

Teaching guide

IDENTIFICATION DETAILS

Degree:	Criminology		
Scope	Law and legal specialties		
Faculty/School:	Law, Business and Government		
Course:	CONTEMPORARY DELINQUENCY AND NEW FORMS OF CRIME		
Type:	Compulsory	ECTS credits:	6
Year:	3	Code:	6134
Teaching period:	Fifth semester		
Subject:	Criminal Phenomenology		
Module:	Criminology		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

SUBJECT DESCRIPTION

This course shows the current criminal phenomenology in the world in general and in Spain in particular, the relationship between globalization and organized crime, the different criminal specialties that exist, with the most common modus operandi used by their criminals, as well as the new forms of criminality, sometimes appearing as a result of the classification of new crimes, but at other times emerging as a result of technological innovations and their exploitation by criminals. In short, this course shows the world of crime; this is from a police point of view, understood as one who tends to understand the problem in order to fight it.

Therefore, the police investigation methodology applicable to each criminal specialty will be described below. In essence, there are two types of police investigation methodology: the first is the one that applies to resultant crimes, those that have already been consummated, let's say homicides; the second is the one that applies to crimes of mere activity and are carried out in the field of organized crime, let's take drug trafficking as an example.

This course shows the current criminal phenomenology at the global level and in Spain in particular, the relationship between globalization and organized crime, the different criminal specialties that exist, the most common modus operandi used by criminals, as well as the new forms of criminality that sometimes appeared as a result of the classification of new crimes, but in others, which emerged as a result of technological innovations and their exploitation by criminals. In short, this course shows the world of crime from the point of view of police investigation and its action protocols. Consequently, the research methodology applicable to each criminal specialty will be described below. Essentially, there are two types of police investigation methodology: The first, the one that is carried out on resultant crimes, which are those that have already been consummated. The second, the one that applies to crimes of mere activity and are carried out in the field of organized crime.

GOAL

The general objective of the course is to acquire knowledge by students about the world of crime and the phases of public police investigation into different types of crime, as well as to give the student the keys to identifying new criminal phenomena, especially those that have emerged with globalization and the use of new technologies.

PRIOR KNOWLEDGE

It is necessary for the student to have previous knowledge of:

- Criminal Law, general and special part.
- Royal Decree of September 14, 1882, approving the Criminal Procedure Act.

COURSE SYLLABUS

INTRODUCTION. - Brief reference to the heritage of the past and to the current situation. - Globalization and crime. - The importance of methodology in research.

TYPES OF RESEARCH.

JUVENILE DELINQUENCY AND ITS RESEARCH METHODOLOGY.

DELINQUENTS AND OFFENDERS WHO CARRY OUT ASSAULTS AND INJURIES AND THEIR RESEARCH METHODOLOGY.

EXTORTION, KIDNAPPING AND THEIR RESEARCH METHODOLOGY.

HOMICIDES AND THEIR INVESTIGATIVE METHODOLOGY.

ORGANIZED CRIME AND ITS INVESTIGATIVE METHODOLOGY.

DRUG TRAFFICKING AND ITS RESEARCH METHODOLOGY.

TRAFFICKING IN PERSONS AND ITS RESEARCH METHODOLOGY.

TECHNOLOGICAL CRIMES AND THEIR INVESTIGATIVE METHODOLOGY.

DOMESTIC AND INTERNATIONAL TERRORISM AND ITS RESEARCH METHODOLOGY.

SECTS AND THEIR RESEARCH METHODOLOGY.

EDUCATION ACTIVITIES

The Bologna Process led to the creation of the European Higher Education Area (EHEA), one of the most relevant aspects of which has been the transition from the old traditional teaching scheme to the new learning model where the student's autonomous work takes on greater importance. For this reason, the methodology implemented at the UFV is carried out through the Flipped Classroom (FC) system, which consists of a pedagogical model that transfers the work of certain learning processes outside the classroom and uses class time, together with the teacher's experience, to facilitate and enhance other processes of acquiring and practicing knowledge within the classroom.

From this model, the training activities will be as follows:

PARTICIPATORY MASTER LESSON: Unlike the classic master lesson, in which the burden of teaching falls on the teacher, in the participatory master lesson we seek to move the student from a passive attitude to an active one, encouraging their participation based on the prior preparation of the questions to be discussed and the questions for reflection that are proposed at the end of each lesson.

COOPERATIVE WORK IN SMALL GROUPS: The number of students scheduled at our University allows us to work in small groups as a group.

PROBLEM-BASED LEARNING (PBL): The ABP methodology is based on learning mediated by the search, understanding, assimilation and application of knowledge for the resolution of a problem or the answer to a question. Students are responsible for their own learning, while the teacher's role is that of guidance. At the beginning of a subject, the student does not have enough knowledge and skills to effectively solve the problem. The objective, in these stages, is for the student to be able to discover what they need to know to advance in solving the proposed question (diagnosis of learning needs). Throughout the educational process, as the student progresses in the program, they are expected to be competent in planning and carrying out interventions that will allow them to finally solve the problem in an appropriate way (knowledge construction). And all this, working cooperatively.

GAMIFICATION: Through various games, content and concepts will be reviewed so that the student can assimilate them: word of mouth, role-playing games (simulation of arrests and trials), simulated press conferences, sensory games to work on empathy with the perpetrator and the victim, and kahoot. **RESEARCH:** Search for information from various sources and documents, analysis and synthesis of data and development of conclusions'. The general methodology that will be carried out to teach this subject will be as follows: Explanation in class of the different topics addressed in the subject, which coincide with the different criminal specialties of current crime and the new forms of crime, in this exhibition, students will actively participate. Therefore, for each criminal specialty, the profiles of the offenders that comprise it will be described. The most common *modus operandi* of these criminals will be presented below, but also the most innovative and effective ones, always taking into account the three phases of crimes: 'the before', 'the durant' and 'the after'; the 'lter criminis'. From this exhibition, the student will understand how this specific type of criminal acts, they will recreate scenarios and carry out action protocols in the different types of crimes under study. Be that as it may, in order for the student to internalize what they have learned well, they will carry out individual and group work on some of the different most relevant criminal specialties, with their police investigation project and subsequent presentation in class.

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 analyze crime, the victim and the social and legal response to the phenomenon of crime from the standpoint of the various local, national and international contexts.

General Skills

To analyze crime, the victim and the social and legal response to the phenomenon of crime from the standpoint of the various local, national and international contexts.

Specific skills

Analyze the transformations and evolution of contemporary societies and their political and social movements

Understand and assess the influence of psychological characteristics, the psycho-social environment, and psychopathological and psychosociological processes related to criminal behavior and victimization processes

To know and analyze the phenomenon of common and street crime. Contemporary crime and new forms of crime (domestic and gender-based violence, organized crime, cybercrime, terrorism, etc.), white-collar crimes, corporate crimes, etc. Also, learn about the different national and international responses to these criminal phenomena

LEARNING RESULTS

The student knows and knows how to analyze the different forms of crime, especially that born from the classification of new crimes or the use of technology, especially the Internet.

The student carries out intervention projects in the prevention of contemporary crime and is familiar with criminal organizations, police methodology and protocols for action in police investigation.

The student knows the current crime as a whole

The student knows the different criminal specialties.

The student knows the most common modus operandi and action protocols.

LEARNING APPRAISAL SYSTEM

EVALUATION CRITERIA IN THE ORDINARY CALL, ACCORDING TO THE ACADEMIC CALENDAR, WHICH CAN BE CONSULTED ON THE WEB

All tests susceptible to evaluation will be subject to the provisions of the UFV Evaluation Regulations. The evaluation includes a continuous evaluation process and oral or written examination as follows:

1. Oral or written exam, which can be of a test type, with answers to be developed or mixed. The weighting in the final grade will be 70%.
2. Individual and/or group works, activities or tasks, with exposure in class by the student, will be weighted with 20% of the final grade, and will be proposed by the teacher.

Failure to submit a work, activity or tasks in a timely manner will mean that the student does not reach the percentage established in this section. All work, activities or tasks to be carried out must obtain the qualification of suitable in order to pass the subject.

The exam in the way it is carried out and the work, must reach the appropriate level to pass the subject.

Papers must have a rigorous structure of research work (with index and academic biography not from Google and press).

Misspellings and typos in exams and writing work remain. In the case of papers or exercises, as well as the final work/essay and extraordinary call, whenever there is an essay, the correct written expression will also be evaluated, with a negative score for misspellings.

3. The student's active participation will be weighted with 10% of the final grade.

EVALUATION CRITERIA IN THE EXTRAORDINARY CALL, ACCORDING TO THE ACADEMIC CALENDAR, WHICH CAN BE CONSULTED ON THE WEB.

1. Oral or written exam, which can be of a test type, with answers to be developed or mixed. The weighting in the final grade will be 80%.
2. Individual work will be proposed by the teacher. The weighting in the final grade will be 20%.

Students who have passed the work and failed the exam in an ordinary call may have the grade obtained in the said call maintained.

The established criteria for the work to be carried out reflected in the ordinary call section, valid for this call, are recalled.

EVALUATION CRITERIA IN THE ORDINARY, EXTRAORDINARY CALL, FOR STUDENTS WITH ACADEMIC EXEMPTION, OR SUBSEQUENT CALLS AND ERASMUS STUDENTS.

1. Oral or written exam, which can be of the type of test or of answers to be developed. The weighting in the final grade will be 80%.
2. Individual work will be proposed by the teacher. The weighting in the final grade will be 20%.

The established criteria for the work to be carried out reflected in the ordinary call section, valid for this call, are

recalled.

EVALUATION CRITERIA FOR OBTAINING AN HONORARY ENROLLMENT.

As a starting point for obtaining an honorary enrollment, the student must obtain at least a grade of 9 in the final grade of the course; that is, an outstanding grade. When this happens, and in the event that individual work has been carried out or a group work of extraordinary quality has been led (in view of the rigor of the data, depth of the subject matter and originality of the point of view), the teacher may award an honorary enrollment. In any case, and in compliance with the evaluation regulations of this University, the number of honorary enrollments may not exceed 5% of the students enrolled in each group in the total number of calls for that academic year. Finally, it must mean that if the number of students is less than 20, a single enrollment can be granted.

REMINDER OF THE REGULATIONS FOR THE EVALUATION OF UNDERGRADUATE STUDENTS AND THEIR OWN COMPLEMENTARY DEGREES.

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

Herrero Herrero, Caesar. Criminology: (general and special part)/4th ed., amp. and act. Madrid: Dykinson, 2017.

Additional

Ministry of Grace and Justice Criminal Procedure Act BoEA-1882-6036