

1. BASIC DETAILS

Subject	Criminal Phenomenology and Comparative Criminology
Qualification	Bachelor's Degree in Criminology
School/Faculty	Social Sciences and Communication
Year	Second
ECTS	6 ECTS
Type	Mandatory
Language(s)	English in campus-based modality Spanish in online modality
Modality	Campus-based/Online
Semester	Second semester
Academic year	2023/2024
Coordinating professor	Jorge Ramiro Pérez Suárez

2. PRESENTATION

Criminal Phenomenology and Comparative Criminology is a mandatory subject taken in the second semester of the second year of the degree in Criminology. Based on the knowledge acquired in the Introduction to Criminology course, students will delve into the major criminal taxonomies (such as organized crime, violent crime, etc.). In this way, knowledge in the field of criminological theories will be expanded to respond to differentiated criminal phenomena with varied and diverse etiologies. In this context, crime will always be understood as a multi-causal entity, which brings together cultural, social, psychological, political elements, etc., and whose manifestations and classifications are constantly changing and evolving due, in many cases, to advances in technology.

At the same time, a critical view of both national and comparative criminal reality will be offered, which may be useful for exploring the subsequent study of different criminal policies and/or prevention models.

3. COMPETENCIES AND LEARNING OUTCOMES

Basic competencies:

- BC1: Students have demonstrated knowledge and understanding in the field of study based on general secondary education and, although they are aided by advanced textbooks, this also includes certain aspects that require cutting-edge knowledge in their field of study.
- BC3: Students are able to gather and interpret relevant information (normally within their area of study) to make judgments, including reflecting on significant social, scientific or ethical issues.

- BC4: Students can convey information, ideas, problems and solutions to a specialist and non-specialist audience.

Cross-cutting competencies:

- CC3: Awareness of ethical values. Ability of students to feel, judge, argue and act according to moral values in a coherent, persistent and autonomous way.
- CC4: Communication skills. Students can express concepts and ideas effectively, including the ability to clearly and concisely communicate in writing, as well as speak in public effectively.
- CC5: Interpersonal understanding. Students can carry out active listening in order to reach agreements, using an assertive communication style.
- CC7: Teamwork. Students can participate actively in the attainment of a common objective, listening, respecting and valuing the ideas and proposals of the other members of their team.
- CC8: Initiative. Students can proactively anticipate needs, proposing solutions or alternatives to the situations presented.

Specific competencies:

- SC1: Know the different sources of information on crime and victimization.
- SC3: Understand, analyze, interpret and use criminological theories as a systematic and coherent whole, with sensitivity towards issues of multicultural social reality.
- SC4: Analyze, write and make critical judgments about the scientific literature in the area of criminology.
- SC5: Interpret quantitative and qualitative data.
- SC6: Acquire a critical awareness in the analysis of crime with the ability to evaluate results.
- SC8: Carry out the design of investigations into crime, victimization and responses to crime and deviant conduct, including case studies, and the identification and evaluation of methods to carry it out.
- SC10: Understand the heterogeneity of the different areas existing in the legal profession.
- SC18: Know how to use, where appropriate, the sources of information and basic tools in security and emergency situations, contrasting the information and respecting the privacy of the protocols, directives and records of action.

Learning outcomes:

- LO1: Ability to investigate crime pockets operating in specific places and times, delimiting their most notorious social damages.
- LO2: Ability to analyze the contexts most conducive to the emergence of certain forms of crime, determining the operative enabling factors.
- LO3: Ability to observe emerging forms of new crime and to report objectively to those responsible for criminal policy to begin to deal with them.
- LO4: Ability to analyze, in summary form, the criminal phenomena of each country, to better understand the phenomenon itself.
- LO5: Ability to present in person the contents previously studied in debates or other oral situations.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
BC1, BC3, BC4, CC3, CC4, SC1, SC3, SC5, SC6, SC18	LO1: Ability to investigate crime pockets operating in specific places and times, delimiting their most notorious social damages.
CB1, BC3, BC4, CC3, CC4, SC1, SC3, SC4, SC5, SC6, SC8, SC10	LO2: Ability to analyze the contexts most conducive to the emergence of certain forms of crime, determining the operative enabling factors.
BC1, BC2, BC3, BC4, CC3, CC4, CC5, CC7, CC8, SC1, SC3, SC4, SC5, SC6, SC8, SC10, SC18	LO3: Ability to analyze, deducing appropriate conclusions, data relating to criminological information based on both quantitative and qualitative sources.
BC1, BC3, BC4, CC3, CC4, SC1, SC3, SC5, SC6, SC18	LO4: Ability to analyze, in summary form, the criminal phenomena of each country, to better understand the phenomenon itself.
BC1, BC3, BC4, CC4, CC5, SC6, SC10	LO5: Ability to present in person the contents previously studied in debates or other oral situations.

4. CONTENTS

The subject is organized into six learning units:

Unit 1. Criminal phenomenology and comparative criminology

- Criminal phenomenology.
- Comparative criminology.
- Sources for the study of criminality in Spain.

Unit 2. Cybercrime and cyberdeviance

- Technology and social transformation.
- Forms and manifestations of cybercrime.
- The explanation of cybercrime and cyberdeviance from the point of view of criminology.
- Prevention of cybercrime nationally and internationally.

Unit 3. Drugs, alcohol, nightlife and Crime

- Drugs, alcohol and crime.
- The economy of nightlife and crime.
- The prevention of crime in nightlife.

Unit 4. Crime in the world

- Crime in Europe I.
- Crime in Europe II.
- Crime in Latin America.
- Crime in North America.

Unit 5. Other manifestations of crime

- Cultural criminology.
- Media and crime.
- Juvenile delinquency.
- Green criminology.

Unit 6. So-called hate crimes

- So-called hate crimes I.
- So-called hate crimes II.
- Aporophobia.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies to be applied are as follows:

- Case study. (Campus-based and online modality)
- Cooperative learning. (Campus-based and online modality)
- Problem-based learning. (Campus-based and online modality)
- Project-based learning. (Campus-based and online modality)
- Interpretive methodology. (Campus-based and online modality)
- Experimental and interpretive understanding. (Campus-based and online modality)
- Master classes. (Campus-based modality)
- Masterclass via videoconference. (Online modality)
- Interactive methodology. (Online modality)

6. EDUCATIONAL ACTIVITIES

Each of the educational activities to be carried out together with the number of hours students will dedicate to it is described below:

(IMPORTANT NOTE: In the report on the Site, the total hours for the educational activities for the campus-based modality appear as 138 whereas for the online modality they appear as 165.5. In addition, in the online modality there is no "face-to-face knowledge test". Hours and educational activities have been adjusted to match the relevant 150 hours.)

CAMPUS-BASED MODALITY

Type of educational activity	Number of hours
Debates and discussions	25
Tutorials	6
Critical essay and oral presentation on a criminological topic	25
Criminological report, group assignment focused on the analysis of a case study and the subsequent drafting of a multidisciplinary report	25
Independent work	25
Master classes	25
Case-based method	12.5
Face-to-face knowledge tests	6.5
Total	150

ONLINE MODALITY

Type of educational activity	Number of hours
Debates and discussions in the virtual classroom	25
Critical essay and presentation through the forum, WIKI, and webseminar on a topic of criminological interest	25
Independent work	25
Criminological report, group assignment focused on the analysis of a case study and the subsequent drafting of a multidisciplinary report	12.5
Readings on topic content	12,5
Write reports and documents	6.5
Virtual tutorial	25
Face-to-face knowledge tests	6
Total	150

7. ASSESSMENT

The assessment systems, as well as their weight on the total grade of the subject, are listed below:

(NOTA IMPORTANTE: La suma de los sistemas de evaluación en la modalidad presencial, en su extremo mínimo, arroja 125 de ponderación mínima. Se han escogido solo los tres primeros sistemas de evaluación indicados).

Campus-based modality

Assessment system	Weighting
Face-to-face knowledge tests	40%
Case study of problem	30%
Learning folder	30%

Online modality

Assessment system	Weighting
Face-to-face knowledge tests	60%
Learning folder	10%
Project	10%
Case study/Problem	10%
Essay	10%

When you access the subject in the Virtual Campus, you will be able to consult in detail the assessed assignments that you must perform, as well as the submission dates and the assessment procedures for each of them.

7.1. First exam sitting

In order to pass the subject at the first exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 5 in Assignment 6 (final exam), in order for this to count toward the average calculated with the rest of the assignments.

The class may be taught in the classroom **or in another place** determined by the professor on the occasion of the celebration of any academic activity related to the degree.

7.2. Second exam sitting

In order to pass the subject at the second exam sitting, you must achieve a grade that is greater

than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 5 in Assignment 6 (final exam), in order for this to count toward the average calculated with the rest of the assignments.

Any assignments not passed at the first exam sitting must be resubmitted after having received the corresponding corrections by the professor, as well as any that were not submitted.

8. SCHEDULE

This section indicates the schedule with submission dates for the subject's assessed assignments:

Assessed campus-based assignments	Date
Assignment 1.	Weeks 2-3
Assignment 2.	Weeks 6-7
Assignment 3.	Weeks 9-11
Assignment 4.	Weeks 12-15
Assignment 5.	Weeks 18-20
Assignment 6. Final test	Weeks 19-20

Assessed online assignments	Date
Assignment 1.	Weeks 6-8
Assignment 2.	Weeks 12-14
Assignment 3.	Weeks 16-18

This schedule may be modified for logistical reasons related to the assignments. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

The recommended bibliography is as follows:

- Babbie, Earl R. (2007). The practice of social research. Thomson Wadsworth, Belmont.
- Brenner, S. W. (2010). Cybercrime: criminal threats from cyberspace. Crime, media, and popular culture. Santa Barbara, Calif.: Praeger.
- Briggs, D. & Gamero, R. M. (2017). Dead-end lives: drugs and violence in the city shadows. Policy Press.

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- Echeburúa Odriozola, E. (coord) (2006). Manual de victimología. Tirant lo Blanch, Valencia.
- Fernández Arévalo, L., Nistal Burón, J. (2011). Manual de Derecho Penitenciario. Aranzadi, Navarra.
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- García-Pablos de Molina, A. (2009). Tratado de Criminología, 4.ª edición. Tirant lo Blanch, Valencia.
- Garland, D. (2005). La cultura del control. Gedisa, Barcelona.
- Hall, S., & Winlow, S. (2015). Revitalizing criminological theory: towards a new ultra-realism. New directions in critical criminology. London, New York: Routledge.
- Haraway, D. (1991). Simians, cyborgs and women: the reinvention of nature. London: Free Association.
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- Pérez Suárez, J. R. (2013). Las crónicas de Enriq: la enseñanza de la criminología y el derecho penal a través del método del caso. Dykinson.
- Pérez Suárez, J. R. (2017). We are Cyborgs: Developing a Theoretical Model for Understanding Criminal Behaviour on the Internet. Palma de Mallorca: Criminología y Justicia.
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- Roldán Barbero, H. (2004). Introducción a la investigación criminológica. Comares, Albolote (Granada).
- Serrano Gómez, A. (2007). Historia de la Criminología en España. Dykinson, Madrid.
- Sheldon, William (1954) Atlas of Men: A guide for somatotyping the adult images of all. Gramercy Publishing Company.
- Sheldon, W. (1970). Varieties of delinquent youth. Hafner Publishing.
- Taylor, I. R., Walton, P., & Young, J. (2007). La nueva criminología: contribución a una teoría social de la conducta desviada. Amorrortu.
- Yar, M. (2006). Cybercrime and Society. London, GBR: SAGE Publications Inc. (US).
- Young, J. (2011). The Criminological Imagination. Cambridge: Polity Press.

10. DIVERSITY CARE UNIT (UAD)

Students with specific educational support needs:

In order to guarantee equity of opportunities, curricular adaptations or adjustments for students with specific educational support needs will be guided by the Diversity Care Unit (UAD).

Students with specific educational support needs will require a report regarding curricular

adaptations/adjustments issued by the UAD, and therefore must contact: unidad.diversidad@universidadeuropea.es at the beginning of each semester.

11. SATISFACTION SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in our satisfaction surveys designed to identify strengths and areas for improvement regarding teaching staff, degree programs and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via your email.

Your opinion is needed to improve the quality of the

degree. Thank you very much for your participation.