

1. BASIC DETAILS

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| Subject | Victimology |
| Qualification | Bachelor's Degree in Criminology |
| School/Faculty | Social Sciences and Communication |
| Year | Third |
| ECTS | 6 ECTS |
| Type | Mandatory |
| Language(s) | English in campus-based modality Spanish in online modality |
| Modality | Campus-based/Online |
| Semester | First semester |
| Academic year | 2022/2023 |
| Coordinating professor | Daniel Briggs |

2. PRESENTATION

Understanding Victimology as the study of victimization, this course offers a detailed knowledge of the relationship between victims and offenders. Through its different units, the following questions are answered: What is a victim? How and why do people become victims? How are victims treated by the police/judicial system?

3. COMPETENCIES AND LEARNING OUTCOMES

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

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.
- BC2: Students know how to apply their knowledge to their work or career in a professional manner and they have skills that are typically demonstrated by developing and defending arguments and solving problems within 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:

- 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.
- CC9: Planning. Students can determine their goals and priorities by defining the actions, deadlines and optimal resources required to achieve these goals.
- 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.

Specific competencies:

- SC1: Know the different sources of information on crime and victimization.
- SC3: Understand, analyze, interpret and use the theories of criminology 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.
- 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.
- SC9: Handle criminological and security terminology in a second language.
- SC11: Understand and analyze the psychological, sociological and political concepts and foundations of criminology.
- SC13: Analyze and evaluate victims' needs in order to plan, design and implement victim support programs.
- SC14: Be diligent and take responsibility for their professional activity with ethical sensitivity.
- SC15: Establish preventive measures that are suitable for each situation.

- SC16: Identify the problems and offer the most appropriate solutions to the real situation by developing the most appropriate and effective intervention strategies for each scenario.

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

| Competencies | Learning outcomes |
|--|---|
| BC2, BC4, CC3, CC4, CC5, CC7, SC1, SC3, SC4, SC9, SC14 | LO1: Understanding of concepts related to victims. |
| BC1, BC3, CC4, CC8, SC1, SC5, SC8, SC11, SC15 | LO2: Capacity to plan and design a job in victimology. |
| BC2, CC7, CC8, CC9, SC1, SC3, SC14, SC16 | LO3: Participation in debates in an appropriate manner and the development of dialectical skills. |
| BC2, BC4, CC7, SC1, SC3, SC14, SC15 | LO4: Resolution of case studies. |
| BC1, BC2, BC3, BC4, CC5, CC7, CC8, SC8, SC13, SC15 | LO5: Raised awareness of victimology. |

4. CONTENTS

The subject is organized into five learning units, which, in turn, are divided into topics (three or four topics depending on the units):

Unit 1. Introduction to victimology.

- Topic 1. Historical origins of victimology.
- Topic 2. Victimology and criminology.
- Topic 3. Basic concepts and research methods.
- Topic 4. Legislation on victims.

Unit 2. Victims of criminal activity

- Topic 5. Vulnerability, victims and perpetrators: Victimization risk.
- Topic 6. The victims and their types.
- Topic 7. Perception of crime: Victimization surveys.
- Topic 8. The victim in the face of violent crime.

Unit 3. Victim categories

- Topic 9. When the victims are children.
- Topic 10. The victim of sexual assault.
- Topic 11. Victims of terrorism, genocide and catastrophes.
- Topic 12. Victims of gender-based violence and domestic violence.

Unit 4. Victim policies and the media

- Topic 13. The victims that “no one” sees.
- Topic 14. Victims' associations: A critical analysis.

- Topic 15. Victims in the media.
- Topic 16. Victims and justice.

Unit 5. Victim support

- Topic 17. Victims and the complaint.
- Topic 18. Assessment.
- Topic 19. Intervention.

5. TEACHING-LEARNING METHODOLOGIES

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

- 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:

Campus-based modality:

| Educational activity | Number of hours |
|--|-----------------|
| Master classes | 37.5 |
| Methodological analysis in the field of criminology | 25 |
| Preparation of a dossier and its defense in the classroom | 12.5 |
| Oral presentations (with different roles assigned) | 6.3 |
| Technical Report: Analysis of the potential functions of the criminologist in a public/ private victim support service | 12.5 |
| Independent work | 25 |
| Face-to-face knowledge tests | 6.2 |
| Tutorial | 25 |
| Total | 150 |

Online modality:

| Educational activity | Number of hours |
|---|-----------------|
| Technical reports | 12.5 |
| Individual or group text commentary on topics related to criminology | 25 |
| Preparation of dossiers and defense in the Virtual Campus using a PowerPoint format | 12.5 |
| Readings on topic content | 37.5 |
| Virtual tutorials | 25 |
| Oral presentations via web conference: | 6.3 |
| Independent work | 25 |
| Face-to-face knowledge tests | 6.2 |
| Total | 150 |

7. ASSESSMENT

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

Campus-based modality

| Assessment system | Weighting |
|--|-----------|
| Tests of objective knowledge in multiple choice format and text commentary | 45% |
| Reports and written submissions | 20% |
| Learning folder | 15% |
| Oral presentations | 20% |

Online modality

| Assessment system | Weighting |
|--|-----------|
| Tests of objective knowledge in multiple choice format and text commentary | 60% |
| Reports and written submissions | 15% |
| Learning folder | 15% |
| Oral presentations via web conference | 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 4 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

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 4 in the 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 assignments |
|--|
| Assignment 1. Identifying the central elements in victimology. |
| Assignment 2. Case study. |
| Assignment 3. Text commentary. |

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:

- Baca, E.; Echeburua, E.; Tamarit, J.M. (Coords) (2006). *Manual de Victimología*. Valencia: Tirant lo Blanch.
- Beck, U. (2006). *La sociedad del riesgo. Hacia una nueva modernidad*. Barcelona: Paidós Ibérica.
- Beristain Ipiña, A. (2000). *Victimología. Nueve palabras clave*. Valencia: Tirant lo Blanch.

- Davies, P.; Francis, P. y Greer, C. (2007). *Victims, Crime and Society*. London: Sage.
- García Rodríguez, M.J. (2007). *Código de los Derechos de las Víctimas*. Sevilla: Instituto Andaluz de Administración Pública.
- Karmen, A. (2013). *Crime Victims. An Introduction to Victimology*. Belmont, CA: Wadsworth.
- Landrove Díaz, G. (1998). *La moderna Victimología*. Valencia: Tirant lo Blanch.
- Moreno Catena, V.; Cortes Domínguez, V. (2012). *Derecho Procesal Penal*. Valencia: Tirant lo Blanch.
- Morillas, D.L.; Patró, R.M.; Aguilar, M.M. (2011). *Victimología: un estudio sobre la víctima y los procesos de victimización*. Madrid: Dykinson.
- Muñoz Conde, F. (2010). *Derecho penal. Parte general*. Valencia: Tirant lo Blanch.
- Serrano Maíllo, A. (2019). Patrones y procesos delictivos. La naturaleza y características del delito en la sociedad contemporánea. Madrid: Dykinson.
- Varona, G. (2014). Procesos de victimización y desvictimización en las instituciones totales. J. M. Tamarit y N. Pereda (coords.) La respuesta de la Victimología ante las nuevas formas de victimización. Barcelona: Edisofer, 247-302.
- Peris Riera, J.M. (1988). "Aproximación a la Victimología", en *Cuadernos de Política Criminal*, 34.
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- Walklate, S. (2005). *Criminology. The basics*. London: Routledge.
- Walklate, S. (2007). *Imagining the victim of crime*. Maidenhead, Berkshire: Open University Press.
- Walklate, S. (2007). *Understanding Criminology*. Maidenhead, Berkshire: Open University 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.