

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Criminology		
Scope	Law and legal specialties		
Faculty/School:	Law, Business and Government		
Course:	SOCIAL RESPONSIBILITY		
Type:	Basic Training	ECTS credits:	6
Year:	2	Code:	6128
Teaching period:	Third-Fourth Semester		
Subject:	Company		
Module:	Basic and General Training		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

## SUBJECT DESCRIPTION

Today's society demands socially committed professionals, that is, trained in social responsibility. The University, faithful to its mission of fully training those who pass through its classrooms, must respond to this urgent need to have people who consider the exercise of their profession based on commitment to others and to their environment.

In this regard, the Francisco de Vitoria University is committed to a compulsory subject as a means to promote social commitment and the search for the common good in its students. Through theoretical content taught in the classroom, collaborative practices in a social project and mentoring, we want our students to discover the personal responsibility they have in building a better world, today as university students and tomorrow, as businessmen,

doctors, lawyers, architects, teachers. And, in this case, as professionals in the degree of Criminology.

The meaning of the subject is understood from this perspective: the acquisition of a social commitment, today as university students, tomorrow as professionals in different fields of work, is an essential pillar of personal training and of what we could call a “successful life”. “Feeling good” with what we do can never be the first objective of our actions but, rather, the effect of actions that correspond and derive from rich and profound convictions that underlie a desire.

Being socially responsible” begins to be an indispensable requirement for a company to be competitive in the market. But not only in the business world, but also in the educational field, this concept is gradually acquiring greater relevance and, in particular, in the university landscape: future socially responsible professionals, who are in demand by society with increasing interest, are now training in university classrooms. The approach that the Francisco de Vitoria University took since the beginning of its founding in 1993 was at the time, and still is today, exceptional and innovative. It was the first educational project in the European university environment to integrate a compulsory subject into its curricula with the objective of training its students in social responsibility. We believe that university education cannot be reduced to mere technical preparation oriented to the performance of a profession, but, on the contrary, it must go much further, achieving an integral development of the person.

Therefore, the study plans of each degree include a set of humanistic subjects aimed at promoting in the student a series of values and virtues that allow them to think rigorously and act accordingly. If we are committed to comprehensive university education, it is fundamental and indispensable to include the social dimension in their training process. We cannot leave an issue as essential as this in the air for the training of professionals who will lead the society of the future. This subject was conceived as part of a whole: comprehensive university education. We understand that “the University is not only there to transmit knowledge and skills that make it possible to develop a profession in the most successful way possible. This University's idea of university education is much richer and more ambitious. Among other things, -and this is the place that this subject seeks to cover-, we cannot forget that our actions always have a social dimension both in its execution itself and in its consequences or repercussions, and this dimension cannot and should not be indifferent to us. How is it going to be indifferent to us if it is part of our own life, of our own being, and affects others, starting with those closest to us?” (Alvarez, 2007:14).

## GOAL

That students discover and deepen the social dimension of their profession so that they can exercise it based on social responsibility and commitment to the common good.

The specific purposes of the course are:

- Interpret the implications and requirements of the human being as a being of encounter.
- Reflect on the foundation and meaning of social responsibility today as a university student and tomorrow as a professional.
- Verify that personal and professional development is based on social commitment to others and at the service of the common good.

## PRIOR KNOWLEDGE

The Grado's own

## COURSE SYLLABUS

This course seeks to bring university students closer to the area of radiating the value of social commitment and solidarity so that they understand the profound reason for the need to consider the exercise of their profession based on social responsibility, from an inner and personal conviction that each student can reach through the combination of theoretical reflection, the implementation of social practices and personalized support.

Agenda:

1. Foundation and sense of Social Responsibility.
  - 1.1. Why do we have to be socially responsible?
  - 1.2. Human dignity and human rights.
  - 1.3. Why be agents of social change?
2. Man is called to change history
  - 2.1. Origin and definition of solidarity.
  - 2.2. Historical development of the concept of solidarity and fraternity.
  - 2.3. Conclusions from the historical analysis. How is change possible?
  - 2.4. World Overview and Human Development. Poverty, health, education, wars, human rights, women.
  - 2.5. Sustainable Development Goals for the United Nations 2030 Agenda.
3. The person in community, foundations and perspectives
  - 3.1. Society and its foundation.
  - 3.2. The family, the first human community. Education. The political community. Economy, business, work and CSR. Social Communication Media. NGOS.
  - 3.3. Church and society in the key of solidarity.
4. Principles of Social Ethics: Looking with Others
  - 4.1. The Common Good.
  - 4.2. Solidarity.
  - 4.3. Subsidiarity.
  - 4.4. The universal destination of goods.
  - 4.5. The Christian contribution to contemporary social thought.
5. Necessary values: looking at the other
  - 5.1. Truth.
  - 5.2. Freedom.
  - 5.3. Justice.
  - 5.4. Peace.
  - 5.5. The charity's response.
6. Socially responsible university student
  - 6.1. Sense of being a university student.
  - 6.2. Approach to my profession based on social commitment in the degree of Criminology

## EDUCATION ACTIVITIES

The Social Responsibility course is developed in three areas: first in the classroom, second in social practices and third in personal support.

**CLASSROOM.**

The classes aim to provoke in the student a reflection on the meaning of social responsibility based on respect for human dignity. The starting point of the course is the possibility of changing the world, our world, our personal and

professional environment.

The challenge is to assume the share of personal responsibility that everyone has in building a better world from their communities of reference. We all have a concern, a yearning, a desire to change the situations of injustice and inequality that we see around us. And we are going to do it from the reflection and study of a series of issues that are directly related to this way of looking, which transforms the one who looks and transforms those who are looked at by it.

We will go hand in hand with other subjects that will complement and enrich our development, since through these anthropological subjects, we will be able to understand the profound sense of Dignity that each Person has from their very conception, an indispensable starting point and on which any action that truly seeks the good of others should be based.

-Classes.

The teacher and/or student will present each of the topics: what is to be covered, the mandatory readings and activities, the complementary bibliography and the evaluation and self-evaluation exercises.

- Memory of social practices: it is an individual work of the student in which the student reflects on the experience lived in social practices. It develops learning by discovery while embracing social commitment.
- Classroom encounters with people who live the social reality that students have researched or are learning about through their practices.
- Case study through audiovisual material and readings: projection-exhibition and debate of films and books in relation to the proposed agenda. Students are able to know the current reality in the world and understand the power of love and solidarity in the face of the mystery of suffering.
- Theoretical study of the contents of the subject; relating the contents of the theoretical classes, the reading books and the research work itself.
- Group work.

#### SOCIAL PRACTICES.

The objective of the practices is none other than to experience firsthand that it is possible to do something concrete to change the world of many people who are in an unjust situation, of marginalization, loneliness, suffering, abandonment, illness... giving a little of our time and of our person. We want students to approach other realities other than those they live in with that spirit of openness to the universal that must characterize every university student. Open up to the other to meet and to get involved based on personal commitment. To this end, the Department of Social Action assigns each student a social project in which to participate throughout the course in collaboration with an association.

#### ACCOMPANIMENT.

In the personalized support program, we try to:

- Accompany students in their personal growth in the field of service to the university community, through proposals that generate a true relationship of encounter (personal and group)
- Generate in the student a commitment to their real fields, helping them to realize their personal development of social responsibility.
- Facilitate the transfer of what has been learned in the classroom, on campus and in your life outside the university, through the monitoring and feedback of each of the activities proposed in the subject (individual and group work, debates, presentations, social practices...) Training activities, as well as the distribution of working hours, can be modified and adapted according to the different scenarios established following the instructions of the health authorities.

## DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

To develop the areas needed to promote teamwork, adapting to new situations, being tolerant, and developing ethical behavior and social commitment.

### General Skills

To develop the areas needed to promote teamwork, adapting to new situations, being tolerant, and developing ethical behavior and social commitment.

### Specific skills

To know the dignity and dimensions of the person in order to understand the man in the criminal phenomenon

## LEARNING RESULTS

It recognizes and expresses the foundations of human dignity and its connection with matter.

It understands the profound meaning of concepts such as solidarity, human dignity, social justice and the common

good

It reflects on the implications of man's social nature for coexistence and sociopolitical organization.

Professional practice is considered based on social commitment.

Get to know the current world situation: lights and shadows of human nature and development.

He reflects on his attitude to the mystery of his own and others' suffering

Analyzes the situation of the current landscape in its lights and shadows and exposes its conclusions. Learn about the SDGs, the 2030 Agenda and Laudato Si.

## LEARNING APPRAISAL SYSTEM

### ORDINARY CALL EVALUATION SYSTEM

In order to pass the ordinary call, it is necessary to:

1. Have completed social internships and obtained the APTO qualification. (The practices will be evaluated by the Department of Social Action, which manages and organizes them). They are key to passing the course.
2. Have completed all three mentorships and obtained the APTO qualification. They are key to passing the course. (Mentoring will be evaluated by the mentor assigned to each student).
3. Have obtained a minimum score of 5 out of 10 in the theoretical-practical content score.

Weighting of the evaluation:

-Content test: 60%. You must pass the exam with at least a 5 for the rest of the percentages to be taken into account.

-Creative participation in class, active attendance: 10%

-Practice Report: 10%

-Class exposure: 20% The memoirs and works must be of their own authorship. Copying material from other sources without being duly cited will mean suspending the matter with the opening of the file. With regard to evaluation systems, plagiarism, as well as the use of illegitimate means in such tests, will be sanctioned in accordance with the provisions of the evaluation regulations and the regulations in coexistence of the university. Students who, for justified reasons accepted by the Department of Academic Planning of the degree, are unable to attend classes on a regular basis, will request follow-up based on an adapted tutoring plan. In addition, like the rest of their colleagues, they must carry out social practices in the institution assigned to them by the Department of Social Action and to carry out individual mentoring.

In all cases, obtaining "APT" in social practices and mentoring are a necessary condition for approving the subject.

### EXTRAORDINARY CALL EVALUATION SYSTEM: S

A specific plan will be designed for each student based on the deficiencies they have in relation to the subject.

You must obtain APT in internships and mentoring is a necessary condition for passing the subject. The grades obtained in any of the parts that make up the subject (mentoring, social action and foundation in the classroom) will only be maintained for that course. In other words, if a student has not passed the ordinary call because they have not successfully passed any of the parts, the part approved for the extraordinary one will be saved. If you do not succeed in the extraordinary course, in the next course you must repeat all the parts again (mentoring, social practices and theoretical-practical content).

### ALTERNATIVE EVALUATION SYSTEM FOR STUDENTS WITH OFFICIAL ACADEMIC DISPENSATION:

Students who for various reasons (second or successive enrollments) do not conform to the regular continuous

evaluation system must inform the teacher who teaches the subject at the beginning of the course to apply a special evaluation system that guarantees the acquisition of competencies and learning results that they need and must:

1. Have completed social internships and obtained the APTO qualification. (Social practices will be evaluated by the Department of Social Action, which manages them). They are key to passing the course.

2. Have completed the support process (two individual and two group meetings) and obtain the APTO qualification. They are key to passing the course.

3. Consider the following qualification criteria:

-Content test: 70%. You must pass the exam with at least a 5 for the rest of the percentages to be taken into account.

-Practice Report: 10%

-Practical work or activities: 20%

In addition, students in this situation will request follow-up based on an adapted tutoring plan. In addition, they will be obliged, like the rest of their colleagues, to carry out social practices in the institution assigned to them by the Department of Social Action.

## ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.

b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.

c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).

d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

coordinators, Carmen de la Calle Maldonado and Pilar Giménez Armentia; authors, Juan Jesús Álvarez... [et al.]. Socially responsible university students/Madrid: Francisco de Vitoria University Publications, 2016.

## Additional

HOLLANDER LAFON, M. (2017) Four crumbs of bread: from darkness to joy/ Peripheral.

(HOLLANDER LAFON, M. (2017) Four crumbs of bread: from darkness to joy/ Peripheral. , ||Llano, Alejandro Life Achieved Ariel )