



## CRIMINOLOGY – 1<sup>st</sup> cycle

*Courses offered during Winter semester (academic year 2026-27)*

### Methodology of Social Sciences (1<sup>st</sup> year, 6 ECTS)

#### Syllabus:

1. Social Sciences: definition
  - 1.1 The emergence of the Social Sciences; the Enlightenment and the project of Modernity; the moral sciences (J-J Rousseau and A Comte)
2. Knowledge
  - 2.1 knowledge: different knowledge systems
  - 2.2 Scientific knowledge: characteristics
    - 2.2.1 knowledge of common sense vs. knowledge of science
3. Scientific knowledge: Epistemology and the validation of knowledge
  - 3.1 Method: definition and centrality in science
  - 3.2 Thomas Kuhn: The Structure of Scientific Revolutions
  - 3.3 The Myth of Rationalism
4. Methodologies in Social Sciences
  - 4.1 Qualitative methodologies vs quantitative methodologies
  - 4.2 Types of Studies
  - 4.3 Forms of data collection
    - 4.3.1 Sample types
    - 4.3.2 Interviews vs questionnaires
  - 4.4 Type of statistics
5. Relevant Theories and Methods in the Social Sciences - Analysis of Some Examples (Durkheim; Mauss; Bourdieu; Goffman; Becker; Foucault)

#### Teaching methodology and assessment:

Teaching based on theoretical lectures of expository nature Written tests in order to test acquisition of knowledge, but in particular capacity for properly structured apprehension of the theories addressed - which should be reflected in an equally structured written elaboration 3 written tests (30% + 30% + 40 %).

#### Bibliography:

- [1] Campenhoudt, L V, (2003). Introdução à análise dos fenómenos sociais, Lisboa: Gradiva
- [2] Coutinho, C P, (2015). Metodologia de Investigação em Ciências Sociais e Humanas. Almedina
- [3] Dourado, I P, (2018). Senso comum e Ciência, In Educar em Revista. 34(70): pp213-229
- [4] Nunes, Seda Pedro, (1991), Questões preliminares sobre as ciências sociais, Lisboa: Ed Presença
- [5] Francescutti, P, (2019). La narración audiovisual como documento social histórico, In EMPIRIA, Vol 0, Iss 42, pp137-161

[6] Hoddy, E T. (2019). Critical Realism in Empirical Research, In International Journal of Social Research Methodology, v22 n1: pp111-124

[7] Mohajan, H K. (2018). Qualitative research methodology in S Sciences. J of Economic Development, Environment & People, Vol.7 (1): pp23-48

### **Sex Crimes and Gender (3<sup>rd</sup> year, 6 ECTS)**

#### Syllabus:

1. The etiological perspective of sexual aggression
2. Typological Approaches to Rape
3. Sexual abuse of children and minors
4. Predatory behavior of sexual offenders
5. Gender, gender and criminology

#### Teaching methodology and assessment:

In the course of the contact hours, the methodologies of expositive, demonstrative, participatory and active teaching are privileged. The hours of non-contact are dedicated to the autonomous work of the student.

Assessment: 2 tests (50% + 50%)

#### Bibliography:

[1] Caridade, S., Sani, A.I., Nunes, L. M., Estrada, R., & Viana, F. (Eds) (2019). Abordagens Contemporâneas de Vitimação, Violência e Crime. Lisboa: Coisas de Ler.

[2] Gartner, R., & McCarthy, B. (Eds.). (2014). Gender, Sex, and Crime. New York: Oxford University Press.

[3] Mallicoat, S. L. (2019). Women, Gender, and Crime: Core Concepts. Sage Publications.

[4] Peterson, G., & Panfil, V. R. (Eds). (2014). Handbook of LGBT Communities, Crime, and Justice. Springer.

[5] Peterson, D., & Panfil, V. (Eds.). (2014). Handbook of LGBT Communities, Crime, and Justice. New York: Springer.

[6] Sani, A., & Caridade, S. (Eds) (2018) Violência, Agressão e Vitimização- Práticas de Intervenção. Coimbra: Almedina.

[7] Seal, L. (2022). Gender, Crime, and Justice. Palgrave macmillan.

[8] Williams, M. L., & Levi, M. (2017). Sexual Crimes. In N. Tilley, & A. Sidebottom (Ed.), Handbook of Crime Prevention and Community Safety (pp.439-453). New York: Routledge.

### **Ethics and Professional Deontology (3<sup>rd</sup> year, 6 ECTS)**

#### Syllabus:

1. Basic notions of ethics and deontology.
  - 1.1 Definitions of ethics and deontology.
  - 1.2 Distinction and relation between ethics, morals and law.
  - 1.3 The “golden rule of ethics”.
2. Human Rights and ethics.
  - 2.1 Fundamental rights and human dignity.
  - 2.2 Importance of historical memory.
3. Ethics and deontology in criminal investigation.
  - 3.1 Respect for the rule of law.
  - 3.2 Respect for privacy and confidentiality.

- 3.3 Ethical and deontological criteria for the exercise of authority.
- 3.4 Conflict of interests.
- 3.5 Personal values and professionalism.
- 3.6 Truth, impartiality and proof.

Teaching methodology and assessment:

Teaching methodology will include theoretical lecturing, research, reading and discussion of specific references, as well as thematic debating and critical reflection.

Assessment: 2 tests (50% + 50%).

Bibliography:

- [1] Almeida, C.R. et al (2020). Humanizar o humano: entre o desprezo e a dignidade. Revista Flecha do Tempo,1,33-50.
- [2] Benedek, W.; Moreira, V.; Gomes, C. M. (coord). (2014). Compreender os Direitos Humanos. Manual de Educação para os Direitos Humanos. Coimbra: Coimbra Editora.
- [3] Código do criminólogo: <https://elearning.ufp.pt/access/content/group/40d95d28-c120-40a8-be48-b9274b01afae/TEXTOS/codigo-deontologico-criminologo.pdf>
- [4] Declaração Universal dos Direitos Humanos: <https://dre.pt/declaracao-universal-dos-direitos-humanos>
- [5] Lei n.º 70/2019 - Regula o exercício da profissão de criminólogo
- [6] Rates& Lins(2021) Fil.da educação e desenv. da pes. humana por meio da const. de conceitos éticos.Rev.Programa de Ed.13(30) 409-425
- [7] Zanon, A. (2020). O princípio da alteridade de Lévinas como fundamento para a responsabilidade ética. Perseitas, 8. pp. 75-103.



***Courses offered during Spring semester (academic year 2026-27)***

<b>Sociological Perspectives of Crime (1<sup>st</sup> year, 6 ECTS)</b>
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Syllabus:

- 1. Anomie Theories:
  - 1.1 Anomie Theory (Merton)
  - 1.2 Status Deprivation Theory (Cohen)
  - 1.3 Differential Opportunity Theory (Cloward & Ohlin)
- 2. Social Learning Theories:
  - 2.1 Differential Association Theory (Sutherland)
  - 2.2 Differential Identification Theory (Glaser)
  - 2.3 Differential Reinforcement Theory (Akers)
- 3. Control Theories:
  - 3.1 Containment Theory (Reckless)
  - 3.2 Neutralization and Drift Theory (Sykes & Matza)
  - 3.3 Social Bond Theory (Hirshi)
  - 3.4 Self-Control Theory (Gottfredson & Hirshi)
- 4. Labeling Theory.
- 5. Environmental Theories:
  - 5.1 Routine Activity Theory (Felson)
  - 5.2 Rational Choice Theory (Clarke)

### 5.3 Crime Pattern Theory (Brantingham & Brantingham)

### 6. Chicago School.

#### Teaching methodology and assessment:

The teaching methods are theoretical-practical classes, including:

- explanation and debate of relevant theoretical concepts;
- demonstration of the practical application of those concepts; and
- guidance of autonomous study by the students, consulting the recommended references.

Assessment: 2 tests (50% + 50%).

#### Bibliography:

[1] Akers, R. L., & Sellers, C. S. (2012). Criminological theories: Introduction, evaluation and application (6th ed.). Oxford, UK: Oxford University Press. BFP 343.9 AKE

[2] Gonçalves, R. A. (2008). Delinquência, crime e adaptação à prisão (3.ª ed. revista). Coimbra, Portugal: Quarteto.

[3] Maguire, M., Morgan, R., & Reiner, R. (Eds.). (2012). The Oxford handbook of criminology (5th ed.). Oxford, UK: Oxford University Press.

[4] Newburn, T. (2012). Criminology. New York, NY: Routledge.

## **Psychopathology and Crime (1<sup>st</sup> year, 6 ECTS)**

#### Syllabus:

1. Introduction: the relationship between psychopathology and Crime

1.1 Understanding Psychopathology

2. Understanding the Hazards and Criminal Personality

3. Linkages between Psychopathology and Crime

3.1 Accountability and Unaccountability

4. Personality Disorders

4.1. General concepts;

4.2. Descriptive psychopathology and characterization

4.3. Relationship to crime

4.4. Psychopathy, criminality and law

5. Other Mental Disorders (Schizophrenia and Other Psychotic Disorders; Paraphilias; Disorders of Impulse Control; Substance-related disorders) and Crime

5.1. General concepts

5.2. Descriptive psychopathology and characterization

5.3. Relationship to crime

#### Teaching methodology and assessment:

Units are initially targeted exposure descriptive and organizational framework of the practical classes, so that, in a second phase, such knowledge is integrated by students by performing small exercises of analysis and discussion of case studies.

Assessment: 2 tests (35%+35%), participation and active cooperation in the classroom (30%), attendance and punctuality.

#### Bibliography:

[1] Cima, M. (2016). The Handbook of Forensic Psychopathology and Treatment. Routledge

[2] Dean et al. (2018). Risk of Being Subjected to Crime, Including Violent Crime, After Onset of Mental Illness. JAMA Psychiatry, 75(7):689-696

- [3] Maia, R., Nunes, L., et al. (2016). Dicionário Crime, Justiça e Sociedade. Lisboa: Edições Sílabo.
- [4] Nunes, L. (2010). Crime e Comportamentos criminosos. Porto: UFP
- [5] Paulino, M. & Ameida (2014). Psicologia da justiça & Ciências Forense. Perspetivas atuais. Lisboa: Pactor.
- [6] Pozueco, et al. (2015). Psicopatología, crimen violento, cine y realidad: desmontando mitos sobre psicópatas y psicóticos. Revista Criminalidad, 57 (2): 235-251
- [7] Simões, M. & M. S. Pinho (2008). Psicologia Forense. Coimbra: Almedina
- [8] Vieira et al., (2017). Manual de Psiquiatria Forense. Lisboa: Pactor

### **Crime and Addictions (2<sup>nd</sup> year, 6 ECTS)**

#### Syllabus:

1. Historical context and epistemological - the first hypothesis and the first studies on the drug-crime relationship. The addict as a victim and offender. Risk and protection.
2. The drug-crime link deterministic approaches. The explanations based on causal relation.
3. Approaches centered on the structures of the individual in the drug-crime link.
4. Approaches centered in the process of installation and development of the drug-crime link. The addict offenders - functional analysis. The profile and the "styles" addict, delinquent and the drug-crime specialist.

#### Teaching methodology and assessment:

Theoretic-practical classes, and research literature in reading and interpretation of texts, providing the theoretical basis relating to the main points of the program, for application to specific cases, through the development of small jobs whose execution will be monitored in the context of living class. Creating open spaces for debate on the work performed.

Assessment: Assessment: 2 tests (50% + 50%).

#### Bibliography:

- [1] Agra, C. (2002). Entre droga e crime (2<sup>a</sup> ed.). Lisboa: Editorial Notícias.
- [2] Bennett, T. & Holloway, K. (2009). The causal connection between drug misuse and crime. British Journal of Criminology, 49 (4), 513-531.
- [3] Brochu, S. (2003). Drogue et violence: ... Toxicodependências, 9 (2), 61-70
- [4] Chris, A. (2017). Crime, drugs and social theory. New York: Routledge.
- [5] Contreras, C. (2019). Drugs, crime, space and time...Justice Quarterly, 37(2). 187-209.
- [6] Maia, R., Nunes, L., Caridade, S.,... Afonso, L. (2016). Dicionário Crime, justiça e sociedade. Lisboa: Edições Sílabo. (Biblioteca BFP 343.9)
- [7] Nunes, L. (2011). Droga-Crime: (Des)Construções. Porto: Edições UFP.
- [8] Nunes, L. & Trindade, J. (2016). Crime e drogas. Relações psicológicas, comportamentais e jurídicas. Porto Alegre: LA.
- [9] Sani, A. & Caridade, S. (2016). Práticas de intervenção... Lisboa: Pactor.

### **Contemporary Violence and Mass Media (2<sup>nd</sup> year, 6 ECTS)**

#### Syllabus:

1. The concept of violence
2. The history of the concept of violence
3. Social perception of violence
4. The functioning of the media system
5. The representation of violence in the media

## 6. Media representation of violence and contemporary society.

### Teaching methodology and assessment:

Presentation of theoretical works based on critical reflection on reference authors.

Continuous assessment.

### Bibliography:

- [1] Berns, E. (2017) Framing the Victim: Domestic Violence, Media, and Social Problems. London: Routledge
- [2] Eashwar, S. S. (2000). Media and violence: Media, violence and challenges facing modern societies. Asia-Pacific Institute for Broadcasting Development and UNESCO
- [3] Fernandes, L. e Manita, C. (1998). Imagens da Desviância – droga, insegurança urbana e criminalidade na imprensa. Lisboa: C. M. L. e Cenjor
- [4] Fonseca, Ernesto Paulo (1998). Representação social da insegurança crime e crise. FPCEUP
- [5] Greer, C. (2009). Crime and media. A reader. Taylor & Francis Group.
- [6] Liebler, C. et al. (2016) Domestic Violence as Entertainment: Gender, Role Congruity and Reality Television, in Media Report to Women, 14. 22-36
- [7] Lipovetsky, Gilles (1988). A Era Do Vazio: Ensaio Sobre o Individualismo Contemporâneo. Lisboa: Relógio D.´água.
- [8] Ventura, I. e Ferreira, V. (org.) (2017). Média e Violência Sexual. Coimbra: CES.