ENGLISH FRIENDLY COURSES (EFC) 2024-2025
CAMPUS OF GIPUZKOA

Link to website: [https://www.ehu.eus/es/web/zuzenbide-fakultatea/home](https://www.ehu.eus/es/web/zuzenbide-fakultatea/home)
Contact [derecho.internacional@ehu.eus](mailto:derecho.internacional@ehu.eus)

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

### English Friendly Courses taught in SPANISH:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>FACULTY OF LAW (224)</th>
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<tbody>
<tr>
<td><strong>Bachelor’s Degree in Law</strong></td>
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<tr>
<td>26171</td>
<td>Derecho Mercantil I</td>
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<tr>
<td></td>
<td>Annual</td>
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| **Bachelor’s Degree in Criminology** | |
| 26201   | Sociología del Delito y del Control Penal |
|         | 1st |
|         | 6   |
|         | A   |

| 26204   | Criminología Ambiental y Seguridad Urbana |
|         | 1st |
|         | 4,5 |
|         | A   |

| 26205   | Evolución Histórica de los delitos y de las penas |
|         | 1st |
|         | 4,5 |
|         | A   |

| 26193   | Sociología de la Desviación |
|         | 2nd |
|         | 6   |
|         | A   |

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1 **SEMESTER**: Annual: September 2024 to May 2025
   1st: September 2024 to January 2025
   2nd: January 2025 to May 2025

2 **SCHEDULE**: Morning (M)/ Afternoon (A): begins at 13.30
### COURSE GUIDE 2024/25

<table>
<thead>
<tr>
<th>Faculty</th>
<th>224 - Faculty of Law</th>
<th>Cycle</th>
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<tr>
<td>Degree</td>
<td>GDEREC20 - Bachelor’s Degree in Law</td>
<td>Year</td>
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### COURSE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Commercial Law I</th>
<th>Credits, ECTS:</th>
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<td>26171</td>
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### COURSE DESCRIPTION

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.

### COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Skills and learning outcomes

1. The aim is for the student to demonstrate an understanding and knowledge of the concepts and legal regulation of the subjects concept and sources of Commercial Law, the status of the trader and the entrepreneur, competition law, industrial property law and commercial company law.
2. To ensure that the student is able to correctly answer questions, both theoretical and to solve practical problems, that are posed on these subjects, in a reasoned manner and using legal language with rigour.
3. To ensure that the student uses the resources available to a jurist - legal, jurisprudential and doctrinal - to achieve the above objectives.
4. Training for the administration of computerised justice.
5. In the practical classes, the following subject-specific competences will also be worked on:
   - Appropriate use of the sources of law applicable to the areas of knowledge of the subject.
   - To provide an adequate and reasoned response to the legal disputes raised in relation to the commercial law issues dealt with.
   - Convey information to both specialist and non-specialist audiences in a convincing and confident manner using appropriate and accurate language.

### Theoretical and Practical Contents

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

TEACHING METHODS

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.

TYPES OF TEACHING

<table>
<thead>
<tr>
<th>Types of teaching</th>
<th>M</th>
<th>S</th>
<th>GA</th>
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<tr>
<td>Hours of face-to-face teaching</td>
<td>63</td>
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Legend:  
M: Lecture-based  
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GCA: Applied fieldwork groups

Evaluation methods
- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark
- Written test, open questions 70%
- Exercises, cases or problem sets 30%
ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

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%).

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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.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

• Se aplicará lo establecido para la CONVOCATORIA ORDINARIA
• La renuncia a la convocatoria se hará de conformidad con lo establecido en la normativa de gestión.

MANDATORY 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.

BIBLIOGRAPHY

Basic bibliography
BROSETA/MARTÍNEZ SANZ, Manual de Derecho Mercantil I
JIMÉNEZ SÁNCHEZ, G. (coord.) y otros autores, Derecho mercantil
MÉNENDEZ, A. (coord.) y otros autores, Lecciones de Derecho mercantil
SÁNCHEZ CALERO, Instituciones de Derecho Mercantil I
URIA/MENENDEZ, Curso de Derecho Mercantil I
URÍA, R., Derecho mercantil
VICENT CHULIÀ, F., Introducción al Derecho mercantil

Detailed bibliography
EIZAGUIRRE, Derecho mercantil

MASSAGUER/ SALA/ ARQUER (Coord.), Comentario a la Ley de Defensa de la Competencia, Madrid, 2008.
MARTÍNEZ SANZ, F. (Dir.) Comentario práctico a la Ley de Competencia Desleal, Madrid, 2009.

EIZAGUIRRE, Derecho de sociedades
Journals

ACTAS DE DERECHO INDUSTRIAL Y DERECHO DE AUTOR
ACTUALIDAD JURIDICA ARANZADI
ANUARIO DE DERECHO MARITIMO
ANUARIO DE LA DIRECCION GENERAL DE LOS REGISTROS Y DEL NOTARIADO
CIVITAS REVISTA ESPAÑOLA DE DERECHO EUROPEO
DERECHO DE LOS NEGOCIOS
DIARIO OFICIAL DE LA UNION EUROPEA
ELERIA : EUSKALERRIKO LEGELARIEN ALDIZKARIA
GACETA JURIDICA DE LA UNION EUROPEA Y DE LA COMPETENCIA
LEGISLACION DE LA UNION EUROPEA ARANZADI
LA LEY : REVISTA JURIDICA ESPAÑOLA DE DOCTRINA,
NOTICIAS DE LA UNION EUROPEA & CISS
REVISTA DE DERECHO COMUNITARIO EUROPEO
REVISTA DE DERECHO DE LA COMPETENCIA Y LA DISTRIBUCION
REVISTA DE DERECHO DE SOCIEDADES
REVISTA DE DERECHO MERCANTIL
UNION EUROPEA. ARANZADI

Web sites of interest

Boletín Oficial del Estado: http://www.boe.es
Diario Oficial de la Unión Europea: http://europa.eu.int/eur-lex
Unión Europea: http://www.europa.eu.int
Registro Mercantil: http://www.rmc.es
Comisión Nacional de la Competencia: http://www.cncompetencia.es
Tribunal Vasco de Defensa de la Competencia: http://www.ogasun.ejgv.euskadi.net/r51-14593/es/
Oficina Española de Patentes y Marcas: http://www.oepm.es
Comisión nacional del Mercado de Valores: http://www.cnmv.es/index.htm

OBSERVATIONS
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 afore-mentioned 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.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

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.

Theoretical and Practical Contents

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
TEACHING METHODS

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.

<table>
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<tr>
<th>Types of teaching</th>
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<tr>
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Evaluation methods
- End-of-course evaluation

Evaluation tools and percentages of final mark
- Written test, open questions 30%
- Exercises, cases or problem sets 10%
- Teamwork assignments (problem solving, Project design) 40%
- Análisis de lectura obligatoria 20%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT
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.).

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT


MANDATORY MATERIALS
Through the Egela platform the students will be provided with the texts and materials that they need to use in the different tasks of the course. It is mandatory to bring the laptop to class.
### BIBLIOGRAPHY

#### Basic bibliography

#### Detailed bibliography

#### Journals
- Boletín Criminológico (Instituto Andaluz Interuniversitario. Universidad de Málaga): http://www.boletincriminologico.uma.es/Comités de investigación sobre Sociología Jurídica y Criminología de la Federación Española de Sociología: https://fes-sociologia.com/comite/Sociolog%C3%ADa-Jur%C3%ADica-y-Criminolog%C3%ADa
- Deviant Behaviour: https://www.tandfonline.com/loi/udbh20
- Eguzkilore (Instituto Vasco de Criminología. UPV-EHU): https://www.ehu.eus/eu/web/ivac/revista-eguzkilore
- Revista Española de Investigación Criminológica (Sociedad Española de Investigación Criminológica): www.criminologia.net

#### Web sites of interest
- BIBLIOTECA UPV/EHU: https://www.ehu.eus/es/web/biblioteca
- BASES DE DATOS:
  - DIALNET: http://dialnet.unirioja.es/
  - ERIC: https://eric.ed.gov/
  - INGUMA: https://www.inguma.eus/
  - LATININDEX: https://www.latindex.org/latindex/inicio
  - PROQUEST SOCIOLOGIA: http://search.proquest.com/socialsciences
  - SCOPUS: http://www.scopus.com/home.url
  - WEB OF SCIENCE: https://apps.webofknowledge.com
- TESIS:
  - TESCO:
    - https://www.educacion.gob.es/teseo/irGestionarConsulta.do;jsessionid=8543ADC51D6F2237B804068EFDC4608D
- ESTADÍSTICAS OFICIALES
  - EUSTAT (CAPV): http://www.eustat.es
  - INE (ESPAÑA): http://www.ine.es/
  - EUROPA: http://europa.eu/index_es.htm
- ASUNTOS SOCIALES:
  - SIIS: http://www.siis.net
- OTROS:
-FUNDACIÓN CAIXA:
https://obrasociallacaixa.org/es/mantente-informado/publicaciones/estudios-sociales
-CINE

OBSERVATIONS
De acuerdo con el protocolo sobre ética académica y prevención de las prácticas deshonestas o fraudulentas en las pruebas de evaluación y en los trabajos académicos en la UPV/EHU:
"Con carácter general, y salvo que se indique lo contrario, durante el desarrollo de una prueba de evaluación en la UPV/EHU, quedará prohibida la utilización de libros, notas o apuntes, así como de aparatos o dispositivos telefónicos, electrónicos, informáticos, o de otro tipo, por parte del alumnado" (Punto 3, p.5).
Asimismo, "Se consideran prácticas fraudulentas o deshonestas en las pruebas de evaluación o en la elaboración y presentación de trabajos académicos evaluables en la UPV/EHU, las siguientes conductas: Plagiar trabajos, esto es, copiar obras ajenas sin citar su procedencia o fuente empleada, y presentarlos como de elaboración propia, en los textos o trabajos sometidos a evaluación académica" (Punto 2.a.).
Por último, si las circunstancias sanitarias obligaran a realizar cambios en la metodología docente y de evaluación descritas en este Guía, el alumnado será informado de ello a través de la Guía del estudiante en el eGela de la asignatura.
### COURSE GUIDE 2024/25

**Faculty**: 224 - Faculty of Law  
**Degree**: GCRIMI20 - Bachelor’s Degree in Criminology  
**Cycle**.  
**Year**: Fourth year

### COURSE

26204 - Environmental Criminology and Urban Security  
**Credits, ECTS**: 4,5

### COURSE DESCRIPTION

This is an English Friendly Course: lessons are given in Spanish but meetings with professors, exercises and evaluation can be done in English.

This course analyses objective urban safety and subjective, perceived safety to a lesser extent—considering that offending behavior 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/LEARNING RESULTS FOR THE SUBJECT

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.

### Theoretical and Practical Contents

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 Through Environmental Design (CPTED)
6. Other environmental crime prevention strategies: Situational crime prevention, Design Out Crime, Policing models

### TEACHING METHODS

Theoretical lessons are combined with practical activities for applying the theoretical contents to real life problems and to develop the transversal competencies of the course. E-gela (the virtual classroom) will be an invaluable tool for sharing with the students the working plan and every needed material, as well as for keeping available the evaluation criteria that will help student to focus efforts for better learning results.

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. Final exam. The exam will be done in the official examination date for this course.

### TYPES OF TEACHING

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<th>Types of teaching</th>
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### Evaluation methods

- End-of-course evaluation

### Evaluation tools and percentages of final mark

- Written test, open questions 50%
The weight of each activity to obtain the final grade is as follows:

- Final written exam (short answers) - 50% of the final grade
- Practical activities - 20% of the final grade
- Technical report - 30% of the final grade

If a student presents a voluntary written renunciation to the continuous evaluation system, he/she will be 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.

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 we had to be confined due to sanitary reasons, the exercises, exam and value for the final calification would remain the same, but would be delivered or carried out using online tools (eGela and Blackboard collaborate).

**EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

The student will be 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.

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

If we had to be confined due to sanitary reasons, the characteristics of the exam would remain the same, but it would be done using online tools (eGela).

**MANDATORY MATERIALS**

Handbook:

English Friendly Course (EFC):

**BIBLIOGRAPHY**

Basic bibliography

Detailed 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)
Journal of Environmental Psychology
Environment and Behavior

Web sites of interest

POP CENTER: www.popcenter.org
Institute for Canadian Urban Research Studies: http://www.sfu.ca/icurs.html
International CPTED Association: http://www.cpted.net/
Design Centre For CPTED: http://www.designcentreforcpted.org/
Designing out crime: http://www.designingoutcrime.com/
Crime mapping (National Institute of Justice USA): http://www.nij.gov/nij/topics/technology/maps/

OBSERVATIONS
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, rattlesnakes, 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 marijuana) 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.

### COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

**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.

### Theoretical and Practical Contents

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

### TEACHING METHODS

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 the professors acting as guides.

The eGela platform will be used for both.

### TYPES OF TEACHING

<table>
<thead>
<tr>
<th>Types of teaching</th>
<th>M</th>
<th>S</th>
<th>GA</th>
<th>GL</th>
<th>GO</th>
<th>GCL</th>
<th>TA</th>
<th>TI</th>
<th>GCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of face-to-face teaching</td>
<td>42</td>
<td>18</td>
<td></td>
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<td>Horas de Actividad No Presencial del Alumno/a</td>
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<td>27</td>
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**Legend:**
- **M:** Lecture-based
- **S:** Seminar
- **GA:** Applied classroom-based groups
- **GO:** Applied computer-based groups
- **GCL:** Applied clinical-based groups
- **GL:** Applied laboratory-based groups
- **TA:** Workshop
- **TI:** Industrial workshop
- **GCA:** Applied fieldwork groups

### Evaluation methods

- Continuous evaluation
- End-of-course evaluation

### Evaluation tools and percentages of final mark

- Written test, open questions 10%
ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

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.).

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT


MANDATORY MATERIALS

Through the Egela platform the students will be provided with the texts and materials that they need to use in the different tasks of the course. It is mandatory to bring the laptop to class.

BIBLIOGRAPHY

Basic bibliography

Detailed bibliography
Barcelona: Paidós Básica.

Journals
Boletín Criminológico (Instituto Andaluz Interuniversitario. Universidad de Málaga): http://www.boletincriminologico.uma.es/
Comités de investigación sobre Sociología Jurídica y Criminología de la Federación Española de Sociología: https://fes-
sociologia.com/comite/Sociolog%C3%ADa-Jur%C3%ADdica-y-Criminolog%C3%ADa
Deviant Behaviour: https://www.tandfonline.com/loi/udbh20
Eguzkilore (Instituto Vasco de Criminología. UPV-EHU): https://www.ehu.eus/eu/web/ivac/revista-eguzkilore
Revista Española de Investigación Criminológica (Sociedad Española de Investigación Criminológica): www.criminologia.net

Web sites of interest
BIBLIOTECA EHU: hhttps://www.ehu.eus/es/web/biblioteka
BASES DE DATOS:
- DIALNET: http://dialnet.unirioja.es/
- ERIC: https://eric.ed.gov/
- INGUMA: https://www.inguma.eus/
- LATINDEX: https://www.latindex.org/latindex/inicio
- PROCUEST SOCIOLOGIA: http://search.proquest.com/socialsciences
- SCOPUS: http://www.scopus.com/home.url
- WEB OF SCIENCE: https://apps.webofknowledge.com
TESIS:
- TESEO:
  https://www.educacion.gob.es/teseo/inGestionarConsulta.do;jsessionid=8543ADC51D6F2237B804068EFDC4608D

ESTADÍSTICAS OFICIALES
- EUSTAT (CAPV): http://www.eustat.es
- INE (ESPAÑA): http://www.ine.es/
- EUROPA: http://europa.eu/index_es.htm

ASUNTOS SOCIALES:
- SIIS: http://www.siis.net

OTROS:
- FUNDACIÓN CAIXA:
  https://obrasociallacaixa.org/es/mantente-informado/publicaciones/estudios-sociales
- CINE

OBSERVATIONS