



# EGUZKILORE

(Flor protectora contra las fuerzas negativas)

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## *“La enseñanza universitaria de la Criminología en el mundo de hoy”*

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## UNIVERSITY TEACHING ON CRIMINOLOGY IN ITALY TO-DAY

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### INTRODUCTION

I am especially pleased to have been invited by Professor Beristain to come here to San Sebastian to give a lecture on the subject of the teaching of criminology in the University in Italy to-day.

First of all I should like to state that both the general topic of this course (with reference to the situation at world level) and the more specific issue, as has been assigned to me (with reference to the present situation in Italy) are both decidedly interesting topics for discussion and in depth study; it is not by chance that both in the past and more recently numerous essays, entire editions of specialist journals, monographs, collections of bibliographies, national and international congresses, have been devoted to these topics<sup>1</sup>.

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1.- Among existing literature the following examples can be quoted: CANEPA G., "L'insegnamento universitario della criminologia e dell'antropologia criminale", *Quaderni di criminologia clinica*, 1, 31, 1965;

The importance of this subject is manifold; among other factors, the following are of great importance for me:

a) on a historic plane, the problems of criminological training in a general sense, and more specifically the liaison between research and teaching of criminology on the one hand, and operating techniques and principles in the field of criminal justice on the other hand, have formed the nucleus around which the modern science of criminology has developed. The very birth of the *American Society of Criminology*, which was founded on the 30th of December 1941, during a meeting which took place in Berkeley (California, U.S.A.) between A. Vollmer and a group of seven professors of "Police Science and Administration", had as its specific aim "the promotion of cultural training at university level and the standardisation of the professional curricula of the members of the police force (Morris)<sup>2</sup>.

b) in recent years the range of operation of criminology has progressively spanned to include criminal policy, as metadiscipline of criminal law, and also the field of law enforcement, of crime prevention, and of social planning, with the aim not only of controlling the criminal and/or the deviant phenomena, but also that of "educating" the criminal and/or the deviant (Ferracuti)<sup>3</sup>, and of fostering means of identification and of dealing with the problems and the conflicts of deviance, not only -and not so much- from the point of view of trying to preserve the status quo, but rather from

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...  
 "Les problèmes de la criminalistique et de la criminologie au point de vue de la médecine légale", *Acta medicinae legalis et socialis*, 19, 63, 1966; "L'insegnamento e la ricerca criminologica nelle Facoltà mediche delle università italiane", *Quaderni di criminologia clinica*, 1, 237, 1970; "L'epistemologie et la recherche criminologique", *Revue de droit pénal et de criminologie*, 51, 761, 1971; BANDINI T., GATTI U., *Le discipline criminologiche in Italia. Prospettive della ricerca e dell'insegnamento*, Istituto Superiore Internazionale di Scienze Criminali, Siracusa, 1982, *Revue Internationale de Politique Criminelle*, nn. 22 e 24, 1966 (these two numbers are exclusively dedicated to the problems of theoretical and practical training of personnel operating within the system of criminal justice both in developed and developing countries); *Déviante et Société*, vol. 4, n. 1, 1980 contains an ample debate on "Criminological training and the legal system"; FERRACUTI F., GIANNINI M.C., *Personnel et formation professionnelle dans le domaine de la défense sociale. Commentaire et bibliographie*, UNSDRI, Rome, 1970 (this is a collection with comment on more than 1500 bibliographical references on the subject), FERRACUTI F., SCARDACCIONE G., "La ricerca criminologica in Italia", in *Scritti in memoria di Ugo Pioletti*, Giuffrè, Milano, 1982; FORNARI U. "Un identikit della criminologia italiana", *Criminologia*, Gennaio, 3, 1986; among the national congresses we remember the one dedicated to "La criminologia italiana. Insegnamento e ricerca", in *Quaderni di Scienze criminali* (a cura di G. CANEPA, P. PARADISO), Istituto Superiore Internazionale di Scienze Criminali, 1982; the one dedicated to "La formazione criminologica in Italia", II° Seminario nazionale per professori italiani di discipline criminologiche, Siracusa, 10-13 febbraio 1984; and the one dedicated to: "Prospettive dell'insegnamento delle discipline criminologiche alla luce del D.P.R. 28. 2. 1986 n. 95 (tab XVIII)", in *Giornale di attualità mediche* (a cura di Giovanni B. TRAVERSO) IV/4, 1988; among international congresses we remember the one sponsored by U.N.O. in Drogstrup (DK) on July 18th-August 7, 1965, and finally the "International Conference on Doctoral-Level Education in Criminal Justice and Criminology", held in College Park (Md, U.S.A.) on July 7-10 1976.

2. MORRIS A., "The American Society of Criminology. A history, 1941-1974". In *Criminology*, 13, 123, 1975.

3. FERRACUTI F. "Introduzione all'opera". In *Trattato di Criminologia, Medicina Criminologica e Psichiatria Forense*, Vol. 1 ("Le radici, le fonti, lo sviluppo della criminologia"), Ed, Giuffrè, Milano, 1987, p.XIII.



the point of view of the emancipation of the individual. It is obvious that the pursuit of such objectives, which are not alien to the international administrative bodies (above all the United Nations, with the various agencies and specialised institutes, and then the Council of Europe and the various international scientific societies), cannot even be considered without the contribution of a whole team of highly qualified criminological operators.

c) advances in technology and the introduction of computer science have not only increased the capacity of criminological research, but are radically changing the very function of the machinery of the legal system in individual States. As Blumstein<sup>4</sup> correctly points out: "Advanced information processing, in combination with various mathematical and computer planning models have been used to develop improved methods for consideration of alternatives tactics and strategies for improved resource allocation and for increased efficiency in the operation of criminal justice agencies, particularly police. These developments have capitalised on new management technologies developed for other purposes as well as the enhanced data bases possible with computerised records. All of this has led to greater use of technologies associated with organisational control and performance". Once more, the use of new research methods and the development of such new strategies for planning, control, coordination, etc., in the system of criminal justice (see for example the informative system S.E.A.R.C.H., and the system JUSSIM, the most well known among the Simulation Models for the analysis of the penal system, produced by Blumstein and his collaborators) require the assistance of personnel with specific preparation and suitable criminological background.

## 2.- NEEDS AND OBJECTIVES OF CRIMINOLOGICAL TRAINING

Before embarking upon the specific analysis of the teaching of criminology in the Italian University, it seems to me indispensable to spend a little time on the general consideration of the needs, the objectives, the format and the recipients of criminological training, with particular reference to the *role of the criminologist* in our society, and to the debate in Italy on this subject.

In the current historico-cultural context, the criminologist and, generally speaking, all operators in the field of criminal justice, find themselves in a very uncomfortable and highly conflictual position since on one hand their professionalism and their own personal identity have lost credibility<sup>5</sup>, and on the other hand they have been called and urged to carry out new tasks of an organisational and practical nature, which involve more clearly defined schemes with reference to the reality facing them daily.

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4.- BLUMSTEIN A, "Science and Technology in Support of Criminal Justice". In *Nouvelles technologies et justice penale* (sous la direction de M. LeBlanc, P. Tremblay, A. Blumstein), XXXVIIIe Cours International de Criminologie. Les Chaires des recherches criminologiques, chaire n. 9, Centre International de Criminologie Comparée, Université de Montreal, 1988, p. 3.

5.- Particular reference is made here to the crisis of the so-called "medical model" for interpretation of criminal phenomenon, "a model which in any event was opposed by many in so far as it was considered invalid both from a point of view of criminal etiology and of the therapeutic methods of corrections" (FERRACUTI F., SCARDACCIONE G., op. cit, p. 10).

This situation of cultural transition, of serious critical revision of the various roles in question, of passage from a static concept to a more reflective and problematic position with regard to one's own work, leads to a quite different opinion regarding the concept of the professionalism of the criminologist (and of the criminal justice agents), which can no longer be considered as a mere technical preparation, but must be interpreted rather as a general knowledge and capacity to understand the cultural, social, economic, and institutional context, in order to acquire a better capacity to resolve the conflictual situations as well as acquiring an elasticity and flexibility which permit the individual to survive in situations of perpetual change, perpetual updating of oneself and one's own work.

To set to work from a totally new standpoint, not only creates the premise for updated training requirements, but forces a determination of a precise concept of the *subject matter* and the *objectives* of professional criminological training. Thus in perspective, to be trained *criminologist* signifies:

- to acquire an adequate awareness with regard to one's own role, both in the academic sphere and in the field (e.g., prison);
- to acquire the theoretical tools for understanding in increasing depth the individual, social, legal and political problems which are at the root of criminal behaviour, of processes of primary and secondary criminalisation, of the existence and function of the penal law and the penal institution (prison);
- by means of continual denouncing and concrete field work, to promote changes in a democratic sense in our penal law and our penal institutions, in such a way as to foster an ever increasing adherence of the "punishment" to the censured behaviour, to promote an ever increasing humanisation of the penal institutions and a progressive use of non-stigmatising means of social control.

If we consider the function of the criminologist from such a wide viewpoint, it can be affirmed together with a document produced by the *C.I.S.I.*, (with reference to the problems in the training of ruling magistrates) that the adjective "*professional*" used in connection with training, rather than infer a limited perspective, or a narrowing of the "technical" aspect of the work, serves to indicate that the training process begins and develops with predominant reference to work experience, considered to comprehend technical, managerial and relational aspects. Professional training... therefore assumes the form of individual and structural change; of the learning process of the adult individual; of the capacity to comprehend and control intra and intersubjective dynamics; of the dynamics of power, which governs the experience of interindividual and organisational relationships. In short it can be said that professional training, as referred to above, assumes the form of "*psychosocial intervention*"<sup>6</sup>.

The determination of the functions of the criminologist and the interpretation of criminological training as a psychosocial intervention have already brought us quite a long way in the field of training objective. At this level it still remains to analyse the *subject matter* and the *recipients* of criminological training.

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6.- C.I.S.I. (a cura di), "La formazione dei magistrati dirigenti". In *Quaderni della giustizia*, 26, 48, 1983.



As far as the *subject matter* is concerned, we must underline the current age-old and unresolved debate between those who are in favor of the recipient acquiring separate, specific, localised knowledge (albeit in great depth) in a certain sector of activity (psychology, sociology, criminal law, etc.) -the so-called *atomistic approach*- and those who, on the contrary, have a conception of criminological training as being the specific moment of integration of discipline and knowledge, as a moment selected for the construction and the development of a scientific body of knowledge, where the technico-scientific outlines of a certain area of activity (or of a certain discipline) have the possibility of combining with the knowledge and experience of other sciences or disciplines (*holistic approach*).

There is no lack of supporters of both approaches in both the national and international field. Canepa, Portigliatti-Barbos, Ferracuti in Italy, Lejins in the U.S.A., Shoam in Israel, to quote but a few names belong to the upholders of the interdisciplinary approach; Leauté in France, Nelson in Sweden, McClintock in Great Britain, and almost all the American schools of criminology at least for the last fifteen years now, with the sole exception of the School of Criminology of Berkeley (California), follow the atomistic approach.

As far as the *recipients* of criminological training are concerned, it must be pointed out that this type of training is of interest to a great many people, not only to the *students* of various faculties (especially medicine, law, political science, psychology, etc.), but also and especially to all personnel who operate a) in the *prison service* (military personnel, social workers, medics and paramedics, teachers, instructors for professional courses, etc.) and b) in the *magistrate* sector, c) in the *police* sector, d) in the *legal profession* (penal defense lawyers). The interest in criminological training extends also to other sectors, that is to say, the fields of *psychiatry*, *forensic medicine*, and *forensic psychiatry*.

As far as the psychiatrists are concerned, it must be pointed out that in recent times in the field of psychiatry the need for criminological training has been stressed with increased urgency. The new provisions considered in the law n. 180/1978 of psychiatric reform, and in particular the abolition of the traditional total institution of the asylum, with a considerable spread of domiciliary psychiatric help, have created and continue to create, especially for the psychiatrist operating in the community, considerable difficulties which, if they are to be overcome, render very precious indeed a certain knowledge of the main criminological themes.

As far as *forensic medicine* and *forensic psychiatry* are concerned, it is sufficient to remember that, at least in Italy, criminology belongs as a birthright almost exclusively to forensic medicine, so that all police doctors have always possessed (and indeed still do possess) a profound criminological education. Then, the fact that the Institutes of criminology currently in existence in Italy in the medical schools explicitly contain in their title the term Forensic Psychiatry, proves the extreme proximity (if not the superimposition) between the criminological sector and the sector of forensic psychiatry.

One last category which it seems important to quote as new receiver of criminological training, is that which comprises the social workers in *local government*

organisations to whom, by virtue of a relatively new legislation (D.P.R. n. 6/6/1977, art. 23) has been given the task of administration of the so-called reeducative measures with regard to juvenile offenders.

### 3.- THE TEACHING OF CRIMINOLOGY IN THE UNIVERSITY.

More than thirty years have passed since Carlo Erra, Councillor at the Court of Appeal in Rome, wrote his report on the teaching of criminology in Italy, published by UNESCO in 1956<sup>7</sup>, and from then until the present day Italian criminology has undergone a considerable development. On a strictly academic level, in Italy at the time of Erra's report, only Criminal Anthropology existed as a subject with specific criminological content (defined, according to *Canepa*, as "an interdisciplinary science which studies the anti-social behaviour with the aim of discovering the underlying reasons and of determining adequate programmes of prevention and corrections")<sup>8</sup> backed in both the Faculty of medicine and in the faculty of Law by the teaching of *forensic medicine*.

Nonetheless, in the last twenty years, we have witnessed the appearance of "supplementary subjects" with criminological subject matter (for example, in addition to Criminal Anthropology, there has been the introduction into the statute of the university in the faculty of Medicine of *Juvenile Delinquency, Criminological Medicine, Criminological Medicine and Forensic Psychiatry, Forensic Psychopathology*), while more recently, with regard to the directives for some time issued by E.E.C. state members, and also with the aim of equivalence of degree qualifications in medicine obtained in those countries, we have witnessed a reform in the educational organisation for degree courses in Medicine (D.P.R. n. 95 of 28th february 1986), which has in a certain sense simplified matters leaving the possibility of only two subjects: *Criminology and Social Defense* and *Forensic Psychopathology*. (also the Faculty of Law is carrying out its own reform and soon we shall have the new table III).

If any of you should remain confused regarding the strange combination of the two subjects quoted above (given that the subject matter in each case could quite wrongly be considered, especially by the non-latin listener, to differ very widely), I will clarify briefly that Italian criminology has been traditionally taught (particularly in the medical school, but also in the law school) as *Criminal Anthropology*, which covers *criminology proper* as we all know it and *forensic psychiatry*, the science which studies the practice of the psychiatrist as expert witness in the penal and in the civil sector, with reference respectively to problems of penal responsibility on the one hand, and a whole series of problems concerning civil law on the other hand, such as adoption, custody of children in the case of divorce, etc., for the assesment of which the magistrates uses the expert, the forensic psychiatrist.

7.- ERRA C., Italie, "Résumé du rapport sur l'enseignement de la criminologie". In *Le sciences sociales dans l'enseignement supérieur: CRIMINOLOGIE*, (pour le compte de la) Société Internationale de Criminologie, UNESCO, Paris, 1956.

8.- CANEPA G., L'attività di insegnamento e di ricerca della criminologia in Italia. Considerazioni preliminari". In G. Canepa, P. Paradiso (a cura di) *La criminologia italiana. Insegnamento e ricerca; Quaderni di Scienze Criminali*, Istituto Superiore Internazionale di Scienze Criminali, Siracusa, 1982, p. 12.



With regard to the reform of medical studies currently going on, an ample debate has developed which has shown a deep dissatisfaction on the part of the criminologists of Medical faculties, with the amount of space given to the subjects of criminology, with the objectives which the new law attributes to the teaching of future medical doctors, and with the very name of one of the subjects: "Criminology and *Social Defense*": indeed, "one does not understand what is meant by the additional term 'social defense' (*Canepa*)<sup>9</sup>, resulting, in conclusion, in a subject nominated according to a terminology which is not to be found in any university organisation regarding the training of medical doctors. Be that as it may, I retain that the training of a medical doctor cannot discount a knowledge of the principles of criminology which permit him to have a thorough knowledge of the pathology of social behaviour, and to know how to deal adequately with the more common daily problems which he faces in our society (let us just consider the correct behavior of the doctor faced with the case of serious drug addiction).

On the other hand, the jurists too are in agreement with the importance of criminological training especially for future operators in the penal system, if for no other reason than the necessity for the science of penal law and the criminological sciences to compliment each other. As *Nuvolone*<sup>10</sup> states: "Neither juridical positivism, nor naturalistic positivism (and in real terms metaphysic positivism) come anywhere near the truth in the penal sector. Even here, as is usually the case, the way to the truth is through experience and criticism, without exclusivism, without philosophical or political prejudice, and with a complete view of the human phenomenon. It is on this road that jurists and criminologists must inevitably meet, speak the same language and collaborate for the advancement of ideas, and for the struggle against the evils of society".

Having said this, in order to make clearer the complex system of the Italian university, I should like to present a series of tables illustrating our situation.

### a) Undergraduate level.

Italian universities are subdivided into *Faculties* and the Faculties include *Institutes* and *Departments*. Within the Institutes and/or Departments there are the *Chairs*. The chairs are held by *professors of the first grade* (regular professor) or by *professors of the second grade* (associate professors) . The research workers, although they are part of the teaching staff, have no official standing as teachers, but have an integrative role in teaching (sitting on examining boards, tutorial seminars, lab sections, etc.) (see fig. 1 in Appendix).

The general structure of university training, governed by D.P.R. n. 382/1980, provides a total staff of 15,000 regular professors and 15,000 associate professors.

9.- CANEPA G., "Report delivered to the National Seminar on "Prospettive dell'insegnamento delle discipline criminologiche alla luce del D.P.R. 28. 2. 1986 n. 95 (tab. XVIII)". In *Giornale di attualità mediche*, IV/4, 1988, p.55.

10.- NUVOLONE P., "Diritto penale e criminologia". In F. Ferracuti (a cura di), *Trattato di criminologia, medicina criminologica e psichiatria forense*, vol 3 ("La criminologia e il diritto penale), Giuffrè, Milano, 1988, p. 14.



The competitions relative to the vacant posts are publicised once every two years in order to reach the above mentioned structure, with maximum deadline of ten years from the beginning of the academic year 1980/81, within the sphere of the plans for university development provided for by art. 2 of the above mentioned regulation.

In addition, art. 25 provides the title of "professor by contract" with the aim of "activating courses integrated with those officially established in the Faculty, aiming at the acquisition of significant experience both theoretical and practical of a specialist nature, coming from outside the auspices of the university or rather from the results of particular research, or from highly qualified scientific or professional studies" (on the basis of such a ruling, for example, Prof. Szabo, present here to-day, was a guest in Siena).

The permanent professors, both regular and associates, carry out their work on what is termed a "full time" or rather a "determinate time" basis (compatible with freelance activity) and in accordance with this parameter are obliged to teach at least for 250 or 350 hours per annum respectively.

The individual yearly courses generally last for 50 hours. In the Medical School, however, the new teaching organisation (table XVIII) has subdivided the subjects into *areas*, so that the criminological subjects form part of area 18, which comprises 4 *integrated courses* (hygiene and public health, occupational medicine, community medicine, forensic medicine) with a total of teaching hours equal to 250. Furthermore, the criminological subjects (Criminology and social defense, and Forensic psychopathology) form part of the *integrated course of forensic medicine*, which comprises also the following subjects: forensic medicine, deontology and medical ethics, forensic toxicology and social medicine (see fig. n. 2).

The individual disciplines do not form the single educational courses (represented by the integrated courses) but conform to the actual qualification of the lecturer. Therefore, an amount of hours is not presumptively allocated to each individual discipline, but the Council for the degree course and the Council of Faculty, at the beginning of each academic year, at the moment of the organisation of the teaching timetable, allocate the hours designated for each discipline among the various lecturers qualified in the disciplines within the scope of the integrated course itself.

The form of the teaching of criminology, predominantly "theoretic" in the various faculties, should diversify in the Medical School in the three forms laid down in the new organisation (see fig. 3).

According to paragraph 1 of art. 1 of the law n. 910 of 11th December 1969, students in possession of any diploma from any secondary school are eligible for entry into degree courses. Numbers are not restricted, with the exception of the Faculty of Medicine where, in keeping with the legislation of the other E.E.C. countries, the law states that, at the beginning of each academic year, Councils for degree courses and of Faculty must indicate "the maximum number of students who may register in the first year" (art. 6 D.P.R. 95/1986). The methods and criteria used for the selection of would be students are not explicitly laid down, and are left to the discretion of the individual local university authorities. Matriculation costs vary from one degree

course to another, but are, generally speaking, between 200 and 300,000 lire per annum.

Figure n.4 shows the faculties, the institutes and departments which deal with criminological subjects. Figures n. 5 (a,b,c,d,e) show the teaching carried on each university, subdivided for each Faculty, and providing for some important information on the type of teaching, the scientific background of the lecturer, the number of examinations and of degree theses.

As we can see, in 18 out of 31 faculties of the Medical School is activated at least one official course of criminological content (in some centres, as Bari, Genoa, Modena, Naples, Rome and Siena, there is a higher number of courses), which is *optional* and for the most part come under the heading of "Criminal Anthropology". The lectures for the most part are given by "associate professors"; the lecturers in the 55% are full-time teachers and their scientific background is a degree in Medicine (only 3 have a different degree qualification).

The courses are both theoretical and theoretical/practical; the number of students who sit the examinations each year is substantially low, although it must be pointed out that the number of students who attend lectures without sitting the examinations is much higher.

As far as the Law School is concerned, in 19 Universities lectures in criminological subject matter are provided (also in this school the courses are *optional*); in 8 cases this means lectures on "Criminal Anthropology", in 9 cases lectures on "Criminology", in 1 cases lectures on "Criminological Medicine and Forensic Psychiatry".

In most cases, lectures are given by full-time lecturers who are either associate professors or supply staff (the latter more often than not coming from the Faculty of Medicine). In some cases the course exists but without a lecturer in the Faculty in question: in such cases the students follow lectures given by lecturers of other Faculty and then are allowed to sit the relative examination.

The number of students who attend lectures and sit examinations varies from one university to another; on average, however, it is much higher than in the Faculty of Medicine.

There are only four Universities where courses in "Criminology" are given in the Faculty or degree courses of Political Sciences (Naples, Pavia, Siena and Bologna).

In the Art Faculty (degree course in Psychology) in Padua and Rome there is a course in "Criminology". At Padua the lecturer is a philosopher/sociologist, whereas in Rome lectures are given by a sociologist (particularly interested in the psycho-social approach to criminal phenomenon), who also gives lectures on "Judicial Psychology". Both lecturers are full-time associate professors.

In the Faculty of Economics in Palermo there is a course on "Judicial Statistics" given by an associate professor with a scientific background in Statistics.

Text books are very varied and directly reflect the prevailing frame of theoretical interest of the teacher.



## b) Graduate level.

At the level of post-graduate teaching, we can quote two essentially different organisations: the *schools of specialisation* and the *doctorates of research*.

There are in essence two very old Schools of specialisation:

- the first is the *School of Specialisation in Penal Law and Criminology*, founded in Rome by Enrico Ferri in 1911. Graduates in law and Political Sciences are eligible for entry in such a school. Nevertheless, the board of the school may authorise the admission of graduates from Medical School or from any other faculty of any Italian or foreign University, whose prior academic curriculum is considered adequate; in this case, in order to be admitted, the student must pass an examination in Criminal Law and Criminal Procedure.

The main purpose of the School is to study criminological subjects with an interdisciplinary orientation and specifically in relation to legal aspects. The School, which lasts for two years, offers 22 courses (18 basic and 4 optional), that is to say:

### *1st year*

Law group:	Penal Law (general) Penal Procedural Law Constitutional Penal Law Penitentiary Law
Criminology group:	Criminology Criminological Psychopathology Judicial Psychology Criminal and Methodological Statistics Criminalistics

### *2nd year*

Law group:	Penal Law (special) Penal Procedural Law Penal and Procedural Juvenile Law Police law Judicial Penal Sociology
Criminology group:	Criminology applied to Penal Law Criminology applied to Prevention and Control of Criminality Penitentiary Science and Technique Forensic Medicine

### *Optional Subjects*

Law group:	International Penal Law Fiscal Penal Law
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Criminology group: Criminal Sociology  
Principles and Techniques of Penitentiary Corrections

In order to get the "Diploma of Specialisation in Criminal Law and Criminology", the student must pass all the examinations and discuss a dissertation thesis on one of the subject areas of study.

- The second is the *School of Specialisation in Clinical Criminology*, founded by Benigno Di Tullio in Rome in 1970. Currently such school is open in five Universities (Genoa, Modena, Bari, Chieti and Milan) and offers a three year course with the possibility of different curricula: a) *forensic-psychiatric and medico-psychological curriculum*, open only to graduates in Medicine; b) *socio-psychological curriculum*, open to graduates in sociology, law, education, psychology, political sciences, arts and philosophy.

The courses are as follows:

<i>1st year</i>	General Criminology I Ethology of Criminal Behaviour Research Methods Principles of Sociology Sociology of Law Principles of Biology Principles of Psychology Principles of Law Mental Hygiene
<i>2nd year</i>	General Criminology II Principles of Clinical Forensic Psychiatry Anthropophenomenology Criminological Diagnostics Techniques of Social Service Cultural Anthropology Juvenile Delinquency Psychobiology Clinical Psychiatry Principles of General Psychopathology Criminological Forensic Medicine Psychodiagnostics Economy of Security and Social Defense Principles of Forensic Medicine General Psychopathology
<i>3rd year</i>	Criminological Corrections Neurology and Forensic Psychiatry Social Psychology Psychoeducational Techniques Sociology of Deviance



Techniques of Corrections for Juveniles  
 Psychotherapy  
 Criminal Policy and Penitentiary Law  
 Socio-medical Legislation  
 Methods of Prevention  
 Psychology and Psychopathology of Evolutionary Age  
 Prevention of Behavioral Pathology

*Supplementary Courses*      Victimology  
    Psychology of Deviance  
    Statistics Applied to Social Sciences

The admission to the School is restricted to thirty students; the student, after passing all the examinations and after discussion of a dissertation thesis, is awarded the diploma of "specialist in clinical criminology". Finally we must remember that courses in criminology or forensic psychiatry are held in the Schools of Specialisation of Forensic Medicine ("Forensic medical neuropsychiatry"), of Psychiatry ("Forensic Psychiatry"), and of Psychology ("Criminological Psychology, Judicial and Penitentiary Psychology and Mental Health").

The *Doctorate in Research*, as laid down in the law (art. 68, law n. 382/1980), is an "academic title which has value *only in the field of scientific research*, and the title of *Doctor in Research*" is achieved only carrying out a research activity...which produces original contributions to knowledge, in a consortium of Universities or in single Universities. Forms of collaboration can be determined among different Universities, even foreign Universities, where there has been a noteworthy development of research studies in the subject field for which it is intended to confer the doctorate".

The doctorate, therefore, is the means by which the University becomes the main centre of research activity, that is to say, "the place where research workers operate in the interests and for the needs of the national community at large"<sup>11</sup>, and the curriculum of the doctorate must be considered fully separate from the needs of in depth professional training, which the D.P.R. 382 assigns to the above mentioned Schools of Specialisation.

The title of doctor of research is conferred by means of a discussion of a "doctorate thesis", with which the candidate must show that she is fully competent in the methods of scientific research relevant to her particular field of knowledge.

In the field of specific interest to us, there are currently two doctorates of research: one in *criminology and forensic psychiatry* (administrative seat: faculty of medicine, University of Modena; consortium with the Universities of Genoa, Milan, Turin and Padua); the other in *criminology* (administrative seat: faculty of Political Sciences, University of Bologna; consortium with Milan and Roma); the first is interdisciplinary orientated; the second has a socio-judicial orientation.

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11.- Circular n. 1 of the 12th March 1981, Ministry of Public Education prot, 65.

Finally, it is worth mentioning briefly the courses in criminology which are held in the Military Academies, for the officers of the P.S. Police, the Finanza and the Carabinieri, the three major types of Italian police forces. As Ferracuti<sup>12</sup> points out the Military Academies are permanent self-contained institutions organised along military lines but kept at University level and, as much as possible, as part of the national university system. At the officer's level, the teaching of criminology takes place at the doctoral level (although this roughly corresponds to a M.A. in American terms) and must meet certain standards, determined by the existing credit transferability from the academy to the national university system. In fact, one special feature of the Finanza and Carabinieri Academies is that, since 1966, through an agreement between the Ministry of Defence, the Ministry of Finance, and the Ministry of Education, credit for courses taken in the academies are transferable to the Italian University system. It is required that the courses in the academies be given by university personnel and that the programmes match those which are offered in the universities.

The courses range from Criminal Anthropology to Forensic Medicine, to Political Geography, to several legal aspects. According to Ferracuti<sup>13</sup> there are many advantages coming from the transferability of credits from military academies to universities, which can be summarized as follows: a) it establishes a university standard for personnel and for content in the academy teaching; b) it motivates the officers to seek a higher degree, after they enter the service; c) it bridges the gap between academia and police, forcing both sides to a dialogue which would be difficult otherwise.

#### 4.- THE DEVELOPMENT OF CRIMINOLOGICAL RESEARCH IN ITALY.

It is very difficult to paint a synthetic picture which is at the same time accurate, with regard to the development of criminological research in Italy, since this means dealing with the profound transformations undergone by Criminal Anthropology, a science which is traditionally and conceptually linked to a pathological concept of criminality and to a view of the criminal as a subject characterised by peculiar personality characteristics. Thus the individual factors have in the long term provided the main object of study for the criminologists by means of the use of a predominantly medical approach.

As Bandini and Gatti<sup>14</sup> point out, quoting the conclusions of a research carried out by Ferracuti e Giannini<sup>15</sup> in 1969, the Italian criminological research, after the

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12.- FERRACUTI F., "Doctoral-Level Police Education in Criminology in Italy". In *Proceedings of the International Conference on Doctoral-Level Education in Criminal Justice and Criminology*, University of Maryland, Md., USA, 1976, p. 41.

13.- FERRACUTI F., op. cit., p. 42,

14.- BANDINI T., GATTI U., "Le discipline criminologiche in Italia. Prospettive della ricerca e dell'insegnamento". In G. Canepa, P. Paradiso (a cura di). *La criminologia italiana. Insegnamento e ricerca. Quaderni ni Scienze Criminali*, Istituto Superiore Internazionale di Scienze Criminali, Siracusa, 1982, p. 231.

15.- FERRACUTI F., GIANNINI M.C., "Tendenze prevalenti della ricerca criminologica in Italia negli ultimi cinque anni". In *Quaderni di criminologia clinica*, 11, 423, 1969.



scintillating beginning of the end of the last century, has remained for some decades in a situation of stagnation, and the revival, which took place shortly after the second world war, was characterised by an excessive and almost exclusive link with the disciplines of psychology, psychiatry and forensic medicine, and with an almost exclusive interest in the practical, diagnostic and therapeutic aspects.

In the last fifteen years, nevertheless, we have witnessed moments of criticism and revival, which have introduced frame of references derived from sociology and linked to a political dimension of reality (*Bandini and Gatti*<sup>16</sup>, *Fornari*<sup>17</sup>). Themes such as the processes of marginalization and criminalisation, the stigmatising effects of institutions, the relative immunity of high social classes, have become central themes in the analysis of criminologists. The introduction of new theoretical approaches, derived in particular from symbolic interactionism and from radical criminology, has permitted the development of new sectors of research, as well as the adoption of new research techniques totally lacking in Italy (quantitative methodology, for example).

From the writings of *Fornari*<sup>18</sup> we can summarize the most significant changes which have taken place in Italy, well documented by the most recent and serious criminological research:

- passage of “clinical criminology” from science with a medico-pathological approach to a science with a psycho-sociological frame of reference;
- progressive adoption of the social science model in substitution for (or at least integration with) the over-simplified medical model;
- ever increasing integration with psychology, sociology and law;
- change of interest: from the criminal to the phenomenon (from the clinical diagnostic approach to the socio-judicial approach);
- progressive abandonment of the myth of corrections within the setting of total institutions;
- radical criticism of evaluation of dangerousness (clinical prediction);
- reassertion of the principles of individual responsibility and capacity;
- rationale for intervention as an “offer of services”.

The scientific production appears in numerous specialist journals; some of the more important can be quoted as follows:

“Rassegna di Criminologia”, the official journal of the Italian Society of Criminology, founded by Canepa in 1970; “Minerva Medico-legale”, continuation, since 1950, of the Journal “Archivio di Psichiatria, Scienze Penali e Antropologia Criminale”, founded by Lombroso in 1880; “Zacchia”, review of forensic, social and criminological medicine; “Dei Delitti e delle Pene”, continuation of the review “La questione criminale”, expression of a marxist approach to the criminal phenomenon;

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16- BANDINI T., GATTI U., “Le discipline criminologiche...”, op. cit. p. 227.

17- FORNARI U., “Un identikit della criminologia”, op. cit. p. 12.

18- FORNARI U., “Un identikit...”, op. cit., p. 14.

“Rassegna Penitenziaria e Criminologica”, published by the Ministry of Justice; “Esperienze di Giustizia Minorile”, also published by the Ministry of Justice, and continuation of the review “Esperienze di Rieducazione” (these two journals are exclusively dedicated to the problems of juvenile delinquency), etc.

Criminological research in Italy is financed in part by state departments (The Ministry of the University and of Research; the National Council for Research), and in part by public bodies (such as Regional Administrative Boards, etc.) and private individuals.

To further the development of criminological research much reference has been made to some “Centres”, for the most part linked to the Universities or to local government organisations, some of which of international standing (for example, the “International Centre of Clinical Criminology” based in Genoa, the “International Centre of Sociological, Penal and Penitentiary Studies”, based in Messina; the “Centre for Crime Prevention and Social Defense”, based in Milan).

## 5.- CONCLUDING REMARKS

Teaching, research and criminological training have undergone a profound revival and a considerable expansion in recent years in Italy. Nevertheless we are not lacking in deficiencies and gaps which tend to persist even now, both on the academic and on a practical level: short-sighted viewpoints, stereotyping, an almost ill-concealed reticence, which tend to hold back the determining and consolidating of criminological knowledge and the penetration of criminological science into the central points of our social system.

On the academic level, the educational reform, aimed at the training of the general practitioner, seems to have substantially eluded the expectations of Italian criminologists; whereas the reform of Table III which controls the education in the Law School, being worked upon at this moment (the reform is still in projectional phase) seems to be substantially insensible to the needs expressed by more than one faction “to avoid the risk of legislating without taking into account the irrenounceable educational content of the criminological subjects, for the attainment of a degree in Law, especially for those graduates who intend to dedicate themselves to a forensic career (lawyers and magistrates) (Canepa)<sup>19</sup>.

On a practical level, the problems of criminological education, training and of professional qualification for those who, in various roles, operate within the system of criminal justice, remain for the most part unresolved, not only because of lack of means and enterprise, but rather because of the intrinsic scanty “permeability” to the teaching of a criminological culture on the part of the criminal justice system (Souchon)<sup>20</sup>.

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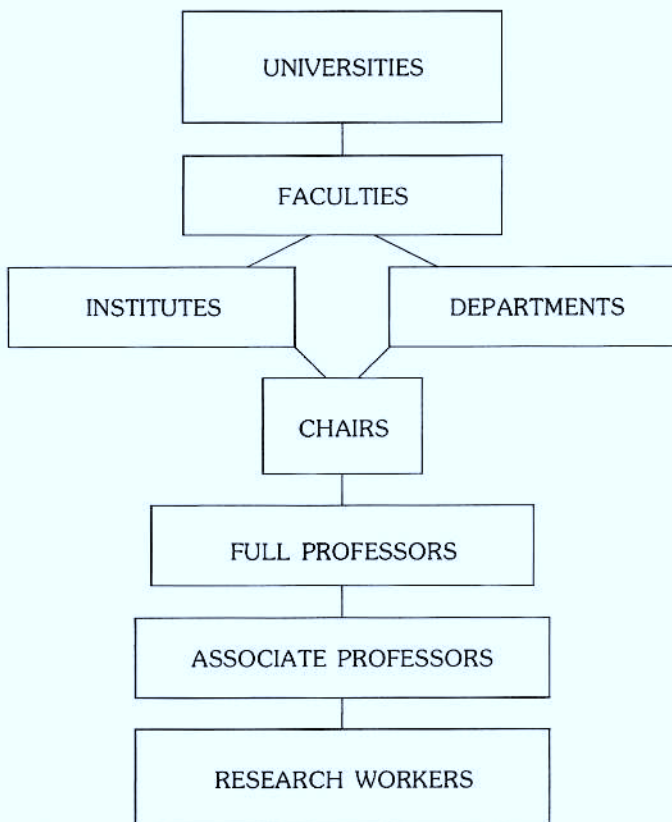
19.- CANEPA G., Report to the National Seminar “Prospettive dell’insegnamento...”, op. cit. p. 57.

20.- SOUCHON H., “La perméabilité du system de justice à la formation criminologique. La police, les policiers et la criminologie”. In *Deviance et Societé*, 4, 69, 1980.



It will therefore be necessary, in the years to come, to exert a further effort both in terms of means and of will-power, in order to strengthen on the one hand the academic sector, and to adequate on the other hand the training of field workers to meet the needs of society to-day, the latter an objective which can only be achieved by the development of a *sector of research-training*<sup>21</sup> (modelled on the French Centre de Vaucresson, to be precise) which serves as a meeting point for field work, research and theory.

Figure n. 1. Structure of Italian University system and different types of teaching personnel.



21.- SELOSSE J., "Les recherches du centre de Vaucresson. Conceptions, objectifs et méthodes". In *Annales de Vaucresson*, 14, 149, 1976-77.

Figure n. 2. Integrated courses of area 18  
(D.P.R. n. 95, February 28th 1986)

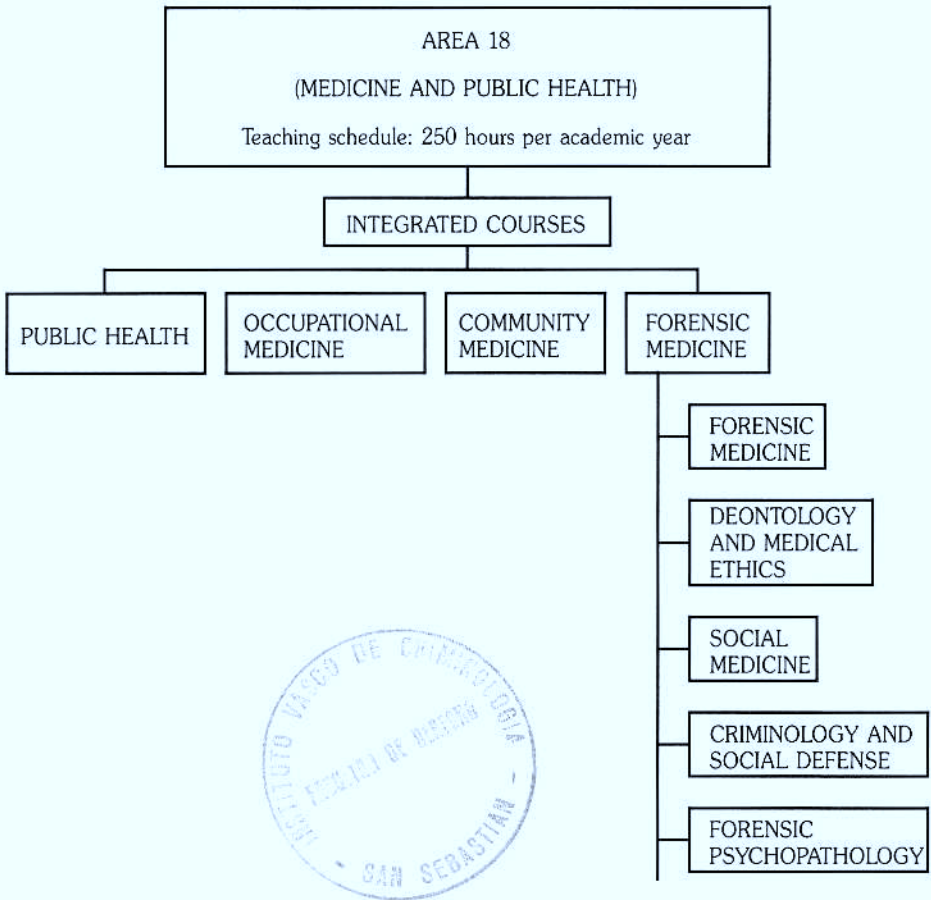




Figure n. 3. Didactic activities in Italian Medical Schools  
(from Babbini M et al., 1988)

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I	THEORETIC TEACHING (LECTURE "ex cathedra")	FULL/ASSOCIATE PROFESSORS
II	THEORETIC/PRACTICAL TEACHING	
	1) SEMINARS	
	2) GUIDED PRACTICAL ACTIVITIES	
	3) TUTORIAL ACTIVITIES (small groups)	PROFESSORS + RESEARCH WORKERS
	4) MONOGRAPHIC COURSES (OPTIONAL)	FULL/ASSOCIATE PROFESSORS
III	INTEGRATIVE TEACHING (lab., etc.)	RESEARCH WORKERS + NATIONAL HEALTH SERVICE PERSONNEL

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Figure n. 4. Faculties, institutes and departments in which criminological courses are taught.

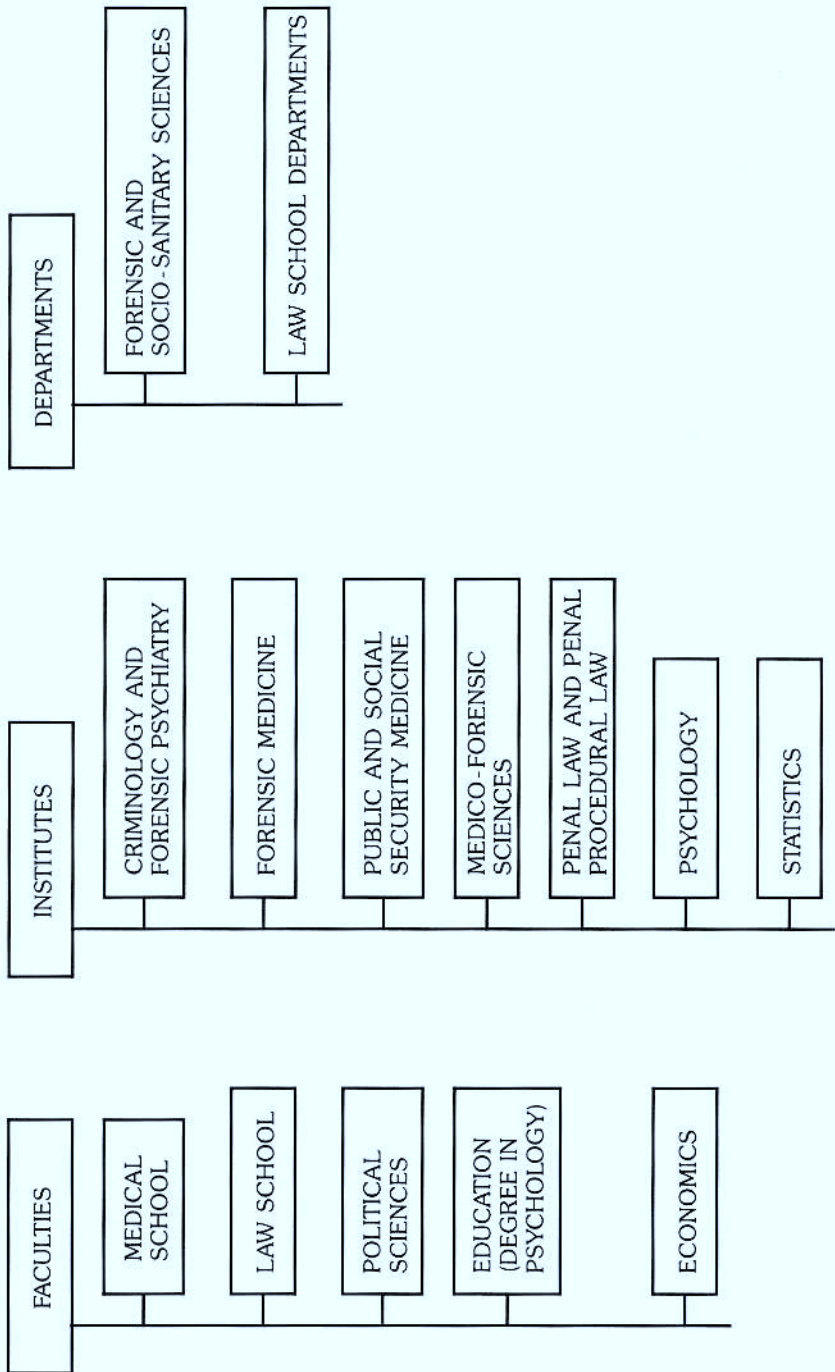




Figure n. 5a Distribution of Universities and criminological courses in Italian Medical Schools.

UNIVERSITY	COURSE	TITLE	BASIC DEGREE	OCCUPATIONAL POSITION	TYPE OF TEACHING	N. EXAMS (1987-88)	N. THESIS (1987-88)
BARI	CRIMIN. ANTHROP. FOR. PSYCHOPATH.	FULL PROF. ASSOCIATE	M.D.	PART - TIME	THEOR./PRACT.	?	?
	CRIMIN. ANTHROP.	ASSOCIATE	M.D.	FULL - TIME	THEORETIC	-	-
	CRIMIN. ANTHROP.	ASSOCIATE	M.D.	PART - TIME	THEORETIC	?	?
	CRIM. MEDICINE AND FOR. PSYCH.	ASSOCIATE	M.D.	PART - TIME	THEORETIC	-	- (*)
FIRENZE	CRIMIN. ANTHROP.	ASSOCIATE	M.D.	PART - TIME	THEORETIC	?	?
	CRIMIN. ANTHROP.	FULL PROF. ASSOCIATE	M.D.	PART - TIME	THEOR./PRACT.	18	2
	CRIMIN. ANTHROP.	ASSOCIATE	M.D.	FULL - TIME	THEORETIC	-	- (*)
	JUVENILE DELINQ. FOR. PSYCHOPATH.	FULL PROF. ASSOCIATE	M.D.	FULL - TIME	THEOR./PRACT.	17	-
MESSINA	CRIMIN. ANTHROP.	ASSOCIATE	M.D.	FULL - TIME	THEOR./PRACT.	22	-
	CRIM. MEDICINE	ASSOCIATE	JURIST	FULL - TIME	THEORETIC	45	-
	CRIMIN. ANTHROP. AND FOR. PSYCH.	ASSOCIATE	M.D.	FULL - TIME	THEORETIC	4	-
	CRIMIN. ANTHROP.	FULL. PROF. ASSOCIATE	M.D.	FULL - TIME	THEOR./PRACT.	50	4
MILANO	CRIMIN. ANTHROP.	ASSOCIATE	M.D.	FULL - TIME	THEORETIC	18	2
	CRIMIN. ANTHROP.	ASSOCIATE	M.D.	FULL - TIME	THEORETIC	-	- (*)
	JUVENILE DELINQ.	ASSOCIATE	M.D.	FULL - TIME	THEORETIC	-	- (*)
	CRIMIN. ANTHROP.	SUBSTITUTE	M.D.	PART - TIME	THEORETIC	85	3
NAPOLI (I°)	FOR. PSYCHOPATH.	ASSOCIATE	JURIST	PART - TIME	THEOR./PRACT.	31	-
	CRIMINOL. AND SOC. DEFENCE	ASSOCIATE	POL. SCIENCE	FULL - TIME	THEORETIC	67	-
PADOVA	CRIMIN. ANTHROP.	ASSOCIATE	M.D.	FULL - TIME	THEORETIC	57	-
	CRIMIN. ANTHROP.	ASSOCIATE	M.D.	FULL - TIME	THEORETIC	1	1
	CRIMIN. ANTHROP.	SUBSTITUTE	M.D.	FULL - TIME	THEOR./PRACT.	30	-
	CRIM. MEDICINE ("La Sapienza")	FULL PROF. ASSOCIATE	M.D.	PART - TIME	THEORETIC	?	50
PARMA	CRIM. MEDICINE AND FOR. PSYCH.	ASSOCIATE	M.D.	PART - TIME	THEORETIC	?	?
	CRIM. MEDICINE AND FOR. PSYCH.	ASSOCIATE	M.D.	PART - TIME	THEORETIC	?	?
	CRIMIN. ANTHROP.	SUBSTITUTE	M.D.	FULL - TIME	THEOR./PRACT.	50	2
	CRIMIN. ANTHROP.	FULL PROF. ASSOCIATE	M.D.	FULL - TIME	THEORETIC	5	1
SASSARI	CRIMINOL. MEDICINE	ASSOCIATE	M.D.	FULL - TIME	THEORETIC	19	-
	CRIMIN. ANTHROP.	FULL PROF. ASSOCIATE	M.D.	PART - TIME	THEORETIC	10	-
TORINO	CRIMIN. ANTHROP.	ASSOCIATE	M.D.	PART - TIME	THEORETIC	5	3
	CRIMIN. ANTHROP.	ASSOCIATE	M.D.	PART - TIME	THEORETIC	5	3

(\*) the course wasn't active yet

Figure n. 5b Distribution of Universities and criminological courses in Italian Law Schools.

UNIVERSITY	COURSE	TITLE	BASIC DEGREE	OCCUPATIONAL POSITION	TYPE OF TEACHING	N. EXAMS (1987-88)	N. THESIS (1987-88)
BARI	CRIMINOLOGY	ASSOCIATE	JURIST	PART-TIME	THEORETIC	?	?
CATANIA	CRIMINOLOGY	ASSOCIATE	JURIST	FULL-TIME	THEOR/PRACT.	100	19
FIRENZE	CRIMINOLOGY	SUBSTITUTE	JURIST	PART-TIME	THEORETIC	59	-
GENOVA	CRIMIN. ANTHROP.	SUBSTITUTE	M.D.	PART-TIME	THEOR/PRACT.	?	?
MILANO	CRIMINOLOGY	SUBSTITUTE	M.D.	FULL-TIME	THEOR/PRACT.	650	32
MODENA	CRIMIN. ANTHROP.	SUBSTITUTE	M.D.	FULL-TIME	THEORETIC	150	10
NAPOLI	CRIMINOLOGY	ASSOCIATE	JURIST	FULL-TIME	THEORETIC	121	22
PALERMO	CRIMIN. ANTHROP. CRIMINOLOGY	ASSOCIATE SUBSTITUTE	M.D. JURIST	FULL-TIME PART-TIME	THEOR/PRACT. THEORETIC	920 ?	20 ?
PARMA	CRIMIN. ANTHROP.	ASSOCIATE	JURIST	FULL-TIME	THEORETIC	150	10
PAVIA	CRIMINOLOGY	ASSOCIATE	JURIST	FULL-TIME	THEORETIC	188	?
SASSARI	CRIMIN. ANTHROP.	SUBSTITUTE	M.D.	FULL-TIME	THEOR/PRACT.	?	?
SIENA	CRIMIN. ANTHROP.	SUBSTITUTE	M.D.	FULL-TIME	THEORETIC	100	5
TERAMO	CRIMINOLOGY	ASSOCIATE	JURIST	FULL-TIME	THEORETIC	?	?
TORINO	CRIMIN. ANTHROP.	SUBSTITUTE	M.D.	FULL-TIME	THEORETIC	?	?
TRENTO	CRIMINOLOGY	FULL PROF.	SOCIOLOGIST	FULL-TIME	THEOR/PRACT.	50	1
TRIESTE	CRIMIN. ANTHROP.	ASSOCIATE	JURIST	FULL-TIME	THEOR/PRACT.	68	- (**)

(\*\*) the statute of the Faculty doesn't allow to discuss thesis (sic)

Figure n. 5c Distribution of Universities and criminological courses in Italian Political Science Schools.

UNIVERSITY	COURSE	TITLE	BASIC DEGREE	OCCUPATIONAL POSITION	TYPE OF TEACHING	N. EXAMS (1987-88)	N. THESES (1987-88)
BOLOGNA	CRIMINOLOGY	FULL PROF.	M. D.	FULL-TIME	THEOR./PRACT.	?	?
PAVIA	CRIMINOLOGY	FULL PROF.	JURIST	PART-TIME	THEORETIC	11	-
NAPOLI	CRIMINOLOGY	ASSOCIATE	JURIST	PART-TIME	THEORETIC	41	2
SIENA	CRIMINOLOGY	SUBSTITUTE	JURIST	PART-TIME	THEORETIC	?	?

Figure n. 5d Distribution of Universities and criminological courses in Italian Education Faculties (degree in Psychology).

UNIVERSITY	COURSE	TITLE	BASIC DEGREE	OCCUPATIONAL POSITION	TYPE OF TEACHING	N. EXAMS (1987-88)	N. THESES (1987-88)
PADOVA	CRIMINOLOGY	ASSOCIATE	SOCIOLOGIST	FULL-TIME	THEOR./PRACT.	700	10
ROMA ("La Sapienza")	CRIMINOLOGY JURIDIC. PSYCH.	ASSOCIATE	SOCIOLOGIST	FULL-TIME	THEOR./PRACT.	600	12

(\*) the course wasn't active yet

Figure n. 5e Distribution of Universities and criminological courses in Italian Schools of Economics.

UNIVERSITY	COURSE	TITLE	BASIC DEGREE	OCCUPATIONAL POSITION	TYPE OF TEACHING	N. EXAMS (1987-88)	N. THESES (1987-88)
PALERMO	CRIMINAL STATISTICS	ASSOCIATE	STATISTICS	FULL-TIME	THEOR./PRACT.	?	?