DESCRIPTION: Crime, criminal law and criminal justice are more than ever on the political agenda of national governments, in Europe and in the US. Widespread concern about rising crime, “insecurity” and anti-social behavior and new analyses of crime are leading to a hardening of police, judicial and correctional policies and practices across Europe. What are the most serious crime problems the Spanish and other Europeans face in the new millennium? Is Barcelona an unsafe city? How do European cities handle gang violence, drug crime and juvenile transgression and how do European analysts explain these phenomena? As recent urban riots in England and France and the Spanish “Indignados” movement suggest, are we entering an age of large-scale civil disturbance? Are Europe and Spain in particular experiencing an epidemic in violence against women? With US policing at the center of a nationwide debate, does Europe provide policing models that deliver better results? Why are prison populations five times lower in Spain and in much of Western Europe than in the US? Do crime and justice topics occupy as central a position in the political debate as in the US? How much do crime stories feature in Spanish mass media news and entertainment? Is criminal justice policy converging or is there a widening divide between American and European cultures of crime control?

The course will provide an introduction to some of the key theoretical perspectives and issues relating to crime and criminals, the principal legislative measures of crime control and the way in which criminal justice systems work - from policing and the court system through to the penal system. Taking off as a micro-study of Barcelona, the aim is to locate local criminological and criminal justice policies, practices and trends within the wider context of the EU. Throughout the course attention will also be paid to the representation of crime in the Spanish and European media and the consequences of media images of crime. The course crosses disciplinary boundaries, incorporating perspectives from sociology, law, political science, anthropology, cultural studies and history. By adopting a comparative cross-national perspective and outlining the findings of the expanding field of comparative criminology and comparative criminal justice studies, the course will provide students with a unique insight into the specific cultural patterns, historical traditions, social codes and institutional developments of different European countries.

The course is divided into two sections. The first section will examine different theories of crime causation, with a particular emphasis on traditional and new, emerging approaches to street gangs, youth violence and domestic violence in the Spanish and European contexts. These phenomena have been selected because they will provide an introduction into how thinking about crime intersects with issues of class, race, ethnicity, youth and gender. The second section of the course will examine recent trends and patterns in criminal justice policies and practices in different European countries.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:
Class discussion: Discussion of the materials provided in the assigned readings will form the basis of each class. Class readings and guided reading questions will be made available on Moodle. Supplementary primary materials (statistical data, newspaper articles, excerpts from government reports, etc) will be provided in the classroom to facilitate group discussion and class debate.
Lectures: Class discussion will be supplemented with lectures to help the students distill the key questions, concepts and themes of the class and to link the topic to the overall framework of the course.
Film and documentary viewings: There will be a film viewing outside the normal class period that will serve to illustrate and further facilitate discussion of the course’s key themes and concepts. The film will also be used to discuss some primary data on (certain types of) criminal activity in the city of Barcelona. Prior to class students are expected to reflect on the guided viewing questions which will be provided to them on Moodle. In addition, in many classes documentary clips will be used to illustrate certain crime and criminal justice topics.
REQUIRED WORK AND FORM OF ASSESSMENT:

- Report (15%) which will require a discussion of a crime or criminal justice story currently in the Spanish media – the basis of which will be a description and short analysis of a selected news item about, or related to the criminal justice system (i.e. crime, police, courts, prisons). The report will be submitted as an assignment on Moodle. Students will be given detailed guidelines on the objectives, methodology and structure of the report at the start of the course.

- Project (25%). In the second half of the course, students will work on an individual project, in which they draw on the different theoretical perspectives discussed in class, and use them to analyze a particular case study of their own choice. The project will be assessed by research paper (2,000-2,500 words). Students will be guided through the process of selecting a European case study, formulating a research question and drafting their research paper, taking on board the feedback and comments of the course teacher. Students will submit the completed research paper as an assignment on Moodle. More detailed guidelines will follow.

- Midterm exam (20%) which will use essay and short answer questions to assess student progress towards stated learning outcomes in the first half of the course.

- Class participation (10%). Students will be expected to come to class prepared, and to engage actively and intelligently in class debates and group activities.

- Final exam (30%) which will use essay questions to assess student progress towards achieving the course’s learning outcomes.

LEARNING OUTCOMES:
By the end of the course students will be able to:

- Outline and discuss key criminological and criminal justice concepts and practices prevalent in Spanish and European society;
- Appraise the applicability and relevance of the above to the US context, thus developing a greater cross-cultural awareness;
- Identify a variety of historical, socio-economic, cultural and political influences which have shaped thinking about crime and crime control and policies in the field of criminal justice in Europe;
- Identify the relevant actors and institutions that shape the criminal justice sphere in Europe.

ATTENDANCE POLICY:
Attendance is mandatory for all IES Abroad classes, including course-related trips. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than three classes in any course 3 percentage points will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.

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<td>Riot in the city: a French-American comparison</td>
<td>• Canet, Raphaël; Laurent Pech; and Maura Stewart (2012) “France`s burning issue: understanding the urban riots of November 2005”, in Brett Bowden and Michael T. Davis (eds.), Disturbing the Peace: Riots, Resistance</td>
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| Session 7 | Young people, “carnival of crime” and the contributions of cultural criminology | • Presdee, Mike, interview with David Redmon, US: Carnivalesque Films, s.d.  
• “Catalunya vive una verbena de Sant Joan tranquila”, *La Vanguardia*, June 24, 2014 (including audiovisual piece); available online at: [http://www.lavanguardia.com/sucesos/20140624/54410340919/cataluna-vive-una-verbena-de-sant-joan-tranquila.html](http://www.lavanguardia.com/sucesos/20140624/54410340919/cataluna-vive-una-verbena-de-sant-joan-tranquila.html) |

*and Rebellion in Britain and France, 1381 to the Present, Palgrave/Macmillan, pp.1-17.*

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<td>González Iñáritu, Alejandro (2010) <em>Biutiful</em>, Spain, Mexico: Menage Atroz, Cha Cha, Mod Producciones, Ikiru Films, Focus Features</td>
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<td>Session 12</td>
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• *The Battle of Parliament Square* (2012), UK: independent; available online at: [https://www.youtube.com/watch?v=_SofQbfXXH4](https://www.youtube.com/watch?v=_SofQbfXXH4)  
• Joyce, Julian (2010) “Police ´kettle´ tactic feels the heat”, *The Guardian*, 9 Dec 2010  
| Session 20 | Project workshop |  |
• “Cameron backs ‘life means life’ sentences for murderers”, *BBC News UK*, 2 Jan 2014, available on: |
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<th>Session 24</th>
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**Final Exam**

**REQUIRED READINGS:**

- Catalunya vive una verbena de Sant Joan tranquila”, *La Vanguardia*, June 24, 2014 (including audiovisual piece); available online at: [http://www.lavanguardia.com/sucesos/20140624/54410340919/cataluna-vive-una-verbena-de-sant-joan-tranquila.html](http://www.lavanguardia.com/sucesos/20140624/54410340919/cataluna-vive-una-verbena-de-sant-joan-tranquila.html)
- “Court of Appeal upholds principle of whole-life prison terms”, *BBC News UK*, 18 Feb 2014
- European Social Survey (2011) *Trust in Justice: Topline Results from Round 5 of the European Social Survey*, ESS Topline Results Series Issue 1, London: City University. Available online at: [http://www2.lse.ac.uk/methodologyInstitute/whosWho/Jackson/jackson_ESS.aspx](http://www2.lse.ac.uk/methodologyInstitute/whosWho/Jackson/jackson_ESS.aspx)
- González Iñárritu, Alejandro (2010) *Biutiful*, Spain, Mexico: Menage Atroz, Cha Cha Cha, Mod Producciones, Ikiru Films, Focus Features


Moore, Michael (2007) *Sicko*, US: Dog Eat Dog Films (deleted extra: *Michael Moore in Norway*); available online at: https://www.youtube.com/watch?v=01mTKDaKa6Q


Presdee, Mike, interview with David Redmon, US: Carnivalesque Films, s.d.


The Battle of Parliament Square (2012), UK: independent; available online at: [https://www.youtube.com/watch?v=_SofQbfXXH4](https://www.youtube.com/watch?v=_SofQbfXXH4)

Willsher, Kim, “Marc Dutroux must remain in jail, Belgian court rules”, *The Guardian*, 18 Feb 2013

**RECOMMENDED READINGS:**


