

Teaching guide

IDENTIFICATION DETAILS

Degree:	Criminology		
Scope	Law and legal specialties		
Faculty/School:	Law, Business and Government		
Course:	HISTORY OF CRIMINOLOGY I		
Type:	Compulsory	ECTS credits:	3
Year:	3	Code:	6131
Teaching period:	Fifth semester		
Subject:	History		
Module:	Criminology		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	75		

SUBJECT DESCRIPTION

The subject is located in the 3rd year of undergraduate studies, which allows a critical approach to legal and social reality based on the knowledge of the different subjects that make up the curriculum. It is about offering students a global vision of the main current theories in Criminology both of our time and historical, and of the different proposals for the analysis of criminological processes, so that they can develop their capacity for reflection and personal critical judgment, which will allow them to position themselves with rigor and freedom in the face of current and future legal and political reality.

In this subject, the student will learn basic knowledge in relation to the History of Criminology and will adequately apply the theses and explanatory historical theories on the object of Criminology: crime, the offender, the victim

and social control, and their review with a critical approach.

As Professor Cesar Herrero explains, crime has existed in all human societies.

There is news related to criminological thinking already in ancient Greece.

AESOP (6th century BC) stated that crime was a faithful index of the subject's dangerousness, "Crimes are proportionate to the capacity of the person who commits them".

SOCRATES (470—399 BC) said that criminals should be given the necessary instruction to teach them not to commit infractions, because criminal behavior was born of ignorance.

PLATO (427-347 BC) pointed out that crime was a product of the environment and - together with ARISTOTLE (384-322 BC) - emphasized that one of the main factors originating from crime was poverty. The latter related the configuration of the body to certain mental faculties and considered that passions could turn a virtuous man into a criminal ("The Republic" and "The Laws"). "Nicoman Ethics").

Latin Philosophy (Seneca, in his work "De Clementia") also conceives the violation of the law as an act contrary to "res-publica" (public thing) and to the criminal as morally responsible for his action who should be punished as a pedagogical means, although stripped of cruelty and retribution.

In the Middle Ages, pseudocriminological interpretations, especially with regard to penology, had a strong religious component.

It is SAINT THOMAS AQUINAS (Italy, 1,225—1,274) who begins to speak of the importance that must be attached to predisposition when talking about guilt.

TOMÁS MORO (1.476-1.535), for his part, tried to prove that crime was caused by incorrect models in social relations and economic factors. He also listed others such as idleness, the social environment and errors in education.

But it was after Cesare Bonesana, Marquis of Beccaria (Milan, 1738-1794), an important Italian jurist, philosopher, writer and economist, as representative of the Classical School, and later, The Positive School, that Modern Criminology was born.

Therefore, in this course, we will delve into the knowledge of the History of Criminology and of the most representative authors. In addition, you will understand and handle correctly the most relevant and relevant legal, psychological, sociological and educational terminology in the criminological field.

He will be able to formulate, recognize and apply the main theories and concepts developed in social, legal and behavioral sciences that allow us to analyze and explain all aspects of crime, the offender, victimization and the responses of institutions to crime and deviance.

GOAL

The main objective of the course is the critical discussion of the explanatory theories of the Criminal Phenomenon throughout history through the dialectical method, based on the different currents of thought and in confrontation with the authors, so that the student is able to position themselves critically and with full freedom in the face of social reality. And mainly in the historical background of Criminology, which are decisive in its current configuration.

In this subject, the student will acquire basic knowledge about the History of Criminology, and will adequately apply the theses and explanatory historical theories on the object of Criminology: crime, the offender, the victim and social control, and deviant behavior. Your review with a critical approach.

In addition, you will understand and handle correctly the most relevant and relevant legal, psychological, sociological and educational terminology in the criminological field. He will be able to formulate, recognize and apply the main theories and concepts developed in the social, legal and behavioral sciences that allow us to

analyze and explain all aspects of crime, the offender, victimization and the responses of institutions to crime and deviance.

PRIOR KNOWLEDGE

From the subjects previously taken.

COURSE SYLLABUS

TOPIC 1. CRIMINOLOGICAL THEORIES AND PARADIGMS
TOPIC 2. THE BIRTH OF CRIMINOLOGY
TOPIC 3. CRIMINOLOGICAL POSITIVISM
TOPIC 4. BIOLOGICAL AND PSYCHOLOGICAL EXPLANATIONS OF CRIME
TOPIC 5. THE INFLUENCE OF SOCIO-STRUCTURAL FACTORS ON CRIME
TOPIC 6. INTRODUCTION TO ENVIRONMENTAL CRIMINOLOGY
TOPIC 7. THEORIES OF TENSION

EDUCATION ACTIVITIES

PARTICIPATORY MASTER LESSON: Unlike the classic master lesson, in which the burden of teaching falls on the teacher, in the participatory master class we seek to move the student from a passive attitude to an active one, encouraging their participation. For this reason, it is necessary for the teacher to structure the content well, to have clarity of presentation and to be able to maintain the student's attention and interest.

AUTONOMOUS WORK: In this methodology, the student takes the initiative with or without the help of others (teachers, classmates, tutors, mentors). It is the student who diagnoses their learning needs, formulates their learning goals, identifies the resources they need to learn, chooses and implements appropriate learning strategies and evaluates their learning outcomes. The teacher thus becomes the guide, the facilitator and a source of information that collaborates in this autonomous work. This methodology will be of special interest for the development of research-related competencies.

COOPERATIVE WORK IN SMALL GROUPS: The number of students scheduled at our University allows us to work in small groups as a group. Slavin defines cooperative work as 'instructional strategies in which students are divided into small groups and are evaluated according to group productivity', which brings into play both individual responsibility and positive interdependence, the basis of professional teamwork.

RESEARCH: Search for information from various sources and documents, analysis and synthesis of data and development of conclusions

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 learn autonomously.

To research, manage sources and handle information.

General Skills

To learn autonomously.

To research, manage sources and handle information.

Specific skills

To know the main historical explanatory theories of crime and to analyze and review them with a critical approach

LEARNING RESULTS

Learn about the main historical explanatory theories of crime and analyze and review them with a critical approach

Analyzes the transformations and evolution of contemporary societies and their political movements and Social

LEARNING APPRAISAL SYSTEM

ORDINARY CALL

The student will be evaluated according to the criteria of the so-called 'continuous evaluation' system, to which the following percentage of the grade is designated:

- 1) FINAL EXAM: 60%. It will consist of taking a written development test with a value of 60% of the grade of the subject. The exam will cover questions from the program that have been explained by the teacher or analyzed in class. It will be necessary to pass the exam to pass the subject.
- 2) FINAL INDIVIDUAL OR GROUP WORK AND ORAL PRESENTATION OF THE SAME: 20%. Of the 2 points that can be obtained with the work, 1 point can be obtained based on its quality (drafting, content, structure, appropriateness to the selected explanations, formal issues, etc.); and 1 point will be evaluated with the oral presentation of the work, defense and the making of a presentation. The work must be submitted on date and through the requested channel, and it is not the teacher's responsibility that the Virtual Classroom system collapses minutes before delivery. All papers submitted out of date or by other means will count as not submitted.
- 3) EXERCISES IN CLASS: 10%. A total of 5 activities/exercises will be carried out to strengthen the knowledge acquired by the students. To obtain the percentage in this section, the student must submit the 5 activities and obtain the qualification of 'suitable' in each of them.
- 4) CLASS ATTENDANCE AND PARTICIPATION: 10%. It will account for 10% of the grade. To achieve this percentage, the student must have attended at least 90% of the classes.

For the application of all the percentages with which the subject is graded globally, it is mandatory to pass the exam (5 points out of 10). If the exam is suspended (and, therefore, the subject), but not the work (20%) and the exercises (10%), the approved grade of the latter two will be saved for the extraordinary call, not for subsequent enrollments (or academic years).

EXTRAORDINARY CALL, SUCCESSIVE CALLS

Students who attend the exam in an extraordinary call and following calls must submit the works proposed by the teacher for this purpose and pass the corresponding exam so that the grade of the papers can be added to them. It will be the student who must contact the teacher of this subject via email. The system for evaluating learning in an extraordinary call will be as follows:

- 1) FINAL EXAM: 70%. It will consist of carrying out a written test, consisting of development questions of various lengths. It will be necessary to pass the exam to pass the subject.
- 2) INDIVIDUAL WORK: 20%. It will account for 20% of the final grade. The work must be submitted on date and through the requested channel, and it is not the teacher's responsibility that the Virtual Classroom system collapses minutes before delivery. All papers submitted out of date or by other means will count as not submitted.
- 3) EXERCISES: 10%. They will be delivered on the scheduled date and through the requested channel, and it is not the teacher's responsibility that the Virtual Classroom system collapses minutes before delivery. All papers submitted out of date or by other means will count as not submitted.

For the application of all the percentages with which the subject is graded globally, it is mandatory to pass the exam (5 points out of 10). No grades will be saved for subsequent enrollments or academic courses.

STUDENTS IN A SITUATION OF ACADEMIC EXEMPTION AND ERASMUS STUDENTS: ALTERNATIVE EVALUATION SYSTEM

For all students who have formally obtained an academic waiver (or Erasmus students), the evaluation system will be:

- 1) FINAL EXAM: 70%. It will consist of carrying out a written test, consisting of development questions of various lengths. It will be necessary to pass the exam to pass the subject.
- 2) INDIVIDUAL WORK: 20%. It will account for 20% of the final grade. The work must be submitted on date and through the requested channel, and it is not the teacher's responsibility that the Virtual Classroom system

collapses minutes before delivery. All papers submitted out of date or by other means will count as not submitted.

3) EXERCISES: 10%. They will be delivered on the scheduled date and through the requested channel, and it is not the teacher's responsibility that the Virtual Classroom system collapses minutes before delivery. All papers submitted out of date or by other means will count as not submitted.

For the application of all the percentages with which the subject is graded globally, it is mandatory to pass the exam (5 points out of 10). If the exam is suspended (and, therefore, the subject), but not the work (20%) and the exercises (10%), the approved grade of the latter two will be saved for the extraordinary call, not for subsequent enrollments (or academic years).

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.

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 proactivity, 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.

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

Redondo, S. and Garrido Genovés, V. (2023) Principles of Criminology. 5th edition. Tirant Lo Blanch

Cid, J. and Larrauri, E. (2023). Criminological Theories. Explanation and prevention of crime. Bosch