THE UNIVERSITY OF NORTH GEORGIA
DEPARTMENT OF CRIMINAL JUSTICE
COURSE SYLLABUS – CRJU 4008: DEATH INVESTIGATION
FALL 2015
T/R: 5:30PM TO 6:45PM

INSTRUCTOR: Dr. Jon Hager
EMAIL ADDRESS: jon.hager@ung.edu (preferred method of contact)
OFFICE: Hansford Hall, 3rd Floor
OFFICE HOURS: M: 10am-4pm
CLASS LOCATION: Young Hall, RM 203
PREREQUISITE: CRJU 1100
CO-REQUISITE: NONE

If you need this document in another format, please email Jon Hager at jon.hager@ung.edu or call 507-271-4417 (EST).

DESIRE2LEARN (D2L):
The syllabus and the announcement reminders will be posted on D2L. I will post the PPT slides on the portal. Do not rely on the PPT slides as a replacement from attending class. Class attendance will be necessary to pass the class.

REQUIRED TEXT:

COURSE DESCRIPTION:
This course will introduce the student to various investigative methods utilized in general death investigation as well as specific investigations involving suicides, accidents, and homicides. The purpose of the course is to explore the nature of death investigation in the United States and the methods employed by the personnel and agencies tasked with resolving cases involving death. Special attention will be given to intra- and inter-agency relationships as well as the scientific tools used in processing death investigation cases. Pre-requisite: CRJU 1100.

COURSE OBJECTIVES:
After completion of this course, students should be able to:

• Understand the historical development of the Coroner and Medical Examiner Systems in the United States
• Analyze the relationship between medicolegal systems, police, law enforcement systems, and the courts
• Understand the five manners of death, the causes of death, and the inter/intra-agency relationships involved in the investigation of death
• Understand the various methodologies of post-mortem identification
GA POST OBJECTIVES:

CRIME SCENE PRESERVATION (5.2):
Given an assignment as a law enforcement officer, students will effectively process crime scenes and collect and secure evidence, in accordance with recommended best practices, Crime Lab guidelines and applicable laws and regulations.

DEATH INVESTIGATION (5.15):
Given an assignment as a law enforcement officer, students will effectively conduct death investigations and collect and preserve evidence, in accordance with recommended best practices, Crime Lab guidelines and the Georgia Death Investigation Act.

UNIVERSAL PRECAUTIONS (7.8):
Given an assignment as a law enforcement officer, students will use universal precautions to protect themselves and others from contagious disease, in accordance with information published by the American Red Cross, the Centers for Disease Control (CDC) and Merck Pharmaceuticals.

METHODS OF INSTRUCTION:
In class lectures, videos, and applicable scene photos. Anything addressed in the classroom is possible testing material.

EVALUATION METHODS:
TWO (2) EXAMINATIONS (FINAL & MIDTERM):
Each exam will consist of short answer response. There will be no make-up exams unless there are extenuating circumstances (ie military orders, physician’s note, athletics). A different exam will be administered for make-ups.

The midterm exam has a value of 100 points and the final exam has a value of 100 points. The point value of each question will depend on the number of required answers. The midterm and final exams are cumulative.

QUIZZES:
The course has a total of six (6) quizzes. Each quiz is worth 25 points. Each quiz will cover the content of two (2) chapters.

Any material covered in class is possible testing material.

OTHER ACTIVITIES:
Reflection Paper (50PTS)
This assignment is associated with the documentary The Suicide Tourist http://www.pbs.org/wgbh/pages/frontline/suicidetourist/

Include the following in the paper:

Was Craig Ewert’s decision to end his life a choice that everyone should have? Why or why not?

If the United States passed a law permitting assisted suicide nationwide, under what conditions should a person be permitted to participate in an assisted suicide? Should the participants (victim and/or assister) both be required to consult with a psychologist first? Why or why not?

If you had a significant other with similar medical conditions, would you support assisted suicide? Why or why not?
Revise as of August 13th, 2015

The minimum length for the reflection essay is 5 pages. The final product will include a cover page, the body (double spaced) and fully developed paragraphs, citing and a reference page. Include a minimum of three peer-reviewed sources. Adhere to APA formatting. An abstract is not required. Submit the reflection paper to the designated drop box in D2L. The paper is due before midnight on November 22, 2015.

See rubric at end of syllabus for grading criteria.

Cadaver Lab (10PTS)

A grade is assigned for attendance to the cadaver lab. Attendance is not optional. Class will meet at the cadaver lab on the 3rd floor in the Health and Sciences building. The date for the lab is yet to be solidified.

GRADING SUMMARY:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>QUIZZES (6):</td>
<td>150</td>
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<tr>
<td>MIDTERM EXAM:</td>
<td>100</td>
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<tr>
<td>FINAL EXAM:</td>
<td>100</td>
</tr>
<tr>
<td>REFLECTON PAPER:</td>
<td>25</td>
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<tr>
<td>CADAVER LAB</td>
<td>10</td>
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<tr>
<td>TOTAL POINTS</td>
<td>385</td>
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USE OF TECHNOLOGY IN THE CLASSROOM:

I do not mind the use of technology during class. Once the technology becomes a nuisance to me or another student, the technology must be permanently put away. All technology will be put away and off the desks during examinations.

OTHER DISTURBANCES:

You are not permitted to bring anyone with you to class that is not on the roster. There are no exceptions to this policy.

THE INSTRUCTOR WILL MAKE EVERY EFFORT TO FOLLOW THE SYLLABUS AND COURSE CALENDAR AS PRINTED. HOWEVER, REASONS BEYOND THE INSTRUCTOR’S CONTROL MAY OCCUR AND CAUSE SOME DEVIATION FROM THE PRINTED SYLLABUS. THE SYLLABUS MAY BE SUBJECT TO CHANGE WITHOUT PRIOR NOTICE. STUDENTS WILL BE NOTIFIED IMMEDIATELY OF ANY CHANGES TO THE SCHEDULE AND/OR SYLLABUS.

SUPPLEMENTAL SYLLABUS:

MORE UNG POLICIES CAN BE FOUND AT THE FOLLOWING WEBSITE: HTTP://UNG.EDU/ACADEMIC-AFFAIRS/POLICIES-AND-GUIDELINES/SUPPLEMENTAL-SYLLABUS.PHP
COURSE SCHEDULE

WEEK #1:
August 18th:


August 20th:

Chapter 1: Introduction to Medicolegal Casework
- Georgia Death Investigation Act
- Example of Autopsy Report
- Investigative form and body diagrams

WEEK #2:
August 25th:

Protecting the Crime Scene (Death Investigation, 5.15)

Universal Precautions (7.8)

Chapter 2: Physical Evidence (Death Investigation, 5.15, Crime Scene Processing, 5.2)

August 27th:

Quiz (25pts): Chapters 1, 2, and other materials presented in class

WEEK #3:
September 1st:

Chapter 3: Time of Death-Decomposition (Death Investigation, 5.15)

September 3rd:

Forensic Anthropology at the Body Farm

WEEK #4:
September 8th:

Chapter 6: Blunt Force Injury (Death Investigation, 5.15)

September 10th:

Quiz (25pts): Chapters 3, 6, and other materials presented in class
WEEK #5:
September 15th:
  Poisons (Death Investigation, 5.15)
  Chapter 9: Asphyxia (Death Investigation, 5.15)
September 17th:
  Chapter 7: Sharp Force Injuries (Death Investigation, 5.15)

WEEK #6:
September 22nd:
  Quiz (25pts): Chapters 7, 9, Poisons, and other materials presented in class
September 24th:
  Chapter 13: Fire and Thermal Injuries (Death Investigation, 5.15)

WEEK #7:
September 29th:
  The New Detectives: Burning Evidence
October 1st:
  Chapter 8: Gunshot Wounds (Death Investigation, 5.15)

WEEK #8:
October 6th:
  Crime 360: Trial by Fire
October 8th:
  Midterm Exam (50pts). The exam is cumulative.

WEEK #9:
October 13th:
  Chapter 4: Identification of Remains
October 15th:
  The New Detectives: Faces of Tragedy
WEEK #10:
October 20\textsuperscript{th}:
   Chapter 11: Murder of Infants and Children
October 22\textsuperscript{nd}:
   Forensic Files (Medical Mysteries): Nursery Crimes

WEEK #11:
October 27\textsuperscript{th}:
   Quiz (25pts): Chapters 4, 11, and other materials presented in class
October 29\textsuperscript{th}:
   Chapter 18: Deaths Due to Starvation

WEEK #12:
November 3\textsuperscript{rd}:
   Chapter 17: Deaths in Nursing Homes
November 5\textsuperscript{th}:
   Quiz (25pts): Chapters 4, 11, and other materials presented in class

WEEK #13:
November 10\textsuperscript{th}:
   Chapter 5: Natural Disease
November 12\textsuperscript{th}:
   Chapter 10: Deaths during Arrest and in Police Custody
   Australia in Custody Death: \url{https://www.youtube.com/watch?v=pTVqgvIt6H0}
   Eric Garner: \url{https://www.youtube.com/watch?v=ce0KRv8cq4w}
   Robert Leone Story: \url{https://www.youtube.com/watch?v=O5eOknaXgYU}

WEEK #14:
November 17\textsuperscript{th}:
   Quiz (25pts): Chapters 5, 10, and other materials presented in class
November 19th:

Chapter 12: Sexually Related Homicides

WEEK #15:

November 24th:

Thanksgiving Break

November 26th:

Thanksgiving Break

WEEK 16TH:

December 1st:

Open slot to allow for room in case of course schedule adjustment

December 3rd:

Open slot to allow for room in case of course schedule adjustment

Rubric for Reflection Essay

<table>
<thead>
<tr>
<th>Quality of Response</th>
<th>No Response</th>
<th>Poor/Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (worth a maximum of 50% of the total points)</td>
<td>Zero points: Student failed to submit the final paper.</td>
<td>5 points out of 50: The essay illustrates poor understanding of the relevant material by failing to address or incorrectly addressing the relevant content; failing to identify or inaccurately explaining/defining key concepts/ideas; ignoring or incorrectly explaining key points/claims and the reasoning behind them; and/or incorrectly or inappropriately</td>
<td>10 points out of 50: The essay illustrates rudimentary understanding of the relevant material by mentioning but not full explaining the relevant content; identifying some of the key concepts/ideas though failing to fully or accurately explain many of them; using terminology,</td>
<td>15 points out of 50: The essay illustrates solid understanding of the relevant material by correctly addressing most of the relevant content; identifying and explaining most of the key concepts/ideas; using correct terminology; explaining the reasoning behind most of the key</td>
<td>25 points: The essay illustrates exemplary understanding of the relevant material by thoroughly and correctly addressing the relevant content; identifying and explaining all of the key concepts/ideas; using correct terminology explaining the reasoning behind key points/claims and</td>
</tr>
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**Revise as of August 13th, 2015**

<table>
<thead>
<tr>
<th><strong>Use of Sources</strong> (worth a maximum of 20% of the total points)</th>
<th><strong>Paragraph 1:</strong> using terminology; and elements of the response are lacking.</th>
<th><strong>Paragraph 2:</strong> though sometimes inaccurately or inappropriately; and/or incorporating some key claims/points but failing to explain the reasoning behind them or doing so inaccurately. Elements of the required response may also be lacking.</th>
<th><strong>Paragraph 3:</strong> points/claims; and/or where necessary or useful, substantiating some points with accurate examples. The answer is complete.</th>
<th><strong>Paragraph 4:</strong> substantiating, as necessary/useful, points with several accurate and illuminating examples. No aspects of the required answer are missing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zero points:</strong> Student failed to include citations and/or references. Or the student failed to submit a final paper.</td>
<td>1 out 20 points: Sources are seldom cited to support statements and/or format of citations are not recognizable as APA 6th Edition format. There are major errors in the formation of the references and citations. And/or there is a major reliance on highly questionable. The Student fails to provide an adequate synthesis of research collected for the paper.</td>
<td>2.5 out 20 points: References to scholarly sources are occasionally given; many statements seem unsubstantiated. Frequent errors in APA 6th Edition format, leaving the reader confused about the source of the information. There are significant errors of the formation in the</td>
<td>5 out 20 points: Credible Scholarly sources are used effectively support claims and are, for the most part, clear and fairly represented. APA 6th Edition format is used with only a few minor errors. There are minor errors in reference and/or citations. And/or there is some use of</td>
<td>10 points: Credible scholarly sources are used to give compelling evidence to support claims and are clearly and fairly represented. APA 6th Edition format is used accurately and consistently. The student uses above the maximum required references in the development of the assignment.</td>
</tr>
<tr>
<td><strong>Grammar (worth maximum of 20% of total points)</strong></td>
<td>Zero points: Student failed to submit the final paper.</td>
<td>1 points out of 20: The paper does not communicate ideas/points clearly due to inappropriate use of terminology and vague language; thoughts and sentences are disjointed or incomprehensible; organization lacking; and/or numerous grammatical, spelling/punctuation errors</td>
<td>2.5 points out of 20: The paper is often unclear and difficult to follow due to some inappropriate terminology and/or vague language; ideas may be fragmented, wandering and/or repetitive; poor organization; and/or some grammatical, spelling, punctuation, and word usage.</td>
<td>5 points out of 20: The paper is mostly clear as a result of appropriate use of terminology and minimal vagueness; no tangents and no repetition; fairly good organization; almost perfect grammar, spelling, punctuation, and word usage.</td>
</tr>
</tbody>
</table>
| **Structure of the Paper (worth 10% of total points)** | Zero points: Student failed to submit the final paper. | 1 points out of 10: Student needs to develop better formatting skills. The paper omits significant structural elements required for and APA 6th edition paper. Formatting of the paper has major flaws. The paper does not conform to APA 6th edition requirements whatsoever. | 2 points out of 10: Appearance of final paper demonstrates the student’s limited ability to format the paper. There are significant errors in formatting and/or the total omission of major components of an APA 6th edition paper. The can include the omission of the cover page, page numbers, headers, and is double spaced in 12’ Times Roman Font. | 3 points out of 10: Research paper presents an above-average use of formatting skills. The paper has slight errors within the paper. This includes small errors or omissions with the cover page, abstract, page number, and headers. There could be also slight formatting. | 5 points: Student provides a high-caliber, formatted paper. This includes an APA 6th edition cover page, abstract, page number, and is double spaced in 12’ Times Roman Font. Additionally the paper conforms to the specific number of required written pages and neither goes...
| | | abstract, and page numbers. Additionally the page has major formatting issues with spacing or paragraph formation. Font size might not conform with size requirements. The student also significantly writes too large or too short of and paper | issues with the document spacing or the font. Additionally the paper might slightly exceed or undershoot the specific number of required written pages for the assignment. | over or under the specified length of the paper. |