROSETA/MARTÍNEZ SANZ, Manual de Derecho Mercantil I
JIMÉNEZ SÁNCHEZ, G. (coord.) y otros autores, Derecho mercantil
MÉNENDEZ, A. (coord.) y otros autores, Lecciones de Derecho mercantil
SÁNCHEZ CALERO, Instituciones de Derecho Mercantil I
URIA/MENENDEZ, Curso de Derecho Mercantil I
URÍA, R., Derecho mercantil
VICENT CHULIÀ, F., Introducción al Derecho mercantil

Detailed bibliography

EIZAGUIRRE, Derecho mercantil

MASSAGUER/ SALA/ ARQUER (Coord.), Comentario a la Ley de Defensa de la Competencia, Madrid, 2008.

MARTÍNEZ SANZ, F. (Dir.) Comentario práctico a la Ley de Competencia Desleal, Madrid, 2009.

ORTIZ/ MAILLO/ IBÁÑEZ/ LAMADRID, Manual de Derecho de la Competencia, Madrid 2008.

PEREZ DE LA CRUZ, A. Derecho de la propiedad intelectual, Industrial y de la Competencia, Madrid 2008.

ARROYO I./ EMBID J.M. (Coord.): Comentarios a la Ley de Sociedades Anónimas. I-II-III volúmenes. Barcelona. 2001.

ARROYO I./ EMBID J.M. (Coord.): Comentarios a la Ley de sociedades de Responsabilidad limitada. Madrid, 1997.

EIZAGUIRRE, Derecho de sociedades

PAZ ARES C. (Coord.): Tratando de la sociedad limitada. Madrid 1997.

RODRIGUEZ ARTIGAS /GARCIA VILLAVERDE /FERNANDEZ DE LA GANDARA /ALONSO UREBA /VELASCO SAN PEDRO/ ESTEBAN VELASCO (Coord.): Derecho de sociedades de responsabilidad limitada. Estudio sistemático de la Ley 2/1995. I-II volúmenes. Madrid. 1996.

URIA R./ MENENDEZ A./ OLIVENCIA M. (Dir.): Comentario al régimen legal de las sociedades mercantiles. Varios volúmenes. Madrid. (Para la SA).



Journals

ACTAS DE DERECHO INDUSTRIAL Y DERECHO DE AUTOR

ACTUALIDAD JURIDICA ARANZADI

ANUARIO DE DERECHO MARITIMO

ANUARIO DE LA DIRECCION GENERAL DE LOS REGISTROS Y DEL NOTARIADO

CIVITAS REVISTA ESPAÑOLA DE DERECHO EUROPEO

DERECHO DE LOS NEGOCIOS

DIARIO OFICIAL DE LA UNION EUROPEA

ELERIA : EUSKALERRIKO LEGELARIEN ALDIZKARIA

GACETA JURIDICA DE LA UNION EUROPEA Y DE LA COMPETENCIA

LEGISLACION DE LA UNION EUROPEA ARANZADI

LA LEY : REVISTA JURIDICA ESPAÑOLA DE DOCTRINA,

NOTICIAS DE LA UNION EUROPEA ¿ CISS

REVISTA DE DERECHO COMUNITARIO EUROPEO

REVISTA DE DERECHO DE LA COMPETENCIA Y LA DISTRIBUCION

REVISTA DE DERECHO DE SOCIEDADES

REVISTA DE DERECHO MERCANTIL

UNION EUROPEA. ARANZADI

Web sites of interest

Boletín Oficial del Estado: <http://www.boe.es>

Diario Oficial de la Unión Europea: <http://europa.eu.int/eur-lex>

Unión Europea: <http://www.europa.eu.int>

Registro Mercantil: <http://www.rmc.es>

Comisión Nacional de la Competencia: <http://www.cncompetencia.es>

Tribunal Vasco de Defensa de la Competencia: <http://www.ogasun.ejgv.euskadi.net/r51-14593/es/>

Oficina Española de Patentes y Marcas: <http://www.oepm.es>

Oficina de Armonización del Mercado Interior: <http://oami.europa.eu/ows/rw/pages/index.es.do>

Comisión nacional del Mercado de Valores: <http://www.cnmv.es/index.htm>

OBSERVATIONS



COURSE GUIDE

2024/25

Faculty 224 - Faculty of Law

Cycle .

Degree GCRIMI20 - Bachelor's Degree in Criminology

Year Fourth year

COURSE

26201 - Sociology of Crime and Sentence Control

Credits, ECTS: 6

COURSE DESCRIPTION

The aim of the Sociology of Crime and Crime Control module, as an extension to Introduction to Sociology and Sociology of Deviance, is the study of the concept of social control and its institutions, specifically institutions for crime control such as prison, police, and criminal jurisdiction. The correlation with other institutions will also be looked at, such as family, school, workplace, and ICTs.

Throughout the first term, we will take an in depth look at the study of each of the afore-mentioned institutions and their relation to crime control, defining sociological issues regarding vigilance and punishment, and their use in addressing social problems, but also in creating them.

Thus we will bring the undergraduate degree of Sociology to a close by delving into the social aspect of crime and crime control.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

The skillset and knowledge outcomes derived from this module are the following:

Skillset 1 (C1): In depth sociological awareness and critical analysis of crime control institutions and their relation with other main social institutions (family, school, workplace, ICTs).

Knowledge outcomes related to C1: Critical knowledge of crime control institutions and their interaction with other main social actors (family, school, workplace, and ICTs)

Skillset 2 (C2): Improve and polish methodological competencies through practice and implementation of the analysis and design of methodologies in the analysis of social reality, in particular the analysis of social problems applied to crime and crime control.

Knowledge outcomes related to C2: Theoretical knowledge and implementation of methodologies for the analysis of social reality, in particular the analysis of social problems applied to crime and crime control.

Skillset 3 (C3): Have a firm grasp of research, management and critical analysis of sources and documents in the field of sociology, as well as synthesised and systematised presentation of the results and data.

Knowledge outcomes related to C3: Develop and assemble a basic bibliography of sociological information and documentation on crime and crime control, as well as to be able to present the results in a synthesised and systematic manner.

Skillset 4 (C4): Perfect written skills and become accustomed to giving oral presentations which are synthesised and well-prepared. Engage in voicing your own position with regards to the subject matter as well as that of the results of the research using audio visual material and ICTs when needed, always maintaining a respectful stance towards the opinions of others.

Knowledge outcomes related to C4: Preparation and presentation of individual class coursework, as well as working as a team on shared tasks which will be presented in the classroom and be up for discussion.

Skillset 5 (C5): Progressively self-manage your own learning process in the subject matter as a result of working autonomously.

Knowledge outcomes related to C5: Move on from teacher-led classroom to debate sessions and student led classes in which the teacher's role is closer to that of a moderator-guide.

Theoretical and Practical Contents

Topic 1. Module Introduction

Topic 2. Social (Re)construction of Crime and Crime Control

2.1. Living with trust and mistrust. Two sides of Social Capital.

2.2. The process of socialisation and the relevant institutions in light of social cohesion vis-a-vis criminality

2.3. Fears and insecurities in risk societies. Are we living in a Fear Society?

Topic 3. Delinquency and Social Problems: the link between the socio-economic models and types of crimes

3.1. The Sociological Side to Crime, Social Problems, and Public Policies

3.2. Sociological Analysis of Forms of Crime

Topic 4. Crime Control of Social Problems

4.1. Historical evolution of responses to crime

4.2. Institutions and Organisations of the Penal System

Topic 5. Future Perspectives surrounding Sociology of Crime and Crime Control



TEACHING METHODS

Classes in Sociology of Crime and Crime Control will be divided into two types:

LECTURES:

During these sessions, the professor will present and explain the main theoretical issues. Additionally, examples and cases will be put forward for analysis by the students. In this sense, cases from the news/current affairs will be incorporated to further the understanding of the issues in the topic as well as the skills that need to be worked on during this module.

SEMINARS

During these practical sessions, the main focus will be the analysis of a social problems related to crime and crime control. The seminars will evolve throughout the term; at first, they will be more theory-based, with methodological issues put forward by the professor, towards the end of the term, the seminars will become student-led engaging independent learning and group projects, with professors acting as guides.

The eGela platform will be used for both.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	42		18						
Horas de Actividad No Presencial del Alumno/a	63		27						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions 30%
- Exercises, cases or problem sets 10%
- Teamwork assignments (problem solving, Project design) 40%
- Análisis de lectura obligatoria 20%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

1. Coursework - (40%)
2. Analysis of set reading (10%)
-Garland, D.(1999). Castigo y sociedad moderna. México: Siglo XXI.
3. Team research/coursework (40%)
4. Written test on issues dealt with during the lectures (10%)

The waiver of process will be carried out in accordance with article 12 of the Governing Regulations for the Evaluation of Students in Official Degree Programs of the University of the Basque Country available on <https://www.ehu.eus/es/web/estudiosdegrado-graduakoikasketak/ebaluaziorako-arautegia>.

Moreover, in accordance with the protocol for Academic ethics and prevention of fraudulent or dishonest conduct in student assessment and academic work at the UPV/EHU:

"Generally speaking and unless otherwise stated, the use by students of books or notes as well as any type of electronic, computer and/or telephone devices is specifically forbidden during assessment tests at the UPV/EHU" (Point 3, p.5).
 The "following conducts during assessment tests and in the preparation and presentation of academic work for evaluation at the UPV/EHU are considered fraudulent or dishonest: to plagiarise, that is to copy another person's work without acknowledging their source and to present these works as one's original work" (Point 2.a.).

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

According to article 9 of the Regulations governing the Evaluation of Students in official Bachelor's degrees of the University of the Basque Country / Euskal Herriko Unibertsitatea, available at <https://www.ehu.eus/es/web/estudiosdegrado-graduakoikasketak/ebaluaziorako-arautegia>.

MANDATORY MATERIALS

Through the Egela platform the students will be provided with the texts and materials that they need to use in the different tasks of the course. It is mandatory to bring the laptop to class.



BIBLIOGRAPHY

Basic bibliography

- Bergalli, R. (Coord.) (2003). Sistema penal y problemas sociales. Valencia: Tirant lo Blanch.
- Foucault, M. (2004). Vigilar y castigar: nacimiento de la prisión. México: Siglo veintiuno.
- Wacquant, L. (2000). Las cárceles de la miseria. Madrid: Alianza.

Detailed bibliography

- Bentham, J. (1979). El panóptico. El ojo del poder. Madrid: La Piqueta.
- Bergalli, R., Miralles, T., y Bustos Ramírez, J. (1983). El pensamiento criminológico. I, Un análisis crítico. Barcelona: Península.
- Bergalli, R. y Bustos Ramírez, J. (1983). El pensamiento criminológico. Vol. II, Estado y control. -Barcelona: Península.
- Cid, J. y Larrauri, E. (2001). Teorías criminológicas: explicación y prevención de la delincuencia. Bosch, Barcelona.
- Cohen, S. (1988). Visiones de control social: Delitos, Castigos y Clasificaciones. Barcelona: PPU.
- Díez Ripollés, J. L. (2007). La Política criminal en la encrucijada. Buenos Aires: B de F.
- García-Pablos de Molina, A. (2007). Criminología: una introducción a sus fundamentos teóricos. Valencia: Tirant lo Blanch.
- Garland, D. (2005). La cultura del control: crimen y orden social en la sociedad contemporánea. Barcelona: Gedisa.
- Garrido, V., Stangeland, P., Redondo, S. y Beristain, A. (2001). Principios de criminología. Valencia: Tirant lo Blanch.
- Giorgi, A. d.(2005). Tolerancia cero: estrategias y prácticas de la sociedad de control. Barcelona: Virus.
- Goffman, E. (2004). Internados: ensayos sobre la situación social de los enfermos mentales. Buenos Aires, Madrid: Amorrortu.
- González Sánchez, I. (2012). Teoría social, marginalidad urbana y estado penal: aproximaciones al trabajo de Loïc Wacquant. Madrid: Dykinson.
- Martín Fernández, M. (1990). La profesión de policía. Madrid: Siglo XXI.
- Rivera Beiras, I. (Coord.) (2004). Mitologías y discursos sobre el castigo : historias del presente y posibles escenarios. Barcelona: OSPDH.
- Torrente Robles, D. (2001). Desviación y delito. Madrid: Alianza.
- Wacquant, L. (2010). Castigar a los pobres: El gobierno neoliberal de la inseguridad social. Barcelona: Gedisa.
- Young, J. (2003). La Sociedad "excluyente": exclusión social, delito y diferencia en la modernidad tardía. Madrid: Marcial Pons.

Journals

- Boletín Criminológico (Instituto Andaluz Interuniversitario. Universidad de Málaga): <http://www.boletincriminologico.uma.es/>
- Comités de investigación sobre Sociología Jurídica y Criminología de la Federación Española de Sociología: <https://fes-sociologia.com/comite/Sociolog%C3%ADa-Jur%C3%ADica-y-Criminolog%C3%ADa>
- Deviant Behaviour: <https://www.tandfonline.com/loi/udbh20>
- Eguzkilore (Instituto Vasco de Criminología. UPV-EHU): <https://www.ehu.eus/eu/web/ivac/revista-eguzkilore>
- Revista Española de Investigación Criminológica (Sociedad Española de Investigación Criminológica): www.criminologia.net

Web sites of interest

BIBLIOTECA UPV/EHU: <https://www.ehu.eus/es/web/biblioteka>

BASES DE DATOS:

-DIALNET: <http://dialnet.unirioja.es/>

-ERIC: <https://eric.ed.gov/>

-INGUMA: <https://www.inguma.eus/>

-LATINDEX: <https://www.latindex.org/latindex/inicio>

-PROCUEST SOCIOLOGIA: <http://search.proquest.com/socialsciences>

-SCOPUS: <http://www.scopus.com/home.url>

-WEB OF SCIENCE: <https://apps.webofknowledge.com>

TESIS:

-TESEO:

<https://www.educacion.gob.es/teseo/irGestionarConsulta.do;jsessionid=8543ADC51D6F2237B804068EFDC4608D>

ESTADÍSTICAS OFICIALES

-EUSTAT (CAPV): <http://www.eustat.es>

-INE (ESPAÑA): <http://www.ine.es/>

-EUROPA: http://europa.eu/index_es.htm

ASUNTOS SOCIALES:

- Estadísticas del Departamento de Empleo y Políticas Sociales de GOVA: https://www.euskadi.eus/web01-s2enple/es/contenidos/informacion/estadistica_oe_informacion/es_def/index.shtml

-SIIS: <http://www.sis.net>

OTROS:



-FUNDACIÓN CAIXA:

<https://obrasociallacaixa.org/es/mantente-informado/publicaciones/estudios-sociales>

-CINE

Sánchez Noriega, J. L. (2004). Diccionario temático de cine. Madrid: Cátedra.

OBSERVATIONS

De acuerdo con el protocolo sobre ética académica y prevención de las prácticas deshonestas o fraudulentas en las pruebas de evaluación y en los trabajos académicos en la UPV/EHU:

"Con carácter general, y salvo que se indique lo contrario, durante el desarrollo de una prueba de evaluación en la UPV/EHU, quedará prohibida la utilización de libros, notas o apuntes, así como de aparatos o dispositivos telefónicos, electrónicos, informáticos, o de otro tipo, por parte del alumnado" (Punto 3, p.5).

Asimismo, "Se consideran prácticas fraudulentas o deshonestas en las pruebas de evaluación o en la elaboración y presentación de trabajos académicos evaluables en la UPV/EHU, las siguientes conductas: Plagiar trabajos, esto es, copiar obras ajenas sin citar su procedencia o fuente empleada, y presentarlos como de elaboración propia, en los textos o trabajos sometidos a evaluación académica" (Punto 2.a.).

Por último, si las circunstancias sanitarias obligaran a realizar cambios en la metodología docente y de evaluación descritas en este Guía, el alumnado será informado de ello a través de la Guía del estudiante en el eGela de la asignatura.



COURSE GUIDE 2024/25

Faculty 224 - Faculty of Law

Cycle .

Degree GCRIMI20 - Bachelor`s Degree in Criminology

Year Fourth year

COURSE

26204 - Environmental Criminology and Urban Security

Credits, ECTS: 4,5

COURSE DESCRIPTION

THIS IS AN ENGLISH FRIENDLY COURSE: lessons are given in Spanish but meetings with professors, exercises and evaluation can be done in English.

This course analyses objective urban safety – and subjective, perceived safety to a lesser extent- considering that offending behaviour is influenced not only by psychological and social variables, but also by the environment where it happens and specific circumstances.

Environmental Criminology has found that crime is not randomly distributed in space and time; its spatial-temporal patters can be studied with tools such as crime mapping. Moreover, to understand the places and situations that offer opportunities for crime has allowed to develop crime prevention strategies from an environmental perspective. The course offers a basic training on these topics, helping the student to build a broad and multicausal understanding of the criminal phenomenon, and being a first contact with an increasingly relevant field within Criminology.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- 1.To be able to work in teams and contribute to a shared result.
- 2.To know the most relevant theoretical models and the foundations of Environmental Criminology.
- 3.To be able to identify the psychological and environmental predictors of crime and safety.
- 4.To be able to elaborate a technical report and to publicly defend it.

Theoretical and Practical Contents

1. Introduction to Environmental Criminology and (objective and subjective) urban safety
2. Origins and development of Environmental Criminology
3. Current theoretical perspectives
4. Studying crime patterns: crime mapping, repeat victimization and geographic analysis of serial crimes
5. Crime Prevention Trough Environmental Design (CPTED)
6. Other environmental crime prevention strategies: Situational crime prevention, Design Out Crime, Policing models

TEACHING METHODS

Theoretical lessons are combined with practical activities for applying the theoretical contents to real life problems and to develop the trasversal competencies of the course. E-gela (the virtual classroom) will be an invaluable tool for sharing with the students the working plan and every needed material, as well as for keeping available the evaluation criteria that will help student to focus efforts for better learning results.

There are three types of assessed activities in the course:

- 1.Practical activities. Handwritten tasks usually carried out in teams during face to face sessions, but sometimes they are developed out of class, printed and given in a scheduled date.
- 2.Technical report. It will be developed in programmed sessions during the course, working with a stable team, and will presented to the class by the end of the course.
- 3.Final exam. The exam will be done in the official examination date for this course.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	31,5						13,5		
Horas de Actividad No Presencial del Alumno/a	47,25						20,25		

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions 50%



- Exercises, cases or problem sets 20%
- Trabajo grupal (informe técnico) con defensa oral 30%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The weight of each activity to obtain the final grade is as follows:

Final written exam (short answers) - 50% of the final grade

Practical activities - 20% of the final grade

Technical report - 30% of the final grade

If a student presents a voluntary written renunciation to the continuous evaluation system, he/she will be evaluated in a final exam that includes questions about the most important topics covered in theoretical lectures and activities similar to those carried out in the field practice, classroom practice, computer practice, workshop and seminar sessions. A student can present this renunciation letter, by emailing the professor, during the first 9 weeks of the course.

If a student would like to renounce to be evaluated, not attending the exam will be enough.

PLEASE KEEP IN MIND:

- To be able to pass the course, it is necessary to pass each activity type (practical activities, technical report and test exam), to give in at least 75% of the practical activities and to contribute to the technical report, taking part in the presentation.
- Detecting plagiarism or other kind of unethical behaviour in any activity will imply a grade of 0 points in this activity.
- Activities should be correctly written. Please use a spell checker. If a third orthographic mistake is detected, the evaluation process will end, and the grade will be the score obtained up to that point.

If we had to be confined due to sanitary reasons, the exercises, exam and value for the final qualification would remain the same, but would be delivered or carried out using online tools (eGela and Blackboard collaborate).

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The student will be evaluated in a final exam that includes questions about the most important topics covered in theoretical lectures and activities similar to those carried out in the field practice, classroom practice, computer practice, workshop and seminar sessions.

If a student would like to renounce to be evaluated, not attending the exam will be enough.

If we had to be confined due to sanitary reasons, the characteristics of the exam would remain the same, but it would be done using online tools (eGela)

MANDATORY MATERIALS

Handbook:

Vozmediano, L. y San Juan, C. (2010). *Criminología Ambiental: Ecología del delito y de la seguridad*. Barcelona: Editorial UOC.

English Friendly Course (EFC):

Wortley, R. y Townsley, M. (2016). *Environmental Criminology and Crime Analysis (2nd Edition)*. Routledge.

BIBLIOGRAPHY

Basic bibliography

Brantingham, P. y Brantingham, P. (1991). *Environmental Criminology*. Prospect Heights: Waveland Press.

Wortley, R. y Townsley, M. (2016). *Environmental Criminology and Crime Analysis*. Second Edition. Oxon: Routledge.

Detailed bibliography

Canter, D. (2005). *Mapping murder*. Virgin Books: London.

Clarke, R.V. (1980). "Situational" Crime Prevention. Theory and Practice. *British Journal of Criminology*, 20, 136-147.

Clarke R.V. y Eck, J.E. (2008). *60 pasos para ser un analista delictivo*. México: Instituto Nacional De Ciencias Penales. Disponible en:

http://www.popcenter.org/library/reading/PDFs/60_StepsMexicoNacional.pdf

Cozens, P., Saville, G. y Hillier, D. (2005). *Crime Prevention Through Environmental Design: A review and modern bibliography*. *Property Management*, 23, 5, 328-356.

Eck, J. E., Chainey, S., Cameron, J. G., Leitner M. y Wilson, R. E (2005). *Mapping Crime: Understanding Hot Spots*. Washington: National Institute of Justice. Disponible en: <http://www.ncjrs.gov/pdffiles1/nij/209393.pdf>

Felson, M. y Boba, R. (2009). *Crime and everyday life - Fourth edition*. Thousand Oaks: Sage.

Goldstein, H. (1990). *Problem-Oriented Policing*. New York: McGraw Hill.

Harries, K. (1999). *Mapping Crime: Principle and Practice*. Washington DC: U.S. Department of Justice, Office of Justice Programs



- Jeffery, C.R. (1971). Crime prevention through environmental design. Beverly Hills, CA: Sage Publications.
Newman, O. (1972). Defensible Space. New York: Macmillan.
Rossmo, K. (2000). Geographic Profiling. Boca Raton, FL: CRC Press.
San Juan, C. Vozmediano, L. y Vergara, A. (2012). Self-protective behaviours against crime in urban settings: an empirical approach to vulnerability and victimization models. European Journal of Criminology, 9(6), 652-667.
Wortley, R. (2001). A Classification of Techniques for Controlling Situational Precipitators of Crime. Security Journal, 14, 63-82.

Journals

- Crime Prevention & Community Safety
Security Journal
Crime Science
Crime Prevention Studies
Crime Patterns and Analysis (Journal of the International Symposium on Environmental Criminology and Crime Analysis)
Journal of Environmental Psychology
Environment and Behavior

Web sites of interest

- POP CENTER: www.popcenter.org
Institute for Canadian Urban Research Studies: <http://www.sfu.ca/icurs.html>
International CPTED Association: <http://www.cpted.net/>
Design Centre For CPTED: <http://www.designcentreforcpted.org/>
Designing out crime: <http://www.designingoutcrime.com/>
Crime mapping (National Institute of Justice USA): <http://www.nij.gov/nij/topics/technology/maps/>

OBSERVATIONS



COURSE GUIDE 2024/25

Faculty 224 - Faculty of Law

Cycle .

Degree GCRIMI20 - Bachelor`s Degree in Criminology

Year Third year

COURSE

26193 - Sociology of Deviation

Credits, ECTS: 6

COURSE DESCRIPTION

In the Sociology of Deviance module as an extension to Introduction to Sociology, the students become familiarised with the social dimension of reality, delving into the understanding of one of the key concepts in Criminology; deviance. Deviance has the potential of shocking. If we travel to other places in other countries, or even within our own, we will come face to face with habits that are different to ours. This means that if we travel to many different places, we will have a greater chance of experiencing something shocking and/or disturbing. Sociological discovery has been described as a culture shock without requiring geographic displacement. Similarly to travellers who go to other places and get a feeling of restlessness, disorientation, or surprise with people whose customs are different to theirs, it can be surprising to experience events that seem familiar in a different way. This culture shock can lead to increased ethnocentrism. We might find ourselves thinking, "we would never do that", "we would have to be sick, crazy, or out of our minds." However, we should fight against this centrality and do everything within our reach to understand the context of that action. We should understand that if we had been socialised in a culture where people eat dogs, horses, sheep, rattle snakes, locusts or termites, we would most likely have eaten and enjoyed these "delicacies".

The ability to see deviance as something that can cause culture shock and yet is not intrinsically sick or bad is decisive. In the same way as we can study any type of behaviour abroad, we can study deviance "at home", even inside our own homes, as a part of changing social relations and varying cultural signifiers. It is because our aim is to understand the context of behaviour, how and why it is defined and assessed in a specific way, that we cannot devote too much time trying to decide if deviance is abnormal or sick, and if it needs to be cured or rectified. These are very important questions for other people, but not for sociologists. It would be just as ethnocentric to believe that eating dog meat instead of beef is abnormal or sick, than to believe that people who use certain types of substances (like marihuana) are more abnormal or sick than people who use other types of substances (like tobacco). Deviance in all its shapes and forms is a normal characteristic of human society and we must fight against the temptation to equate it to sickness or abnormality. Certain deviations might shock people who are not familiarised with them, but this does not mean that deviance is necessarily synonymous of abnormality or sickness.

Theories of deviance have evolved through time. At the beginning, as we will see, the first views were based on the belief that the intrinsic characteristics of deviants and deviance were inherently different from their "normal" counterparts. Consequently, it was thought that deviance was what abnormal people do. Over time, the focus has been directed at social norms, labels, and reactions. Social deviance was seen as a normal characteristic of life in a pluralist society and which could even be the result of social control itself aimed at managing deviance (even aiming at eradicating it in some cases).

In sum, it is understood that the concept of deviance includes social construction of realities that are complex, interrelated, dynamic, and problematic and a result of social differentiation, social conflict and disagreement. This means that trying to find a univocal, static and orthodox definition is as difficult as it is inefficient. In this sense, Sociology of Deviance is an invitation and a challenge not to face a generation of taxonomies, but to come to terms with a complex reality beyond our own concepts and epistemological limits.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Skillset 1 (C1): Acquire an in depth understanding of the main sociological concepts and theories regarding deviance.
Knowledge outcomes related to C1: Be able to have critical thought surrounding the main sociological concepts and theories regarding deviance.

Skillset 2 (C2): Improve and polish methodological competencies through practice and implementation of the analysis and design of methodologies in social research, particularly qualitative perspectives.
Knowledge outcomes related to C2: Theoretical knowledge and implementation of research methodologies in the study of deviance.

Skillset 3 (C3): Have a firm grasp of research, management and critical analysis of sources and documents in the field of sociology, as well as synthesised and systematised presentation of results and data.
Knowledge outcomes related to C3: Develop and assemble a basic bibliography of sociological information and documentation on deviance, as well as be able to present the results in a synthesised and systematic manner.

Skillset 4 (C4): Perfect written skills and become accustomed to giving oral presentations which are synthesised and well-prepared. Engage in voicing your own position with regards to the subject matter as well as that of the results of the research using audio visual material and ICTs when needed, always maintaining a respectful stance towards the opinions of others.



Knowledge outcomes related to C4: Preparation and presentation of individual class coursework, as well as working as a team on shared tasks which will be presented in the classroom and be up for discussion.

Skillset 5 (C5): Progressively self-manage your own learning process in the subject matter as a result of working autonomously.

Knowledge outcomes related to C5: Move on from teacher-led classroom to debate sessions and student-led classes in which the teacher's role is closer to that of a moderator-guide.

Theoretical and Practical Contents

1. Introduction to Sociology of Deviance
2. The Dynamic Nature of Deviance
3. Sociological Knowledge-Building on Deviance (theoretical unit which will result in a team project parallel to lectures)
4. Development of Sociological Thought on Deviance. Main theories.
 - 4.1. Macro Perspectives
 - 4.1.1. Theories on Structural Functionalism
 - 4.1.2. Conflict Theories
 - 4.2. Micro Perspectives
 - 4.2.1. Labeling Theory
 - 4.2.2. Socialisation and Learning Theories
 - 4.2.3. Control Theories
 - 4.3. Transversal Perspective
 - 4.3.1. Feminist Theory
5. Deviant Identities
 - 5.1. Becoming a deviant
 - 5.2. Types of deviance
 - 5.3. Stigma
6. Deviance, Sociology and Social Policies
7. Afterthoughts and Perspectives on the Future of the Metamorphosis of Deviance

TEACHING METHODS

Classes in Sociology of Deviance will be divided into two types:

LECTURES:

During these sessions, the professor will present and explain the main theoretical issues. Additionally, examples and cases will be put forward for analysis by the students. In this sense, cases from the news/current affairs will be incorporated to further the understanding of the issues in the topic as well as the skills that need to be worked on during this module, and promoting students' participation in class.

SEMINARS

During these practical sessions, the focus will be on developing a research project on one searchable problem within the framework of sociology of deviance. The seminars will evolve throughout the term; at first, they will be more theory-based, with methodological issues put forward by the professor, towards the end of the term, the seminars will become student-led engaging independent learning and group projects, with the the professors acting as guides.

The eGela platform will be used for both.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	42		18						
Horas de Actividad No Presencial del Alumno/a	63		27						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions 10%



- Exercises, cases or problem sets 40%
- Teamwork assignments (problem solving, Project design) 40%
- Análisis de lecturas obligatorias 10%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

1. Coursework - (40%)
2. Analysis of set reading (10%)
 - Becker, H. S. (2009). *Outsiders: hacia una sociología de la desviación*. Buenos Aires: Siglo Veintiuno.
 - Goffman, E. (2006). *Estigma: la identidad deteriorada*. Buenos Aires: Amorrortu.
3. Team research/coursework (40%)
4. Written test on issues dealt with during the lectures (10%)

The waiver of process will be carried out in accordance with article 12 of the Governing Regulations for the Evaluation of Students in Official Degree Programs of the University of the Basque Country available on <https://www.ehu.es/es/web/estudiosdegrado-graduokoikasketak/ebaluaziorako-arautegia>.

Moreover, in accordance with the protocol for Academic ethics and prevention of fraudulent or dishonest conduct in student assessment and academic work at the UPV/EHU:

"Generally speaking and unless otherwise stated, the use by students of books or notes as well as any type of electronic, computer and/or telephone devices is specifically forbidden during assessment tests at the UPV/EHU" (Point 3, p.5).

The "following conducts during assessment tests and in the preparation and presentation of academic work for evaluation at the UPV/EHU are considered fraudulent or dishonest: to plagiarise, that is to copy another person's work without acknowledging their source and to present these works as one's original work" (Point 2.a.).

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

According to article 9 of the Regulations governing the Evaluation of Students in official Bachelor's degrees of the University of the Basque Country / Euskal Herriko Unibertsitatea, available at <https://www.ehu.es/es/web/estudiosdegrado-graduokoikasketak/ebaluaziorako-arautegia>.

MANDATORY MATERIALS

Through the Egela platform the students will be provided with the texts and materials that they need to use in the different tasks of the course. It is mandatory to bring the laptop to class.

BIBLIOGRAPHY

Basic bibliography

- Becker, H. S. (2009). *Outsiders: hacia una sociología de la desviación*. Buenos Aires: Siglo Veintiuno.
- Downes, D. y Rock, P. E. (2011). *Sociología de la desviación*. Barcelona: Gedisa.
- Goffman, E. (2006). *Estigma: la identidad deteriorada* (1a. ed.). Buenos Aires: Amorrortu.
- Taylor, I., Walton, P. y Young, J. (2006). *La nueva criminología: contribución a una teoría social de la conducta desviada* (2a ed.). Buenos Aires: Amorrortu.

Detailed bibliography

- Alonso, L.E. (1998). *La mirada cualitativa en sociología. Una aproximación interpretativa*. Madrid: Editorial Fundamentos
- Berger, P. L. y L. Thomas. (1998). *La Construcción Social de la Realidad*. Buenos Aires: Amorrortu Editores, S.A.
- Bourdieu, P. (Dir.) (1999). *La Miseria del mundo*. Tres Cantos: Akal.
- Curra, J. (2011). *The Relativity of deviance*. London: SAGE.
- Durkheim, É. (1987). *Las reglas del método sociológico*. Madrid: Akal.
- Foucault, M. (1993). *La Vida de los hombres infames: ensayos sobre desviación y dominación*. Madrid: La Piqueta.
- Goode, E. (Ed.) (2015). *The Handbook of Deviance*. West Sussex: Wiley Blackwell.
- Barcelona: Paidós Básica.
- Harris, M. (1994). *Bueno para comer: enigmas de alimentación y cultura*. Madrid: Alianza Editorial Ediciones del Prado.
- Leon, E. (2011). *El monstruo en el otro. Sensibilidad y coexistencia humana*. Madrid: Sequitur.
- Lorenzo Cadarso, P. L. (2001). *Fundamentos teóricos del conflicto social*. Madrid: Siglo Veintiuno de España.
- Malloch, M. y Munro, B. (eds.) (2013). *Crime, Critique and Utopia*. London: Palgrave. macmillan
- Matza, D. (1981). *El proceso de desviación*. Madrid: Taurus.
- Miller, W.I. (1998). *Anatomía del asco*. Madrid: Taurus.
- Merton, R. K. (1964). *Teoría y estructura sociales*. Méjico: Fondo de Cultura Económica.
- Ruiz Olabuenaga, J. I., y Ispizua, M. A. (1989). *La Descodificación de la vida cotidiana: métodos de investigación cualitativa*. Bilbao: Universidad de Deusto.
- Schutz, A. (1999). *Estudios sobre teoría social*. Buenos Aires: Amorrortu Editores



Sumner, C. (1994). The Sociology of Deviance. An Obituary. Buckingham (UK): Open University Press.
Torrente Robles, D. (2001). Desviación y delito. Madrid: Alianza.
Valverde Molina, J. (1996). El proceso de inadaptación social (3a ed.). Madrid: Popular.
Valles, M. S. (2003). Técnicas cualitativas de investigación social: reflexión metodológica y práctica profesional. Madrid: Síntesis.

Journals

Boletín Criminológico (Instituto Andaluz Interuniversitario. Universidad de Málaga): <http://www.boletincriminologico.uma.es/>
Comités de investigación sobre Sociología Jurídica y Criminología de la Federación Española de Sociología: <https://fes-sociologia.com/comite/Sociolog%C3%ADa-Jur%C3%ADica-y-Criminolog%C3%ADa>
Deviant Behaviour: <https://www.tandfonline.com/loi/udbh20>
Eguzkilore (Instituto Vasco de Criminología. UPV-EHU): <https://www.ehu.eus/eu/web/ivac/revista-eguzkilore>
Revista Española de Investigación Criminológica (Sociedad Española de Investigación Criminológica): www.criminologia.net

Web sites of interest

BIBLIOTECA EHU: <https://www.ehu.eus/es/web/biblioteka>

BASES DE DATOS:

-DIALNET: <http://dialnet.unirioja.es/>

-ERIC: <https://eric.ed.gov/>

-INGUMA: <https://www.inguma.eus/>

-LATINDEX: <https://www.latindex.org/latindex/inicio>

-PROCUEST SOCIOLOGIA: <http://search.proquest.com/socialsciences>

-SCOPUS: <http://www.scopus.com/home.url>

-WEB OF SCIENCE: <https://apps.webofknowledge.com>

TESIS:

-TESEO:

<https://www.educacion.gob.es/teseo/irGestionarConsulta.do;jsessionid=8543ADC51D6F2237B804068EFDC4608D>

ESTADÍSTICAS OFICIALES

-EUSTAT (CAPV): <http://www.eustat.es>

-INE (ESPAÑA): <http://www.ine.es/>

-EUROPA: http://europa.eu/index_es.htm

ASUNTOS SOCIALES:

-Estadísticas del Departamento de Empleo y Políticas Sociales de GOVA: https://www.euskadi.eus/web01-s2enple/es/contenidos/informacion/estadistica_oe_informacion/es_def/index.shtml

-SIIS: <http://www.sis.net>

OTROS:

-FUNDACIÓN CAIXA:

<https://obrasociallacaixa.org/es/mantente-informado/publicaciones/estudios-sociales>

-CINE

Sánchez Noriega, J. L. (2004). Diccionario temático de cine. Madrid: Cátedra.

OBSERVATIONS