

CRIMINAL INVESTIGATIONS IN THE NEW MILLENNIUM

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SUMMARY

How good are we at solving crime in the US?

Why aren't we better?

How did we get into this situation, and why?

Just how much do forensics and technology help investigations?

And what can we expect in the future?

To find answers to these and other questions, a simple framework guides us through the present, past, and future criminal investigation process.

All in 45 easy-to-understand lectures (5-25 minutes each, about 10 hours), rooted in research.

The audio portion of this course is available at:

criminalinvestigationsthenewmillennium.podomatic.com.

The full course (all audio lectures, a syllabus, a transcript, a list of references, etc.) is available at:

www.policing.com.

SYLLABUS

This course is designed to stimulate interest in the police criminal investigation process by presenting an overview of the subject in a listener-friendly and informative way. It was scripted to be understood by the casual observer, as well as the experienced investigator and the aspiring academic.

The course is rooted in the research literature and is amply referenced and well-cited. It provides some of the most comprehensive and current information available on the process.

It does NOT teach how to investigate. Instead, it teaches ABOUT the investigation process itself. It consists of about 45 lectures ranging from five to 25 minutes in length (about 10 hours total).

The lectures are divided into six modules addressing the following:

- (1) Where are We?
- (2) Who are the Detectives and What Do They Do?

- (3) How Did We Get Here?
- (4) Where are We Going?
- (5) Where Do We Want to Go?
- (6) the year “2084.”

To guide us through the modules, a handy framework is used to:

- (1) describe the availability of crime sources and information in five crime phases;
- (2) compare the effectiveness of various detective models (Government Spy, Classical, Bureaucrat, etc.) used over the past two centuries in dealing with crime; and
- (3) look into the future at a new model and the effects of forensic science and technology on criminal investigations.

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LECTURES

MODULE 1 – WHERE ARE WE?

1-1. Introduction.

- Course design.
- Author background.

1-2. Overview and Major Crime Categories.

- Overview: The value of experience; CA to NJ with no map, and the need for categories.
- Five major crime categories and their related costs in blood and treasure.

1-3. Counting Crimes and Agencies.

- Counting Crime: The NCVS and the UCR – the same?
- Agencies: Categories of different types of agencies (local, state and federal).

1-4. Theory.

- A perspective – how many empires?
- So crime exists only in the present? (The me-knife-dead body thingie.)

1-5. A Conceptual Framework.

- Develop a framework –
- In order to do the following:
 - help determine the sources and information likely to exist in each phase, and help figure out how to gain access to and use them;
 - examine the successes and failures of the various detective models;
 - and to look at a new model, and the effects of forensics and technology on investigations in the future.
- Now just for kicks -

1-6. The Police Traditional Investigation Process.

- Why focus on Visible UCR Index crimes conducted by local agencies?
- The Preliminary, Screen/Assign and Follow-up Phases.

1-7. CUIISC, KISS & CUIPDSC.

- CUIISC and KISS– what are they?
- Collect information from people and things.
- The Sherlock Holmes of France.
- Use information from things – labs, data bases.
- CUIPDSC – what’s that, and how do you pronounce it?

1-8. UCR clearance rates, and International Murder Rates.

- UCR Index crime clearance rates – why no change in four decades?
- So who solves crimes anyway?
- FARMLAMB/MRRBLVA, EH?
- International murder rates (So is the US better or worse than other countries?)

1-9. CUIISC – Effectiveness.

- The police gateway.
- The CJ filter – not good news.
- Effectiveness – WHAT????

1-10. CUIISC – Crime Trends.

- Why have crime rates decreased so much?
- Why don’t people report crime?
- Why don’t we do proactive investigations?

1-11. Crime Control vs. Due Process.

- The core of our CJ system.
- Assembly line vs. obstacle course.
- OMG – are we the problem-o?
- So does crime pay?
- Summary.

1-12. Quiz.

- Five questions.

MODULE 2 – WHO ARE THE DETECTIVES AND WHAT DO THEY DO?

2-1. Who Are the Detectives?

- Investigators.
- What else the research says.
- Goals.
- Elements of Proof.
- Documentation.

2-2. What Do They Do?

- Identify and Arrest (ID/A).
- Search and Seizure (S/S).
- Interviews.

2-3. What Do They Do (continued)?

- Interrogation.
- Corroboration.
- Summary.

2-4. Quiz and Answers.

- 16 questions.

MODULE 3 – HOW DID WE GET HERE?

3-1. Social Control and the Government Spy.

- Who invented the police?
- Two models of social control.
- The Government Spy.
- The Father of Modern Criminology.
- The British Model.

3-2. The LMPD and the Political Era.

- The Father of Modern Policing and the LMPD.
- The Political Era (1840s – early 1900s).

3-3. Civvies and Speeders, and Secretive Rogues.

- Evolution of investigators in the US.
- Why civvies?
- Civvies and speeders.
- Secretive Rogues – déjà vu.

3-4. Forensics and the Classical Detective #1.

- Forensic science in the 19th Century – the beginning.
- The First - and “Greatest” - Classical Detectives.

3-5. The Reform Era, and the Inquisitor Detective.

- The Reform Era (early 1900s – 1970s) and police professionalization.
- The Inquisitor Detective.

3-6. Forensics and the Classical Detective #2.

- Forensic science in the 20th Century - growing.
- The Hard-boiled Classical Detective – a Hollywood favorite.

3-7. Private Detectives.

- The Pinks – the original private eye.
- Burns – the American Sherlock Holmes.

3-8. Perspectives, and the Bureaucrat Detective.

- Perspective, and another perspective.
- The rise of the Bureaucrat Detective.
- Legal reforms.
- So that’s how we got here!

3-9. Quiz and Answers.

- Six Questions, with my answers.

3-10. Federal Agencies – the FBI.

- Local and federal agencies.
- The FBI and Hoover.
- The Church Committee and the WALL.

3-11. Federal Agencies – the DEA.

- Worse off than the FBI – tough stuff.
- In defense of detectives.

3-12. The Community Policing Era and the Survey.

- The Community Policing Era (1970s – present).
- The first-ever nationally representative survey.
- A recent survey on investigation training.

3-13. The Study.

- Community policing and murder clearance rates.
- Community policing helps to solve crimes.

3-14. Forensics and the Classical Detective #3.

- Forensics by the year 2000.
- The Classical Detective – where to now?

3-15. Quiz and Answers.

- Four questions.

MODULE 4 – WHERE ARE WE GOING?

4-1. 9/11.

- That changed everything.
- 9/11 Commission – WHAT????
- The Patriot Act.
- “Big Brother.”

4-2. Forensics and the Classical Detective #4.

- Forensics exponential development.
- The Classical Detective – multi-pronged~~

4-3. Quiz.

- Four questions.

MODULE 5 – WHERE DO WE WANT TO GO?

5-1. Lessons Learned.

- A nice overview.

5-2. Crime and Community Policing.

- All crime is LOCAL!!!
- Is community policing a game-changer?
- Three community policing assets – force multiplier, common goals, and OVERT!!!

5-3. Forensics and the Classical Detective #5.

- Forensics – just the beginning – again!
- Technology.
- The Classical Detective – recasting? Whatever.

5-4. The Community Policing Detective.

- Overt CUIPDSC.
- The Boston Marathon bombers and the Inform-and-Alert Bunny.

5-5. Civvies Again, and Final Words.

- Uniforms, posh jump suits, or civvies?
- Final words – IDUM, history’s lessons, and the future.

5-6. Quiz.

- Three questions.
- But what do you choose?

MODULE 6 – 2084

6-1. Future Tech and ID/A.

- Future tech – Orwell, Internet, Kurzweil.
- How will it affect ID/A?
- Recollections – the US, Korea, Vietnam, Iran, Europe, and back to the US.
- The 90,000 “unknown people” and nanobots.

6-2. Future Tech – S/S and I/I.

- S/S – Locard and mechanical sniffers.
- I/I – Google face-readers, and liars beware!

6-3. The Conceptual Framework and Property Crime.

- The Conceptual Framework.
- The store burglary thingie - any help?
- CUIISC and CUIPDSC.

6-4. Violent Crime and Terrorism.

- The me-knife-dead body thingie – any help?
- The Boston Marathon bombers scenario - any help?
- Summary.

6-5. The Answer - ?

- Covert + constraints = CUIISC + ineffective TIP.
- Overt + community policing = CUIPDSC + crime reduction.
- My view – power “**is**” the people.
- Wrapping up – well done, and the retirement thingie.