# Test Bank for Community Policing Today - Issues, Controversies, and Innovations 1st Parsons

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# Chapter 2: Community Policing in the 21st Century

# Test Bank

### Multiple Choice

1. Which of the following is an example of a paradigm shift in policing?
A. The spoils system during the political era was replaced by a more professional structure.
B. The long-gone method of foot patrols was brought back to help improve community relations.
C. Politics, once divorced from policing, was once again considered a cornerstone of policing.
D. Community policing methods were challenged and then discredited by those who advocated for the older and more traditional methods.
Ans: A
Learning Objective: 2-1: Explain how community policing evolved.
Cognitive Domain: Application
Answer Location: Three Eras of Policing
Difficulty Level: Hard

2. Paradigm shifts occur when one set of thoughts, ideas, beliefs, values, and practices are challenged and then _____.
A. replaced
B. ignored
C. marginalized
D. disregarded
Ans: A
Learning Objective: 2-1: Explain how community policing evolved.
Cognitive Domain: Comprehension
Answer Location: Chapter Introduction
Difficulty Level: Medium

3. Which element is common to all three eras of policing?
A. spoils system
B. centralized nature
C. paramilitary organizational structure
D. professionalism
Ans: C
Learning Objective: 2-2: Identify and describe the three eras of policing.
Cognitive Domain: Comprehension
Answer Location: Three Eras of Policing
Difficulty Level: Medium

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4. Which of the following is an example of a decentralized police organization?
A. Interpol
B. Federal Bureau of Investigation
C. County Sheriffs
D. U.S. Marshals Service
Ans: C
Learning Objective: 2-2: Identify and describe the three eras of policing.
Cognitive Domain: Application
Answer Location: Three Eras of Policing
Difficulty Level: Hard

5. The Marshals Service, established in 1789, is an example of a _____ force.
A. city
B. federal
C. state
D. county
Ans: B
Learning Objective: 2-2: Identify and describe the three eras of policing.
Cognitive Domain: Application
Answer Location: Three Eras of Policing
Difficulty Level: Hard

6. The introduction of police to American municipalities may be better understood from what type of perspective?
A. national
B. global
C. regional
D. local
Ans: C
Learning Objective: 2-2: Identify and describe the three eras of policing.
Cognitive Domain: Knowledge
Answer Location: Three Eras of Policing
Difficulty Level: Easy

7. Which region, in the beginning, developed a more rigid concept of the policeman, with a uniformed, paramilitary ideal?
A. Midwest
B. Northeast
C. West
D. South
Ans: B
Learning Objective: 2-2: Identify and describe the three eras of policing.
Cognitive Domain: Knowledge
Answer Location: Three Eras of Policing
Difficulty Level: Easy

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8. Southern policing had its roots in which of the following?
A. enforcing Jim Crow laws
B. protecting the shipping industry
C. focusing on land claims
D. protection of rights and property
Ans: A
Learning Objective: 2-2: Identify and describe the three eras of policing.
Cognitive Domain: Application
Answer Location: Three Eras of Policing
Difficulty Level: Hard

9. The overarching impetus for policing was to protect the rights of those who were _____.
A. transients
B. property owners
C. immigrants
D. low-class status
Ans: B
Learning Objective: 2-2: Identify and describe the three eras of policing.
Cognitive Domain: Comprehension
Answer Location: Three Eras of Policing
Difficulty Level: Medium

10. Which of the following eras was characterized by a close relationship between police and the public that was rife with corrupting influences?
A. community policing
B. professional
C. reform
D. political
Ans: D
Learning Objective: 2-2: Identify and describe the three eras of policing.
Cognitive Domain: Analysis
Answer Location: Three Eras of Policing
Difficulty Level: Medium

11. The earliest period was known as the _____ era.
A. political
B. reform
C. professional
D. community policing
Ans: A
Learning Objective: 2-2: Identify and describe the three eras of policing.
Cognitive Domain: Knowledge
Answer Location: Political Era
Difficulty Level: Easy

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12. During the political era, the “adjuncts to local political machines” referred to which of the following?
A. police officers
B. public
C. interest groups
D. politicians
Ans: C
Learning Objective: 2-2: Identify and describe the three eras of policing.
Cognitive Domain: Comprehension
Answer Location: Political Era
Difficulty Level: Medium

13. The Reform Era was characterized by which of the following?
A. disorganization
B. randomness
C. chaos
D. sophistication
Ans: D
Learning Objective: 2-2: Identify and describe the three eras of policing.
Cognitive Domain: Analysis
Answer Location: Reform Era
Difficulty Level: Medium

14. Which of the following statements pertaining to the reform era is true?
A. Reforms were universal.
B. Separation of politics and policing was the main goal.
C. Police continued to provide emergency services.
D. The focus was on rehabilitation.
Ans: B
Learning Objective: 2-2: Identify and describe the three eras of policing.
Cognitive Domain: Application
Answer Location: Reform Era
Difficulty Level: Hard

15. Which of the following statements pertaining to the community policing era is true?
Community policing _____.
A. is a passing fad
B. has had a very simple path
C. has endured
D. is known for not having any failures
Ans: C
Learning Objective: 2-4: Explain why community policing is not a passing fad.
Cognitive Domain: Comprehension
Answer Location: Community Policing Era
Difficulty Level: Medium

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16. Which era was identified as being the most transformative to the relationship between police and the public?
A. political
B. reform
C. professional
D. community policing
Ans: D
Learning Objective: 2-4: Explain why community policing is not a passing fad.
Cognitive Domain: Comprehension
Answer Location: Community Policing Era
Difficulty Level: Medium

17. Which of the following was the first attempt to address police relations with the community?
A. foot patrol reinstatement
B. community relations
C. team policing
D. community policing
Ans: B
Learning Objective: 2-3: Identify and describe the historical underpinnings of community policing.
Cognitive Domain: Knowledge
Answer Location: Police Community Relations
Difficulty Level: Easy

18. The police community relations (PCR) movement was successful in that it _____.
A. created and implemented a split force structure
B. brought police and community together
C. was regarded as an important public relations tool
D. forced police to realize that there was a need for change
Ans: D
Learning Objective: 2-3: Identify and describe the historical underpinnings of community policing.
Cognitive Domain: Comprehension
Answer Location: Police Community Relations
Difficulty Level: Medium

19. The theory behind _____ was to decentralize and soften the rigid quasi-military structure.
A. team policing
B. police community relations
C. community policing
D. reinstating foot patrols
Ans: A
Learning Objective: 2-3: Identify and describe the historical underpinnings of community policing.

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Cognitive Domain: Comprehension
Answer Location: Team Policing
Difficulty Level: Medium

20. Which of the following concepts contributed to the failure of team policing?
A. centralization of authority
B. increased discretionary authority in the field
C. greater latitude of innovation
D. higher input from higher levels of the police organization
Ans: C
Learning Objective: 2-3: Identify and describe the historical underpinnings of community policing.
Cognitive Domain: Analysis
Answer Location: Team Building
Difficulty Level: Medium

21. Which of the following was identified as an objective of the Newark, New Jersey, foot patrol experiment?
A. lessen citizens' fear of victimization
B. decrease arrests
C. attract attention
D. increase interest in the profession
Ans: A
Learning Objective: 2-1: Explain how community policing evolved.
Cognitive Domain: Application
Answer Location: Foot Patrol
Difficulty Level: Hard

22. Which of the following is an example of one of the duties that a motor patrol officer in the 1960s charged with?
A. answering 911 calls
B. being the face of the department
C. getting to know the citizens
D. engaging in relationship building
Ans: A
Learning Objective: 2-1: Explain how community policing evolved.
Cognitive Domain: Application
Answer Location: Foot Patrol
Difficulty Level: Hard

23. The 1967 President's Task Force Commission on Law Enforcement and Administration of Justice launched which policing movement?
A. political
B. reform
C. professional
D. community

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Ans: D
Learning Objective: 2-1: Explain how community policing evolved.
Cognitive Domain: Knowledge
Answer Location: Foot Patrol
Difficulty Level: Easy

24. During the civil unrest of the 1960s, the value of the _____ was called into question.
A. police records system
B. police academy
C. police radio
D. motorized patrol
Ans: D
Learning Objective: 2-1: Explain how community policing evolved.
Cognitive Domain: Knowledge
Answer Location: Foot Patrol
Difficulty Level: Easy

25. Which theory was based off of Stanford psychologist Philip Zimbardo's 1969 study, in which he set up two abandoned cars with their hoods up, with one in a poor neighborhood and one in an affluent neighborhood?
A. routine activities
B. general strain
C. broken windows
D. social disorganization
Ans: C
Learning Objective: 2-1: Explain how community policing evolved.
Cognitive Domain: Comprehension
Answer Location: Broken Windows Theory
Difficulty Level: Medium

**True/False**

1. The history of policing reveals many transformative milestones in policing, such as motorized patrol, record-keeping, and the introduction of the radio.
Ans: T
Learning Objective: 2-3: Identify and describe the historical underpinnings of community policing.
Cognitive Domain: Comprehension
Answer Location: Chapter Introduction
Difficulty Level: Medium

2. Much of what is wrong with policing has been institutionalized.
Ans: T

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Learning Objective: 2-2: Identify and describe the three eras of policing.
Cognitive Domain: Comprehension
Answer Location: Three Eras of Policing
Difficulty Level: Medium

3. The notion that police were needed was sparked by rampant criminal behavior during the 19th century.
Ans: F
Learning Objective: 2-2: Identify and describe the three eras of policing.
Cognitive Domain: Comprehension
Answer Location: Political Era
Difficulty Level: Medium

4. During the Reform Era, the police were guided by law.
Ans: T
Learning Objective: 2-2: Identify and describe the three eras of policing.
Cognitive Domain: Comprehension
Answer Location: Reform Era
Difficulty Level: Medium

5. The historical underpinnings of community policing proscribing the way police should provide services to the public date back to Sir Robert Peel's principles.
Ans: T
Learning Objective: 2-3: Identify and describe the historical underpinnings of community policing.
Cognitive Domain: Knowledge
Answer Location: Sir Robert Peel's Nine Principles
Difficulty Level: Easy

6. According to Sir Robert Peel, the basic mission for which the police exist is to prevent crime and disorder.
Ans: T
Learning Objective: 2-3: Identify and describe the historical underpinnings of community policing.
Cognitive Domain: Knowledge
Answer Location: Sir Robert Peel's Nine Principles
Difficulty Level: Easy

7. One of the Peelian principles states that police should seek and preserve public favor by pandering to public opinion.
Ans: F
Learning Objective: 2-3: Identify and describe the historical underpinnings of community policing.
Cognitive Domain: Knowledge
Answer Location: Sir Robert Peel's Nine Principles
Difficulty Level: Easy

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8. In the Newark, New Jersey, foot patrol study, foot patrol officers demonstrated increased morale and greater satisfaction with their jobs.
Ans: T
Learning Objective: 2-1: Explain how community policing evolved.
Cognitive Domain: Knowledge
Answer Location: Foot Patrol
Difficulty Level: Easy

9. During the 1960s, the re-implementation of foot patrols was welcomed by officers who were eager to mend strained relationships with people in the communities that they served.
Ans: F
Learning Objective: 2-1: Explain how community policing evolved.
Cognitive Domain: Comprehension
Answer Location: Foot Patrol
Difficulty Level: Medium

10. The broken windows theory is based on the notion that a broken window can create an environment ripe for crime if it goes unrepaired.
Ans: T
Learning Objective: 2-1: Explain how community policing evolved.
Cognitive Domain: Comprehension
Answer Location: Broken Windows Theory
Difficulty Level: Medium

**Essay**

1. Explain the importance of communication between police officers and the residents of the communities that they serve, especially during crises such as COVID-19.
Ans: Varies. The effectiveness of police officers during a crisis depends on their ability to connect (i.e., communicate) with residents and convince them to comply with orders, such as the shelter-at-home orders and social distancing measures, implemented by states during the COVID-19 crisis. If police officers have not built relationships with the community, communication becomes difficult and compliance becomes more unlikely. Whereas if they have fostered effective relationships with the community, they are more likely to see higher levels of compliance.
Learning Objective: 2-4: Explain why community policing is not a passing fad.
Cognitive Domain: Application
Answer Location: COVID-19: Testing Police and Community Relations
Difficulty Level: Hard

2. Discuss the spoils system. What is it? In what era was it prevalent?

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Ans: Varies. The spoils system refers to the notion that “to the victors, go the spoils.” Those who were in power would essentially reap all of the benefits. During the political era, elected officials had the power to hire (i.e., reward) those who voted for them.
Learning Objective: 2-2: Identify and describe the three eras of policing.
Cognitive Domain: Comprehension
Answer Location: Political Era
Difficulty Level: Medium

3. In your opinion, do today’s police departments do a good job of adhering to the Peelian principles? Why or why not?
Ans: Varies. Students should refer to the section in the text called “Sir Robert Peel’s Nine Principles” for this question.
Learning Objective: 2-3: Identify and describe the historical underpinnings of community policing.
Cognitive Domain: Analysis
Answer Location: Sir Robert Peel’s Nine Principles
Difficulty Level: Medium

4. Explain why the Flint Foot Patrol Study was considered a failure.
Ans: Varies. The grant money for foot patrol ran out and as a result, foot patrol was abandoned. The crack epidemic was also to blame, as police believed the violence and deaths from crack meant a return to traditional policing tactics and removing police from the danger of being out on foot.
Learning Objective: 2-1: Explain how community policing evolved.
Cognitive Domain: Comprehension
Answer Location: Foot Patrol
Difficulty Level: Medium

5. Explain some of the criticisms of Wilson and Kelling’s (1982) broken windows theory. Do you agree with the criticisms? Why or why not?
Ans: Varies. Studies of the application of the broken windows theory have produced varied results. Because of this, critics have argued that it fails to truly address violent crime and that broken windows have little to do with that. Other studies have argued that there is no evidence that attention to lower level crime impacts other types of crime. Some argued that broken windows policing focused on and criminalized communities of color, by defining what constitutes disorder.
Learning Objective: 2-1: Explain how community policing evolved.
Cognitive Domain: Analysis
Answer Location: Broken Windows Theory
Difficulty Level: Medium

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