

**POLICE ETHICS:
THE CORRUPTION OF NOBLE CAUSE, REVISED 4TH ED.**

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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.

Preface

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?

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.
 - 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.
 - 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.

Class Exercise/Discussion Questions

Exercise 1. 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?

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. The _____ claims that officers are not screened for their value predispositions, except for general factors of honesty, psychological stability, and criminal history.
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. The _____ claims that officers come from diverse backgrounds, thus, new recruits learn what it means to be committed to police work
6. Values are carried from broader society to police work by a process called _____.
7. _____ represent the principles of right and wrong that a person is taught during his or her upbringing.
8. Police _____ represent the way moral values are channeled into specific professional experiences.
9. War stories and anecdotes that contradict or undermine the primary message of a given instruction or lesson refers to _____.
10. Discretionary judgments of line officers are viewed as an unregulated form of decision-making, that with proper policy, can be controlled by the organization is the _____.

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.
 - c. formal ethics training.
 - d. organizational standards.
2. Ford's analysis of war stories used in police training demonstrated that local cultural values are transmitted through
 - a. officers' predispositions.
 - b. intentional and purposeful instruction.
 - c. latent content
 - d. manifest content.
3. Early socialization experiences in departments
 - a. introduce recruits to new value system.
 - b. reinforce values recruits already have.
 - c. have become largely value-neutral.
 - d. have little effect on an officer's moral career.
4. The value predisposition perspective holds that
 - a. when officers are hired, their moral commitments are already in place.
 - b. an officer's values will depend on the position he or she holds within the department.
 - c. values have no impact on the decision to hire or not to hire.
 - d. an officer has already lost his or her values before noble-cause corruption occurs.
5. The decision to intervene in a suspicious circumstance or to use force to gain compliance are examples of
 - a. value transmission.
 - b. noble-cause corruption.
 - c. police discretion.
 - d. reasonable suspicion.
6. Which of the following is true of a line officer's task environment?
 - a. It is predictable.

- b. Standard operating procedure makes clear what a line officer should do there.
 - c. Chiefs have little control over what line officers do there.
 - d. a and b only
7. In order to make a seizure, an officer must have _____, which means that a set of facts and circumstances would induce a reasonably intelligent person to believe that a particular individual had committed a specific crime.
- a. reasonable suspicion
 - b. interdiction training
 - c. noble cause justification
 - d. probable cause
8. Pre-hiring procedures for police candidates include tests for knowledge, physical agility, emotional stability, and
- a. ethnicity.
 - b. value neutrality.
 - c. honesty.
 - d. I.Q.
9. Police officers tend to come from a culture of policing. This means that
- a. they are sympathetic to the police because of their backgrounds.
 - b. they have lived in a police state.
 - c. they are motivated to reform police departments.
 - d. they have studied criminal justice in college.
10. The member of the police department who is most vulnerable to organizational pressure is
- a. the chief.
 - b. the Field Training Officer.
 - c. the newly promoted Sergeant.
 - d. the new recruit.
11. The American Bar Foundation survey of 1956 found that at each stage of an individual's encounter with the criminal justice system the outcome was determined by a decision that was essentially
- a. discretionary.
 - b. within formal administrative protocols.
 - c. cut and dried.
 - d. impulsive.

12. Recruits are tested to see if their values include
 - a. commitment to follow the letter of the law.
 - b. loyalty and commitment to the noble cause.
 - c. willingness to report a fellow officer for wrongdoing.
 - d. telling the truth in all circumstances.
13. One of the ethical dilemmas noted by many observers of the police is that the training officer
 - a. really has very little influence on new recruits.
 - b. may lack sufficient field experience.
 - c. sometimes undercut administrative efforts to control line-level behavior.
 - d. sometimes put the enforcement of administrative rules over the safety of an inexperienced officer.
14. Most contemporary ethics education and training
 - a. continues after pre-service training.
 - b. is integrated throughout an officer's career.
 - c. occurs in college classes or POST academy training.
 - d. is required to be taken by active duty officers every three years.
15. When officers are introduced to local police culture, they learn
 - a. to trust only other officers
 - b. practical rules of thumb for maintaining harmony with other cops
 - c. to keep a low profile and avoid making waves
 - d. all of the above

Class Exercise/Discussion Questions

Exercise 1. In the section titled “The Myth of Police Discretion,” Mike describes two automotive patrol stops, one for white businessmen and the other for black teenagers. Answer the following three questions.

1. Do you think that this is a racist depiction of police officers? Was Mike's depiction a fair description of how police officers sometimes act?
2. Have participants/students answer the following question and place their answers on the blackboard or flip-chart:

Are the police racist in their behavior?

- A. Never
- B. Rarely

- C. Occasionally
- D. Frequently
- E. Almost always

Scribe the number of responses for each category on the chart-board and discuss why the respondents answered as they did.

3. Can a person be ethical and racist at the same time?

Exercise 2. List each of the ways described in the chapter about how a police officer is hired with a particular set of values and how those values are reinforced during early training.

Exercise 3. Create a Venn diagram. (A Venn diagram is a diagram of two circles that overlap.) In the part of the circle on the left that isn't overlapping, place values that come from a police recruit's background. In the part of the circle on the right, place values that come from police work. In the middle, where the two circles overlap, list the processes that bring them together.