

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Sociology		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	219	<b>SEMESTER</b>	4 <sup>th</sup>
<b>COURSE TITLE</b>	Sociology of Deviance		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Mandatory/General Background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (written essay in English)		
<b>COURSE WEBSITE (URL)</b>	<a href="http://www.soc.aegean.gr/ext-files/pm/pps/2018-219-en.pdf">http://www.soc.aegean.gr/ext-files/pm/pps/2018-219-en.pdf</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<ul style="list-style-type: none"> <li>- Familiarizing students with the theoretical approaches of Sociology of Deviance and Social Control focusing on youth,</li> <li>- understanding the social construction of deviant and/or criminal behavior based on the socio-historical and cultural contexts,</li> <li>- critically understanding the deterministic approaches of deviance and criminogenesis through positivist criminology,</li> <li>- deepening on critical criminological approaches of deviance,</li> <li>- understanding the theoretical approaches of victimology,</li> <li>- familiarizing students with anti-criminal policies in Greece and on an international level through specific case studies,</li> <li>- deepening on issues of youth deviant behavior,</li> <li>- critical sociological reflection upon deviant behavior.</li> </ul>
<b>General Competences</b>

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*  
*Adapting to new situations*  
*Decision-making*  
*Working independently*  
*Team work*  
*Working in an international environment*  
*Working in an interdisciplinary environment*  
*Production of new research ideas*

*Project planning and management*  
*Respect for difference and multiculturalism*  
*Respect for the natural environment*  
*Showing social, professional and ethical responsibility and sensitivity to gender issues*  
*Criticism and self-criticism*  
*Production of free, creative and inductive thinking*  
*.....*  
*Others...*  
*.....*

- Working in an interdisciplinary environment.
- Production of new research ideas.
- Criticism and self-criticism.
- Production of free, creative and inductive thinking.

### (3) SYLLABUS

This course examines the theoretical approaches of the sociological analysis of deviance, focused on youth. More specifically, students will delve into both deterministic approaches to deviant behaviour in the context of positivist criminology and critical criminology theoretical approaches, with special regards to victimology. Furthermore, the legal framework and the anti-criminal policies in Greece and on an international level are highlighted through specific case studies. Simultaneously, within the course focus on youth, the understanding and operational use of concepts and methodological tools in relation to issues, such as the prevention and tackling of juvenile delinquency will be pursued. The course will emphasise in special issues of the protection of youth and mostly in issues of addictive and deviant behaviour.

#### **Course Schedule:**

**Week 1:** Brief introduction to the content of the course.

Presentation of main bibliography.

Explanation of teaching methodology and assessment.

Introduction to Sociology of Deviance.

**Week 2:** The social construction and control of deviance.

Gendered dimensions of deviant behavior.

**Week 3:** Positivist Criminology - Deterministic Approaches. Biological factors and deviant behavior: From "Criminal Man" to "Criminal Genes".

"CSI Societies" - "Born to Kill" and discussion.

"Born to rage" - "Do you have the warrior gene?" and discussion.

"Gangs Genotype" and discussion.

**Week 4:** Positivist Criminology - Deterministic Approaches. Psychological factors and deviant behavior: Beyond the myth of "Criminal Minds".

**Week 5:** Positivist Criminology - Deterministic Approaches. Social factors and deviant behavior (Part I).

**Week 6:** Positivist Criminology - Deterministic Approaches. Social factors and deviant behavior (Part II).

**Week 7:** A) Critical Criminology, Conflict Criminological Theories and Deviant Behavior – The process of criminalization – penalization. B) Victimology theoretical approaches.

**Week 8:** Greek criminal justice system, law and deviant behavior focusing on youth.

**Week 9:** View movie and discussion.

**Week 10:** Anti-criminal policies in Greece - Case studies (Part I).

**Week 11:** Anti-criminal policies in Greece - Case studies (Part II).

**Week 12:** Anti-criminal policies on an International Level – Case studies.

**Week 13:** Course summary.

Sociological reflection upon deviance.

## TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 hours
	Study during semester	75 hours
	Study for examination	33 hours
	Examination	3 hours
	Course total	<b>150 hours (6 ECTS)</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<b>Language of evaluation:</b> Greek.  <b>Methods of evaluation:</b> Written exams at the end of the semester with short-answer and open-ended questions.  <b>Evaluation criteria:</b> Understanding the content of the course.	

## (4) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

### a) Basic Textbooks

- Γεωργούλας, Σ. 2009. *Παρέκκλιση Ανηλίκων. Θεωρητική, ερευνητική προσέγγιση και πολιτικές*. Αθήνα: ΚΨΜ (Βιβλιοθήκη Παν. Αιγαίου, Παράρτημα Μυτιλήνης, Ταξιθετικός αριθμός: **364.36 ΓΕΩ**).
- Γεωργούλας, Σ. (επιμ.) 2007. *Η εγκληματολογία στην Ελλάδα σήμερα*. Αθήνα: ΚΨΜ (Βιβλιοθήκη Παν. Αιγαίου, Παράρτημα Μυτιλήνης, Ταξιθετικός αριθμός: **364.9495 ΕΓΚ**).

### b) Additional References

- Αβδελά, Ε. 2013. *"Νέοι εν κινδύνω": επιτήρηση, αναμόρφωση και δικαιοσύνη ανηλίκων μετά τον πόλεμο*. Αθήνα: Πόλις.
- Bernard, T., J., Snipes, J., B., Gerould, A., L. & Vold, G., B. 2015. *Vold's Theoretical Criminology 7<sup>th</sup> Edition*. New York: Oxford University Press.
- Βιδάλη, Σ. 2013. *Εισαγωγή στην Εγκληματολογία*. Αθήνα: Νομική Βιβλιοθήκη.
- Conrad, P. & Schneider, J., W. 1992. *Deviance and Medicalization. From Badness to*

*Sickness*. Philadelphia: Temple University Press.

- Δασκαλάκης, Η. 1985. *Η εγκληματολογία της κοινωνικής αντίδρασης*. Αθήνα – Κομοτηνή: Σάκκουλα.
- Κουρούτζας, Χ. 2018. *Εγκληματολογία της Γενετικής*. Αθήνα: Πεδίο (Βιβλιοθήκη Παν. Αιγαίου, Παράρτημα Μυτιλήνης, Ταξιθετικός αριθμός: **364 ΚΟΥ**).
- Λάζος, Γ. 2007. *Κριτική Εγκληματολογία*. Αθήνα: Νομική Βιβλιοθήκη.
- Λάζος, Γ. 2011. *Ταξιστικές θεωρήσεις για τις εργατικές τάξεις κατά τον 19<sup>ο</sup> αιώνα*. Αθήνα: Νομική Βιβλιοθήκη (Βιβλιοθήκη Παν. Αιγαίου, Παράρτημα Ρόδου, Ταξιθετικός αριθμός: **305.5 ΛΑΖ**).
- Lynch, M., J. & Michalowski, R., J. 2006. *A primer in radical criminology: Critical perspectives on crime, power, and identity 4<sup>th</sup> edition*. Monsey, New York: Criminal Justice Press.
- Sheldon, R. 2001. *Controlling the dangerous classes: A critical introduction to the history of criminal justice*. Boston: Allyn and Bacon.
- Taylor, I., Walton, P. & Young, J. 2013. *The new criminology. For a social theory of deviance 2<sup>nd</sup> edition*. London: Routledge.
- Quinney, R. 1980. *Class, state, and crime: On the theory and practice of criminal justice 2<sup>nd</sup> edition*. New York: Longman.

- *Related academic journals:*

American Journal of Sociology

Critical Criminology

European Journal of Sociology

Justice, Power and Resistance, the Journal of the European Group for the Study of Deviance and Social Control