

**Devotion:** “Good will comes to those who are generous and lend freely, who conduct their affairs with justice” (Psalm 112:5, NIV)

**Business:**

**Discuss** NSS proposals (due 02/15) – No information yet! But we can discuss ideas! “Building a Just Society”

**Discuss** Consider a Career in CJ Series interview for March 2021

- Lt. Basem Zaghoul (Internal Affairs Investigator) City of Newark PD, New Jersey

**Next HW:**

MTG 3	2/11	CI Ch 2-3 Pick ICM chapter	See chapters review guide below Discuss NSS proposal	Chapter reviews and reading Respond to post (25 words)	Due 2/09 Due 2/10
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**Review:** Last HW entries & Key ideas: Defining crime investigation, primary goals of investigation, investigator functions, investigation process, *corollary* investigation support.

**Historical notes:**

- *Francis Vidocq* (1833 – France) Established first private investigation practices, including undercover work, ballistics, criminology, forensics (cataloguing physical evidence, foot prints, etc.). The elite independent Vidocq Society is a current fraternal organization of investigators.
- *Allan Pinkerton* (1842 – Chicago) Immigrant from Scotland, established the first national detective agency, Pinkerton National Detective Agency, agency motto: *We never sleep*. Practices established: shadowing, clandestine surveillance, centralized national crime records. Predecessors of U.S. Secret Service.
- *Alphonse Bertillon* (1882- France) First to standardize recording of individual criminal’s identifiable characteristics (biometrics). For example, mug shot, physical measurements, markings (tattoos, scars), record of crimes.
- *Edward Henry* (1896 – England) establishes first use of fingerprinting as a forensic tool.
- *Federal Bureau of Investigation* (1908) was established in the U.S. under President William Howard Taft.

**Lesson Goal: How to use the assigned texts:**

1. Hess, K. M., et al. (2017). *Crime Investigation*. This book is voluminous! It is a major resource for gaining an overview as well as identifying specific categories of knowledge related to investigations. Note the many special feature boxes in each chapter. *Read through each chapter and identify key ideas* that you want to implement in your research and presentation. *Read with a purpose in mind*.
2. Samenow, S. (2008). *Inside the Criminal Mind*. This is a unique book reserved for seniors because it challenges all traditional forms of criminology. *It can be considered ideological because it is very limited*, and excludes all other perspectives and theories. As you review it, seek to understand Yochelson’s and Samenow’s perspective, *BUT always ask yourself, are there other ways to view criminals and criminality?* **When you use the Samenow text, refer to specific ideas or a story, use in-text cite the actual page, but avoid quoting.**

**Detective, Investigator, or Agent?** The title *detective* is a rank given at the local policing level. It is earned by years of service in a police department and can usually include assignment to a specialized *investigation* unit, sex crimes, cyber-crime, organized crime, drug crime, domestic violence, etc. The title *investigator* is the equivalent in job purpose, however, it is given by non-local agencies, for example, *State police, federal agencies, military agencies, inter-agency task force* members may be specialized in their investigations or assigned to specific investigations over long periods of time. The title of *agent or special agent* is reserved for federal agency personnel who conduct investigations, they may or may not be authorized to carry weapons. Some *investigators* are only *temporarily assigned the title/role of investigator* and may return to other roles such as administrative or patrol after their assignment period.

**Lesson Goal: Basics of a crime investigation**

- Most crime and crime scenes are discovered or encountered by *patrol officers* who respond to calls for help, or who stop persons because of simple violations or suspicious behavior.
- Law Enforcement *first responders* must *detain/arrest* suspects, *protect* the crime scene, *detain* possible witnesses, and record facts, observations, and conduct initial interviews of victims.

**Detective/ Investigator ongoing responsibilities:**

- Identifying crime – the violation of present *criminal* code, related ideas are jurisdiction, statutes of limitations. Some crimes are social contract violations/moral, for example, (gambling, prostitution, vice, pollution)
- Identifying evidence – these are facts and artifacts that can be potentially used as proof in court
- Identifying victims – individual (robbery, burglary, terrorism, personal crime),
- Identifying suspects – Assessing possible suspects as well as possible immunity to prosecution
- Collecting evidence – Factual, artifactual, and interviews of witnesses
- Eliminating suspects – based on evidence, the possible suspects are narrowed down
- Focusing the investigation – with a reduction in suspects, greater energy is invested in proving the crime theories
- Communicating with prosecutors in setting possible prosecutable crimes based on the investigation

**Lesson Goal: What is a Chapter/Section review assignment? – NOTE these are due before our class meetings**

**Remember to number each section so it is easier to follow, and see the focus of each section.**

- (1) Chapter summaries *CI* (Hess, 2017). Reflect on TWO points of EACH chapter - 300 words, 1 source
- (2) **A. Find and discuss ONE related current event article per chapter - 200 words, 1-2 sources**  
*Always do Option A, but for ONE assignment do Option B (which assignment is your choice).*  
**B. Find and discuss ONE peer-reviewed journal article related to a point of the chapter**
  - a. Identify the research question/problem explored – 50 words
  - b. Identify the research method (quantitative, qualitative, etc.) and sample – 50 words
  - c. Identify the researcher(s)' findings – 50 words
  - d. How did the researcher(s)' findings help you understand the topic/section? – 50 words
- (3) Discuss one of the *ICM* chapters (Samenow, 2008, pXXX), how ideas relate to the IC assignment - 50 words
- (4) Biblical application and personal reflection related to topic facts, ideas. – 50 words
- (5) Include the References section

**Lesson Goal:** Research articles – how do we search and choose? First, *search* for *peer-reviewed* articles by checking off the *peer-reviewed* box in the *advanced search* features.

**Peer-reviewed research articles** contain:

- Research goal/ research question,
- Related subject literature review
- The actual research that is conducted (qualitative, quantitative)
- Research findings, what are the results
- The researchers' analysis, and then reflections for further research
- APA formatting (in-text citations and a references section)

*Reference mining* – One of the easiest ways to identify related research and sources is to review the references of a topic-relevant article. If the article is relevant to your topic, the references in the article will likely be relevant as well. You can note the article titles, authors and years of publication, and choose those that best fit your research goals.

**Lesson Goal: Get to know a particular case really well!**

What, watch a video? Yes, use a video to explore and study the investigation of TWO crime cases (one, your choice)

**Criminal Case Review – review TWO videos (one is *The Night Stalker series*), and read related news materials.**

**Address the following 10 points in your review of each case.**

Always use APA to establish the academic integrity and rigor of the work submitted.

Identify, the crime, investigative strategies, and the following aspects of the investigation:

1. Typing or categorizing of crime pattern, include severity and time patterns
2. Typing or profiling of offender(s)
3. Experience/training of investigators
4. Role/evidence of investigator intuition
5. Dependence on the public
6. Value judgements (pro and con)
7. Forensic advantages and limitations
8. Jurisdictional issues
9. Investigator collaboration/ strategies
10. Legal issues