COURSE DESCRIPTION: Critical examination of the ways we gain knowledge about crimes. Comparison of methods used to investigate criminal events with those used to research classes of crime. Advanced examination of investigation procedures, theory and evaluative research. Major issues in the supervision and management of investigations will be considered. The logic and process of various forms of reasoning will be examined in relation to investigation and aggregate data analysis.

SPECIFIC OBJECTIVES: By the end of the course the student should be able to
1. describe various methods of thinking and research and apply them to investigation,
2. describe crime scene processing and the uses of physical evidence,
3. demonstrate familiarity with the rationale and uses of crime analysis techniques in support of investigation,
4. discuss critical procedures in investigations of types of crimes, and
5. perform tasks used in criminal investigations.

TEACHING METHODS:
♦ In class, course will primarily consist of lecture and discussion. The lecture will focus on matters not covered in the text or will expand on the text material. The discussion will be based on assigned readings.

♦ Discussions will also be held concerning the investigation of events provided by the professor and of brain-teaser exercises. These will help to provide application of knowledge and skills gained in the class, point out specific modes of thinking, or demonstrate various barriers to critical thinking.

♦ Readings should be completed prior to the class day for which they are scheduled. One gains more from lectures and discussions if the reading material has provided an introduction and foundation for the classroom activities.

♦ Some guest presentations and videos about specific investigative techniques will occur. Guest presentations and videos will be covered on examinations.

♦ Homework and in class exercises will provide a degree of practical experience. Four homework projects will be based on assignments handed out in class. These include an observation, an interview, a crime scene analysis, and a background investigation. Separate assignment sheets are attached for each of these homework projects. The due dates of each are on this syllabus and on the assignment sheets.

EVALUATION: Students will be evaluated on their performance on two midterm and one final examination and completion of a series of homework assignments. The latter will require a mix of thinking, investigation, research, and library research. The examinations will be multiple choice or other forms of short answer questions. The two midterm exams and the final exam will be valued at 15% each. The homework exercises will be valued at 50% of the course grade (1=5%, 2=10%, 3=15%, 4=20%). A random, in class exercise will be
graded at 5%. Classroom discussion and all, but one, classroom exercise will not be graded. Homework turned in later than specified due dates will be penalized (see below). I tend to permit make-up examinations given reasonable causes for missing the original exam. You must contact me as soon as you know that you will miss a test or have missed a test. Students may assist each other in the completion of the homework projects, but each student must turn in an originally created and individually written product for each assignment.

Grades (letter) will be assigned according to the following: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 and below = F

Missed Examinations: If you must miss a test due to a family emergency, job duty, or illness that you are aware of before the test, you must notify me and make arrangements for a make-up test. If a true, unexpected emergency occurs, you should contact me as soon as you can after the test is missed. My expectation is that you will take the test at your earliest opportunity to do so. Do not let a lot of time go by as you need to move on to the next assignment and test.

Late Work: Class assignments that are turned in late will be penalized. Work that is turned in late within three days of the assignment due date will be penalized 5 points. Work that is turned in late 4 days to 7 days late will be penalized 10 points. An additional 10 point penalty will be taken for each week or partial week the assignment is late after the seventh day. The late penalty may not exceed a maximum of 50 points. I will consider exceptions to this policy based on events beyond your control. I reserve the right to make a judgment in each case concerning such events. Remember, work turned in late is better than work not turned in at all.

MATTERS OF ADVICE and A FEW RULES:

Attendance is expected. Remember that usually 50 percent of all test material will come from lecture. Roll will be taken until the class list is finalized. After that, I refuse to be a prison guard for intelligent, competent, adults and will not take roll. If you come in late to class or must leave early, please do so quietly as to not disturb the process of the class.

Please, turn-off all cell phones and other personal communication devices when you get to class.. They can really be distracting for both me and your fellow students. You may use a laptop to take notes. Other uses of laptops in the classroom are prohibited.

You need to obtain and/or renew your Islander e-mail. Professors are required to use that e-mail as the only official way to contact you. Also, the University uses it for formal notices to you about your account, registration, status, and anything else. It is used for emergency notifications for things such as hurricanes. I will use it and only it to send out announcements and review sheets.

If you must drop the course at some point in the term, do so officially with the correct drop form. Professors may not drop you or give grades other than A-F without a completed drop form or incomplete form. You may not drop after March 30, 2012. One may withdraw completely from the University after that until April 30, 2012, but you cannot drop a specific class. A new six drop limit has been put in place. After the sixth drop, any additional drops will result in grades of F being assigned.
If some emergency, family issue, or job requirement causes you to miss an examination, notify me. Leave an e-mail or voice mail. Try to do this in advance of the day you will miss or as soon after unexpected things as you can. This is especially important for test days and due dates for assignments. I do not need notes from anyone. Your word is good. It is just that I do need to hear from you as soon as you can provide me with an explanation. We will need to schedule make-up examinations as soon as possible after the original date of the examination.

Notice to Students with Disabilities: Texas A&M University—Corpus Christi Complies with the Americans with Disabilities Act (ADA) in making reasonable accommodations for qualified students with disabilities. If you suspect that you have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Students with Disabilities Office located in Driftwood 101, at (361) 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

Academic Advising: The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor and the department chair. The College’s Academic Advising Center is located in Driftwood 203E and can be reached at 825-3466.

Grade Appeal Process. As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

PLAGIARISM WARNING: Plagiarism is the presentation of the work of another as one's own work. It is a major academic offense and can result in your receiving no credit for the assignment or worse. It is the student's responsibility to know the rules (catalog and student handbook) on plagiarism. Do not use more than three words of another author's work without using quotation marks and a citation. Also, provide citations for all material you used but converted into your own words. This includes any fact or opinion you found in your research from someone else's work. Give credit where it is due.

All written work must be done independently by each student. It must be original work by the student. This does not prevent working together on the assignments or helping each other think through an assignment by discussion.

If you arrive late or must leave early, please sit closer to an entrance and come or go quietly.

If you have questions, do not understand a topic covered or an assignment, or are concerned about your grades, visit me in my office. I have a lot of meetings due to community, University, and research projects, but we can schedule a time to meet. I mean this. I don’t bite or at least I have not done so in the last 50 years. I
will be in my office at times other than posted office hours. It is ok to ask if you can discuss your issue at those times. We may need to make an appointment, but we will get it done.

At all times in class, we will operate according to the rules spelled out in the Student Code of Conduct. Generally, this simply means that we will respect each other and provide common courtesy to each other as we interact. It will be important in discussions to let people have their say, to not interrupt, and to remember not to belittle anyone due to a wrong answer. We will be doing a lot of brain-teaser exercises that confuse, misdirect, and intentionally cause wrong answers. We need to remember to laugh with each other not at someone.

The brain-teaser exercises are used to demonstrate problems that investigators must confront or will find in dealing with witnesses, crimes, and evidence. They are used to help you learn about how humans behave and think. I do not use them to make anyone feel bad.

Some materials used in the class, slides displayed by guest speakers, or topics discussed may graphically depict or describe violent crimes. You should be aware that some of this may carry with it an emotional or stressful impact. Should this occur to you, please speak with me or seek assistance from the University Counseling service.

Please, read assigned text chapters before the class session assigned so that lectures and discussions will make more sense. As you read, mark your texts and take notes. That is the best way to study. This is best done before study guides are distributed prior to exams. For the textbook, we will use the Chapter Reviews and Key Terms at the end of each chapter. I will not repeat this information on a review sheet. The review sheets will include other material from the text that I believe to be important for you to know. We will not be reading the texts from front to back. We will be moving around in the chapters. So, look for the chapter numbers in the list of readings.

The sequence of topics listed below may be changed at anytime should circumstances merit. Due to research projects, I may be required to go out of town at times that I cannot schedule at this time. When possible, I will schedule a guest for any days that I must miss. This should not short change your learning experience in any way.


**OTHER:** Some hand out material will be required reading.

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**Course Outline and Readings**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter to Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 23</td>
<td>Introduction, Thinking Scientific Method</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td>The Investigator's Qualities</td>
<td>3</td>
</tr>
<tr>
<td>30</td>
<td>Crime Scene</td>
<td>4, 6</td>
</tr>
<tr>
<td>Feb. 6</td>
<td>Physical Evidence</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>CRIME SCENE HOMEWORK DUE!</strong></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Interview and Interrogation</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td><strong>EXAMINATION!!!</strong></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Crime Analysis</td>
<td>7, 13</td>
</tr>
<tr>
<td>Mar 5</td>
<td>Profiling</td>
<td>12, 14, 15</td>
</tr>
<tr>
<td><strong>INTERVIEW HOMEWORK DUE</strong></td>
<td><strong>SPRING BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>12-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Sexual Offenses</td>
<td>10</td>
</tr>
<tr>
<td>26</td>
<td>Death</td>
<td>9</td>
</tr>
<tr>
<td>Apr 2</td>
<td><strong>EXAMINATION!!!</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Child Abuse</td>
<td>11</td>
</tr>
<tr>
<td><strong>OBSERVATION HOMEWORK DUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Arson, Bombs</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Drugs</td>
<td>20</td>
</tr>
<tr>
<td>23</td>
<td>Cyber Crime</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Environmental Crimes</td>
<td>18</td>
</tr>
<tr>
<td>30</td>
<td>Terrorism</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Being a Witness</td>
<td>22</td>
</tr>
<tr>
<td><strong>BACKGROUND HOMEWORK DUE</strong></td>
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<tr>
<td>May TBA</td>
<td><strong>FINAL EXAMINATION</strong></td>
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</tbody>
</table>
1. Study the simple crime scene drawings and background information (found below) closely.

2. List and number the assumptions you would make as an investigator about this crime scene. Assumptions are the fact based conclusions that guide your investigation. Be specific and complete in your description. Only a few assumptions are possible. Let me repeat, assumptions must be facts that you can deduct from other facts. If any debate or option is possible, it is not a fact and not an assumption. Read this part one more time. Know what an assumption is. It will affect your grade if you fail to understand what an assumption is.

3. List and number the questions you would ask in the investigation of this case. For each question, specify to whom it would be addressed. This will likely be an extensive list (30 to 50 questions has been common).

4. List and number all other investigative procedures or steps you would use to provide you with information leading to a solution of the case. Be inclusive here. What would you do and what would you request be done for you? Typically, high quality lists have included more than 20-30 procedures or steps.

5. State your hypothesis (one and only one) about the manner of this individual's death. This is the primary scenario around which you would design your investigation. Your questions and investigative steps should be designed to prove your hypothesis and exclude alternative ones.

6. Turn in your lists of
   a. assumptions,
   b. questions,
   c. other investigative steps, and
   d. your hypothesis
   in a form that is readable. Type or word process your work.

BACKGROUND: The body of a male Caucasian, age 19 was found at 5:07a.m. when the manager opened locked doors to the secure parking lot. The lot is surrounded by 12’ high chain-link fence with barbed wire overhang. The gate is locked and chained. Entry to the building is always guarded by an armed security guard. No windows exist on the first 1 1/2 floors. Deceased was found on asphalt parking lot some 39' from the building. Individual had broken right wrist and large laceration on the top-left side of the head. Extensive bleeding had occurred. A large puddle of water had collected from rain overnight. The company deals with highly sensitive materials for the U. S. Department of Defense and the site is secure. Deceased and 23 other employees live on the second floor of the building.
DUE DATE: **March 5, 2012**

1. **Conduct a fifteen (15) to twenty (20) minute interview** with a person whose values, views, experiences, and ideas are generally unknown to you. You may be acquainted with this person but you should not have a long-term association.

2. The interview must be about a **specific event** not about general opinions. This must be something that occurred in the past at a specific time and date.

3. **Generate and write down a series of questions you intend to ask.** See #8. below.

4. **DO NOT TAKE THIS LIST OF QUESTIONS TO THE INTERVIEW.** Do not take notes at the interview. You should **tape the interview** if the person permits. Conduct the interview from your memory of the questions.

4. Immediately after the interview, **write down your recollections of the questions** as you asked them and the **answers** given. Do not summarize, **write down full, complete, direct quotes**. Record any volunteered answers, questions asked you by the interviewee, and extraneous commentary.

5. After the written record of the interview, **write a description** of the interviewee's **attitudes** toward you, the interview and the questions. This should be as specific and detailed as your memory permits.

6. Check your written report of the interview with your original list of questions and with the tape. **Add to the written report a description and analysis of**
   
   a. the discrepancies you may observe between your recollections and the original question list, and
   
   b. the differences between what you remembered and what is on the tape.

7. **Turn in by the due date your**
   
   a. written report of the interview (full text of the questions and answers as you remember them),
   
   b. analysis of attitudes,
   
   c. analysis of discrepancies and differences, and
   
   d. a list of the questions you originally planned to ask.
8. Suggested subjects include: juvenile shoplifting, underage consumption of alcohol, first traffic accident, first time they voted, their prom night, graduation or other significant event. Stay with a specific event rather than attitudes or beliefs as the subject matter.

9. Interviews may be conducted by a group. Each must ask a set of questions. If this is done, the interview should be at least 45-60 minutes. Do the written exercise separately. Compare your summaries and add to your observations the differences in memory among the group.

NOTE: BE SURE TO TURN IN EVERYTHING REQUIRED IN ITEM NUMBER Seven!

If you have questions on this or any other assignment, ask. Do not assume and do not act in confusion.
This is an individual project and should be submitted as a statement of the student's (your) observations. No written notes are to be taken during the observation. Conversation beyond polite amenities is to be minimized. Try to remain an observer and refrain from becoming a participant observer. Try to restrict your participation to that which is necessary to be courteous or to make you less conspicuous. You do not want your presence to alter the course of the behavior to be observed.

1. Select a place, meeting, gathering, ceremony, rite, or other human activity about which you have no prior knowledge (or as little as possible). Arrange to go there or to be there for enough time to observe what is happening. You must observe people in some type of activity. It must be an organized, group activity. For criminal justice majors, it may not be a criminal court procedure.

2. As soon as possible following the event, make written notes about each of the following:
   a) physical setting, (description of the place, internal and external, full detailed, complete),
   b) people (everything about them),
   c) groups that formed (types, short or long term, unique characteristics),
   d) personal interactions, (How did people interact with each other?)
   e) sex and age roles, (Did some people do things that others did not? Was this related to some observable characteristic?)
   f) processes, (Did the event have a sequence of steps? Repeated actions? A plan of action?)
   g) and as much else that you observed as possible.

Then, transfer these notes into a detailed and organized set of observations to turn in as the report. Try to do this soon after the event, because participation in other activities interferes with memory. This report should be typed.

3. After your written observation report text, explain each of these:
   a) why you chose that event,
   b) your initial observations (first things you sensed),
   c) any awareness of selective perception during or following the observations (This refers to the focus of your attention and how narrow it may have become.), and
   d) an evaluation of your ability to remain an objective observer as opposed to becoming a participant. (Here you need to discuss how involved you became in the event as opposed to simply observing.)

4. Your report must include items listed in both parts 2 and 3 above. The report needs to include observations from all of your senses. It should be detailed. It is best to review a draft of the report and add additional memories prior to its final typing/printing.
**DUE DATE:** April 30, 2012

**TASK:** Perform a background investigation on Philip W. Rhoades. Assume that he has been nominated for a position of trust and responsibility. Assume that Dr. Rhoades is out of the country and unavailable for interview. You are seeking to learn as much as you can about this individual in support of the selection oral interview and other screening procedures.

1. **Do not violate law or your agency’s internal policy to complete this assignment.**
2. Do not place your employment, student, or legal status in jeopardy to complete this assignment.
3. Do not ask others to violate law or organizational policy.
4. Do Not send for a birth certificate. One is on reserve in the library.
5. Do Not do a computer search of police files. These are on reserve too. Yes, these are old, but nothing new has happened that would change the results.

Within these rules, use the following form to help. It is doubtful that you will be able to complete all of the form. **You must answer the final set of questions (1 to 5) about how the investigation was completed in complete, detailed form.** The quality and quantity of your effort is more important than a completely filled out form. You need to **document all effort** you made whether or not you were successful in obtaining information on a particular step you took. You will need more space for some answers than is provided here. Use additional paper, the back of these pages or attach copies of photocopied materials. Link any added pages to the questions the material addresses. Write or type so that the material can be read. The exercise will be graded both on the degree of completeness obtained and the effort demonstrated. The answers to the questions on bottom of the third page are the most important part of the assignment.

**PERSONAL HISTORY:**

Name:.................................................................
last first full middle name

Alias, nickname(s):.............................................

Current Address..................................................

Phone: home...................... office..................e-mail..............................

Height......Weight....... 

Birth Place..................................................Birth Date..................................................

Military Service:  Which Branch?.......................
Military Specialization..........................Dates: from........to........

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Rank at Discharge........................Awards........................
Military Training Schools Attended........................................

Description of Work Performed:

Education:

High School........................Location........................Graduation Date........

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Locations</th>
<th>Major</th>
<th>Degree</th>
<th>Grad. Date</th>
</tr>
</thead>
</table>

List activities, school organizations, awards, honors while at College:

Other Training or Education:

Has he a reading or speaking ability in any foreign language?.................................

LEGAL RECORDS:

Has he ever been fingerprinted?.............If yes, list date, place and reason below.

Driver's license number.................................expiration date.................................

Records of Traffic Citations?..............................

Any record of difficulties with the Law? ..............

MEDICAL HISTORY:

List major illnesses, accidental injuries, operations for past five years or any you discover with dates.

List any physical handicap, chronic disease, or allergy

OTHER RESIDENCES:

EMPLOYMENT HISTORY:

List (or attach a list) all employment in a chronological order. Give name and location of employer, position, and description of duties.

Can he type?.................Can he use word processing machines?......
Is he familiar with computer languages?.................................

PROFESSIONAL ACTIVITIES:

List Professional Association Memberships and Positions Held
Attach a List (bibliographically) of publications, presentations, papers, thesis, and dissertation.

COMMUNITY ACTIVITIES: List any community activities, organizations, speeches, etc.

HOBBIES AND OUTSIDE ACTIVITIES:

PERSONALITY AND CHARACTER:

What do you believe that you have learned about his personality?

What do you believe that you have learned about his character?

WHAT ELSE HAVE YOU FOUND OUT? List here anything which does not fit above.

******ALL STUDENTS PROVIDE THE FOLLOWING INFORMATION******

This part is the most important for your grade! USE EXTRA PAPER. ANSWER THESE WELL AND COMPLETELY.

Groups should discuss each question and create an answer that is comprehensive of the group’s effort and opinion.

1. List in chronological order the activities you attempted in order to gain information. List everything even if it was not successful. List all web-sites used.

2. Describe any problems or difficulties you encountered in finding information.

3. How accurate do you believe your information to be? How truthful were the people you spoke to?

4. How useful was this exercise in teaching you about investigation techniques, problems or processes?

5. If this were a real background investigation, and you had legal authority to perform the work, what steps would you have taken which were denied to you due to the limitations of the assignment?