Policing America 10th edition Peak Test Bank

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Instructor's Manual with Test Bank

for

Policing America

Tenth Edition

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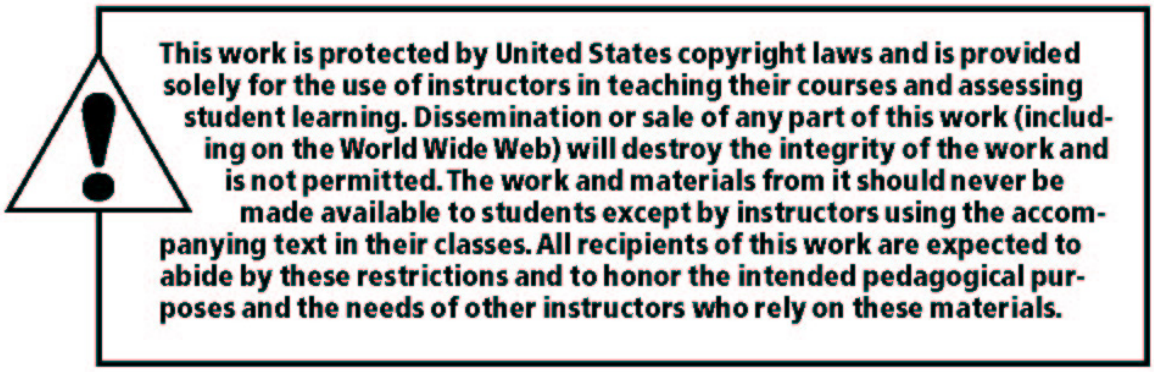
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To the Instructor

This supplement to *Policing America: Challenges and Best Practices* (10th ed.) is designed to help instructors a) develop a course in policing, b) teach the course in a way that engages students, and c) evaluate student performance in the course.

In this instructor's manual, you will find chapter overviews, chapter objectives, lecture outlines, suggested class activities, and some suggested answers to the review questions that appear at the end of each chapter in the text. In addition, we provide examples of course syllabi (10-week and 15-week versions) and a test bank with an extensive assortment of multiple-choice, true-false, matching, fill-in-the-blank, and essay questions for each chapter.

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Syllabus

(Ten-week course)

POLICING AMERICA

Quarter—Year

Instructor:	**Phone:**
Office:	**Fax:**
Office Hours:	**Email:**

Course Content/Learning Outcomes:

This course is an introduction to policing in the United States. By the end of this course, students will be introduced to 1) the history of police, 2) police operational policies, 3) the complex nature of police culture, 4) the different types of police agencies in the United States, and 5) the relationship of the police to the community and to the criminal justice system. The course will also cover current issues in policing, such as new technologies and the role of police in terrorism prevention.

Required Text:

Kenneth J. Peak and William H. Sousa (2021). *Policing America: Challenges and Best Practices* (10th edition). New York, NY: Pearson.

Grading Policy:

The final grade will be based on two exams (80 percent) and 10 short assignments (20 percent). All exams and assignments are mandatory.

Exams: There will be two exams in this course—the mid-term that will cover the first half of the course, and the final that will cover the second half of the course. Exams will be a combination of multiple choice, true-false, matching, fill-in, and essay questions. Each exam is worth 40 percent the total grade for a combined 80 percent of the final grade.

Weekly Assignments: Each week, students will be required to complete a short written assignment selected from the review questions at the end of each chapter in the text. The assignments will be graded on a three-point scale: 0 = no effort; 1 = satisfactory effort; 2 = commendable effort. Each assignment will be worth 2 percent of the final grade. Since there are 10 assignments, they total 20 percent of the final grade.

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Course Schedule:

Week 1—Police History, Recruitment, and Training

Reading: Chapters 1–2

Assignment: Select one review question from Chapter 1 and one review question from Chapter 2 and write a response of 250 words for each.

Week 2—Patrol, Community Policing

Reading: Chapters 3–4

Assignment: Select one review question from Chapter 3 and one review question from Chapter 4 and write a response of 250 words for each.

Week 3—Investigations

Reading: Chapter 5

Assignment: Select two review questions from Chapter 5 and write a response of 250 words for each.

Week 4—Personnel Issues

Reading: Chapter 6

Assignment: Select two review questions from Chapter 6 and write a response of 250 words for each.

Week 5—Rule of Law

Reading: Chapter 7

Assignment: Select two review questions from Chapter 7 and write a response of 250 words for each.

EXAM: MID-TERM EXAM (covers Chapters 1–7)

Week 6—Accountability

Reading: Chapter 8

Assignment: Select two review questions from Chapter 8 and write a response of 250 words for each.

Week 7—Civil Liability

Reading: Chapter 9

Assignment: Select two review questions from Chapter 9 and write a response of 250 words for each.

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Week 8—Federal, State, County, and Municipal Agencies

Reading: Chapters 10–11

Assignment: Select one review question from Chapter 10 and one review question from Chapter 11 and write a response of 250 words for each.

Week 9—Policing Special Organizations and Populations

Reading: Chapters 12–13

Assignment: Select one review question from Chapter 12 and one review question from Chapter 13 and write a response of 250 words for each.

Week 10—Information Technologies

Reading: Chapter 14

Assignment: Select two review questions from Chapter 14 and write a response of 250 words for each.

EXAM: FINAL EXAM (covers Chapters 8-14)

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Syllabus

(Fifteen-week course)

POLICING AMERICA

Semester—Year

Instructor:	**Phone:**
Office:	**Fax:**
Office Hours:	**Email:**

Course Content / Learning Outcomes:

This course is an introduction to policing in the United States. By the end of this course, students will be introduced to 1) the history of police, 2) police operational policies, 3) the complex nature of police culture, 4) the different types of police agencies in the United States, and 5) the relationship of the police to the community and to the criminal justice system. The course will also cover current issues in policing, such as new technologies and the role of police in terrorism prevention.

Required Text:

Kenneth J. Peak and William H. Sousa (2021). *Policing America: Challenges and Best Practices* (10th edition). New York, NY: Pearson.

Grading Policy:

The final grade will be based on two exams (70 percent) and 15 short assignments (30 percent). All exams and assignments are mandatory.

Exams: There will be two exams in this course—the mid-term that will cover the first half of the course, and the final that will cover the second half of the course. Exams will be a combination of multiple choice, true–false, matching, fill-in, and essay questions. Each exam is worth 35 percent the total grade for a combined 70 percent of the final grade.

Weekly Assignments: Each week, students will be required to complete a short written assignment selected from the review questions at the end of each chapter in the text. The assignments will be graded on a three-point scale: 0 = no effort; 1 = satisfactory effort; 2 = commendable effort. Each assignment will be worth 2 percent of the final grade. Since there are 15 assignments, they total 30 percent of the final grade.

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Course Schedule:

Week 1—Police History (Reading = Chapter 1, pp. 1–34)

Assignment: Select two review questions from Chapter 1; write 250 words for each.

Week 2—Recruitment and Training (Reading = Chapter 2, pp. 35–66)

Assignment: Select two review questions from Chapter 2; write 250 words for each.

Week 3—Patrol (Reading = Chapter 3, pp. 67–96)

Assignment: Select two review questions from Chapter 3; write 250 words for each.

Week 4—Community Policing (Reading = Chapter 4, pp. 97–120)

Assignment: Select two review questions from Chapter 4; write 250 words for each.

Week 5—Investigations (Reading = Chapter 5, pp. 121–148)

Assignment: Select two review questions from Chapter 5; write 250 words for each.

Week 6—Personnel Issues (Reading = Chapter 6, pp. 149–169)

Assignment: Select two review questions from Chapter 6; write 250 words for each.

Week 7—Rule of Law (Reading = Chapter 7, pp. 171–201)

Assignment: Select two review questions from Chapter 7; write 250 words for each.

EXAM:MID-TERM EXAM (covers Chapters 1–7)

Week 8—Accountability: Use of Force and Ethics (Reading = Chapter 8, pp. 202–215)

Assignment: Select two review questions from numbers 1 to 8 in Chapter 8; write 250 words for each.

Week 9—Accountability: Corruption (Reading = Chapter 8, pp. 215–237)

Assignment: Select two review questions from numbers 9 to 14 in Chapter 8; write 250 words for each.

Week 10—Civil Liability (Reading = Chapter 9, pp. 238–258)

Assignment: Select two review questions from Chapter 9; write 250 words for each.

Week 11—Federal and State Agencies (Reading = Chapter 10, pp. 259–285)

Assignment: Select two review questions from Chapter 10; write 250 words for each.

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Week 12—Municipal and County Agencies (Reading = Chapter 11, pp. 286–315)

Assignment: Select two review questions from Chapter 11; write 250 words for each.

Week 13—Criminal Organizations (Reading = Chapter 12, pp. 317–345)

Assignment: Select two review questions from Chapter 12; write 250 words for each.

Week 14—Special Populations (Reading = Chapter 13, pp. 346–363)

Assignment: Select two review questions from Chapter 13; write 250 words for each.

Week 15—Information Technologies (Reading = Chapter 14, pp. 364–391)

Assignment: Select two review questions from Chapter 14; write 250 words for each.

EXAM:FINAL EXAM (covers Chapters 8–14)

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Chapter 1

History: From English Origins to the United States

CHAPTER OVERVIEW

Chapter 1 provides an introduction to the textbook and to the topic of policing in America. It begins with a brief introduction to how four primary criminal justice officers (sheriff, constable, coroner, and justice of the peace) developed in early England and how they function in modern-day America. The early English system of policing is discussed, including a brief review of the early frankpledge system, an explanation for its failure by the sixteenth century, and a discussion of the potential for corruption and the need for a new system of policing in England by about 1800.

The chapter then moves on to a review of policing in colonial America, which first closely resembled the system used in England. Several colonial-era "crime waves" are discussed, including one involving the Puritans and Quakers and another involving witchcraft. Law enforcement was a low-priority issue in colonial America, which created problems after the American Revolution, when it became clear that America, like England, required a more formal and dependable system of law enforcement. The three main legacies of the colonial period to modern policing are reviewed: the commitment to local policing, the development of republicanism, and the beginnings of crime prevention theory.

The contributions of three English reformers—Henry Fielding, John Fielding, and Patrick Colquhoun—are discussed. The influence of Sir Robert Peel and his eventual success in creating a full-time, paid police force in London is reviewed. The London Metropolitan Police Act, passed in 1829, created the London Metropolitan Police. The characteristics of the new force are described, along with many of Peel's forward-thinking ideas. Peel's twelve principles of policing are discussed.

Americans observed Peel's successes and eventually the move to improve policing in America led to the development of a full-time force in New York. However, the first organized, publicly funded "modern" form of policing in the United States is arguably the Southern slave patrols, which were the legal mechanism for enforcing the slave codes that defined slaves as property and gave slave masters the right to control their property through discipline and punishment. The first slave patrol was probably organized in South Carolina in 1704; slave patrols enforced colonial and state laws and had the right to flog slaves who violated the codes.

Although the New York City police force was modeled after Peel's force, there were several key differences, including placing the force under local political control. Other cities quickly adopted the basic model and by 1880, nearly every major city in America had a police force based on the Peel model. The three key issues that these departments faced included the question of whether they should wear uniforms, whether they should be armed, and the extent to which they should use force. These issues are discussed. The system of political patronage prevailed in most cities. The primary determinant of police behavior was tradition. Hostile interactions between citizens and the police were common but large cities in the late nineteenth century did become more orderly places. Religious and ethnic disputes developed within many departments and political influences were extremely strong. Police corruption surfaced and officers routinely committed perjury to protect each other against civilian complaints.

The American frontier developed a different form of policing, because of the absence of government. The four main groups responsible for keeping the peace and enforcing the law in the west included private citizens, federal marshals and their deputies, businessmen, and town officials. Vigilantism and "informal justice" were common on the frontier.

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Because police departments were under local political control, they frequently provided a very wide variety of social services, in addition to crime fighting, crime prevention and order maintenance. Some departments operated soup kitchens, provided temporary lodging in station houses for new immigrants and the homeless, and found lost children.

The reform or professional era of policing was characterized by an attempt to eliminate political patronage. The development of the concept of policing as a profession emerged as reformers realized the primary cause of police corruption and politicization was partisan politics. During the early twentieth century, August Vollmer pioneered the police professionalism movement but also advocated the view of police as social workers. Vollmer and other reformers emphasized the removal of political influence from policing, leading to the development of civil service systems. Other innovations included the application of the scientific theory of administration to policing, limitations on discretion, and the creation of specialized units. The "crime fighter image" emerged during this period as well.

The early 1900s also saw the development of crime commissions, including the Wickersham Commission, which produced the first the first national study of crime and criminal justice in 1931. The Commission's reports included a detailed discussion of police misconduct and corruption, and provided a blueprint for police professionalism. Another influence on policing in the mid-twentieth century was William H. Parker, who became the chief of the Los Angeles Police Department in 1950. He worked to transform the LAPD into an extremely professional department, with rigorous selection standards and training programs. He also developed the concept of the "thin blue line." The civil rights movement in the late 1960s and 1970s greatly impacted the police, placing them in opposition to many college-aged youths and minority groups in the United States. Events such as the 1968 Democratic National Convention, which was eventually termed a "police riot", led to questions and concerns about the police and their function and role. The police were focused on reform and professionalism, but the failure of the professional era is evident from the large number of urban race riots, attacks against the police, and other forms of upheaval and unrest. Many of the police-community relations problems were linked to the larger problem of racism in American society.

The social unrest of the 1960s and the concerns about the police led to the formation of a number of national commissions in the 1960s and 1970s to examine police practices. The most well known was the President's Crime Commission; its report restated many of Peel's principles and basically called for a retreat from the professional model of policing. This led to a new stream of research that challenged traditional methods of policing and dispelled many basic assumptions underlying police activities.

This led to the beginning of the community era of policing. The concept of team policing evolved and was implemented but ultimately failed due to poor planning, hasty implementation, and lack of support by middle management. Other developments in the 1970s and early 1980s included a return to foot patrol and the introduction of the problem-oriented approach to policing. This eventually led to the development of community-oriented policing and problem solving. The factors that set the stage for the emergence of community policing and problem solving, which primarily involve police isolation from the public, are reviewed. The potential of the community era is described, but several concerns that remain are also discussed.

LEARNING OBJECTIVES

As a result of reading this chapter, the student will be able to:

1. Explain the four major police-related offices and their functions during the early English and colonial periods
2. Explain the old English and colonial systems of policing and their legacies
3. Describe changes in policing in the nineteenth century in England and the United States

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4. Describe the political era of policing and list its major characteristics
5. Describe the reform era of policing and list its major characteristics
6. Describe the community era of policing and list its major characteristics

LECTURE OUTLINE

Introduction

- Policing before "modern" police departments

English and Colonial Officers of the Law

- Four primary criminal justice officials in early England—all either still exist or existed until recently in the United States

Sheriff

- From the term "shire reeve"
- Maintained law and order in the tithings
- Basic source of rural crime control in the United States

Constable

- Traced back to Anglo-Saxon times
- In American colonies, had control over night watch
- Unpaid, little prestige

Coroner

- Various roles throughout history
- Determines cause of death
- Issues over qualifications

Justice of the Peace

- Existed as early as 1195 in England
- Presided over trials, issued warrants for arrest
- Lay and inexpert upholders of the law

The Old English System of Policing

Old English Traditions

- Frankpledge
- Constable / justice of the peace system
- Decline of system by 1800

Policing in Colonial America

- Early "crime waves"
- Break down of citizen-participation form of policing
- Social and political unrest

Legacies of the Colonial Period

- Commitment to local policing
- Republicanism

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- Theory of crime prevention
- London experiments with policing
- Contributions of Henry Fielding, John Fielding, Patrick Colquhoun

Police Reform in England

- Impact of urbanization and industrialization on policing
- Sir Robert Peel—Metropolitan Police Act of 1829
- London Metropolitan Police
- Peel's principles of policing
- Emphasis on crime prevention

Policing Comes to the United States

- United States watching Peel's experiments
- Less urgency for full-time policing in the United States until industrialization increased
- Policing eventually became entrenched in America and evolved through three eras: political, reform, community

The Political Era—1840s to 1930s

TEACHING TIPS:

1. It is helpful to show and discuss Table 1-1 "The Three Eras of Policing" with students while going over the Political, Reform, and Community Eras. In doing so, it is sometimes useful to emphasize to students that this represents the three eras of "modern" policing.
2. Students should also be careful to not confuse the Reform Era with other efforts at policing reform. While the Reform Era is the name given to a specific period of American policing from the early 1900s to the late 1900s, it was certainly not the only time of major police reform in the United States.

Imitating Peel

- New York City established full-time preventive police force in 1844
- Very different from London model
- Local control
- Encouraged political patronage

Early Issues and Traditions

- Uniforms
- Firearms
- Use of force

Attempts at Reform in Difficult Times

- Policing a popular job
- System of political patronage prevailed over merit systems for hiring police
- Tradition a key determinant of police behavior
- Police were multifunctional: dealt with riots, fires, strikes

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Increased Politics and Corruption

- Ethnic, religious disputes common in police departments
- Political influences affected promotions, assignments, transfers
- Police corruption surfaced
- The "shoofly" —early form of internal affairs

Meanwhile, on the American Frontier...

- Absence of government creates variety of forms of policing in West
- Private citizens (posses, bounty hunters, vigilantes), U.S. Marshals, businessmen, town officials all assumed responsibility for law enforcement

The Entrenchment of Political Influence

- Police provided wide variety of services to citizens
- Decentralized organizational style
- Officers recruited from ethnic groups in community
- Officers integrated into neighborhoods
- Lack of organizational control contributed to inefficiency and disorganization

The Reform Era: 1930s to 1980s

Attempts to Thwart Political Patronage

- Reformers sought to remove political involvement by the police
- Civil service systems were created to eliminate political patronage
- Focus on crime control over "social work" noncrime activities
- Emphasis on production and unity of control
- Police leaders routinized and standardized police work, limited discretion as much as possible

The Era of August Vollmer

- One of the most important periods in the development of police professionalism
- Vollmer a leading proponent of police professionalism
- Innovations included police school, crime lab, mobile patrol force, college students as recruits, recruitment standards, first radio car
- Advocated police as social workers

The Crime Fighter Image

- O.W. Wilson emerged in 1930s as the leading authority on police administration, police role was redefined, crime fighter image became more popular
- Professionalism came to mean a combination of managerial efficiency and technological sophistication and an emphasis on crime fighting
- Social work aspects of policing disappeared

The Wickersham Commission

- First national study of crime and criminal justice
- Report made many recommendations calling for increased police professionalism

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Police as the "Thin Blue Line": William H. Parker

- Focus on police as professional crime fighters
- Police as "thin blue line"
- Opposed restrictions on police methods
- Conflicts between effective police operations and individual rights should be resolved in favor of the police
- Rights of society took precedence over rights of individual

1960s and 1970s: The Struggle for Civil Rights

- Social turbulence, civil disobedience, progress in civil rights
- Police focused on professional model – removed from personal contact with the public
- Major race riots across the United States
- Failure of police–community relations

A Retreat from the Professional Model

Coming Full Circle to Peel: President's Crime Commission

- National commission focusing on solutions to America's internal crime problems
- Included many recommendations for police
- Restated many of Peel's original principles
- Systematic demolition of assumptions underlying professional era of policing

The Community Era: 1980s to Present

- Team policing concept a failure
- Foot patrol became popular
- Problem-oriented approach to policing
- Demise of professional era, and the emergence of the community era of policing

President's Task Force on Twenty-First Century Policing

- Established in 2014 to identify best practices and offer recommendations on how policing practices can promote effective crime reduction while building public trust
- Produced a series of recommendations focused along six core themes
- Final report supported by many government officials, academics, members of the public
- Recommendations have been implemented slowly and inconsistently

LIST OF CHANGES/TRANSITION GUIDE

- New material on the impact of the 2014 President's Task Force on Twenty-First Century Policing has been added.

ADDITIONAL ASSIGNMENTS AND CLASS ACTIVITIES

Comparison of Early English and Modern-Day Policing Offices

Compare the early English policing offices (sheriff, constable, justice of the peace, and coroner) with their present status and function of today or, if appropriate, at the time of their demise in your particular geographical area.

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Class Discussion on Changes in Policing

Lead a discussion in the major changes in law enforcement since its inception and examine the ways in which law enforcement has remained *unchanged*.

Additional Independent Student Activities

1. Assign students a particular time period and location in America for the analysis of the development of policing.
2. Have students research a particular police reform movement and early innovators in the field.
3. Have students interview retired police officers concerning changes in methods and philosophy over the past four or five decades.
4. Have students compare and contrast the contributions to policing by William Parker vs. the President's Crime Commission.

SUGGESTED ANSWERS TO END-OF-CHAPTER ASSIGNMENTS

1. What were the major police-related offices and their functions during the early English and colonial periods?

There were four primary criminal justice officers in the early English and colonial periods: the sheriff, the constable, the coroner, and the justice of the peace.

Sheriff: In early England, the job of the sheriff, or *shire reeve*, was to maintain law and order in the tithings. He assisted the king in fiscal, military, and judicial affairs. However, with the creation of the positions of coroner and later justice of the peace, the power of the sheriff's office in England significantly decreased. The first sheriffs in America appeared in the colonial period. Originally the position was very similar to the English model, but the duties of the sheriff included apprehending criminals, caring for prisoners, executing civil process, conducting elections, and collecting taxes. Frontier sheriffs were popular figures in the late nineteenth century. Today, the sheriff is the basic source of rural crime control and the sheriff's powers and duties are very similar to those carried out in colonial and nineteenth century America.

Constable: The office of the constable first appeared in Anglo-Saxon England and was responsible for pursuing felons. In the Middle Ages, constables had a wide variety of duties, including collecting taxes, supervising highways, and serving as magistrate. After the creation of the justice of the peace, the office of the constable declined in prominence and social prestige and became limited to making arrests with warrants issued by a justice of the peace. The office was discarded by Parliament in 1856. Constables in colonial America experienced a similar process of disintegration. In the colonial period, they controlled the night watch but by the early twentieth century the popularity of the position declined markedly.

Coroner: Coroners were originally elected and included a wide variety of duties, not all of which related to criminal matters. In felony cases, coroners could conduct preliminary hearings as well as a coroner's inquest, which was held to determine the cause of death and the party responsible for it. The office of the coroner in America emerged in a similar fashion but was slow in gaining recognition as many of the coroner's duties were already being performed by sheriffs and justices of the peace. Since the early twentieth century, the coroner has basically performed a single function, that of determining the causes of all deaths by violence or other suspicious circumstances.

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Justice of the Peace: The justice of the peace (JP) first appeared in England no later than 1195. Early JPs presided over criminal trials and issued arrests to constables so they could make arrests. The office came under criticism by the sixteenth century, because the only qualification was to be a wealthy landholder who could buy his way into office. By the early twentieth century in England, the property-holding requirement was eliminated and the civil jurisdiction of the office of the JP was eliminated, so that JPs had jurisdiction only in criminal matters. In colonial America, JPs were elected and had jurisdiction in both civil and criminal matters.

2. What legacies of colonial policing remained intact after the American Revolution?

There are three legacies of colonial policing that significantly influenced modern policing in America:

- The colonists' commitment to local, as opposed to centralized policing
- The development of republicanism
- The beginnings of the theory of crime prevention

3. List the three early issues of American policing, and describe their present status.

The three early issues of American policing revolved around uniforms, weapons, and the use of force.

The issue of whether police should wear uniforms was important for several reasons. First, uniforms were essential for visibility, a key principle of crime prevention. Second, uniforms reduced officer anonymity, making it more difficult for officers to avoid their duties. Early American police officers did not want to wear uniforms, but eventually distinctive police uniforms became the norm in American police departments.

The issue of whether police should carry weapons was also very controversial. The public was wary of an armed police force but eventually allowed officers to bear arms because there was no alternative. This was a significant point of departure from the English system of policing, which uses unarmed officers.

Finally, the use of force also became accepted and commonplace for American officers. This issue was affected by the debate on whether police should carry weapons. Unarmed police officers were required to rely on physical prowess and force to carry out their duties.

4. What unique characteristics of law enforcement existed in the Wild West? What myths concerning early western law enforcement continue today?

There were a number of characteristics of law enforcement in the Wild West that differed from those in the more settled eastern states. The absence of government meant that law enforcement was performed largely by federal marshals and their deputies. Social conditions on the frontier affected law enforcement. Many different ethnic groups competed for scarce resources, leading to violence and even mob attacks. Economic conflicts between cattlemen and sheepherders led to range wars. After the Civil War, many men with firearm skills learned in the war turned to outlawry in the west after leaving the service. Overall, peace was maintained in the west by relying on a combination of four groups who assumed responsibility for law enforcement: private citizens, U.S. marshals, businessmen, and town police officers.

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Some of the myths concerning early western law enforcement that persist today include

- the supposed heroism of train robbers, while overlooking their total disregard for the safety and lives of their victims
- a belief that sand-up gunfights occurred frequently, while in reality they were extremely rare
- the belief that sheriffs spent all their time dealing with outlaws, while in reality they spent more time collecting taxes, inspecting cattle brands, maintaining jails, and serving civil papers
- a belief that there were many violent criminals in the west, while in reality most people were inclined to be law abiding
- the belief that violent deaths were commonplace in the west, when reality they were extremely rare

5. What were some of the major characteristics of the political and reform eras of policing? How did they square with the earlier principles of policing as set forth by Sir Robert Peel?

The political era of policing in the United States ran from the 1840s to the 1930s. Some of the main characteristics of this era included authority that was derived from politics and the law, a function that encompassed broad social services, a decentralized organizational design, and an intimate relationship to the community. This did not fully meet the guidelines or principles of policing as set forth by Peel. Peel emphasized the need to preserve public favor by demonstrating impartial service to the law, not by pandering to public opinion, which became necessary in a department that owed its authority and legitimacy to political favoritism. Peel also emphasized impartiality, rather than an intimate relationship with the public. Finally, Peel held that the function of policing was to prevent crime and disorder, not to provide broad social services to the community.

During the reform era, which ran from the 1930s to the 1980s, some of the main characteristics of policing included authority derived from law and professionalism, a focus on crime control as the primary function of police, a centralized and classic organizational design, and a professional and remote relationship with the community. These characteristics more closely meet the criteria set forth by Peel.

6. What led to the development of the contemporary community-oriented policing and problem-solving era, and what are some of its main features?

The contemporary community-oriented policing and problem-solving era emerged as the professional era began to fade. Some of the factors that contributed to this include:

- a narrowing of the police mission to crime fighting
- increased cultural diversity in our society
- the detachment of patrol officers in patrol vehicles
- increased violence in our society
- a new scientific view of management, stressing efficiency more than effectiveness and quantitative policing more than qualitative policing
- an increased dependence on high-technology equipment rather than contact with the public
- the isolation of police administration from community and officer input

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- increased concern about police violation of the civil rights of minorities
- new attempts by the police to adequately reach the community through crime prevention, team policing, and police–community relations

7. How can it be said that policing has come full circle, returning to its origins?

The President's Crime Commission of the 1960s brought policing full circle by restating many of the same principles originally laid out by Sir Robert Peel in 1829. Some of these included the need for the police to be close to the public, the concern that the poor quality of policing contributed to social disorder, and that the police should focus on community relations.

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TEST BANK

Policing America: Challenges and Best Practices, 10e (Peak)
Chapter 1 History: From English Origins to the United States

1.1 Multiple Choice

1) The sheriff was formerly known as the _____.
   A) deputy
   B) shire reeve
   C) constable
   D) tax collector
   Answer: B
   Page Ref: 3
   Objective: Explain the four major police-related offices and their functions during the early English and colonial periods.
   Level: Basic

2) The coroner's inquest closely resembles a _____.
   A) grand jury
   B) pre-plea conference
   C) court work group
   D) juvenile court hearing
   Answer: A
   Page Ref: 6
   Objective: Explain the four major police-related offices and their functions during the early English and colonial periods.
   Level: Basic

3) The origins of modern policing in America can be linked to _____.
   A) colonial policing
   B) English heritage
   C) change in laws
   D) change in policing procedures
   Answer: B
   Page Ref: 7
   Objective: Explain the four major police-related offices and their functions during the early English and colonial periods.
   Level: Intermediate

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4) When Henry Fielding died, his "thief-takers" evolved into a group called the _____ Runners, under John Fielding.
   A) Bow Street
   B) Ryland Street
   C) Rommero Street
   D) Pembroke Street
   Answer: A
   Page Ref: 10
   Objective: Explain the old English and colonial systems of policing and their legacies.
   Level: Intermediate

5) Patrick Colquhoun, serving as London's _____, focused on _____.
   A) mayor/elections
   B) sheriff/capturing felons
   C) magistrate/reform of police
   D) constable/social reform
   Answer: C
   Page Ref: 10
   Objective: Explain the old English and colonial systems of policing and their legacies.
   Level: Intermediate

6) Peel's nine "principles of policing" emphasized _____.
   A) maximum punishment to the offender
   B) setting an example to the community
   C) rehabilitation
   D) prevention of crime
   Answer: D
   Page Ref: 13
   Objective: Describe changes in policing in the nineteenth century in England and the United States.
   Level: Intermediate

7) Which of the following early forms of policing strictly performed an enforcement function and had no nonpolice functions?
   A) Constables
   B) Watchmen
   C) Slave patrols
   D) Sheriffs

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Answer: C
Page Ref: 14
Objective: Describe changes in policing in the nineteenth century in England and the United States.
Level: Intermediate

8) Which of the three eras of policing emphasized crime control and preventive patrol?
A) The political era
B) The reform era
C) The community era
D) The urban reclamation era
Answer: B
Page Ref: 15
Objective: Describe the reform era of policing and list its major characteristics.
Level: Intermediate

9) The movement to improve American policing began in _____.
A) Atlanta
B) New York City
C) Pittsburgh
D) Chicago
Answer: B
Page Ref: 15
Objective: Describe the political era of policing and list its major characteristics.
Level: Basic

10) In the late 1800s in New York, the police reform board was headed by _____.
A) Theodore Roosevelt
B) August Vollmer
C) Henry Fielding
D) William Penn
Answer: A
Page Ref: 17
Objective: Describe the political era of policing and list its major characteristics.
Level: Basic

11) U.S. Marshals in the Old West had no jurisdiction over crimes involving _____.
A) theft of mail
B) railroad property
C) private property
D) murder on federal lands

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Answer: C
Page Ref: 20
Objective: Describe changes in policing in the nineteenth century in England and the United States.
Level: Intermediate

12) August Vollmer's most daring innovation was the idea of a(n) _____.
A) bicycle patrol
B) police school
C) foot patrol
D) auto patrol
Answer: B
Page Ref: 23
Objective: Describe the reform era of policing and list its major characteristics.
Level: Intermediate

13) The Wickersham Commission completed the first national study of _____.
A) corrections
B) criminals
C) investigations
D) crime and criminal justice
Answer: D
Page Ref: 25
Objective: Describe the reform era of policing and list its major characteristics.
Level: Basic

14) William Parker's greatest success as police chief, typical of the new professionalism, came in _____.
A) administrative reorganization
B) personnel recruitment
C) budgeting
D) legal matters
Answer: A
Page Ref: 26
Objective: Describe the reform era of policing and list its major characteristics.
Level: Difficult

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15) To William Parker, police were the "thin blue line" and the rights of took precedence over the rights of the _____.
A) individual
B) society
C) administrators
D) police
Answer: A
Page Ref: 26
Objective: Describe the reform era of policing and list its major characteristics.
Level: Difficult

16) The police-race relations problems that exploded during the civil rights movement illustrated some of the problems with which era of policing?
A) The political era
B) The reform era
C) The community era
D) The urban reclamation era
Answer: B
Page Ref: 27
Objective: Describe the reform era of policing and list its major characteristics.
Level: Difficult

17) Two reasons for the scarcity of studies into police functions and methods prior to the 1960s were _____.
A) police resistance to outside scrutiny, and the view that traditional methods worked well
B) a belief that they had already been over-studied, and disagreement over research methods
C) the fact that crimes were decreasing, and the influence of police unions
D) None of the above
Answer: A
Page Ref: 28
Objective: Describe the reform era of policing and list its major characteristics.
Level: Intermediate

18) Among the recommendations of the President's Crime Commission were _____.
A) hiring more minority members as officers
B) hiring better educated officers
C) better applicant screening and intensive pre-service training
D) All of the above

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Answer: D

Page Ref: 28

Objective: Describe the community era of policing and list its major characteristics.

Level: Intermediate

19) The President's Crime Commission brought policing "full circle," restating several of the same principles that were laid out by _____.

A) J. Edgar Hoover

B) Sir Robert Peel

C) William Parker

D) O. W. Wilson

Answer: B

Page Ref: 28

Objective: Describe the community era of policing and list its major characteristics.

Level: Basic

20) Today the police are in the _____ era.

A) reform

B) political

C) community policing

D) urban reclamation

Answer: C

Page Ref: 29-30

Objective: Describe the community era of policing and list its major characteristics.

Level: Basic

1.2 True/False

1) The office of constable carried no salary and the duties were often very dangerous.

Answer: TRUE

Page Ref: 4

Objective: Explain the four major police-related offices and their functions during the early English and colonial periods.

Level: Basic

2) In America, the position of constable fell into disfavor largely because they were viewed as untrained and inadequate.

Answer: TRUE

Page Ref: 4

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Objective: Explain the four major police-related offices and their functions during the early English and colonial periods.
Level: Basic

3) In early England, the justice of the peace was less powerful than the constable or sheriff.
Answer: FALSE
Page Ref: 4
Objective: Explain the four major police-related offices and their functions during the early English and colonial periods.
Level: Intermediate

4) Under the "frankpledge" system, every tithing was sworn to protect fellow citizens and to apprehend offenders.
Answer: TRUE
Page Ref: 7
Objective: Explain the old English and colonial systems of policing and their legacies.
Level: Basic

5) One of Henry Fielding's primary theories was that the severity of the English penal code did not work in controlling criminals.
Answer: TRUE
Page Ref: 9-10
Objective: Explain the old English and colonial systems of policing and their legacies.
Level: Intermediate

6) Henry and John Fielding created the Bow Street Runners to pursue criminals.
Answer: TRUE
Page Ref: 10
Objective: Explain the old English and colonial systems of policing and their legacies.
Level: Basic

7) Patrick Colquhoun believed that government should regulate people's behavior.
Answer: TRUE
Page Ref: 10
Objective: Explain the old English and colonial systems of policing and their legacies.
Level: Intermediate

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8) Colquhoun's policing proposals, immediately popular, were adopted before he died.
Answer: FALSE
Page Ref: 10
Objective: Explain the old English and colonial systems of policing and their legacies.
Level: Intermediate

9) In 1829, Robert Peel, having established a base of support in Parliament, tried to create policing for the entire country of England.
Answer: FALSE
Page Ref: 11
Objective: Describe changes in policing in the nineteenth century in England and the United States.
Level: Intermediate

10) The baton (known as a truncheon) was the first weapon the London Metropolitan Police carried on patrol.
Answer: TRUE
Page Ref: 12
Objective: Describe changes in policing in the nineteenth century in England and the United States.
Level: Intermediate

11) Slave codes provided slaves with some rights and protections against severe punishment by slave masters.
Answer: FALSE
Page Ref: 14
Objective: Describe changes in policing in the nineteenth century in England and the United States.
Level: Intermediate

12) The community era of policing emphasizes the crime control function of policing through a centralized organizational design.
Answer: FALSE
Page Ref: 15
Objective: Describe the community era of policing and list its major characteristics.
Level: Intermediate

13) The community era of policing began as a result of the murder of Mary Cecilia Rogers and the subsequent lack of police response.
Answer: FALSE
Page Ref: 15

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Objective: Describe the political era of policing and list its major characteristics.
Level: Basic

14) One of three major issues confronted by early American policing was whether police should wear uniforms.
Answer: TRUE
Page Ref: 16
Objective: Describe changes in policing in the nineteenth century in England and the United States.
Level: Basic

15) Police corruption as a problem surfaced in the 20th century.
Answer: FALSE
Page Ref: 18-19
Objective: Describe the political era of policing and list its major characteristics.
Level: Intermediate

16) Vigilante movements were common on the Western frontier.
Answer: TRUE
Page Ref: 20
Objective: Describe changes in policing in the nineteenth century in England and the United States.
Level: Basic

17) August Vollmer was an advocate of police professionalism.
Answer: TRUE
Page Ref: 22-24
Objective: Describe the reform era of policing and list its major characteristics.
Level: Intermediate

18) In William Parker's belief system, the police ability to conduct searches and seizures should be carefully limited and regulated.
Answer: FALSE
Page Ref: 26
Objective: Describe the reform era of policing and list its major characteristics.
Level: Intermediate

19) The civil rights movement took place during the reform (or professional) era of policing.
Answer: TRUE
Page Ref: 26-27

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Objective: Describe the reform era of policing and list its major characteristics.
Level: Basic

20) In the community era, it was found that citizens appreciated being asked about their priorities and often provided useful information.
Answer: TRUE
Page Ref: 29
Objective: Describe the community era of policing and list its major characteristics.
Level: Intermediate

1.3 Fill in the Blank

1) The _____ is the main source of rural crime control in America.
Answer: sheriff
Page Ref: 4
Objective: Explain the four major police-related offices and their functions during the early English and colonial periods.
Level: Basic

2) The office of the _____ has changed considerably over the centuries but has always included determining the cause of death.
Answer: coroner
Page Ref: 4-5
Objective: Explain the four major police-related offices and their functions during the early English and colonial periods.
Level: Intermediate

3) The American colonists reinforced their commitment to local policing by creating a theory of government called _____.
Answer: republicanism
Page Ref: 9
Objective: Explain the old English and colonial systems of policing and their legacies.
Level: Intermediate

4) Peel emphasized not only crime suppression but also crime _____.
Answer: prevention
Page Ref: 13
Objective: Describe changes in policing in the nineteenth century in England and the United States.
Level: Intermediate

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5) Southern slave _____ defined slaves as the property of their masters and gave slave masters the right to control slaves through discipline and punishment.
Answer: codes
Page Ref: 14
Objective: Describe changes in policing in the nineteenth century in England and the United States.
Level: Basic

6) The creation of the New York City police force took place during the _____ era of policing.
Answer: political
Page Ref: 15
Objective: Describe the political era of policing and list its major characteristics.
Level: Basic

7) Unlike the early London police, early police in America were permitted to have _____.
Answer: firearms
Page Ref: 16
Objective: Describe the political era of policing and list its major characteristics.
Level: Intermediate

8) On the Western frontier, private citizens formed _____ movements to help enforce the law.
Answer: vigilante
Page Ref: 20
Objective: Describe changes in policing in the nineteenth century in England and the United States.
Level: Intermediate

9) The _____ era of policing emphasized limited discretion and standardized police work.
Answer: reform
Page Ref: 22
Objective: Describe the reform era of policing and list its major characteristics.
Level: Intermediate

10) In addition to being a leading proponent of police professionalism, August _____ also advocated the idea that police should function as social workers.
Answer: Vollmer
Page Ref: 24
Objective: Describe the reform era of policing and list its major characteristics.
Level: Basic

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11) From roughly 1930 through the 1980s, police _____ meant a combination of managerial efficiency and technological sophistication, as well as an emphasis on crime fighting.

Answer: professionalism

Page Ref: 25

Objective: Describe the reform era of policing and list its major characteristics.

Level: Intermediate

12) The _____ Commission completed the first national study of crime and criminal justice.

Answer: Wickersham

Page Ref: 25

Objective: Describe the reform era of policing and list its major characteristics.

Level: Basic

13) The police-community relations problems that peaked during the civil rights movement were part of a larger problem of _____ in American society.

Answer: racism

Page Ref: 27

Objective: Describe the reform era of policing and list its major characteristics.

Level: Difficult

14) Many of the principles laid out by Peel were restated in the report of the 1960s _____ Crime Commission.

Answer: President's

Page Ref: 28

Objective: Describe the community era of policing and list its major characteristics.

Level: Intermediate

15) The main element of _____ policing was a decentralized neighborhood focus for the delivery of police services.

Answer: team

Page Ref: 29

Objective: Describe the community era of policing and list its major characteristics.

Level: Intermediate

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1.4 Matching

Match the early police-related office with its functions.

A) Oversight of the interests of the Crown in criminal and fiscal matters

B) Pursued felons, collected taxes, and supervised highways

C) Issued arrest warrants

D) Maintained law and order in the tithings

1) Sheriff
Page Ref: 3-6
Objective: Explain the four major police-related offices and their functions during the early English and colonial periods.
Level: Difficult

2) Constable
Page Ref: 3-6
Objective: Explain the four major police-related offices and their functions during the early English and colonial periods.
Level: Difficult

3) Coroner
Page Ref: 3-6
Objective: Explain the four major police-related offices and their functions during the early English and colonial periods.
Level: Difficult

4) Justice of the peace
Page Ref: 3-6
Objective: Explain the four major police-related offices and their functions during the early English and colonial periods.
Level: Difficult

Answers: 1) D 2) B 3) A 4) C

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Match the policing tactic with its most appropriate policing era.

A) Community era

B) Reform era

C) Political era

5) Foot patrol
Page Ref: 14 & throughout
Objective: Multiple
Level: Basic

6) Problem solving and public relations
Page Ref: 14 & throughout
Objective: Multiple
Level: Basic

7) Preventive patrol and rapid response to calls
Page Ref: 14 & throughout
Objective: Multiple
Level: Basic

Answers: 5) C 6) A 7) B

Match the policing figure to the most appropriate statement.

A) Believed in police professionalism, but also thought that police should be social workers

B) Believed that the police should assume a "crime fighter" image

C) Believed that the police are the "thin blue line" between citizens and chaos

D) Believed that "the police are the public, and the public are the police"

8) William Parker
Page Ref: Throughout
Objective: Multiple
Level: Difficult

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9) Robert Peel
Page Ref: Throughout
Objective: Multiple
Level: Difficult

10) August Vollmer
Page Ref: Throughout
Objective: Multiple
Level: Difficult

11) O.W. Wilson
Page Ref: Throughout
Objective: Multiple
Level: Difficult

Answers: 8) C 9) D 10) A 11) B

1.5 Essay

1) Describe the colonial period's three legacies to contemporary policing.
Answer: Answer will vary but should consider the following key points:
* A commitment to local rather than centralized policing
* Republicanism
* The onset of the theory of crime prevention
Page Ref: 9
Objective: Explain the old English and colonial systems of policing and their legacies.
Level: Intermediate

2) List and describe major characteristics of the three eras of policing.
Answer: Answer will vary but should consider the following key points:
* Political era: broad social services function; decentralized organization design; intimate relationship to the community; foot patrol; focus on citizen and political satisfaction
* Reform era: crime control function; centralized and classical organization design; professional and remote relationship to the community; emphasis on preventive patrol and rapid response to calls; focus on crime control

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* Community era: broad provision of services function; decentralized organization design using task forces and matrices; intimate relationship to the community; emphasis on foot patrol, problem solving, and public relations; focus on quality of life and citizen satisfaction

Page Ref: 15

Objective: Multiple

Level: Difficult

3) List and discuss two powerful trends in England and America that brought about changes in policing in both countries.

Answer: Answer will vary but should consider the following key points:

* Urbanization

* Industrialization

* Answers should explain how these trends contributed to social change, crime, and unrest, and made the old system of policing obsolete, leading to a need for a new system that could deal effectively with criminals, maintain order, and prevent crime.

Page Ref: 10

Objective: Describe changes in policing in the nineteenth century in England and the United States.

Level: Difficult

4) Describe August Vollmer's contributions to policing.

Answer: Answers should include some of the following contributions made by Vollmer:

* The creation of a police school, or formal training program for police officers

* The use of bicycle and automobile patrol

* Innovation in recruitment and hiring, including hiring college students and administering a variety of entrance exams to applicants (including intelligence, psychiatric, and neurological tests)

* The first radio patrol car

* A belief that police should play an active part in the life of the community

Page Ref: 22-25

Objective: Describe the reform era of policing and list its major characteristics.

Level: Difficult

5) Discuss how Peel's "principles" of policing are relevant to today's police practices.

Answer: Answers will vary but should discuss the report of the President's Crime Commission, which restated several of Peel's original principles.

Page Ref: 13-14, 28

Objective: Multiple

Level: Difficult

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6) Describe how policing was returned to its roots by the President's Crime Commission.

Answer: Answers will vary but should emphasize that the Commission's report restated several of the same principles laid out by Sir Robert Peel in 1829 and opposed many of the assumptions underlying the professional era of policing.

Page Ref: 28-29

Objective: Multiple

Level: Intermediate

1.6 Critical Thinking

1) If a fourth era of policing was to emerge that was intended to combine the best elements of the three earlier periods, which elements should be retained from each era and which should be discarded?

Answer: Answers will vary but should include elements from the political, professional / reform, and community eras of policing.

Page Ref: 2-34

Objective: Multiple

Level: Difficult

2) How have the three important issues confronting early American police officers influenced how police are viewed today by society?

Answer: Answers will vary but should discuss issues of whether the police should be in uniform, whether they should be armed, and whether they should use force.

Page Ref: 2-34

Objective: Multiple

Level: Difficult

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