

**CRCJ 3201: *Special Topics* – Criminal Investigative Techniques**  
**Course Outline**  
***Summer 2018***

Course: CRCJ 3201  
Term: Early Summer  
Day & Time: Tuesdays & Thursdays, 11:35-2:25pm  
Room: TBD – Please check Carleton Central for current room location.  
Course prerequisites: *CRCJ 1000*

Instructor: Logan Ewanation

**Contact:**

Office: Loeb C579  
Office Hours: Tuesday, 3:30-4:30 or by appointment  
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Telephone: n/a



**Please note, you MUST use your Carleton email address in all correspondence with the instructor.**

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You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc/](http://www.carleton.ca/pmc/)) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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**COURSE DESCRIPTION:**

This course offers students a critical examination of number of techniques used during criminal investigations. Together, we will be discussing and reflecting upon a variety of topics, including criminal and geographic profiling, DNA analysis, police interrogations, and eyewitness identification. Classes will often involve lectures, group activities, and videos, with a heavy emphasis on discussion. To be properly prepared for lecture each week, it is necessary for students to complete the relevant readings *before* class.

**LEARNING OUTCOMES:**

By the end of this course, students should be able to:

- Summarize and interpret key findings from academic journal articles
- Critically evaluate empirical research that has been conducted on investigative techniques
- Relate course material to real-world criminal cases

**REQUIRED TEXTS:**

I will be assigning academic journal articles to read each week (see the tentative class schedule below). The readings are available through the Carleton library, but will not be posted to the cuLearn course website. To practice your research and literature review skills, you will be required to find each article yourself. Please email me ASAP if you are having trouble locating an article, and I will offer my assistance. **To properly participate in class discussion, you will need to be prepared by completing the assigned readings prior to the relevant class.**



**COURSE WEB PAGE (CULEARN):**

A website has been created for this course on cuLearn (<https://carleton.ca/culearn/>). On the cuLearn page, you will have access to your grades, the course syllabus, and lecture slides. Additionally, I will be posting relevant media articles and videos to the website that you can watch to further your own interest in a particular subject covered in class.

**Course Schedule** (Subject to change – any changes will be posted on cuLearn and discussed in class)

All readings are available online, but are not posted to the cuLearn site. To practice your research and literature review skills, you will be required to find each article yourself:

<b>Date</b>	<b>Lecture Topic</b>	<b>Readings</b>
May 8 <sup>th</sup>	Course Introduction – Overview of Investigative Techniques	n/a
May 10 <sup>th</sup>	Eyewitness Identifications - Adults	Wells, G. L., & Olson, E. A. (2003). Eyewitness testimony. <i>Annual Review of Psychology</i> , 54(1), 277-295.  <b>READING QUIZ 1</b>
May 15 <sup>th</sup>	Eyewitness Identifications - Children	Fitzgerald, R. J., & Price, H. L. (2015). Eyewitness identification across the life span: A meta-analysis of age differences. <i>Psychological Bulletin</i> , 141(6), 1228-1265.  <b>READING QUIZ 2</b>
May 17 <sup>th</sup>	Writing/Plagiarism Workshop	Park, C. (2003). In other (people's) words: Plagiarism by university students--literature and lessons. <i>Assessment &amp; Evaluation in Higher Education</i> , 28(5), 471-488.
May 22 <sup>nd</sup>	Police Interviews & Interrogations – <b>Brittany Blaskovits Guest Speaker</b>	Clarke, C., Milne, R., and Bull, R. (2011). Interviewing Suspects of Crime: The Impact of PEACE Training, Supervision and the Presence of a Legal Advisor. <i>Journal of Investigative Psychology and Offender Profiling</i> , 8, 149-162.
May 24 <sup>th</sup>	False Confessions	Kassin, S. M., Meissner, C. A., & Norwick, R. J. (2005). "I'd know a false confession if I saw one": A comparative study of college students and police investigators. <i>Law and Human Behavior</i> , 29(2), 211-227.  Russano, M. B., Meissner, C. A., Narchet, F. M., & Kassin, S. M. (2005). Investigating true and false confessions within a novel experimental paradigm. <i>Psychological Science</i> , 16(6), 481-486.  <b>Paper Outline Due</b>
May 29 <sup>th</sup>	Deception Detection/Statement Analysis/Polygraphs	Vrij, A., Granhag, P. A., & Porter, S. (2010). Pitfalls and opportunities in nonverbal and verbal lie detection. <i>Psychological Science in the Public Interest</i> , 11(3), 89-121.
May 31 <sup>st</sup>	<b>Mid-Term Exam (No Lecture)</b>	n/a

June 5 <sup>th</sup>	Forensic Evidence	<p>Dror, I. E., &amp; Hampikian, G. (2011). Subjectivity and bias in forensic DNA mixture interpretation. <i>Science and Justice</i>, 51(4), 204-208.</p> <p>Kassin, S. M., Dror, I. E., &amp; Kukucka, J. (2013). The forensic confirmation bias: Problems, perspectives, and proposed solutions. <i>Journal of Applied Research in Memory and Cognition</i>, 2(1), 42-52.</p>
June 7 <sup>th</sup>	Criminal Profiling <b>Craig Bennell Guest Speaker</b>	<p>Snook, B., Cullen, R. M., Bennell, C., Taylor, P. J., &amp; Gendreau, P. (2008). The criminal profiling illusion: What's behind the smoke and mirrors?. <i>Criminal Justice and Behavior</i>, 35(10), 1257-1276.</p>
June 12 <sup>th</sup>	Geographic Profiling/Crime Linkage	<p>Santtila, P., Pakkanen, T., Zappala, A., Bosco, D., Valkama, M., &amp; Mokros, A. (2008). Behavioural crime linking in serial homicide. <i>Psychology, Crime &amp; Law</i>, 14(3), 245-265.</p> <p><b>READING QUIZ 3</b></p>
June 14 <sup>th</sup>	Police Investigations – “Tunnel Vision”	<p>Ask, K., Rebelius, A., &amp; Granhag, P. A. (2008). The ‘elasticity’ of criminal evidence: A moderator of investigator bias. <i>Applied Cognitive Psychology</i>, 22(9), 1245-1259.</p> <p>Rassin, E., Eerland, A., &amp; Kuijpers, I. (2010). Let's find the evidence: An analogue study of confirmation bias in criminal investigations. <i>Journal of Investigative Psychology and Offender Profiling</i>, 7(3), 231-246.</p>
June 19 <sup>th</sup>	“Other” - Police Service Dogs/Police Informants/Graphology	<p>Lit, L., Schweitzer, J. B., &amp; Oberbauer, A. M. (2011). Handler beliefs affect scent detection dog outcomes. <i>Animal Cognition</i>, 14(3), 387-394.</p> <p>Riezzo, I., Neri, M., Rendine, M., Bellifemina, A., Cantatore, S., Fiore, C., &amp; Turillazzi, E. (2014). Cadaver dogs: Unscientific myth or reliable biological devices?. <i>Forensic Science International</i>, 244, 213-221.</p> <p><b>READING QUIZ 4</b></p>

## **EVALUATION:**

Below, I have included descriptions for the methods of evaluation for the course. On our first day of class, I will take time during lecture to go over these assignments and answer any immediate questions you have concerning them. I will also remind the class about every assignment closer to their individual due dates, where again you can ask me about any issues you are experiencing or things you need clarified. Closer to the end of the course, I will upload a rubric for the final essay to help you understand what I am expecting for the assignment. **Note that all components must be completed in order to achieve a passing grade.**



### **Discussion/Participation – 15%**

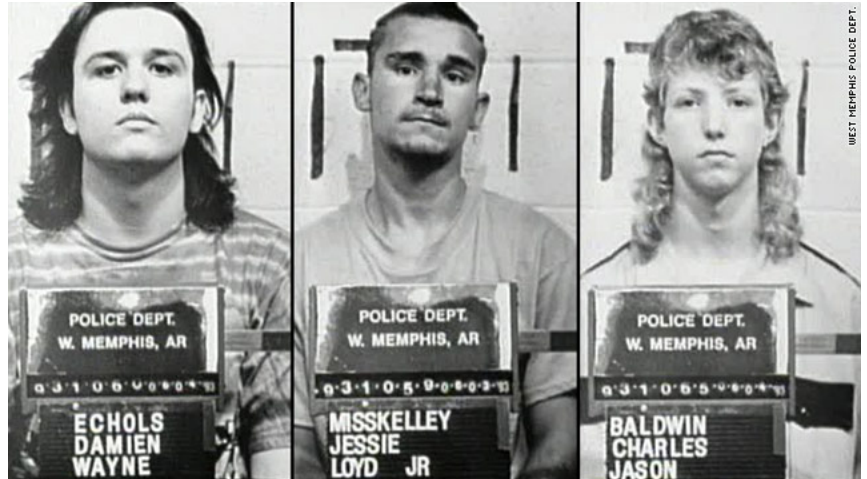
In order for this class to function properly, students will need to actively engage in our weekly lectures. I cannot stress enough how important it is for you to complete your weekly readings, as they will be a major focus of our class discussions and lectures. If you do not read prior to class, you will not be able to participate properly, and this will affect your grade. Although attendance will be recorded, simply showing up to class does not constitute proper participation. Your grade will be based upon the quality of discussion and level of engagement that you contribute to the lectures and group activities. Drawing connections between different readings, identifying issues in experiments' research designs, and questioning conclusions drawn by researchers in the area of criminal investigations are all examples of what will be expected from students during our classroom discussions.

### **Reading Quizzes – 15%**

Throughout the semester, there will be **4** multiple-choice quizzes based upon the assigned readings for that particular week. Each quiz will be worth 5%, and will be administered at the start of the respective class. You will be able to drop your lowest quiz grade. These quizzes are intended to keep you caught up on your readings, improve your comprehension of the material, and gauge your own understanding of course content.

Dates for reading quizzes:

May 10<sup>th</sup> – Class 2  
 May 15<sup>th</sup> – Class 3  
 June 12<sup>th</sup> – Class 10  
 June 19<sup>th</sup> – Class 13

**Mid-Term – 30%**

Halfway through the course, there will be a 3-hour exam (I predict it will take most students 2 hours) consisting of both multiple-choice and short-answer questions covering material from weeks 1-7. Questions will be comprised from both the lecture and reading material.

Date for mid-term:

May 31<sup>st</sup> – Class 8

**Final Paper Outline – 10%**

To ensure that you are on track with the final paper (more info below) and that you're properly spreading out your workload, you will be required to submit a hardcopy (i.e., paper) of your proposal/outline by the beginning of class on May 24<sup>th</sup> (class 6). You're more than welcome to submit your outline before that date as well.

Your outline will provide me with a paragraph summary of the false conviction that you have selected. You will also be asked to provide *brief* summaries about *two* articles that you have chosen to use. The summaries of these articles (bullet points are fine) should include the study's research question(s), who the participants in the study were, and the results that the authors found.

**Final Paper - 30%**

The final assignment will be a 7-10 page paper. For the paper, you will be asked to select a well-known false conviction (of your choice, but please run it by me to confirm), summarize the case, and explain how *at least* two of the investigative techniques we've discussed played a role in the conviction. The paper will be broken into three main sections: (1) an introduction in which you provide the reader with an overview of the case; (2) a literature review of *at least* four articles discussing issues with two investigative techniques; (3) a discussion of how the reviewed investigative techniques contributed to the false conviction.

Due Date for Final Paper:

The final paper is due on June 26<sup>th</sup> before 11:00pm, submitted as a Word or PDF document via cuLearn. To submit your assignment, navigate to the course cuLearn page, click “Final Paper Submission,” and then “Add submission.”

**Due Dates for Assignments**

Assignment	Due Date
Reading Quiz #1	May 10 <sup>th</sup> - Class 2
Reading Quiz #2	May 15 <sup>th</sup> - Class 3
Outline for Final Paper	May 24 <sup>th</sup> - Class 6
Mid-Term Exam	May 31 <sup>st</sup> – Class 8
Reading Quiz #3	June 12 <sup>th</sup> – Class 10
Reading Quiz #4	June 19 <sup>th</sup> – Class 13
Final Paper	June 26 <sup>th</sup>

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Policy on Late Assignments**

Late assignments will be penalized at a rate of 5% of the assignment value per day or part day (i.e., if your final paper warrants a grade of 80%, but you hand it in one day late, your grade would be 75%). In the interest of being fair to all students, there will be no grace period. Therefore, it is strongly recommended that you leave yourself ample time to submit your assignment online in case of technological mishaps.

A doctor’s note or other documentation must be provided within two working days after the due date of an assignment in order to avoid late penalties. In order to be considered official, all extensions must be obtained in writing (over email) from me. If you are running into trouble, it is vital to approach me as soon as possible to discuss the situation.

Because the reading quizzes will be held at the beginning of lecture, you must come to class in order to earn a grade for them. Because your top 3 quizzes will count towards your grade, if you miss a class with a reading quiz, you can drop that quiz from your final grade. If you are absent with *appropriate documentation*, you may be able to complete an alternative assignment.

**STATEMENT ON PLAGIARISM:**

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Please don’t plagiarize, the consequences for doing so are severe and it is simply not worth it.

**INTELLECTUAL PROPERTY:**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).