

COURSE MODULE OUTLINE

(1) General information

SCHOOL	Social Sciences		
PROGRAM COURSE	Criminological and Penal Law perspectives on Corruption, Economic and Organised Crime		
LEVEL OF STUDY	Postgraduate		
COURSE UNIT CODE	PED51	YEAR OF STUDY	1st
COURSE TITLE	The Criminology of Economic Crime and Corruption		
INDEPENDENT TEACHING ACTIVITIES <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
21.53 hours x 13 weeks		280	10 ECTS
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4			10
COURSE TYPE Compulsory, Optional, Optional mandatory	Compulsory		
PREREQUISITE COURSES:	The Thematic Units (Th.U) are chosen by the students in numerical order, e.g. first PED 50 then PED 51 and so on. In order for students to be allowed to choose the specific TU, they must have previously declared the numerically earlier one.		
LANGUAGE OF INSTRUCTION AND EXAMS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://www.eap.gr/en/criminological-and-criminal-approaches-to-corruption-economic-and-organized-crime-ped/topics/#p51 https://courses.eap.gr/course/view.php?id=246		

(2) LEARNING OUTCOMES

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:

APPENDIX A

- Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.
- Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and

APPENDIX B

- Guidelines for writing Learning Outcomes

After the completion of The.E. the students will have broadened their cognitive background and will have acquired theoretical processing and analysis skills so that they can: a) understand the theory in depth and utilize it for the analysis of social reality and social organization of economic crime and corruption and the conditions that favor their spread; b) relate the theory to real events and social practices, so as to understand the diversity of economic crime and corruption, with the aim of both prevention and assessment / evaluation of measures c) to systematically understand and analyze the malfunctions and problems faced by the authorities to detect, stop and suppress illegal practices; d) to approach critically and evaluate with qualitative criteria the logic that governs the measures and the policies to deal with these crimes, their essential effectiveness and limits; e) to choose the appropriate research and study tools for these phenomena in the different sectors and at the various levels of their occurrence;

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

<i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for diversity and multiculturalism</i>
<i>Decision-making</i>	<i>Environmental awareness</i>
<i>Individual/Independent work</i>	<i>Social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Group/Team work</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Development of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Introduction of innovative research</i>	<i>(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)</i>

Individual / Independent Work, Working in an interdisciplinary environment, Introduction of innovative research, Respect for diversity and multiculturalism, Critical Thinking, Development of free, creative and inductive thinking, Social Awareness

(3) COURSE CONTENT

The unit is structured in four individual core modules, in the context of which it is examined:

a) The extent, causes and aspects of financial crime and corruption. This section describes and analyses the conditions of appearance and development of economic crime and corruption in the context of each historical context, delineates the concept of the above crimes and comparatively analyses the criminological considerations on the causes and social construction of economic crime and corruption and systematically explains the various typologies and categories of economic crimes.

b) The social organization and the way of action. It examines the cultural dimensions, social organisation and branches of activity of economic crime and corruption, their relations with organised crime, legality, and the legal economy. The techniques and modus operandi are also examined, with an emphasis on corruption, political corruption, offshore companies, the role of banks, money laundering, tax evasion and tax avoidance and the financing of other illegal criminal activities.

c) The impact and organisation of the official social reaction. The various consequences and implications of the spread of these crimes for society and the State are analysed, and the structure,

dimensions, problems, functions and trends of the official social response (institutional framework, services and institutions, etc.) are critically examined.

d) The scientific research, disclosure and analysis of these phenomena. It examines the methods that criminological research has favoured for investigating the extent and qualitative characteristics of crimes such as those examined here, and critically presents the current trends that prevail.

(4) TEACHING METHODS--ASSESSMENT

MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i>	Distance learning education with three 4-hours Group Counseling Meetings (OSS in Greek) during the semester, on weekends.														
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	The Group Counseling Meetings (OSS in Greek) are conducted with video conferencing tools (webex) and the professors/counselors use slide presentations (pptx). A special educational platform is also used, where the digitized, compulsory and additional, optional educational materials distributed over thirteen weeks of study are presented, with instructions and announcements for the information and preparation of students, the preparation of their assignments and their participation in educational activities etc.														
COURSE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</i>	The Group Counseling Meeting (OSS in Greek) are conducted with video conferencing tools (webex) and the professors/counselors use slide presentations (ppt). A special educational platform is also used, where the digitized, compulsory and additional, optional educational materials distributed over thirteen weeks of study are presented, with instructions and announcements for the information and preparation of students, the preparation of their assignments and their participation in educational activities etc.														
<i>The study hours for each learning activity as well as the hours of self directed study are given following the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th>Activity/Method</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>3 Group Counseling Meetings X 4 hours</td><td>12</td></tr> <tr> <td>2 short essays</td><td>(2X20)40</td></tr> <tr> <td>1 semester essay</td><td>60</td></tr> <tr> <td>Examination</td><td>3</td></tr> <tr> <td>Individual study</td><td>165</td></tr> <tr> <td>Total</td><td>280</td></tr> </tbody> </table>	Activity/Method	Semester workload	3 Group Counseling Meetings X 4 hours	12	2 short essays	(2X20)40	1 semester essay	60	Examination	3	Individual study	165	Total	280
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STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <i>Detailed description of the evaluation procedures:</i>	Unit Grade Weighting: a1. Two (2) Short Written Assignments (SWA), with a weighting factor of 10% in the final grade of the unit.														

<p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<p>a2. One (1) Semester Assignment (SA) with a weighting factor of 20% in the final grade of the unit.</p> <p>a3. Eligibility for the final examination is secured by accumulating at least 50% of the sum of the potentially excellent marks out of the total number of assessed assignments, i.e. 20 marks in total out of 100, on the basis of the weighting factors mentioned in a1 and a2.</p> <p>a4. Scoring of written assignments (SWA and SA) is only activated by scores equal to or above the pass mark (≥ 5) in the final or re-examinations.</p> <p>-Final Unit Grade = $(B1 \times 0,1) + (B2 \times 0,1) + (B3 \times 0,2) + (B4 \times 0,6)$</p> <p>--Students can be informed of evaluation criteria by reading the Students' Guide, which is accessible on the educational platform of the Thematic Unit, and the Studies' Guide of the University, pp. 561:</p> <p>https://www.eap.gr/wp-content/uploads/2022/09/Οδηγός%20Σπουδών_2022-2023.pdf</p>
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(5) SUGGESTED BIBLIOGRAPHY:

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