

# EXPLORING CRIMINAL JUSTICE EVOLUTION THROUGH FBI MANUALS USING ARCHIVES UNBOUND

## PROJECT DESCRIPTION

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This project guides students through analyzing the evolution of FBI investigative practices as documented in the [Archives Unbound](#) Collection: [FBI Manuals of Instruction, Investigative Procedures, and Guidelines](#) (1927, 1936, 1941, 1978). Students will conduct a detailed analysis of a chosen section within the manuals, examine how it changed over time. Students can use resources like [Academic OneFile](#) or [Gale eBooks](#) to research historical, societal, or legal factors influencing these changes. Their final assignment will be a well-supported argumentative essay or presentation reflecting on the significance of these changes and their implications for law enforcement.

## LEARNING OBJECTIVES:

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- Develop a deeper understanding of the evolution of law enforcement practices through historical research.
- Strengthen analytical skills by identifying and evaluating changes in FBI manuals over time.
- Connect historical changes in law enforcement practices to societal, legal, and political events.
- Enhance critical thinking and communication skills by presenting well-supported arguments in essays or presentations.

## BRIDGE-IN

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This project can serve as an introduction to the evolution of law enforcement practices and their relationship to societal and historical contexts. It builds on this foundation by guiding students through a research-based analysis of specific FBI practices, helping them apply their findings to broader questions about justice and reform.

## TEACHING CONTENT:

### Introduction to FBI Manuals:

- Teach the purpose and historical significance of the manuals.
- Use [this editable PPT](#) to introduce the manuals and their evolution (1927-1978).
  - Includes key historical contexts, such as Prohibition, WWII, and the Civil Rights Era.

### Tutorials on Research Tools:

- [Interactive tutorial](#) that demonstrates how to navigate **Archives Unbound** to access FBI manuals.
- [General tutorial](#) that covers navigation and content within **Archives Unbound**
- [General tutorial](#) that covers navigation and content in **Academic OneFile**
- [General tutorial](#) that covers navigation within **Gale eBooks**
- **Get virtual training** with your Gale trainer by emailing [gale.academicoutreach@cengage.com](mailto:gale.academicoutreach@cengage.com).

### Provide Students with [Assignment Sheet](#):

- Includes editable instructions for selecting a section (e.g., surveillance, alien investigations, evidence collection)
- Offers links to resources, such as manuals and historical essays
- Provides examples of how to track changes and expectations for their research and final product
- Offers flexibility to determine the final project format, choosing between a presentation or an essay. Feel free to assign the project as either an individual or a group assignment.

### Supplemental Reading:

- Assign an article on FBI related procedures and Instructions from [Academic OneFile](#)
- Provide optional resources for deeper historical context:
  - Example: Fingerprinting and other scientific aids- [Article](#)

### In-Class Discussions:

- Use guided questions to help students reflect on their findings related to the topic they've chosen:
  - What societal or legal changes likely influenced these manual updates?
  - How do these changes reflect shifting priorities in law enforcement?
  - Were any practices surprising or controversial, and why?

**Draft and Feedback:**

- Have students submit a first draft of their essay or presentation.
- Hold a peer review session or provide instructor feedback on the draft.
- Share clear guidelines on research expectations and depth of analysis.

**Guided Reflection Questions:**

- Ask students to reflect on how the FBI's practices influenced or were influenced by broader historical trends.
- Help students connect their findings to present-day questions about justice, accountability, and reform.

## FORMATIVE ASSESSMENT

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- A first draft of their essay or presentation
- Responses to group discussion questions to demonstrate engagement with the material

## SUMMATIVE ASSESSMENT

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- Final Argumentative Essay or Presentation: This will include a summary of changes in their chosen section, an analysis of the historical context behind those changes, and a reflection on their significance
- Guided Reflection Questions: These will connect their analysis to broader themes in criminal justice reform and history