

Degree	Type	Year
Criminology	OT	4

Contact

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

We recommend to have studied any module covering gender issues.

The course will take into account the Objectives of Sustainable Development

The classes of both theory and seminars will be in Spanish

Objectives and Contextualisation

a) General learning objectives:

The objective of this module is to analyse the processes through which gender relationships are constructed within the scope of the criminal justice system. The objectives are manifold: firstly, to point out how criminology knowledge reproduces and generates structures of subordination towards women, through the study of traditional criminology schools of thought and of the most recent criminology and gender theories; secondly, to understand the gender exclusion mechanisms used by the criminal system, that increase their own particular selectivity and generate new exclusion (for instance, in the case of women's prisons); thirdly, gender perspective addresses how the solution of some social problems affecting predominantly women are tackled.

b) Objectives concerning the development of skills:

With this module, we aim to provide students with a new critical perspective (i.e. gender perspective), to study the criminal system and its application.

c) Objectives centred on the learning of values:

This module will contribute to the learning of non-sexist values and respect towards gender diversity. All these will be used to delve into the development of the human rights culture.

Competences

- Ability to analyse and summarise.
- Carrying out the criminological intervention on the basis of the values of pacification, social integration and prevention of further conflicts.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Drawing up an academic text.
- Reflecting on the foundations of criminology (theoretical, empirical and ethical-political ones) and expressing this in analysis and propositions.
- Respecting the diversity and plurality of ideas, people and situations.
- Using the evaluation techniques of criminogenic risk and needs of a person in order to decide an intervention proposal.
- Verbally transmitting ideas to an audience.
- Working autonomously.
- Working in teams and networking.

Learning Outcomes

1. Ability to analyse and summarise.
2. Applying criminological interventions focused on peace, integration and social prevention criteria.
3. Carrying out criminological intervention proposals based on an evaluation and an effective needs assessment.
4. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
5. Drawing up an academic text.
6. Respecting the diversity and plurality of ideas, people and situations.
7. Using the scientific knowledge for the analysis and resolution of crime situations.
8. Verbally transmitting ideas to an audience.
9. Working autonomously.
10. Working in teams and networking.

Content

1. Androcentrism in criminology and in the analysis of female crimes.
 - 1.1. Sexism and criminal law.
 - 1.2. Sexism and criminology
 - 1.3. Stereotypes about female crimes.
2. Women: women in prison.
 - 2.1 Historical perspective of women's prisons.
 - 2.2 Characteristics of women's imprisonment.
3. Contemporary problems of women's imprisonment.

- 3.1 Migrant/foreign imprisoned women.
- 3.2 Maternity and prison.
- 3.3 Reintegration of imprisoned women.
- 4. Sex work, prostitution and women's trafficking.
 - 4.1 Feminist debates about prostitution and sex work. Abolitionist and pro-rights proposals.
 - 4.2 Legal regulation of prostitution. Prohibitionist, abolitionist and regulatory models.
 - 4.3 Public policies about women's trafficking and protection mechanisms.
- 5. Women's control over their bodies: abortion as a crime.
 - 5.1 Feminist recognition of abortion. Several viewpoints on the role of the State.
 - 5.2 Possible legal systems: the system of indications. Bio-ethics debate.
 - 5.3 The symbolic control of reproduction.
- 6. Sexual harassment and sexual violence against women.
 - 6.1 Definition of sexual harassment and sexual violence.
 - 6.2 Legal and social strategies of interventions in cases of sexual harassment.
 - 6.3 Sexual violence in armed conflicts.
- 7. Prevention and Safety in terms of gender.
 - 7.1 Sexism in the conceptualization of safety.
 - 7.2 Safety guidelines and planning with gender perspective.
- 8. Specific processes for female criminalization.
 - 8.1 Young women and crime.
 - 8.2 Women and drugs.
 - 8.3. Gender cyber violence
- 9. Women's rights in criminal systems.
 - 9.1 Women's movements: epistemologies.
 - 9.2 Human rights with a gender perspective and the role of criminal justice.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	19.5	0.78	2, 4, 3, 7
Seminar	19.5	0.78	4, 6, 1, 8, 10

Type: Autonomous

Individual work	41	1.64	3, 5, 9
working groups	25	1	2, 6, 1, 8, 10

The course will include the theoretical expositions of the teacher and the debate around the readings by the students.

Each week the teacher will propose a reading and some questions for the debate. It would be necessary some previous work un groups to prepare the debate un class.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Debats and participation	10%	5	0.2	2, 4, 6, 7
Individual work	50%	20	0.8	2, 3, 5, 1, 9
Working groups	40%	20	0.8	3, 6, 8, 10, 7

Attendance

The students need to attend at least 80% of the classes to pass the course. The lack of attendance because of disease or any other justified reasons have to be justified. Other absences need to be approved in advance.

Classes start on time. Students cannot enter once the class has started or cannot leave before its end, except when duly justified.

Evaluation

The participation in the weekly debates will represent 10% of the final grade

Two ongoing evaluation exercises will be done during the course:

- An analysis of a text (20% of the final grade)
- An analysis of a new (20% of the final grade)

Final Exam (50 % of the final grade).

It is necessary to obtain at least a 5 in the final exam to pass the course and make an average with the continuous evaluation.

The student will be evaluated as long as he/she does a minimum of 2/3 parts of the qualifying activities. If the number of activities does not arrive to this minimum, the teacher of the course can consider the student as not evaluated.

Reassessment

The student who has failed the continuous evaluation can do the reevaluation exam

The maximum grade to be obtained in the reevaluation will be a 6.

Single assessment

The student who has requested the only stage evaluation will do the following exercises the same day of the final exam:

Final exam (50% of the final grade)

Analysis of a text (25% of the final grade)

Analysis of a new (25% of the final grade)

The same reevaluation system for the continuous evaluation will be also applied for the one stage evaluation.

The same criteria of no evaluable of the continuous evaluation will be also applied for the one stage evaluation.

Fraudulent behaviour

If the student copies or tries to copy in an exam, the grade of the course will be 0 and with no right to re-evaluation. If the student submits a practical case and there is evidence of plagiarism unable to sufficiently explain, he/she will be warned. If he/she reiterates, the final grade of the course will be 0 and no right to reevaluation.

Bibliography

Compulsory readings

1. Maqueda, María Luisa (2020). Trata, prostitución forzada y esclavitud sexual de las mujeres. bases para un debate libre de dogmatismos. Revista de Derecho Penal, 28, 213-223.
2. Heim, Daniela (2019). Feminismos y derecho penal: de las alianzas estratégicas al desarrollo de derechos. Cuestiones Criminales, 2, 167- 177.
3. Almeda, Elisabet (2017). Criminologías feministas, investigación y cárceles de mujeres en España. Papers, 102(2),151-181. <http://dx.doi.org/10.5565/rev/papers.2334>
4. Bodelón, Encarna (2014). Violencia institucional y violencia de género. Anales de la Cátedra Francisco Suárez, 48, 131-155. <https://doi.org/10.30827/acfs.v48i0.2783>
5. Martínez-Perza, Carmen, Quesada-Arroyo, P., de Miguel-Calvo, Estibaliz, Dzvonkovska, Natalia, & Nieto-Rodríguez, Lucía (2021). Situación de las personas con adicciones en las prisiones españolas. una visión con perspectiva de género. Unión de Asociaciones y Entidades de Atención al Drogodependiente (U N A D) . https://www.unad.org/ARCHIVO/documentos/biblioteca/1676366563_2023_01_16_estudio_prisiones_version_dic
6. Heim, Daniela (2012). Más allá del disenso, los derechos humanos de las mujeres en contextos de prostitución. Derechos y Libertades, 26, 297-327.
7. Navarro, Carmen (2018). El encarcelamiento femenino. Atelier.
8. Gonzalez-Prado, Patricia (2020). Jurisprudencia comparada sobre aborto: cuando los feminismos impregnan el derecho. Cuadernos Electrónicos de Filosofía del Derecho, 42, 135-157. <http://dx.doi.org/10.7203/CEFD.42.16026>

Software

It is not needed

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM30) Seminaris (30 estudiants per grup)	11	Spanish	first semester	morning-mixed
(TE) Theory	1	Spanish	first semester	morning-mixed