

**Safety Models**

Code: 101836  
ECTS Credits: 6

Degree	Type	Year	Semester
2502501 Prevention and Integral Safety and Security	FB	1	2

**Contact**

Name: Joaquín Rodríguez Álvarez  
Email: Joaquin.Rodriguez@uab.cat

**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

**Teachers**

Manuel Ballbé Mallol  
Roser Martínez Quirante

**Prerequisites**

This subject doesn't have any pre-requierments

**Objectives and Contextualisation**

The different models of public management of security and its consequences will be shown. The North American model and its influence in our continent will be analyzed and its effectiveness and positive and negative aspects will be discussed. Likewise, the new concept of human security will be shown through the three conceptions of security throughout history. These have modeled the current systems that have a certain overlap. The new rights in the risk society that make up the third security model have been developed mainly through the activism of the community that progressively detected new risks that affected the right to life and health, to physical and moral integrity , overcoming the vision of security as an issue of prevention and fight against crime exclusively.

We have gone from a statocentric vision of security to a human-centered or individual-centered vision. That is to say, the idea of the protection of the human being is reinforced with respect to any danger and risk that may lie in wait for it.

**TRAINING OBJECTIVES**

- Teaching the decisive role, not so much of the State and the regulation, but of the activism of the community in the outbreak of the information warning of the dangers and risks for the right to life and the physical and moral integrity that later are reflected in regulation.
- Have knowledge of the legal and cultural results of community activism, for the practice of work within the current community.
- Design and use legal and institutional systems, components, administrative procedures of participation, deliberation and experimentation that take place in the local area and that are the key innovation factors in the field of human security, to achieve the established requirements and analyze and interpret the results obtained.

- Identify, formulate and solve problems in a complex and conflictive community environment where it is essential to know the factors that can produce violence and confrontation as well as the methods of integration and reduction of confrontations.
- Understand the impact and interaction of the community and the Administration in the risk society. As well as the importance of working in a plural and multilevel environment given that currently the problems of a local community are directly related to other countries, religions, etc., producing the "glocal" phenomenon, that is, that the local has a Direct Global projection and vice versa

## Competences

- Apply the legal regulations governing the sector of prevention and integral security.
- Carry out scientific thinking and critical reasoning in matters of preventions and security.
- Contribute to decisions on investment in prevention and security.
- Use the capacity for analysis and synthesis to solve problems.
- Work and learn autonomously.

## Learning Outcomes

1. Apply the basis of statistics. Economics and finance, in the applicable legal framework and the informatics necessary to undertake prevention and security.
2. Apply the rules of professional practice for private security and private research.
3. Carry out scientific thinking and critical reasoning in matters of preventions and security.
4. Plan and manage prevention and security in accordance with the prevailing legislation applicable in the sector.
5. Use the capacity for analysis and synthesis to solve problems.
6. Work and learn autonomously.

## Content

### 1st Part

1. The military security model and its instruments of repression. Religious origins and secular development. The religious influence (catholic or protestant) in the conception of the State: the administrative-centric state before the individual-centered state. The construction of the absolute State and the military State in Spain.
2. The prevention safety model. Scotland Yard and the professional civil and local prevention police.
3. The security model in North America. Origins and development. From the anomic state to the regulatory state. The regulatory waves. The New Deal and the Rights Revolution of the 60s and 70s of the 20th century. The model of risk society. The role of the company's environmental risk prevention delegate.

### 2nd Part Analysis of the models through jurisprudence

## Methodology

- The religious influence in the conception of the State: The European administrative state in front of the individual American centralized.
- Catholic influence: security and religious canonical administration
- Protestant influence
- Differences: police, justice, army, administration.
- The construction of the absolute State and the military State in Spain and in other countries.
- The administrativization and the social state in North America: from the anomalous State to the regulatory State. Progress, the New Deal, the revolution of the new Administrative Rights of the 60s and 70s.
- The State versus the Market
- The values of a pluralistic State: public deliberation, competitiveness, experimentation and innovation.

Tutorials with the teaching staff will be arranged by email

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Class	44	1.76	1, 2, 3, 4, 6, 5
Type: Supervised			
Exercises and debates in class	12	0.48	1, 2, 3, 4, 6, 5
Type: Autonomous			
Continuous evaluation exercise I and II	94	3.76	1, 2, 3, 4, 6, 5

## Assessment

A continuous assessment (30% of the mark) will be done, but also two written test type and answers to be developed (70%) at the end of the course. The written exam will evaluate the contents explained in the classes and read the article "The future of administrative law in globalization: between Americanization and Europeanization." The continuous evaluation will take into account the reports or comments on articles or monographs, projects, presentations, participation in class, etc. The activities presented by the students, both voluntary and those carried out in the practical classes, must be delivered through the moodle classroom and, in addition, the teachers can be handed out in person. The examinations may be oral or written at the discretion of the teacher. RECOVERY If you do not pass the subject in accordance with the aforementioned criteria (continuous evaluation), you can do a recovery test on the scheduled time, which will deal with all the contents of the program.

To participate in the recovery students must have been previously evaluated in a set of activities, the weight of which is equivalent to a minimum of two thirds of the total grade of the subject. However, the qualification that will appear on the student's file is of a maximum of 5-Approved. Students who need to change an evaluation date must submit the application by filling in the document that will be found in the EPSI Tutorials moodle.

Without prejudice to other disciplinary measures deemed appropriate, and in accordance with the current academic regulations, "in the event that the student conducts any irregularity that may lead to a significant variation of the rating of an assessment act, this evaluation act will be evaluated with a 0, regardless of the disciplinary process that can be instructed. In the event that there are several irregularities in the evaluation acts of the same subject, the final grade of this subject will be 0". Tests / exams may be written and / or oral at the discretion of the teaching staff.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Continuous evaluation exercise I	35%	0	0	1, 2, 3, 4, 6, 5
Continuous evaluation exercise II	35%	0	0	1, 2, 3, 4, 6, 5
Evaluation of programmed activities	20%	0	0	1, 2, 3, 4, 6, 5
Group activities evaluation	10%	0	0	1, 2, 3, 4, 6, 5

## Bibliography

- Ballbé, Manuel, "El futuro del Derecho administrativo en la globalización: entre la americanización y la europeización", RAP, núm.174, 2007.

- Martínez Quirante, Roser, Armas: ¿libertad americana o prevención europea?, Ariel, 2ª.ed. 2009. (Capítulo 1, pág. 23 a 44)
- Shearing, C. Y Wood, J., Pensar la seguridad, Dykinson, 2011.
- Sunstein, C.R., Riesgo y razón. Seguridad, riesgo y medioambiente, Katz Editores, 2006