



## Information about the subject

**Degree:** Bachelor of Science Degree in Criminology

**Faculty:** Faculty of Legal, Economic and Social Sciences

**Code:** 1300405 **Name:** Social Morality-Deontology

**Credits:** 6,00 **ECTS Year:** 4 **Semester:** 1

**Module:** Transversal knowledge and techniques in criminology

**Subject Matter:** Philosophy **Type:** Compulsory

**Field of knowledge:** Arts and Humanities

**Department:** Criminology

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

1304A Sara Martinez Mares (**Responsible Lecturer**)

sara.martinez@ucv.es



## Module organization

### Transversal knowledge and techniques in criminology

Subject Matter	ECTS	Subject	ECTS	Year/semester
Philosophy	18,00	Anthropology	6,00	1/1
		Science, Razón and Faith	6,00	2/2
		Social Morality-Deontology	6,00	4/1
Modern Language	6,00	Criminological English	6,00	1/2

## Recommended knowledge

Not required



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The ability to identify the specific elements of Catholic social morality as opposed to other moral proposals.
- R2 The ability to relate the thematic blocks of the subject with the conceptual nuclei of the rest of the areas.
- R3 Knowledge of the basic doctrinal and documentary sources of Social Morality and Deontology for the different thematic nuclei.
- R4 The ability to analyze a specialized text and to relate it to the thematic nuclei of Social Morality and Deontology.
- R5 Handling the basic doctrinal and bibliographic sources in accordance with the methodology of Social Morality and Deontology.
- R6 The ability to develop a subject in accordance with the methodology of Social Morality and Deontology.
- R7 Resolving moral case studies in accordance with social moral teaching and Deontology.
- R8 Knowing how to dialogue with other moral and deontological proposals.
- R9 Knowing the different schools and ethical attitudes throughout history and how to apply them to different aspects of modern society.
- R10 Reading, understanding and analysing the texts of encyclicals with social content.
- R11 Knowledge of the general aspects of the criminologist's ethics and deontology.
- R12 Understanding professional work in both its scientific-technical and ethical aspects and considering the importance of the latter in order to develop adequate professionalism.
- R13 Understanding the essential characteristics of the person and the dynamics of human action.
- R14 The ability to set guidelines for ethical decision-making.
- R15 Knowledge of the fundamental aspects of motivation and leadership and the need for an ethical perspective on them.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Showing a command and understanding of knowledge in an area of study that is based on the general secondary education and that is usually at a level that implies the support on advanced textbooks but also the inclusion of knowledge from the cutting edge of their field of study.			X	
CB2	Being able to apply their knowledge to their jobs or vocational activities professionally and holding the competences that are demonstrated through the elaboration and defence of arguments as well as the solution of problems within their area of study.			X	
CB3	The ability to gather and interpret relevant data (normally within their area of study) so as to make judgements that include a reflection on relevant social, scientific or ethical issues.			X	
CB4	Being able to convey information, ideas, problems and solutions to a specialised or non-specialised public.			X	
CB5	Having developed the learning abilities necessary to pursue postgraduate studies with a high degree of autonomy.			X	
GENERAL		Weighting			
		1	2	3	4
CG1	Understanding and integrating the different theories and scientific knowledge developed by Social, Legal and Behavioural Sciences through a critical lens in order to understand the sociocultural and personal context of all the elements that integrate the crime sphere.				X
CG2	Being able to assess the complexity and diversity of the criminal phenomenon in a global context.			X	



CG3	The capacity to apply the knowledge, skills and abilities acquired from an ethical and intellectually upright perspective with the aim of achieving a society whose fundamental pillars are Freedom, Justice, Pluralism and Equality.				X
CG10	Showing command of criminological terms in English.	X			
CG12	The capacity to analyse and synthesize relevant data within the area of Criminology in order to make judgements that include a reflection on relevant social, scientific or ethical issues.				X
CG17	Having a critical awareness of social reality and associated problems respecting the principles of equality, human rights, peace and universal access.				X

SPECIFIC		Weighting			
		1	2	3	4
CE1	Understanding the importance of the Law as a system that regulates social relationships and adopting Ethics and intellectual integrity as essential values of the professional practice with the acquisition of ethical values and principles.			X	
CE2	Knowing the social basis of norms, fundamental values of Law, their origin, organization, functioning, and application in the recognition of fundamental rights, public liberties and others enshrined in our legal system.			X	
CE10	Explanatory management from a socio-anthropological perspective of the concepts of violence, inequality and difference, delinquency, crime, social control, stigmatisation, and social deviation.			X	
CE25	Acquisition of necessary criminology concepts in English to understand and give a basic speech on criminology in that language.	X			



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15	20,00%	Analysis and resolution of case studies.
R11, R12, R14, R15	20,00%	Attendance and participation in class.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15	60,00%	Exam or objective test to measure obtained competences.

### Observations

#### GENERAL CRITERIA FOR EVALUATING THE COURSE

##### FIRST REGISTRATION:

1.- Resolution of practices (cases and problems; can be done on the training platform and in face-to-face activities): consists of reflection on texts proposed by the teacher that the student can upload on the platform, write in the portfolio and/or present in class. This section includes a seminar on a monograph. It will be assessed on the basis of the specific questions and the appropriate participation in class (this tool allows the assessment of up to 2 points).

2.- Participation. Attendance will not be taken into account as it is a personal university degree. Instead, participation in group work on specific content (professional deontology) will be evaluated. Group work: with different modalities of work and expositions proposed by the professor on dates and forms. This instrument can be used to obtain up to 2 points of the total grade of the course.

3. Objective test (worth up to 6 points). For the objective test, there are three possible ways of evaluation, the most appropriate of which will be chosen according to the state of health and the needs of online work that may arise at any given time (it is unique for the group). In all of them, it will be essential to pass the objective test (3 points out of 6) in order to be averaged with the rest of the evaluation tools. In case of failure, the published grade will be the weighted grade of this instrument only.

##### Option A -

Test with a text comment (3 points of the total score of the subject) and 1 development question to choose between two alternatives (3 points of the total score of the subject).

##### OPTION B

It consists of the preparation of a guided portfolio, prepared during the lessons and completed with the independent work. The grade obtained (up to 6 points) must be confirmed in the interview associated with its presentation. The interview may confirm the grade, raise it to a higher level, or



change it to failed if the questions are not answered according to the rubric..

## OPTION C

Preparation of a reflective essay based on texts. The work will be done at home over 5 days and presented on the day of the examination (up to 6 points).

SPELLING FAULTS AND grammatical inconsistencies or sms language appearing in papers, exams or other assessment tools will result in the loss of 10% of the grade awarded to the exercise. This measure must be applied to all assessment tools.

In the case of a single assessment, the criteria for passing the course will be the same as for the face-to-face assessment option B.

## THE USE OF AI

The use of AI in this subject is forbidden, unless explicitly requested by the teacher for a specific task in the classroom. If this is the case, reference must be made to the program used, as well as the prompts used to reach the specific solution.

## SINGLE ASSESSMENT SYSTEM

According to Article 9 of the General Regulations for the Assessment and Grading of Official Studies and UCV-Specific Degrees, the single assessment is linked to the inability of students enrolled in a face-to-face degree program to attend. It is, therefore, an extraordinary and exceptional assessment system available to students who, with justified and accredited documentation, are unable to submit to the continuous assessment system. They may request this from the professor responsible for the subject, who will expressly decide whether to accept the student's request for a single assessment and will inform them of the acceptance/denial.

Regarding the subject of Social Morals and Deontology, the minimum attendance requirement is 60%. This is the limit to be considered for any potential request for a single assessment:

- In the 1st sitting, students must perform all the evaluable activities, including those with a 20% of practical cases resolution. In this case, students with a single assessment must provide an extended work regarding the resolution of the questions.
- And in the 2nd sitting the same evaluation criteria will be applied as in the first sitting.



## CLASS ATTENDANCE IN FACE-TO-FACE DEGREES

In accordance with the development guidelines of the General Regulations for the Evaluation and Qualification of Official Teachings and Own Degrees of the UCV, in face-to-face degrees, class attendance with a minimum of 80% of the sessions of each subject will be required as a requirement to be evaluated. This means that, if a student does not attend the sessions of each subject, in a percentage greater than 20%, he/she will not be able to be evaluated, neither in the first nor in the second call, unless the person responsible for the subject, with the approval of the person responsible for degree, in view of duly justified exceptional circumstances, exempt from the minimum attendance percentage. The same criterion will be applicable for hybrid or virtual degrees in which teachers must maintain the same percentage in the requirement of "presence" in the different training activities, if any, even if these are carried out in virtual environments.

### MENTION OF DISTINCTION:

The mention of "Honors" may be awarded to students who have obtained a grade equal to or greater than 9.0. Their number may not exceed five percent of the students enrolled in a group in the corresponding academic year, unless the number of students enrolled is lower.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Presentation of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
- M2 Specific instructions about group and individual assignments for each topic.
- M3 Group work sessions supervised by the teacher. Study of legal cases, both real and fictitious, analysis, diagnosis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity. Critical analysis on values and social commitment.
- M4 Application of interdisciplinary knowledge.
- M5 Supervised monographic sessions with shared participation
- M6 Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.





- M7 Set of oral and/or written tests used in the initial, formative or summative evaluation of the student.
- M8 Group preparation of readings, assumptions and problem -olving to present, discuss or deliver in class or tutorial.
- M9 Student's study: Individual reading preparation, case studies, jurisprudence. Writings and papers to be presented or delivered in the classes or tutorials.



## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
In-person class M1, M7, M8	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15	15,00	0,60
Practical class M2, M6	R2, R4, R7, R9, R10	30,00	1,20
Seminar M3	R12, R13	2,50	0,10
Group work presentation M5	R7, R11, R12, R14, R15	5,00	0,20
Tutorial M6	R8	5,00	0,20
Evaluation M7	R1, R2, R3, R4, R9	2,50	0,10
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M6, M7	R3, R4, R6, R8, R11, R12, R14, R15	35,00	1,40
Individual work M7, M9	R6, R9, R10, R13	55,00	2,20
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
BLOCK 1. dignity and social principles	Mission of the Church and Social Doctrine. The human person and his or her rights. God's design of love for humanity. The principles (common good, universal destination of goods, subsidiarity, participation and solidarity) and values of the Social Doctrine of the Church: truth, freedom, justice, charity).
BLOCK 2. JUSTICE AND SOCIETY	The family and human work. Economic life. The political community and the international community. The promotion of peace Scope and justification of professional ethics. Conceptions of justice: the role of civil society and the state.
BLOCK 3: PROFESSIONAL ETHICS	Practical aspects. Principles and duties of the profession. Special reference to the Criminologist's Code of Ethics..

### Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK 1. dignity and social principles	15,00	30,00
BLOCK 2. JUSTICE AND SOCIETY	10,00	20,00
BLOCK 3: PROFESSIONAL ETHICS	5,00	10,00



## References

- Bauman, Z. (2017). *Trabajo, consumismo y nuevos pobres*. Gedisa.
- Compendio de la doctrina social de la Iglesia. [https://www.vatican.va/roman\\_curia/pontifical\\_councils/justpeace/documents/rc\\_pc\\_justpeace\\_doc\\_20060526\\_compendio-dott-soc\\_sp.html](https://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_sp.html)
- Gould, S.J. (1984). *La falsa medida del hombre*. Orbis.
- Grann, D. (2023). *Los asesinos de la luna. Petróleo, dinero, homicidio y la creación del FBI* (4a edición). Penguin Random House.
- Marrades, J. (2020). Sobre la normalidad de Auschwitz. *Quaderns de filosofia VII* (1), 17-32.
- Milgram, S. (1984). *Obediencia a la autoridad*. Taurus.
- Rifkin, J. (2002). *El siglo de la biotecnología*. Paidós.
- Sandel, M. (2006). *Contra la perfección. La ética en la era de la ingeniería genética*. Marbot.