

Preface

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With the advent of the new *Hawaii Five-O* television program we are once again treated to the beauty of Hawaii and the adventures of a fictitious police organization chasing bad guys. We hear Commander McGarrett tell his partner to “book ‘em, Danno” and the show fades to credits. We so often watch police dramas that end with apprehension that we forget that much of the real work is yet to come. The “book ‘em, Danno” syndrome is so prevalent that many real-life police believe their jobs end with an arrest. Surely the most exciting part of the investigation is the chase and capture, but these are of little value if they do not support laboratory analysis and successful criminal prosecution. It is hard to make laboratory tests, reports, witness statements, and offense documentation exciting, and so there is little place for them in the television crime drama, but it is to the investigation’s supporting documentation that success or failure inures.

This text attempts to include forensic and constitutional considerations to help place criminal investigation in its proper context. It has always seemed strange that we compartmentalize criminal justice function and education. Police have little interaction with or appreciation for the forensic personnel who process crime scenes and test evidence. Police and forensic personnel have even less contact with prosecutors who are dependent on their work at the time of trial. We could not create a more cumbersome, less effective process if we tried. To exacerbate the situation, we separate criminal justice programs from forensic science programs, and both from law school, and then seem surprised when we work at cross purposes. The good news is that many universities are beginning to recognize the need for more cross-communication between disciplines and are creating “Justice and Forensic Institutes” to assure mutual understanding. Unfortunately, these programs are all too rare, and forensic science and criminal justice continue to be taught separately more often than together. It is to this “compartmentalization” that this text is directed. Where applicable we have included forensic and constitutional considerations along with the investigative process.

In keeping with the comprehensive nature of the text, the reader will have a look at the history relating to criminal investigation. It is hoped that by understanding

how we got to where we are today, the reader will have a better appreciation of, and an understanding for, the complexities and difficulties relating to the topics presented within the text. If one is to be educated on and understand what criminal investigation is and what it encompasses, it is necessary to cover more than simply the “how tos” relating to such matters. Therefore, in addition to the methods, motives, and motions necessary, the text also provides an in-depth look at the investigative process, as well as the ethical considerations applying to such matters. Discussions on investigative procedures, detailed figures, and real-life examples will enhance the reader’s understanding and demonstrate how to apply the techniques and tools of the trade.

This text is assembled with a pragmatic, critical, and multidisciplinary approach. This text recognizes that many of the concepts and methods relating to the field of criminal investigation are likely to be unfamiliar. It is for this reason that special instructional devices and learning strategies are utilized throughout the text:

Learning Objectives

The learning objectives are listed at the beginning of each chapter. Emphasis is placed on active learning rather than passive learning. It is hoped that the reader gains knowledge of how to apply the concepts and material, and does not simply retain information temporarily with plans to regurgitate it. The learning objectives concentrate on the acquisition of knowledge and the foundations needed to understand, compare, contrast, define, explain, predict, estimate, evaluate, plan, and apply.

Key Terms

If one is to study the field of criminal investigation, it is necessary that one becomes familiar with the terminology and vocabulary associated with it. These are highlighted in **bold** within each chapter to key the reader to specific terms that they should pay attention to and grasp an understanding of, with definitions provided at the end of the chapter for review.

Review Questions

Knowledge and skills must be reinforced. Review questions are provided for student self-study options, and also for use by instructors who are developing written assignments and examinations.

Real-World Examples: *Case in Point* and *Exhibits*

In an effort to apply the theory and guidelines addressed within the book, the reader is provided examples of real-world incidents and cases involving the content discussed within the chapter. It is hoped that this application to real-world situations will enable the reader to better grasp the concepts presented.

Officer’s Notebook

Many chapters include *Officer’s Notebook* boxes, which contain checklists, suggestions, and guidelines regarding best-practices methodology associated with the chapter content.

References

At the conclusion of each chapter, the reader will find the scholarly references that were used to assemble the information contained within the chapters, which will provide the reader with suggested readings pertaining to the key areas addressed within the chapter. In addition, many chapters include a list of *Key Legal Cases* pertaining to the chapter content, which the reader may consult for a more in-depth understanding relating to the subject matter.

Instructor Resources

- **PowerPoint lecture outlines**, providing you with a powerful way to make presentations that are both educational and engaging. Slides can be modified and edited to meet your needs.
- **Test Bank**, containing Multiple Choice, True/False, Short Answer, and Essay questions. These questions allow you to originate tailor-made classroom tests and quizzes quickly and easily by selecting, editing, organizing, and printing a test along with an answer key that includes page references to the text.
- **Lecture Outlines**, providing you with complete, ready-to-use lesson plans that outline all of the topics covered in the text. Lesson plans can be edited and modified to fit your course.

Student Resources

Essential components to the teaching and learning system are interactivities and additional resources that help the students grasp key concepts in criminal justice.

<http://criminaljustice.jbpub.com/CriminalInvestigation4e>

Make full use of today's teaching and learning technology with our interactive Companion Website, which has been specifically designed to complement *Criminal Investigation, Fourth Edition*. Some of the resources available include the following:

- Vocabulary explorer, including an interactive glossary, flashcards, and cross-word puzzles
- Practice Quizzes to test your knowledge of the important concepts in each chapter and the corresponding answers, which provide references to the relevant material within the textbook.

Also Available:

Criminal Investigation Workbook (ISBN-13: 978-1-4496-4539-7), by Aric W. Dutelle and Ronald F. Becker. Mapped to the content in *Criminal Investigation, Fourth Edition*, this unique online workbook provides students with exercises relating to all aspects of criminal investigation. It features case analyses and historical research related to the readings within the text so that students will see first-hand the complexities of a proper and successful criminal investigation. Learn more about this hands-on companion at go.jblearning.com/Dutelle.