In addition to the general offer of courses taught in English, some Centers also offer for incoming students English Friendly Courses (EFC): subjects taught in Spanish, in which the syllabus summary, lecturer tutoring, examinations and/or papers are available in English.

<table>
<thead>
<tr>
<th>FACULTY OF LAW (224)</th>
<th>SEMESTER</th>
<th>CREDITS</th>
<th>SCHEDULE¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>26171 Derecho Mercantil I</td>
<td>Annual</td>
<td>9</td>
<td>A</td>
</tr>
<tr>
<td>26172 Derecho Mercantil II</td>
<td>Annual</td>
<td>9</td>
<td>A</td>
</tr>
<tr>
<td>26165 Derecho del Trabajo y de la Seguridad Social I</td>
<td>Sep. 2020- Jan. 2021</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>26204 Criminología Ambiental y Seguridad Urbana</td>
<td>Sep. 2020- Jan. 2021</td>
<td>4.5</td>
<td>A</td>
</tr>
<tr>
<td>26205 Evolución Histórica de los delitos y de las penas</td>
<td>Sep. 2020- Jan. 2021</td>
<td>4.5</td>
<td>A</td>
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<tr>
<td>26201 Sociología del delito y del Control Penal</td>
<td>Sep. 2020- Jan. 2021</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>26168 Derecho del Trabajo y de la Seguridad Social II</td>
<td>Jan. 2021- May. 2021</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>26193 Sociología de la Desviación</td>
<td>Jan. 2021 -May. 2021</td>
<td>6</td>
<td>A</td>
</tr>
</tbody>
</table>

¹ SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.
By clicking the subject’s name, its Syllabus will appear.
COMMERCIAL LAW I

DESCRIPTION AND CONTENT

Commercial Law I covers areas such as the concept and sources of Commercial Law, the status of traders and entrepreneurs, competition and industrial property law and commercial company law. This subject is the basis for the later work on mercantile contract law and security titles and bankruptcy law, in the subject COMMERCIAL LAW II.

The program for the subject, divided into four parts, has the following teachings.

1. HISTORICAL EVOLUTION, CONCEPT AND SOURCES OF COMMERCIAL LAW
   LESSON 1. Historical evolution of company law
   LESSON 2. The concept of company law
   LESSON 3. THE SOURCES OF COMPANY LAW

2. THE STATUS OF THE TRADER
   LESSON 4. The trader
   LESSON 5. The Trade Register
   LESSON 6. Company accounting
   LECTION 7. A trading establishment

3. COMPETITION LAW AND INDUSTRIAL PROPERTY
   LESSON 8. The defense of competition
   LESSON 9. Unfair competition
   LECTION 10. Law on inventions
   LECTION 11. Distinguishing marks

4. COMPANY LAW
   LESSON 12. Concept of company and classification
   LESSON 13. The company as a contract
   LECTION 14. Trading companies. Joint accounts
   LESSON 15. Groups and other formulae for joint companies
LESSON 16. The business partnership and the limited partnership

LESSON 17. General characteristics of a joint stock company and a limited liability company

LESSON 18. The constitution and financing of capital companies

LESSON 19. The joint stock company: shares and debt securities

LESSON 20. The limited liability company: social participations

LESSON 21. The organs of capital companies

LESSON 22. The annual accounts

LESSON 23. Modification of the articles of association

LESSON 24. Structural modifications

LESSON 25. Dissolution and liquidation

LESSON 26. Special trading companies

METHODOLOGY AND ASSESSMENT SYSTEM

The subject is taught in two terms, in lectures/theoretical classes and practical classes. The aim is to use the applicable sources of law and provide answers to the legal conflicts put forward.

The evaluation of the subject is done through a WRITTEN TEST that consists of a theoretical part (60% of the grade) and a practical part (40%).

In the theoretical part, a series of questions on topics in the program have to be answered. On a date set by the center, there will be a MID-COURSE EXAM corresponding to parts 1, 2 and 3 of the program. Students who pass it will carry their grade over to the final exam.

The practical part could be passed half-way (20% of the grade) through CONTINUOUS ASSESSMENT. This will consist of a series of activities and activities that will be done individually during the practical sessions (six per term approximately). The remaining part (20% of the grade) is subject to passing the written exam.

Continuous assessment is established generally, but the students that wish to have all the practical part assessed in the final exam, may do so by notifying their irreversible choice during the first five weeks of the course.

MATERIALS

The following are compulsory materials:
- Updated LEGISLATION (COMMERCIAL CODE AND MERCANTILE LAW)
- SENTENCES, FORMS AND OTHER DOCUMENTS that will be available on the e-Gela platform
- The manuals on the subject

As basic BIBLIOGRAPHY, the manuals indicated in the teaching guide on the subject are recommended. Detailed bibliography on the different topics will be available on the e-Gela platform.
Environmental Criminology and Urban Safety
Elective course / 4,5 credits
Degree in Criminology
First semester 2020-2021
Prof. Laura Vozmediano – laura.vozmediano@ehu.eus

This course analyses objective urban safety – and subjective, perceived safety to a lesser extent- considering that offending behaviour is influenced not only by psychological and social variables, but also by the environment where it happens and specific circumstances.

Environmental Criminology has found that crime is not randomly distributed in space and time; its spatial-temporal patterns can be studied with tools such as crime mapping. Moreover, to understand the places and situations that offer opportunities for crime has allowed to develop crime prevention strategies from an environmental perspective. The course offers a basic training on these topics, helping the student to build a broad and multicausal understanding of the criminal phenomenon, and being a first contact with an increasingly relevant field within Criminology.

Competencies

1. To be able to work in teams and contribute to a shared result.
2. To know the most relevant theoretical models and the foundations of Environmental Criminology.
3. To be able to identify the psychological and environmental predictors of crime and safety.
4. To be able to elaborate a technical report and to publicly defend it.

List of topics

1. Introduction to Environmental Criminology and (objective and subjective) urban safety
2. Origins and development of Environmental Criminology
3. Current theoretical perspectives
4. Studying crime patterns: crime mapping, repeat victimization and geographic analysis of serial crimes
5. Crime Prevention Trough Environmental Design (CPTED)
6. Other environmental crime prevention strategies: Situational crime prevention, Design Out Crime, Policing models
Evaluation

There are three types of assessed activities in the course:

1. Practical activities. Handwritten tasks usually carried out in teams during face to face sessions, but sometimes they are developed out of class, printed, and given in a scheduled date.
2. Technical report. It will be developed in programmed sessions during the course, working with a stable team, and will presented to the class by the end of the course.
3. Exam. The exam will be in the official examination date for this course.

The weight of each activity to obtain the final grade is as follows:

<table>
<thead>
<tr>
<th>Percentage of final grade</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>Exam</td>
</tr>
<tr>
<td>30%</td>
<td>Practical activities</td>
</tr>
<tr>
<td>30%</td>
<td>Technical report</td>
</tr>
</tbody>
</table>

PLEASE KEEP IN MIND:

- To be able to pass the course, it is necessary to pass each activity type (practical activities, technical report and test exam), to give in at least 75% of the practical activities and to contribute to the technical report, taking part in the presentation.
- Detecting plagiarism or other kind of unethical behaviour in any activity will imply a grade of 0 points in this activity.
- Activities should be correctly written. Please use a spell checker. If a third orthographic mistake is detected, the evaluation process will end, and the grade will be the score obtained up to that point.

If a student presents a voluntary written renunciation to the continuous evaluation system, he/she will evaluated in a final exam that includes questions about the most important topics covered in theoretical lectures and activities similar to those carried out in the field practice, classroom practice, computer practice, workshop and seminar sessions. A student can present this renunciation letter, by emailing the professor, during the first 9 weeks of the course.

If a student would like to renounce to be evaluated, not attending the exam will be enough.

If confinement or online teaching is necessary due to sanitary reasons, the exercises, exam and their value for the final grade would remain the same but would be delivered or carried out using online tools (eGela and Blackboard collaborate).
Handbook


Basic bibliography


Additional bibliography


**Journals**

- Crime Prevention & Community Safety
- Security Journal
- Crime Science
- Crime Prevention Studies
- Crime Patterns and Analysis (Journal of the International Symposium on Environmental Criminology and Crime Analysis)
- En Psicología Ambiental: *Journal of Environmental Psychology* & *Environment and Behavior*

**Online resources**

- POP CENTER: [www.popcenter.org](http://www.popcenter.org)
- Institute for Canadian Urban Research Studies: [http://www.sfu.ca/icurs.html](http://www.sfu.ca/icurs.html)
- International CPTED Association: [http://www cpted.net/](http://www.cpted.net/)
- Design Centre for CPTED: [http://www.designcentreforcpted.org/](http://www.designcentreforcpted.org/)
TEACHER’S GUIDE: SOCIOLOGY OF CRIME AND CRIME CONTROL

MODULE DESCRIPTION AND CONTEXTUALISATION

The aim of the Sociology of Crime and Crime Control module, as an extension to Introduction to Sociology and Sociology of Deviance, is the study of the concept of social control and its institutions, specifically institutions for crime control such as prison, police, and criminal jurisdiction. The correlation with other institutions will also be looked at, such as family, school, workplace, and ICTs.

Throughout the first term, we will take an in depth look at the study of each of the aforementioned institutions and their relation to crime control, defining sociological issues regarding vigilance and punishment, and their use in addressing social problems, but also in creating them.

Thus we will bring the undergraduate degree of Sociology to a close by delving into the social aspect of crime and crime control.

KNOWLEDGE SKILLS / OUTCOMES DERIVED FROM THE MODULE

The skillset and knowledge outcomes derived from this module are the following:

Skillset 1 (C1): In depth sociological awareness and critical analysis of crime control institutions and their relation with other main social institutions (family, school, workplace, ICTs).

   Knowledge outcomes related to C1: Critical knowledge of crime control institutions and their interaction with other main social actors (family, school, workplace, and ICTs).

Skillset 2 (C2): Improve and polish methodological competencies through practice and implementation of the analysis and design of methodologies in the analysis of social reality, in particular the analysis of social problems applied to crime and crime control.

   Knowledge outcomes related to C2: Theoretical knowledge and implementation of methodologies for the analysis of social reality, in particular the analysis of social problems applied to crime and crime control.

Skillset 3 (C3): Have a firm grasp of research, management and critical analysis of sources and documents in the field of sociology, as well as synthesised and systematised presentation of the results and data.

   Knowledge outcomes related to C3: Develop and assemble a basic bibliography of sociological information and documentation on crime and crime control, as well as to be able to present the results in a synthesised and systematic manner.

Skillset 4 (C4): Perfect written skills and become accustomed to giving oral presentations which are synthesised and well-prepared. Engage in voicing your own position with regards to the subject matter as well as that of the results of the research using audio visual material and ICTs when needed, always maintaining a respectful stance towards the opinions of others.

   Knowledge outcomes related to C4: Preparation and presentation of individual class coursework, as well as working as a team on shared tasks which will be presented in the classroom and be up for discussion.
Skillset 5 (C5): Progressively self-manage your own learning process in the subject matter as a result of working autonomously.

Knowledge outcomes related to C5: Move on from teacher-led classroom to debate sessions and student led classes in which the teacher’s role is closer to that of a moderator-guide.

THEORY-PRACTICE CONTENT

Topic 1. Module Introduction

Topic 2. Social (Re)construction of Crime and Crime Control

  2.1. Living with trust and mistrust. Two sides of Social Capital.

  2.2. The process of socialisation and the relevant institutions in light of social cohesion vis-a-vis criminality

  2.3. Fears and insecurities in risk societies. Are we living in a Fear Society?

Topic 3. Delinquency and Social Problems: the link between the socio-economic models and types of crimes


  3.2. Sociological Analysis of Forms of Crime


  4.1. Historical evolution of responses to crime

  4.2. Institutions and Organisations of the Penal System

Topic 5. Future Perspectives surrounding Sociology of Crime and Crime Control

METHODOLOGY

Classes in Sociology of Crime and Crime Control will be divided into two types:

LECTURES:

During these sessions, the professor will present and explain the main theoretical issues. Additionally, examples and cases will be put forward for analysis by the students. In this sense, cases from the news/current affairs will be incorporated to further the understanding of the issues in the topic as well as the skills that need to be worked on during this module.

SEMINARS

During these practical sessions, the main focus will be the analysis of a social problems related to crime and crime control. The seminars will evolve throughout the term; at first, they will be more theory-based, with methodological issues put forward by the professor, towards the end of the term, the seminars will become student-led engaging independent learning and group projects, with professors acting as guides.
The eGela platform will be used for both.

**COURSE ASSESSMENT**

1. Coursework - (40%)
2. Analysis of set reading (10%)
3. Team research/coursework (40%)
4. Written test on issues dealt with during the lectures (10%)

The waiver of process will be carried out in accordance with article 12 of the Governing Regulations for the Evaluation of Students in Official Degree Programs of the University of the Basque Country available on https://www.ehu.eus/es/web/estudiosdegrado-gradukoikasketak/ebaluaziorako-arautegia.

Moreover, in accordance with the protocol for Academic ethics and prevention of fraudulent or dishonest conduct in student assessment and academic work at the UPV/EHU:

“Generally speaking and unless otherwise stated, the use by students of books or notes as well as any type of electronic, computer and/or telephone devices is specifically forbidden during assessment tests at the UPV/EHU” (Point 3, p.5).

The “following conducts during assessment tests and in the preparation and presentation of academic work for evaluation at the UPV/EHU are considered fraudulent or dishonest: to plagiarise, that is to copy another person’s work without acknowledging their source and to present these works as one’s original work” (Point 2.a.).
In the Sociology of Deviance module as an extension to Introduction to Sociology, the students become familiarised with the social dimension of reality, delving into the understanding of one of the key concepts in Criminology; deviance.

Deviance has the potential of shocking. If we travel to other places in other countries, or even within our own, we will come face to face with habits that are different to ours. This means that if we travel to many different places, we will have a greater chance of experiencing something shocking and/or disturbing. Sociological discovery has been described as a culture shock without requiring geographic displacement. Similarly to travellers who go to other places and get a feeling of restlessness, disorientation, or surprise with people whose customs are different to theirs, it can be surprising to experience events that seem familiar in a different way. This culture shock can lead to increased ethnocentrism. We might find ourselves thinking, “we would never do that“, “we would have to be sick, crazy, or out of our minds.”

However, we should fight against this centrality and do everything within our reach to understand the context of that action. We should understand that if we had been socialised in a culture where people eat dogs, horses, sheep, rattle snakes, locusts or termites, we would most likely have eaten and enjoyed these “delicacies”.

The ability to see deviance as something that can cause culture shock and yet is not intrinsically sick or bad is decisive. In the same way as we can study any type of behaviour abroad, we can study deviance “at home”, even inside our own homes, as a part of changing social relations and varying cultural signifiers. It is because our aim is to understand the context of behaviour, how and why it is defined and assessed in a specific way, that we cannot devote too much time trying to decide if deviance is abnormal or sick, and if it needs to be cured or rectified. These are very important questions for other people, but not for sociologists. It would be just as ethnocentric to believe that eating dog meat instead of beef is abnormal or sick, than to believe that people who use certain types of substances (like marihuana) are more abnormal or sick than people who use other types of substances (like tobacco). Deviance in all its shapes and forms is a normal characteristic of human society and we must fight against the temptation to equate it to sickness or abnormality. Certain deviations might shock people who are not familiarised with them, but this does not mean that deviance is necessarily synonymous of abnormality or sickness.

Theories of deviance have evolved through time. At the beginning, as we will see, the first views were based on the belief that the intrinsic characteristics of deviants and deviance were inherently different from their “normal” counterparts. Consequently, it was thought that deviance was what abnormal people do. Over time, the focus has been directed at social norms, labels, and reactions. Social deviance was seen as a normal characteristic of life in a pluralist society and which could even be the result of social control itself aimed at managing deviance (even aiming at eradicating it in some cases).

In sum, it is understood that the concept of deviance includes social construction of realities that are complex, interrelated, dynamic, and problematic and a result of social differentiation, social conflict and disagreement. This means that trying to find a univocal, static and orthodox definition is as difficult as it is inefficient. In this sense, Sociology of Deviance is an invitation
and a challenge not to face a generation of taxonomies, but to come to terms with a complex reality beyond our own concepts and epistemological limits.

**KNOWLEDGE SKILLS / OUTCOMES DERIVED FROM THE MODULE**

Skillset 1 (C1): Acquire an in depth understanding of the main sociological concepts and theories regarding deviance.

Knowledge outcomes related to C1: Be able to have critical thought surrounding the main sociological concepts and theories regarding deviance.

Skillset 2 (C2): Improve and polish methodological competencies through practice and implementation of the analysis and design of methodologies in social research, particularly qualitative perspectives.

Knowledge outcomes related to C2: Theoretical knowledge and implementation of research methodologies in the study of deviance.

Skillset 3 (C3): Have a firm grasp of research, management and critical analysis of sources and documents in the field of sociology, as well as synthesised and systematised presentation of results and data.

Knowledge outcomes related to C3: Develop and assemble a basic bibliography of sociological information and documentation on deviance, as well as be able to present the results in a synthesised and systematic manner.

Skillset 4 (C4): Perfect written skills and become accustomed to giving oral presentations which are synthesised and well-prepared. Engage in voicing your own position with regards to the subject matter as well as that of the results of the research using audio visual material and ICTs when needed, always maintaining a respectful stance towards the opinions of others.

Knowledge outcomes related to C4: Preparation and presentation of individual class coursework, as well as working as a team on shared tasks which will be presented in the classroom and be up for discussion.

Skillset 5 (C5): Progressively self-manage your own learning process in the subject matter as a result of working autonomously.

Knowledge outcomes related to C5: Move on from teacher-led classroom to debate sessions and student-led classes in which the teacher’s role is closer to that of a moderator-guide.

**THEORY-PRACTICE CONTENT**

1. Introduction to Sociology of Deviance
2. The Dynamic Nature of Deviance
3. Sociological Knowledge-Building on Deviance (theoretical unit which will result in a team project parallel to lectures)

4.1. Macro Perspectives
4.1.1. Theories on Structural Functionalism
4.1.2. Conflict Theories

4.2. Micro Perspectives
4.2.1. Labeling Theory
4.2.2. Socialisation and Learning Theories
4.2.3. Control Theories

4.3. Transversal Perspective
4.3.1. Feminist Theory

5. Deviant Identities
5.1. Becoming a deviant
5.2. Types of deviance
5.3. Stigma

6. Deviance, Sociology and Social Policies

7. Afterthoughts and Perspectives on the Future of the Metamorphosis of Deviance

METHODOLOGY

Classes in Sociology of Deviance will be divided into two types:

LECTURES:

During these sessions, the professor will present and explain the main theoretical issues. Additionally, examples and cases will be put forward for analysis by the students. In this sense, cases from the news/current affairs will be incorporated to further the understanding of the issues in the topic as well as the skills that need to be worked on during this module, and promoting students’ participation in class.

SEMINARS

During these practical sessions, the focus will be on developing a research project on one searchable problem within the framework of sociology of deviance. The seminars will evolve throughout the term; at first, they will be more theory-based, with methodological issues put forward by the professor, towards the end of the term, the seminars will become
student-led engaging independent learning and group projects, with the professors acting as guides.

The eGela platform will be used for both.

**COURSE ASSESSMENT**

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