

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	DEPARTMENT OF SOCIAL POLICY		
LEVEL OF STUDIES	ISCED level 6 – Bachelor's or equivalent level		
COURSE CODE	44	SEMESTER	5th Semester
COURSE TITLE	PENAL PHENOMENON AND FORMAL SOCIAL CONTROL		
TEACHING ACTIVITIES If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	6.0
COURSE TYPE Background, General Knowledge, Scientific Area, Skill Development	Scientific Area		
PREREQUISITES	None		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/courses/OKA243/		

2. LEARNING OUTCOMES

Learning Outcomes Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.
<p>Students are expected to become familiar with the penal phenomenon and in particular a) with criminalization procedures and conditions and b) with the establishment and operation of the crime control mechanism.</p> <p>In this context, students will learn various approaches of deviant behavior as the starting point of the social process towards the creation of formal rules, its relativity and its connection with the historical-social context where it appears and defined as such. Consequently, they will be able to examine:</p> <ul style="list-style-type: none"> a) the connection between deviance and social control, b) the determinants of the definition of a behavior as a crime (criminalization), and c) the procedures, conditions and rules through which the social reaction to crime is shaped. <p>Moreover, students will be able to understand the procedures of rule-making and the institutionalization of rules in criminal laws and to be aware of the theoretical approaches that interpret them. It is also expected that students will know how the crime control mechanism was established in Greece and the basic principles governing criminal law and criminal procedure, developing critical social thinking in the analysis of crime and social reaction.</p>

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use, Adaptation to new situations,
Decision making,
Autonomous work,
Teamwork,
Working in an international environment,
Working in an interdisciplinary environment, Production of new research ideas

Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information, ICT Use
Adaptation to new situations
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3. COURSE CONTENT

The subject of the course is the penal phenomenon, namely the examination of the process, the conditions and the procedures of criminalization, and the examination of the basic principles and elements of Criminal Law, Criminal Procedure and the Criminal Justice System. It examines the basic considerations, the construction, the principles and the functioning of the penal phenomenon, through a set of criminological approaches and basic principles of criminal law, therefore the course has an interdisciplinary nature. In this context, the main axes of the course are informal rules and deviance, social control (formal and informal rule enforcement mechanisms), the criminalization of unwanted or harmful behaviors and the rules of penal reaction to crime. The course is structured in three main sections. The first, introductory section discusses the notion, the different meanings and dimensions of deviance, the theories that have been proposed to approach deviant behavior, the relevance of the term and the conditions associated with it, and the relationship between deviance and crime in terms of the “transformation” of the former to the latter. These issues are dealt with in the field of the Sociology of Deviance, with emphasis on the approaches of new, critical or radical Criminology and social control of crime. In the second section, in the light of the historical context and the power relations of a particular system of social order, the political nature of the criminalization processes, i.e. the influence of power relations on labeling, stigmatization and the criminalization processes, is examined. The state and social control, especially formal social control (i.e. the involvement of formal rules and institutions in the enforcement of social order) and its functions for the position and the condition of the lower strata in the social system are the subject of this section. The processes of criminalization that are triggered by social control, especially by the penal control apparatus and the power system, according to theoretical approaches of Critical Criminology are highlighted. The third section analyzes the basic principles of crime control in Greece, namely the basic principles of criminal law and criminal procedure. It then examines key elements of criminal law, namely the fundamental principles and legal definitions of crime based on the values protected, the differentiation of crimes, the limits and the basic principles of depreciation (wrongdoing, liability, guilt etc.), the description of criminal acts, specific forms of criminal conduct (e.g. attempt, participation), and, finally, the sanctions system of the criminal code.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD

Face to face, Distance learning, etc.

Face to face

USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) Use of ICT in Teaching, in Laboratory Education, in Communication with students	Use of ICT in Teaching Use of ICT in Communication with students												
TEACHING ORGANIZATION The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc. The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards	<table border="1"> <thead> <tr> <th>Activity</th><th>Workload/semester</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>39</td></tr> <tr> <td>Interactive learning</td><td>14</td></tr> <tr> <td>Study / creation</td><td>38</td></tr> <tr> <td>Bibliographic research & analysis</td><td>52</td></tr> <tr> <td>Total</td><td>143</td></tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Interactive learning	14	Study / creation	38	Bibliographic research & analysis	52	Total	143
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Interactive learning	14												
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Total	143												
STUDENT EVALUATION Description of the evaluation process Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others Please indicate all relevant information about the course assessment and how students are informed	Student evaluation languages Greek Method (Formative or Concluding) Summative <table> <thead> <tr> <th>Student evaluation methods</th><th>Rate</th></tr> </thead> <tbody> <tr> <td>Written Exam with Short Answer Questions</td><td>60</td></tr> <tr> <td>Presentation in audience</td><td>20</td></tr> <tr> <td>Written exam with multiple choice test</td><td>20</td></tr> </tbody> </table>	Student evaluation methods	Rate	Written Exam with Short Answer Questions	60	Presentation in audience	20	Written exam with multiple choice test	20				
Student evaluation methods	Rate												
Written Exam with Short Answer Questions	60												
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5. Suggested Bibliography

Αρχιμανδρίτου, Μ., (1996), Η διαχρονική εξέλιξη της προσέγγισης της ετικέτας, Θεσσαλονίκη: Σάκκουλα
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