

Teaching guide

IDENTIFICATION DETAILS

Degree:	Law		
Field of Knowledge:	Social and Legal Sciences		
Faculty/School:	Law, Business and Government		
Course:	SOCIAL STRUCTURE AND DELINQUENCY CONTROL		
Type:	Optional	ECTS credits:	3
Year:	4	Code:	7278
Teaching period:	Seventh semester		
Subject:	Criminal Law		
Module:	Public Law		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	75		

SUBJECT DESCRIPTION

The purpose of the course is to provide students with the knowledge, competencies and skills necessary to understand and analyze the social processes, structures and institutions involved in the processes of social control and crime.

The course consists of four topics, two of them dedicated to the social structure, and another two to the social control of crime. The first two topics address the origin and types of societies that have existed and exist today. Concepts such as 'ethnicity' and 'race' will also be addressed, delving into state ethnic minorities and the Roma ethnicity. The concept of race and its historical implications related to supremacy and hate crimes will also be addressed.

With regard to social control, students will acquire competencies in behavior modification, applied to the field of

social control of crime. To this end, two topics are divided into: philosophy of behavioral science, experimental analysis and applied knowledge.

GOAL

The final objective is for the student to acquire practical skills in behavior modification applied to the social control of crime.

PRIOR KNOWLEDGE

Basic Foundations of Sociology
Basic Foundations of Academic Research
Basic Foundations of Psychology

COURSE SYLLABUS

THEME 1: THE ORIGIN OF SOCIETIES (SOCIAL STRUCTURE) Types of societies: hunting and gathering; the Mbuti; agrarian and herding; traditional states; the Mayans; industrialized societies. Hierarchization of worlds; social hierarchies; "Third World" societies, "Second World" societies "First World" societies Stratification and class structure Globalization

THEME 2: ETHNICITY AND RACE (SOCIAL STRUCTURE) Ethnicity and race: ethnic minorities; Roma ethnicity. Ethnicity and race: race and biology; colonialism; ethnic relations with Brazil; social development in South Africa; "Supremacism"

TOPIC 3: BEHAVIOR ANALYSIS: PHILOSOPHY (SOCIAL CONTROL) Key ideas about the study of behavior Basic Pillars of Behavior Analysis Philosophy of Science; Epistemology and Ontology of a Behavioral Science

THEME 4: BEHAVIOR ANALYSIS: EXPERIMENTAL AND APPLIED (SOCIAL CONTROL) Types of behavior; Innate, Learned Unstimulate Learning; Habitation and Sensitization; Learning by Association; Classical Extinction; Spontaneous Recovery; Manipulation of Variables; Learning by Consequences; Reinforcement Programs.

TOPIC 5: Overview of the initial topics from Behavior Analysis applied to Social Crime Control

EDUCATION ACTIVITIES

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. The course will be taught with the physical presence of the students or, where appropriate, virtual through the canvas system, dividing the time available in half of theoretical and practical classes, as follows: Master classes given by the teacher on the subject and on current issues related to the subject Exposure, discussion and study of the basic contents of the subject, in which students will always participate, within the so-called continuous evaluation. In this last sense, the methodology will be to stimulate the common group through readings, discussions, seminars and case studies. On the other hand, there is a methodology for individual promotion in students through a research paper that they must present orally, before the evaluation exam, also within the so-called continuous evaluation.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
30 Horas	45 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 be familiar with the substantive content of legal disciplines and all supplementary fields.

To research, manage sources and handle information.

To acquire an ability for analysis, synthesis, assessment and critical reasoning.

To communicate orally and in writing within different contexts, using technical language when the situation calls for it.

General Skills

To be familiar with the substantive content of legal disciplines and all supplementary fields.

To research, manage sources and handle information.

To acquire an ability for analysis, synthesis, assessment and critical reasoning.

To communicate orally and in writing within different contexts, using technical language when the situation calls for it.

Specific skills

Know the concepts, institutions and legal relationships and their basis.

Manage the legal sources (legal, jurisprudential and doctrinal) applicable to the case study.

LEARNING RESULTS

The student knows about social structures, agencies and social change.

The student knows the dimensions of the social structure.

The student identifies instances of social control and crime.

LEARNING APPRAISAL SYSTEM

The student will be evaluated according to the criteria of the so-called 'continuous evaluation' system, by means of the overall estimation and weighting of the following areas, to which the following percentages of the grade are designated: Alternative Assessment System (in addition to the continuous evaluation system and alternative system for dispensation or repeating students) and it is mandatory to indicate that the exams will be carried out in person. FIRST CALL: FINAL EXAM: It will consist of taking a test, digital or written, with a value of 60% of the grade of the subject. The exam will cover questions in the program that have been explained by the teacher, by the manual or analyzed in class. ORAL PRESENTATION OF THE WORK: 30% of the final grade. Oral presentations will be prepared, following the instructions of the teacher, who will assign a topic to each team or work group, previously formed by no more than five students. PARTICIPATION IN THE TRAINING ACTIVITIES PROPOSED BY THE TEACHER: 10%. The participation and interest demonstrated in class will be valued, especially in the training activities that are organized and in debates, the student's critical judgment and an argumentative capacity, critically placing themselves in the face of social reality; their ability to defend their position solidly based on respect for the positions of others, and their understanding of the subject. For the application of all the percentages with which the subject is graded globally, it is mandatory to pass each part of the evaluation. EXTRAORDINARY CALL AND SUBSEQUENT CALLS: Students who attend the exam in an extraordinary call and following calls must submit the works proposed for this purpose by the teacher and pass the corresponding exam, according to the criteria already set out. The evaluation rates are as follows: 70% of the exam value 30% of the value of the work. Repeat students and ERASMUS students the% will be: 70% exam 30% work. Minimum requirements to pass the course: Have the minimum in the theoretical exam, for example 5 out of 10. HONORARY

ENROLLMENT: It is the exclusive faculty of the teacher of this subject, in recognition of excellence, to grant this distinction or not, in accordance with the criteria of academic regulations and provided that the student has demonstrated special creativity, mastery of the subject, ability to interact with the rest of the disciplines of the Degree, capacity for autonomous research, etc. If there are two or more candidates eligible to receive this recognition, the teacher of the subject will convene a court composed of professors of the same subject matter or similar, for the purpose of examining candidates orally. The court, after having heard the students, will decide which of them will receive the Honorary Enrollment, or, if appropriate, will declare the call void. **OFFICIAL ACADEMIC EXEMPTION FROM ATTENDANCE:** students with an academic waiver will be exempt from attending classes, but they must submit the works proposed for this purpose by the teacher - the student must contact the teacher at the beginning of classes via email - and pass the corresponding exam. The exam will be equivalent to 70% of the grade. The work will be equivalent to 30% of the grade. Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations.

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/).
 - 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

Antohony Giddens Sociology - Editorial Alliance
(Antohony Giddens Sociology - Editorial Alliance , ||Vicente Pérez Fernandez, María Teresa Gutierrez Dominguez, Andrés García García, Jesús Gómez Bujedo Basic Psychological Processes: A Functional Analysis - UNED)

Additional

Cristina García García Guide for working with the Roma Community in Health Services - Gypsy Secretary Foundation

(Cristina García García Guide for working with the Roma Community in Health Services - Gypsy Secretary Foundation , ||Eduardo Polín Introduction to the Principles of Learning)