Police Ethics (Revised Printing); The Corruption of Noble Cause 3rd edition Caldero Test Bank

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POLICE ETHICS:
THE CORRUPTION OF NOBLE CAUSE, REVISED 3RD ED.

by
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INSTRUCTOR'S GUIDE — Student Test Bank (sans answers)

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Two files have been provided:

1. **The PROFESSOR'S COPY file indicates the answers to the objective questions presented in this file.**

2. **The STUDENT TEST BANK is provided in a separate file, and the answers to the objective questions are *not* indicated, so that this file may be used by the instructor for test creation.**

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Introduction

Class Exercise/Discussion Questions

Exercise 1. On page 1 in the text is a list of five justifications that police officers in a particular department might give for resisting ethics training. They are:

1. "What does education have to contribute to police work?"
2. "Forget everything you learned in a book. Here's how we do it on the street."
3. "An outsider can never understand police work."
4. "Why do I have to waste my time listening to this crap?"
5. "His experience is with another agency. We don't work that way here."

Divide the class into five groups. Assign each group one of the justifications listed above. Have each group respond to the following two issues pertinent to their assigned justification.

1. Why is the justification a reasonable justification? That is, what is there that is correct in each justification?
2. How can the justification be countered? What answers might be used to defend teaching ethics?

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Prologue

Class Exercise/Discussion Questions

Exercise 1. Ask the class to read the Law Enforcement Code of Ethics, and ask students to respond to the following issues.

1. Try to identify instances in which the code contradicts either itself or other important ethical principles that the students might have. (For example, according to the last sentence of paragraph 2, an officer is expected to keep all confidential information secret. Can someone think of an instance where keeping confidential information secret might create problems?)

2. The beginning of the second paragraph states that a police officer's private life is to be unsullied. What does unsullied mean to you? Do you think your private life should be a police department's business? If you have been convicted of spouse abuse, do you think you should be prohibited from carrying a weapon?

3. The beginning of the third paragraph states that a police officer should not permit personal feelings, prejudice, animosities, or friendships to influence decisions. Do you think that this is a reasonable goal? Do you think that police officers can act in a way that is devoid of personal feelings when they do their work?

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Chapter 1

Value-Based Decision Making:
Understanding the Ethics of Noble Cause

EXAMINATION QUESTIONS

Fill-in-the-Blank Questions

1. Making choices and determining courses of behavior based on personal morality is called _____ decisionmaking.

2. The _____ is a profound moral commitment to make the world a safer place to live.

3. _____ refers to the ethical concern that means used to achieve ends should conform to broad considerations of human values, particularly as those values are embodied in legal and administrative due process.

4. At some point in their careers, police officers will find themselves in _____, situations in which the good goal cannot be accomplished by the legal procedure.

5. Muir's recommendation for officers faced with means-ends conflicts was to combine passion with _____.

6. According to Muir, _____ lies in the ability to reconcile the use of force with a belief in just means.

7. The power to show others right behavior through example is the _____

8. _____ refers to violent or rude treatment carried out by the police against citizens judged to be troublemakers.

Multiple-Choice Questions

1. Dedication to the noble cause, concern for victims, and "running toward the tower" are examples of
   a. means-ends conflicts.
   b. external ethics.
   c. the Dirty Harry problem.

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d. subcultural traits.

2. When we say police can "smell the victim's blood," we mean they
   a. have a sixth sense about crime.
   b. pay attention to details at a crime scene.
   c. are resolutely focused on the consequences of crime for victims.
   d. believe victims are often responsible for being victimized.

3. Police officers have three ways to get people to do what they want them to do, the power of the purse, the power of the word, and
   a. perspective.
   b. coercion.
   c. cynicism.
   d. the noble cause.

4. The operative assumption of guilt means
   a. police are predisposed to believe they are dealing with guilty people.
   b. police must assume the responsibility for crime committed in their territory.
   c. a defendant is guilty unless he can prove he's innocent.
   d. the operator of a motor vehicle is liable in the case of an accident; a passenger cannot assume guilt for the driver.

5. Muir tried to make the point that
   a. a mature man is aware of a responsibility for the consequences of his conduct.
   b. police, not politicians, should make the laws.
   c. dirty means are sometimes appropriate for the achievement of good ends.
   d. police must use coercion to get people to do what they want them to do.

6. In order to understand and control police brutality, it is necessary to recognize
   a. the importance of training films.
   b. early warning signs of emotional stress.
   c. the way in which police relate to victims and want to get even for them.
   d. the way in which line officers relate to administrators and want to impress them.

7. According to Van Maanen, "assholes" are
   a. criminals.
   b. citizens who challenge police control of their territory.
   c. corrupt police officers who give the department a bad name.
   d. officers who use excessive force.

8. The power of self is the power of the police to lead the public by
   a. legal authority.

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b. teaching self-esteem.
c. assertiveness.
d. example.

9. An example of the power of self is
a. the threat or application of force.
b. mentoring youth.
c. trading something of value for cooperation.
d. refusing a bribe.

10. The British Broadcasting Company Prison Study examined
a. street justice.
b. reform at Abu Ghraib.
c. the Stanford Prison Experiment.
d. the "Dirty Harry " problem.

11. Early definitions of police culture were stated in terms of "informal organization," which meant that
a. groups of individuals develop informal rules for getting along.
b. police communication tended to be vertical, from the top down.
c. social adaptation was irrelevant to organizational culture.
d. all individuals had an equal chance to be promoted.

12. In Crank's anthropological notion of culture as applied to the police, he notes that
a. "Common sense" is all we need to differentiate right from wrong.
b. The smallest unit of social structure is the clique.
c. Culture is always in the process of being created.
d. Sensibility has nothing to do with morality.

13. In the Stanford Prison Experiment, students
a. carried out coercive and brutal behaviors against other students.
b. refused to participate in abusive behaviors toward other students.
c. followed professors' instructions to carry out abusive behaviors.
d. did what they had to do to get an "A".

14. Crank and Caldero suggest that the brutal treatment of prisoners at Abu Ghraib, like the behavior of the students in the Stanford Prison experiment, resulted from a lack of
a. commitment to a moral cause.
b. economic resources.
c. understanding of cultural differences.
d. training and leadership.

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Class Exercise/Discussion Questions

Exercise 1. Review the quote provided by Cherokee Paul McDonald on page 37 of the text. Answer the following questions.

1. Reviewing the Law Enforcement Code of Ethics,
   (1) How does the code justify the behavior he described, and
   (2) How did the behavior he described violate the code?
2. How did you *feel* about McDonald's behavior? (Not think, but *feel.*)
3. Are your feelings about McDonald's behavior consistent with your personal code of ethics (see Exercise 1 in Chapter 1)?

Exercise 2. Discussion question. Two parts.

1. Imagine you are a police officer. You have been on the force for a couple of years. You find yourself becoming cynical about your work. You know that cynicism breeds contempt for the system and sometimes leads to corruption. You are smart enough to know that this could happen to you. What would you do to renew your enthusiasm and dedication to police work, your conviction that what you do is worthwhile?
2. Imagine you are a commander and witness the above happening to a street officer under your command. What should you do?

Exercise 3. Pollock stated that we are all guilty by expecting someone else to do the dirty work and then condemning them for their actions. This exercise is intended to explore this observation.

Suppose you are a citizen, and you witness McDonald engaged in the behavior discussed in Exercise 1. There is no question that the behavior described by McDonald is illegal. What *should* you do? What would you *actually* do?

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Chapter 2

Values, Hiring, and Early Organizational Experiences

EXAMINATION QUESTIONS

Fill-in-the-Blank Questions

1. The background check and testing used to assess the qualifications of recruits for police work are _____.

2. _____ is consistent with the view that officers should not carry or act out on predispositions about social rights and wrongs.

3. Procedures designed to screen out those who don't have the "right way of thinking" about police work result in _____.

4. The view that officers are hired with their values already in place is the _____.

5. Values are carried from broader society to police work by a process called _____.

6. _____ represent the principles of right and wrong that a person is taught during his or her upbringing.

7. Police _____ represent the way moral values are channeled into specific professional experiences.

8. In the general definition, _____ refers to the ability to choose among alternatives when making decisions.

9. Police work is _____, meaning that officers do their work and make decisions mostly out of sight of supervisors.

10. _____ was the practice of hiring police officers based on their loyalty to the political party holding office.

Multiple-Choice Questions

1. According to the text, the most important influence on a new recruit is
   a. the Field Training Officer.
   b. a college education.

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