

Criminal Justice Today, 15e (Schmalleger)
Chapter 1 What Is Criminal Justice?

1.1 Multiple Choice Questions

1) Social _____ is a condition said to exist when a group is faced with social change, uneven development of culture, maladaptiveness, disharmony, conflict, and lack of consensus.

- A) order
- B) chaos
- C) organization
- D) disorganization

Answer: D

Page Ref: 4

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Basic

2) _____ rights are guaranteed to all members of American society by the U.S. Constitution and are particularly important to criminal defendants facing formal processing by the criminal justice system.

- A) Social
- B) Group
- C) Individual
- D) Public order

Answer: C

Page Ref: 5

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Basic

3) Who created a cabinet-level "drug czar" position to coordinate the "war on drugs"?

- A) Supreme Court Justice Sandra Day O'Connor
- B) President Ronald Reagan
- C) Supreme Court Justice Clarence Thomas
- D) President George H. W. Bush

Answer: B

Page Ref: 5

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Basic

4) In the 1990s, the perception that crime rates were increasing and that offenders were not being punished resulted in an increased focus on

- A) social justice.
- B) individual accountability.
- C) due process.
- D) the consensus model.

Answer: B

Page Ref: 6

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Intermediate

5) Currently, we are seeing a decline in which types of crime?

- A) Mass shootings
- B) Internet-based crimes
- C) Traditional crimes
- D) Inner-city murders

Answer: C

Page Ref: 7

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Intermediate

6) A person who believes that under certain circumstances involving a criminal threat to public safety, the interests of society should take precedence over individual rights is a(n) _____ advocate.

- A) social justice
- B) public-order
- C) individual-rights
- D) civil justice

Answer: B

Page Ref: 9

Objective: Describe the public-order (crime control) and individual-rights (due process) perspectives of criminal justice, concluding with how the criminal justice system balances the two perspectives.

Level: Basic

7) _____ is an ideal that embraces all aspects of civilized life and that is linked to fundamental notions of fairness and to cultural beliefs about right and wrong.

- A) Public-order advocacy
- B) Individual-rights advocacy
- C) Social justice
- D) Civil justice

Answer: C

Page Ref: 10

Objective: Explain the relationship of criminal justice to general concepts of equity and fairness.

Level: Basic

8) Criminal justice involves all of the following elements, *except*

- A) cultural beliefs of right and wrong.
- B) violations of the criminal law.
- C) protection of the innocent.
- D) fair treatment of offenders.

Answer: A

Page Ref: 10

Objective: Explain the relationship of criminal justice to general concepts of equity and fairness.

Level: Difficult

9) Which model best assumes that the system's components work together harmoniously to achieve justice?

- A) The due process model
- B) The conflict model
- C) The individual rights model
- D) The consensus model

Answer: D

Page Ref: 13

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Intermediate

10) The idea of a criminal justice *nonsystem*, in which different criminal justice agencies focus more on performance measures than on justice, is the basis of the _____ model.

- A) conflict
- B) due process
- C) consensus
- D) social justice

Answer: A

Page Ref: 14

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Basic

11) A(n) _____ issued by a judge provides the legal basis for an apprehension of suspects by police.

- A) warrant
- B) indictment
- C) arraignment
- D) hearing

Answer: A

Page Ref: 14-15

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

12) Before being questioned, defendants are usually advised of their _____ rights.

- A) civil
- B) individual
- C) political
- D) Miranda

Answer: D

Page Ref: 15

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

13) During which stage in the criminal justice process are suspects photographed and fingerprinted?

- A) Arraignment
- B) Indictment
- C) Preliminary Hearing
- D) Booking

Answer: D

Page Ref: 16

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

14) Which of the following generally does *not* occur during a preliminary hearing?

- A) The judge determines whether there is probable cause to believe the defendant committed the crime.
- B) The defense counsel is given the opportunity to test the strength of the prosecution's case.
- C) The defendant is asked to enter a plea.
- D) The judge determines whether there is probable cause to believe a crime was committed.

Answer: C

Page Ref: 19

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Difficult

15) By returning an indictment, the grand jury has determined that

- A) the defendant is guilty of the crime.
- B) there is probable cause to formally charge the defendant with the crime.
- C) the defendant should be released on recognizance until the trial date.
- D) the proposed plea bargain is unacceptable and may not be approved.

Answer: B

Page Ref: 19

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Difficult

16) The _____ Amendment to the U.S. Constitution gives every defendant the right to a trial by jury?

- A) Fourth
- B) Fifth
- C) Sixth
- D) Eighth

Answer: C

Page Ref: 20

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

17) In which of the following situations can a bench trial occur?

- A) The defendant waives his or her right to a trial by jury.
- B) The court decides that a trial by jury is not necessary in this case.
- C) Publicity has made it impossible to select an unbiased jury.
- D) The judge determines that a jury trial would be too expensive and time-consuming.

Answer: A

Page Ref: 20

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Intermediate

18) An offender is convicted of multiple crimes and is sentenced for each offense. A _____ sentence permits the offender to serve all sentences at the same time.

- A) consecutive
- B) single
- C) concurrent
- D) simultaneous

Answer: C

Page Ref: 21

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

19) Offender who have served a portion of their prison sentences may be released on

- A) probation.
- B) bail.
- C) an indictment.
- D) parole.

Answer: D

Page Ref: 21

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

- 20) Due process refers to
- A) multiculturalism.
 - B) evidence-based practices.
 - C) adversarial justice.
 - D) procedural fairness.

Answer: B

Page Ref: 21

Objective: Define due process of law, including where the American legal system guarantees due process.

Level: Basic

- 21) Which Supreme Court era is remembered for its concern with protecting the innocent against massive power of the state in criminal proceedings?

- A) Warren Court
- B) Roberts Court
- C) Burger Court
- D) Rehnquist Court

Answer: A

Page Ref: 22

Objective: Define due process of law, including where the American legal system guarantees due process.

Level: Basic

- 22) The _____ model emphasizes the efficient arrest and conviction of criminal offenders.

- A) social control
- B) due process
- C) crime-control
- D) conflict

Answer: C

Page Ref: 23

Objective: Define due process of law, including where the American legal system guarantees due process.

Level: Basic

- 23) _____ refers to crime fighting strategies that have been scientifically tested and are based on social science research.

- A) Crime-control model
- B) Evidence-based practice
- C) Social-control model
- D) Program evaluation

Answer: B

Page Ref: 23

Objective: Describe the role of evidence-based practice in contemporary criminal justice.

Level: Basic

24) _____ describes the scientific study of the causes and prevention of crime and the rehabilitation and punishment of offenders?

- A) Criminal justice
- B) Criminology
- C) Social justice
- D) Multiculturalism

Answer: B

Page Ref: 25

Objective: Describe the role of evidence-based practice in contemporary criminal justice.

Level: Basic

25) Multiculturalism is one form of

- A) traditionalism.
- B) diversity.
- C) homogeneity.
- D) ethnocentrism.

Answer: B

Page Ref: 26

Objective: Explain how multiculturalism and diversity present challenges to and opportunities for the American system of criminal justice.

Level: Intermediate

1.2 True/False Questions

1) A crime is a behavior for which there is no legally acceptable justification or excuse.

Answer: TRUE

Page Ref: 3

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Basic

2) The emphasis on individual rights in the 1960s was associated with a decrease in reported crime.

Answer: FALSE

Page Ref: 4

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Basic

3) In the mid-1980s, the sale and use of illicit drugs was at an all-time low.

Answer: FALSE

Page Ref: 5

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Basic

4) Today we are seeing a resurgence of traditional crimes.

Answer: FALSE

Page Ref: 7

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Basic

5) In the late 20th century, public perspectives shifted towards seeing the criminal as a dangerous social predator rather than an unfortunate victim of social and personal circumstances.

Answer: TRUE

Page Ref: 8

Objective: Describe the public-order (crime-control) and individual-rights (due process) perspectives of criminal justice.

Level: Intermediate

6) A public-order advocate supports the interests of society over individual rights.

Answer: TRUE

Page Ref: 9

Objective: Describe the public-order (crime-control) and individual-rights (due process) perspectives of criminal justice.

Level: Basic

7) The administration of justice focuses on the laws of civil procedure and the various procedures and activities relating to fairness in relationship between citizens, government agencies, and businesses in private matters.

Answer: FALSE

Page Ref: 10

Objective: Explain the relationship of criminal justice to general concepts of equity and fairness.

Level: Basic

8) Civil justice concerns itself with fairness in relationships among citizens, government agencies, and businesses in private matters.

Answer: TRUE

Page Ref: 9

Objective: Explain the relationship of criminal justice to general concepts of equity and fairness.

Level: Basic

9) The criminal justice system is biased towards disenfranchised groups.

Answer: FALSE

Page Ref: 11

Objective: Explain the relationship of criminal justice to general concepts of equity and fairness.

Level: Basic

10) The systems model of criminal justice is an accurate representation of how the criminal justice system works.

Answer: FALSE

Page Ref: 13

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Intermediate

11) The consensus model is a perspective that assumes that the criminal justice system's components work together harmoniously to achieve the social product we call justice.

Answer: TRUE

Page Ref: 13

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Basic

12) The conflict model assumes that the criminal justice system's components function primarily to serve their own interests.

Answer: TRUE

Page Ref: 14

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Basic

13) The purpose of the first appearance is to determine if there is enough evidence against the defendant to continue the criminal justice process.

Answer: FALSE

Page Ref: 16

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Basic

14) In some states, the prosecutor may seek to continue the case against a defendant by filing an information with the court.

Answer: TRUE

Page Ref: 19

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Intermediate

15) The grand jury system is required to follow the same procedural rules as a criminal trial.

Answer: FALSE

Page Ref: 19

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

16) A judge is required to accept a guilty plea.

Answer: FALSE

Page Ref: 20

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Intermediate

17) The majority of sentences are imposed in criminal cases after defendants have been found guilty at trial.

Answer: FALSE

Page Ref: 20

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

18) An offender who is found guilty of multiple charges and who is serving one sentence after another one is completed has been given a consecutive sentence.

Answer: TRUE

Page Ref: 21

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

19) Bench trials use more jurors than normal jury trials.

Answer: FALSE

Page Ref: 21

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

20) Due process is specifically guaranteed only in the Fifth Amendment to the U.S. Constitution.

Answer: FALSE

Page Ref: 22

Objective: Define due process of law, including where the American legal system guarantees due process.

Level: Basic

21) The crime-control model is a criminal justice perspective that emphasizes the efficient arrest and conviction of criminal offenders.

Answer: TRUE

Page Ref: 23

Objective: Define due process of law, including where the American legal system guarantees due process.

Level: Basic

22) Evidence-based practice involves crime-fighting strategies that have been scientifically tested and are based on social science research.

Answer: TRUE

Page Ref: 23

Objective: Describe the role of evidence-based practice in contemporary criminal justice.

Level: Basic

23) Criminal justice as an academic discipline began when criminal justice courses were offered to NYPD officers in universities in New York City.

Answer: FALSE

Page Ref: 25

Objective: Describe the role of evidence-based practice in contemporary criminal justice.

Level: Basic

24) In a society that respects and encourages diversity, all lifestyle choices are seen as acceptable.

Answer: FALSE

Page Ref: 26-27

Objective: Explain how multiculturalism and diversity present challenges to and opportunities for the American system of criminal justice.

Level: Intermediate

25) Cultural competence helps ensure everyone's needs are met.

Answer: TRUE

Page Ref: 27

Objective: Explain how multiculturalism and diversity present challenges to and opportunities for the American system of criminal justice.

Level: Basic

1.3 Short Answer Questions

1) Social _____ is a condition that is said to exist when a group is faced with social change, conflict, and a lack of consensus.

Answer: disorganization

Page Ref: 4

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Basic

2) _____ advocates focus on protecting personal freedoms and civil rights within society, including the criminal justice process.

Answer: Individual-rights

Page Ref: 9

Objective: Describe the public-order (crime-control) and individual-rights (due process) perspectives of criminal justice.

Level: Basic

3) _____ justice is linked to notions of fairness and cultural beliefs about right and wrong.

Answer: Social

Page Ref: 10

Objective: Explain the relationship of criminal justice to general concepts of equity and fairness.

Level: Basic

4) The _____ model of criminal justice assumes that each of the component parts strive toward a common goal.

Answer: consensus

Page Ref: 13

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Basic

5) An individual who believes that the various criminal justice agencies have different and competing goals would probably adhere to the _____ model of criminal justice.

Answer: conflict

Page Ref: 14

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Intermediate

6) A(n) _____ issued by a judge provides the legal basis for the police to apprehend a suspect.

Answer: warrant

Page Ref: 15

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

7) The _____ is the stage at which the suspect is brought before a magistrate, advised of the charges, and possibly given the opportunity for bail.

Answer: First appearance/Initial appearance

Page Ref: 16

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

8) The defendant is asked to enter a plea at the _____.

Answer: arraignment

Page Ref: 20

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Basic

9) A(n) _____ trial does not involve a jury.

Answer: bench

Page Ref: 20

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

10) _____ means procedural fairness.

Answer: Due process

Page Ref: 21

Objective: Define due process of law, including where the American legal system guarantees due process.

Level: Basic

11) The _____ Amendment to the U.S. Constitution makes due process binding on the states.

Answer: Fourteenth

Page Ref: 22

Objective: Define due process of law, including where the American legal system guarantees due process.

Level: Basic

12) The due process model emphasizes _____ over efficiency in dealing with criminal offenders.

Answer: individual rights

Page Ref: 23

Objective: Define due process of law, including where the American legal system guarantees due process.

Level: Basic

13) _____-based practice refers to strategies to fight crime that have been scientifically tested and that are based on social science research.

Answer: Evidence

Page Ref: 23

Objective: Describe the role of evidence-based practice in contemporary criminal justice.

Level: Basic

14) Criminal justice as an academic discipline began through the efforts of Berkeley police chief _____.

Answer: August Vollmer

Page Ref: 25

Objective: Describe the role of evidence-based practice in contemporary criminal justice.

Level: Basic

15) A(n)_____ society is one that contains many diverse groups with unique identities that also participate in the larger society's legal and political systems.

Answer: multicultural

Page Ref: 25

Objective: Explain how multiculturalism and diversity present challenges to and opportunities for the American system of criminal justice.

Level: Basic

1.4 Matching Questions

Match the time period with the corresponding historical event.

- A) The passage of the USA PATRIOT Act
- B) A focus on corporate and white-collar crime and the passage of the Sarbanes-Oxley Act
- C) An epidemic of mass shootings and random violence in public venues
- D) The growth of organized crime as a result of Prohibition
- E) An increase in reports of serious crimes such as assault, rape, and murder
- F) The mass shooting at Columbine High School
- G) Relative stability of crime rates
- H) A dramatic increase in the use and sale of illicit drugs
- I) A crime epidemic occurred, apparently related to social upheaval caused in part by large-scale immigration
- J) A focus on civil rights and a significant increase in reported crime

1) 1850-1880

Page Ref: 4-6

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Intermediate

2) 1920-1933

Page Ref: 4-6

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Intermediate

3) 1940s-1960s

Page Ref: 4-6

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Intermediate

4) 1960-1970

Page Ref: 4-6

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Intermediate

5) 1970s

Page Ref: 4-6

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Intermediate

6) 1980s

Page Ref: 4-6

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Intermediate

7) 1999

Page Ref: 4-6

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Intermediate

8) 2001

Page Ref: 4-6

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Intermediate

9) 2002-2003

Page Ref: 4-6

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Intermediate

10) 2012-2017

Page Ref: 4-6

Objective: Summarize the history of crime in America and corresponding changes in the American criminal justice system.

Level: Intermediate

Answers: 1) I 2) D 3) G 4) J 5) E 6) H 7) F 8) A 9) B 10) C

Match the core component of the criminal justice system to its functions.

- A) Police
- B) Correctional agencies
- C) Criminal courts

11) Carry out imposed sentences

Page Ref: 13

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Basic

12) Ensure due process

Page Ref: 13

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Basic

13) Rehabilitate convicted offenders

Page Ref: 13

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Basic

14) Maintain public order

Page Ref: 13

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Basic

15) Provide safe custody and supervision of offenders

Page Ref: 13

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Basic

16) Decide criminal cases

Page Ref: 13

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Basic

17) Ensure community safety

Page Ref: 13

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Basic

18) Apprehend offenders

Page Ref: 13

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Basic

19) Impose sentences on the guilty

Page Ref: 13

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Basic

Answers: 11) B 12) C 13) B 14) A 15) B 16) C 17) A 18) A 19) C

Match the element of the criminal justice process with its definition.

- A) Taking a person into custody and limiting his or her freedom
- B) A law enforcement or correctional administrative process officially recording an entry into detention after arrest and identifying the person, the place, the time, the reason for the arrest, and the arresting authority
- C) A proceeding before a judge to establish if there is probable cause to believe a crime was committed and the defendant committed it
- D) The imposition of punishment by a judge on a convicted offender
- E) A formal written accusation submitted to a court by a prosecutor, alleging that a specified person has committed a specified offense
- F) A formal written accusation submitted to a court by a grand jury, alleging that a specified person has committed a specified offense
- G) Bringing suspects before a magistrate shortly after arrest to be advised of the charges against them, advised of their rights, and given the opportunity for bail.
- H) A defendant's first appearance before the court that has the authority to conduct a trial and the point at which the defendant is asked to enter a plea

20) Preliminary hearing

Page Ref: 15-20

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

21) Booking

Page Ref: 15-20

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

22) Sentencing

Page Ref: 15-20

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

23) Information

Page Ref: 15-20

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

24) Arrest

Page Ref: 15-20

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

25) First appearance

Page Ref: 15-20

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

26) Indictment

Page Ref: 15-20

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

27) Arraignment

Page Ref: 15-20

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Basic

Answers: 20) C 21) B 22) D 23) E 24) A 25) G 26) F 27) H

1.5 Essay Questions

1) Identify the three main components of the criminal justice system and outline their main functions. Discuss the key role of the courts in relation to the other two components.

Answer: Answers should focus on the material found in Figure 1-3 in the textbook.

Page Ref: 13

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Intermediate

2) Compare and contrast the consensus and conflict models found in the criminal justice system.

Answer: Answers should define each model and discuss the similarities and differences between them. Key points should include the view of the systems model as an analytic tool, rather than reality; the various criticisms of the systems model; and the problems faced by the various agencies of the criminal justice system.

Page Ref: 13-14

Objective: Describe the American criminal justice system in terms of its three major components and their respective functions.

Level: Intermediate

3) List and explain in detail what is involved in each of the four stages of the pretrial activities.
Answer: Answers should discuss the processes involved in the first appearance, the preliminary hearing, the information/indictment, and arraignment. Answers should include a comparison of the prosecutor's information and the grand jury indictment and should review the various acceptable pleas that may be entered at arraignment.

Page Ref: 16-20

Objective: Describe the process of American criminal justice, including the stages of criminal case processing.

Level: Intermediate

4) Outline and explain the Constitutional Amendments that specifically guarantee due process.
Answer: Answers should focus on the Fourth, Fifth, Sixth, and Fourteenth Amendments to the U.S. Constitution, all of which guarantee due process rights. Together, these amendments establish a benchmark of fairness in the American system of criminal justice by governing the government's actions.

Page Ref: 22

Objective: Define due process of law, including where the American legal system guarantees due process.

Level: Intermediate

5) Define multiculturalism, explain how and why it has changed over time in the U.S., and discuss the importance of multiculturalism in the criminal justice process.

Answer: Answers should include a definition of multiculturalism as a society that is home to a multitude of different cultures, each with its own set of norms, values, and routine behaviors. Answers should discuss the evolving face of multiculturalism in the U.S., and explain how variations in norms, values, and experiences affect the reactions of different groups to the criminal justice system.

Page Ref: 25-27

Objective: Explain how multiculturalism and diversity present challenges to and opportunities for the American system of criminal justice.

Level: Difficult

1.6 Critical Thinking Questions

1) Discuss how the recent occurrences in Ferguson, Missouri and New York City, in which officers killed unarmed black men, and the various protests and other events that followed, may have created controversy between individual-rights and public-order advocates.

Answer: Answers will vary but should include some discussion of the concerns of each perspective and the questions that supporters of each perspective may ask in response to these recent events.

Page Ref: 7-10

Objective: Describe the public-order (crime-control) and individual-rights (due process) perspectives of criminal justice.

Level: Difficult

2) How do the views of individual-rights advocates and public-order advocates differ? What similarities are there between the two perspectives? How can the concerns of both viewpoints be balanced? Which model do you prefer and why?

Answer: Answers will vary but should include a review of the main viewpoints of each perspective and a discussion of the challenge involved in balancing personal freedoms and individual rights with the need for social control and the respect for legitimate authority.

Page Ref: 7-10

Objective: Describe the public-order (crime-control) and individual-rights (due process) perspectives of criminal justice.

Level: Difficult

3) What does *justice* mean to you? Discuss the three types of justice and their effect on individual rights to support your answer.

Answer: Answers will vary but should include a review of civil justice, criminal justice, and the administration of justice.

Page Ref: 10-11

Objective: Explain the relationship of criminal justice to general concepts of equity and fairness.

Level: Intermediate

4) What does *due process of law* mean to you? How important is due process in relation to social control and the control and prevention of crime? In what situations might it be appropriate to sacrifice some due process to ensure social control? Explain and support your answer.

Answer: Answers will vary but should include a discussion of the concept of due process and the due process model, as well as a discussion of the crime control model and the importance of social control.

Page Ref: 21-23

Objective: Define due process of law, including where the American legal system guarantees due process.

Level: Difficult

Criminal Justice Today, 15e (Schmallegger)
Chapter 2 The Crime Picture

2.1 Multiple Choice Questions

1) If you are looking for national crime statistics and want data on crimes reported to the police, you should use which of the following sources of data?

- A) The Uniform Crime Reports
- B) The National Crime Victimization Survey
- C) A self-report survey
- D) None of the above

Answer: A

Page Ref: 33

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

2) Which agency is responsible for the National Crime Victimization Survey?

- A) The Federal Bureau of Investigation
- B) The Central Intelligence Agency
- C) The US Department of Defense and Criminal Statistics
- D) The Bureau of Justice Statistics

Answer: D

Page Ref: 33

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

3) Why is the main reason why the Crime Index no longer included in the UCR?

- A) Too many types of crime are not included.
- B) There are so many larcenies that this crime overshadows more serious index crimes.
- C) The Crime Index does not permit comparisons across jurisdictions or over time.
- D) No one was using it so the FBI stopped calculating it.

Answer: B

Page Ref: 34-35

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

4) For which of the following studies would you definitely want to use NIBRS rather than the UCR?

- A) A study examining changes in the overall crime rate in the U.S. over time
- B) A study examining crime patterns in the U.S. in the 1950s and 1960s
- C) A study examining rates of motor vehicle thefts in the U.S. today
- D) A study examining multiple crimes that occur within a single incident

Answer: D

Page Ref: 37

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Difficult

5) Which factor contributed to a dramatic increase in crime in the U.S. in the 1960s and 1970s?

- A) The baby boom
- B) Generation X
- C) The Depression
- D) Increasingly strict laws and an expanded justice system

Answer: A

Page Ref: 38

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

6) According to the text, what should we expect to see in the near future when we examine crime statistics?

- A) The decline in crime observed since the mid-1990s is expected to continue until at least 2020.
- B) The decline in crime observed since the mid-1990s is expected to end and criminal activity will increase.
- C) The crime rate will continue to decline until it reaches the low crime rates characteristic of the 1950s.
- D) Crime rates will level off and remain stable for the foreseeable future.

Answer: B

Page Ref: 39

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

7) The _____ is a traditional measure of investigative effectiveness that compares the number of crimes reported or discovered to the number of crimes solved through arrest or other means.

- A) probability factor
- B) solvability factor
- C) clearance rate
- D) justification rate

Answer: C

Page Ref: 42

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

8) All of the following are Part I violent crime offenses *except*

- A) prostitution.
- B) aggravated assault.
- C) rape.
- D) murder.

Answer: A

Page Ref: 42

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

9) Which weapon is used most often to commit murder?

- A) Handguns
- B) Blunt objects
- C) Knives
- D) Shotguns

Answer: A

Page Ref: 43

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

10) A _____ involves killing at least four victims at one location during one event.

- A) mass murder
- B) serial murder
- C) spree murder
- D) None of the above

Answer: A

Page Ref: 43

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

11) Which Part I crime has the highest clearance rate?

- A) Murder
- B) Robbery
- C) Rape
- D) Arson

Answer: A

Page Ref: 44

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

12) Rape committed without force that involves a victim under the age of consent is generally known as

- A) sexual assault.
- B) date rape.
- C) statutory rape.
- D) sexual battery.

Answer: C

Page Ref: 44

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

13) The most common reason why rape victims choose NOT to report their victimization is

- A) embarrassment about the crime itself.
- B) a fear of reprisal.
- C) the belief that the police can't do anything.
- D) exploitation by the criminal justice system.

Answer: A

Page Ref: 44

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

14) Most rapes are committed by

- A) a relative of the victim.
- B) an acquaintance of the victim.
- C) a stranger.
- D) the victim's spouse.

Answer: B

Page Ref: 45

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

15) _____ robbery does *not* involve the use of a weapon.

- A) Street
- B) Strong-arm
- C) Highway
- D) Urban

Answer: B

Page Ref: 46

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

16) The unlawful, intentional inflicting, or attempted or threatened inflicting, of serious injury upon the person of another is the crime of

- A) simple assault.
- B) aggravated assault.
- C) reckless conduct.
- D) attempted murder.

Answer: B

Page Ref: 47

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

17) _____ is defined as the unlawful entry of a structure to commit a felony or theft.

- A) Arson
- B) Burglary
- C) Robbery
- D) Assault

Answer: B

Page Ref: 47

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

18) According to the UCR/NIBRS Program, which of the following is *not* a classification of burglary?

- A) Forcible entry
- B) Lawful entry where force is used
- C) Unlawful entry where no force is used
- D) Attempted forcible entry

Answer: B

Page Ref: 47

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

19) _____ refers to events where social media directs people—often teenagers—to go to retail stores and rob them.

- A) Flash mobs
- B) Social crimes
- C) Social mobs
- D) Flash robs

Answer: D

Page Ref: 48

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

20) _____ is the unlawful taking or attempted taking, carrying, leading, or riding away of property, from the possession or constructive possession of another.

- A) Robbery
- B) Burglary
- C) Larceny/Theft
- D) Criminal trespass

Answer: C

Page Ref: 49

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

21) Each of the following offenses falls under the category of larceny *except*

- A) shoplifting.
- B) thefts from motor vehicles.
- C) bicycle thefts.
- D) robbery.

Answer: D

Page Ref: 49

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

22) What is the most common form of larceny?

- A) Stealing motor vehicle parts
- B) Pocket picking
- C) Stealing from coin-operated machines
- D) Purse snatching

Answer: A

Page Ref: 49

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

23) Shoulder surfing and dumpster diving are techniques used to commit which crime?

- A) Identity theft
- B) Embezzlement
- C) Robbery
- D) Burglary

Answer: A

Page Ref: 51

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

24) When are Part II offenses counted?

- A) When a crime is committed
- B) When a crime is reported to the police
- C) When a person is taken into custody
- D) When a person is convicted of the crime

Answer: C

Page Ref: 53

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

25) The dark figure of crime refers to

- A) crime that occurs at night.
- B) crime that is not reported to the police.
- C) crimes committed by the police.
- D) bias crimes.

Answer: B

Page Ref: 55

Objective: Describe the National Crime Victimization Survey (NCVS) program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

26) Which of the following crime victims would *not* be included in the sample of individuals surveyed for the NCVS?

- A) A 10-year old boy who was beaten up and whose bicycle was stolen
- B) A 14-year-old girl who was sexually assaulted by a neighbor
- C) A 20-year-old college student whose car was stolen
- D) A 75-year-old man whose computer was stolen during a home burglary

Answer: A

Page Ref: 55

Objective: Describe the National Crime Victimization Survey (NCVS) program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Difficult

27) The National Crime Victimization Survey does *not* include information about which crime?

- A) Burglary
- B) Robbery
- C) Murder
- D) Assault

Answer: C

Page Ref: 55

Objective: Describe the National Crime Victimization Survey (NCVS) program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

28) Which of the following is a problem with the UCR program?

- A) The UCR does not include data on crimes committed against children under the age of 12.
- B) The UCR does not include information on the dark figure of crime.
- C) No attempt is made to validate the information obtained by crime victims who are interviewed by the UCR program.
- D) The UCR often includes information on non-criminal events.

Answer: B

Page Ref: 56-57

Objective: Describe the National Crime Victimization Survey (NCVS) program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

29) A classification of crimes along a particular dimension, such as legal categories, offender motivation, victim behavior, or the characteristics of individual offenders is known as a(n)

- A) crime typology.
- B) crime map.
- C) crime analysis.
- D) crime profile.

Answer: A

Page Ref: 57

Objective: Compare and contrast the UCR and NCVS data collection and reporting programs.

Level: Difficult

30) The use of the Internet, e-mail, and other electronic communication technologies to bully another person is known as

- A) cyberstalking.
- B) stalking.
- C) hate crime.
- D) computer crime.

Answer: A

Page Ref: 58

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Basic

31) The elderly are more likely than younger people to

- A) be victims of violent crimes.
- B) refuse to report their victimization to the police.
- C) be victimized by strangers.
- D) be victims of hate crimes.

Answer: C

Page Ref: 59

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Intermediate

32) Most hate crimes are motivated by

- A) national origin.
- B) religious bias.
- C) sexual orientation.
- D) racial hatred.

Answer: D

Page Ref: 60

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Basic

33) The economic downturn led to in a significant increase in which type of crime?

- A) Transnational organized crime
- B) Cyberstalking
- C) Mortgage fraud scams
- D) Hate crime

Answer: C

Page Ref: 62

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Intermediate

34) Unlawful activity undertaken and supported by organized criminal groups operating across national boundaries is known as _____ organized crime.

- A) international
- B) transnational
- C) intercontinental
- D) overseas

Answer: B

Page Ref: 63

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Basic

35) Phishing is a form of _____ crime.

- A) computer
- B) hate
- C) corporate
- D) violent

Answer: A

Page Ref: 67

Objective: Describe how any three of the special categories of crime discussed in this chapter are significant today.

Level: Basic

2.2 True/False Questions

1) NIBRS represents a significant redesign of the original UCR program.

Answer: TRUE

Page Ref: 35

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

2) The clearance rate compares the number of crimes reported or discovered to the number of crimes solved through arrest or other means (such as the death of the suspect).

Answer: TRUE

Page Ref: 42

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

3) Murders are usually committed by strangers.

Answer: FALSE

Page Ref: 43

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

4) In serial murder, there is some period of time between each killing.

Answer: TRUE

Page Ref: 43

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

5) Most researchers argue that the primary motive for rape is power rather than a desire for sexual gratification.

Answer: TRUE

Page Ref: 45

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

6) According to the hierarchy rule, only one criminal offense per criminal incident is recorded in the UCR.

Answer: FALSE

Page Ref: 46

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

7) Most burglars know their victims.

Answer: FALSE

Page Ref: 48

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

8) According to the UCR/NIBRS Program, larceny-theft is the most frequently reported major crime.

Answer: TRUE

Page Ref: 49

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

9) Identity theft is a form of larceny.

Answer: TRUE

Page Ref: 51

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

10) In the UCR, only information on arrests is collected for Part II crimes.

Answer: TRUE

Page Ref: 53

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

11) The dark figure of crime refers to crimes that are reported to the police.

Answer: FALSE

Page Ref: 55

Objective: Describe the National Crime Victimization Survey (NCVS) program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

12) NCVS interviewers validate the information obtained from victims against police records or other sources.

Answer: FALSE

Page Ref: 57

Objective: Compare and contrast the UCR and NCVS data collection and reporting programs.

Level: Intermediate

13) When women are victims of violent crime, they are less likely to be injured than men.

Answer: FALSE

Page Ref: 57

Objective: Describe how any three of the special categories of crime discussed in this chapter are significant today.

Level: Basic

14) Most stalking laws require that the perpetrator make a credible threat of violence against the victim or members of the victim's immediate family.

Answer: TRUE

Page Ref: 57

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Intermediate

15) The use of the Internet, e-mail, and other electronic communication technologies to bully another person is known as cyberstalking.

Answer: TRUE

Page Ref: 58

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Basic

16) Most hate crimes are motivated by racial bias.

Answer: TRUE

Page Ref: 60

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Intermediate

17) The elderly are more likely than younger people to be victims of violent crime.

Answer: FALSE

Page Ref: 61-62

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Intermediate

18) The problem of mortgage fraud has been declining in the last decade.

Answer: FALSE

Page Ref: 62

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Basic

19) A corporation can be convicted of a violation of the criminal law.

Answer: TRUE

Page Ref: 62

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Intermediate

20) Most offenders obtain weapons from retail establishments.

Answer: FALSE

Page Ref: 64

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Basic

21) Individuals who have been convicted of misdemeanor domestic violence are not allowed to own or use a firearm.

Answer: TRUE

Page Ref: 64

Objective: Describe how any three of the special categories of crime discussed in this chapter are significant today.

Level: Basic

22) Drug violations are the main cause of the increase in the prison population in the U.S. today.

Answer: TRUE

Page Ref: 64

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Basic

23) Most crimes committed via the Internet are new forms of offending.

Answer: FALSE

Page Ref: 67

Objective: Describe how any three of the special categories of crime discussed in this chapter are significant today.

Level: Basic

2.3 Short Answer Questions

1) The Uniform Crime Reporting program is run by the _____.

Answer: FBI/Federal Bureau of Investigation

Page Ref: 33

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

2) _____ data is obtained by surveying offenders and asking them to reveal illegal activity in which they have been involved.

Answer: Self-report

Page Ref: 33

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

3) The Crime Index was discontinued because it was skewed by the large number of _____ reported to the police.

Answer: larceny-theft

Page Ref: 34

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

4) U.S. involvement in World War II contributed to a significant _____ in crime in the U.S.

Answer: decrease

Page Ref: 38

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

5) Clearances are mainly determined on the basis of _____.

Answer: arrests

Page Ref: 42

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

6) _____ murders involve the killing of at least four victims during one event and at one location.

Answer: Mass

Page Ref: 43

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

7) Burglary is primarily a(n) _____ crime.

Answer: property

Page Ref: 47

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Basic

8) Not all police departments make regular reports to the UCR on the Part I crime of _____.

Answer: arson

Page Ref: 53

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

9) A crime _____ is a scheme used to classify crimes along some particular dimension.

Answer: typology

Page Ref: 57

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Basic

10) _____ is the repeated harassing and threatening behavior by one individual against another.

Answer: Stalking

Page Ref: 57

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Basic

11) The most common motivation for a hate crime is _____ bias.

Answer: racial

Page Ref: 60

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Intermediate

12) People who commit corporate crime are known as _____ criminals.

Answer: white-collar

Page Ref: 62

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Basic

13) _____ organized crime involves crimes committed by organized criminal groups that operate across national boundaries.

Answer: Transnational

Page Ref: 63

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Basic

14) Any crime perpetrated through the use of computer technology is known as _____.

Answer: cybercrime

Page Ref: 64

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Intermediate

2.4 Matching Questions

Match the characteristic to the data source.

- A) Uniform Crime Reports
- B) National Incident Based Reporting System
- C) National Crime Victimization Survey

1) Collects information on the dark figure of crime

Page Ref: Throughout

Objective: Multiple

Level: Difficult

2) Classifies robbery as a property crime

Page Ref: Throughout

Objective: Multiple

Level: Difficult

3) Distinguishes between Part I and Part II crimes

Page Ref: Throughout

Objective: Multiple

Level: Difficult

4) Records all offenses occurring in an incident

Page Ref: Throughout

Objective: Multiple

Level: Difficult

5) Collects data from crime victims

Page Ref: Throughout

Objective: Multiple

Level: Difficult

6) Does not collect data on homicides

Page Ref: Throughout

Objective: Multiple

Level: Difficult

Answers: 1) C 2) B 3) A 4) B 5) C 6) C

Match the crime with the source of data on crime rates.

- A) National Crime Victimization Survey
- B) Uniform Crime Reports
- C) Both the NCVS and the UCR

7) Homicide
Page Ref: Throughout
Objective: Multiple
Level: Difficult

8) Simple assault
Page Ref: Throughout
Objective: Multiple
Level: Difficult

9) Crimes not reported to the police
Page Ref: Throughout
Objective: Multiple
Level: Difficult

10) Arson
Page Ref: Throughout
Objective: Multiple
Level: Difficult

11) Robbery
Page Ref: Throughout
Objective: Multiple
Level: Difficult

12) Crimes against children under 12
Page Ref: Throughout
Objective: Multiple
Level: Difficult

13) Motor vehicle theft
Page Ref: Throughout
Objective: Multiple
Level: Difficult

14) Attempted robbery
Page Ref: Throughout
Objective: Multiple
Level: Difficult

15) Aggravated assault
Page Ref: Throughout
Objective: Multiple
Level: Difficult

Answers: 7) B 8) A 9) A 10) B 11) C 12) B 13) C 14) A 15) C

Match the crime with the definition.

- A) The unlawful taking or attempted taking of the property of another without use of force
- B) Crimes committed by a person of respectability and high social status in the course of his or her occupation
- C) Killing at least four victims at one location within one event
- D) Obtaining credit, merchandise, or services by fraudulent personal representation
- E) A crime motivated by personal bias or prejudice
- F) The unlawful entry of a structure to commit a felony
- G) Killings at least two separate locations with almost no time break between murders
- H) Repeated harassing and threatening behavior by one individual against another
- I) The unlawful taking or attempted taking of property by force or threat of force

16) Robbery

Page Ref: Throughout

Objective: Multiple

Level: Intermediate

17) Larceny

Page Ref: Throughout

Objective: Multiple

Level: Intermediate

18) Identity Theft

Page Ref: Throughout

Objective: Multiple

Level: Intermediate

19) Burglary

Page Ref: Throughout

Objective: Multiple

Level: Intermediate

20) Stalking

Page Ref: Throughout

Objective: Multiple

21) Spree killing

Page Ref: Throughout

Objective: Multiple

Level: Intermediate

22) Mass murder

Page Ref: Throughout

Objective: Multiple

Level: Intermediate

23) Hate crime

Page Ref: Throughout

Objective: Multiple

Level: Intermediate

24) White collar crime

Page Ref: Throughout

Objective: Multiple

Level: Intermediate

Answers: 16) I 17) A 18) D 19) F 20) H 21) G 22) C 23) E 24) B

2.5 Essay Questions

1) Describe the UCR/NIBRS and the NCVS programs. How does each system serve a purpose in collecting and reporting crime data? Compare and contrast the two programs. What advantages does NIBRS have over the traditional UCR?

Answer: Answers should include a description of each program, as well as the criticisms of each. Students should emphasize the difference between a reporting program (UCR/NIBRS) and a self-report program (NCVS) and how the type of program affects the information obtained. Some discussion of the dark figure of crime should be included. Answers should also review the similarities and the significant differences between the two programs. A discussion of the reasons for the development of NIBRS and the advantages of an incident-based program over a summary program should be included.

Page Ref: Throughout

Objective: Multiple

Level: Intermediate

2) Identify the three major shifts in victimization patterns that have been identified since crime statistics were first gathered. Explain the causes of each. What is expected to occur in the near future and why?

Answer: Answers should include a discussion of each of the three shifts and the possible causes of each. The first was a decrease in crime in the early 1940s, which was linked to the start of World War II, as large numbers of crime-prone young males entered military service. The second shift was a dramatic increase in crime from the 1960s to the 1990s. This was linked to the postwar baby boomers entering their crime-prone teenage years, increased police professionalism, increased reporting of crime, and the social upheaval of the 1960s. The third shift was a decrease in crime beginning in the 1990s, which has been linked to an aging out of the post-WWII baby boomers, new strict laws, expanding funding for police and justice systems, changing crime-fighting technologies, economic factors, and the increase in crimes that are not counted by official reporting programs. There is evidence to suggest that a new cycle of increased crime may begin in the near future, which may be due in part to new and innovative forms of victimization not easily captured by official measures.

Page Ref: 37-41

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

3) The U.S. Department of Justice suggests several reasons for the decline of crime from the years 1991-2012. List and explain three of those reasons.

Answer: Answers should include a discussion of three of the following reasons: A coordinated, collaborative, and well-funded national effort to combat crime, beginning with the Safe Streets Act of 1968 and continuing through the USA PATRIOT Act of 2001; stronger, better-prepared criminal justice agencies, resulting from increased spending by federal and state governments on crime-control programs; the growth in popularity of innovative police programs, such as community policing; sentencing reform, including various "get tough on crime" initiatives; a strong victims' movement and enactment of the 1984 federal Victims of Crime Act, and the 1994 Violence against Women Act, which established the Office for Victims of Crime in the U.S. Department of Justice; a substantial growth in the use of incarceration due to changes in sentencing law practice; the "war on drugs," begun in the 1970s, which resulted in stiff penalties for drug dealers and repeat drug offenders; and advances in forensic science and enforcement technology, including the increased use of real-time communications, the growth of the Internet, and the advent of DNA evidence.

Page Ref: 39

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

4) What are Part I crimes? List and define the four Part I violent offenses.

Answer: Answers should include an explanation of Part I crimes as the 8 serious crimes included in the UCR. The four violent crimes are murder, rape, robbery, and aggravated assault. Murder is the unlawful killing of one human being by another. Rape is unlawful sexual intercourse achieved through force and without consent. Robbery is a personal crime involving a face-to-face confrontation between a victim and a perpetrator. Aggravated assault is the unlawful, intentional inflicting, or attempted or threatened inflicting, of serious injury upon the person of another.

Page Ref: 42-47

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

5) List and define the four Part I property offenses.

Answer: The four Part I property crimes are burglary, larceny-theft, motor vehicle theft, and arson. Burglary is the unlawful entry of a structure to commit a felony or a theft (excludes tents, trailers, and other mobile units used for recreational purposes). The three classifications include forcible entry, unlawful entry without force, and attempted forcible entry. Larceny-theft is the unlawful taking or attempted taking, carrying, leading, or riding away of property, from the possession or constructive possession of another. Motor vehicles are excluded. Motor vehicle theft is the theft or attempted theft of a motor vehicle. Arson is any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, and so on.

Page Ref: 47-52

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

6) What are flash robs? How do flash robs differ from flash mobs? Define this crime and explain how it works, who commits flash robs, how many people are involved, and the issues facing store employees and owners.

Answer: Answers should include a brief definition of flash mobs and how this concept has led to the more serious issue of flash robs, in which social media directs people to go to retail stores and rob them. A discussion of the characteristics of flash robs and the problems resulting from them should be included, along with an explanation of the costs of this crime for the victims.

Page Ref: 48

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Difficult

7) What is identity theft? Define identity theft, discuss the various types of techniques used by identity thieves and the problems the crime creates for victims, and review the recent federal laws passed in an effort to combat identity theft.

Answer: Answers should include a definition of identity theft as a crime in which an impostor obtains key pieces of information, such as Social Security and driver's license numbers, to obtain credit, merchandise, and services in the name of the victim. The impact on victims should be discussed, including the victim's ruined credit history and the time needed to repair the financial damage. Federal acts such as the Identity Theft and Assumption Deterrence Act (1998) and the Identity Theft Penalty Enhancement Act (2004) should be reviewed.

Page Ref: 51-52

Objective: Describe the FBI's UCR/NIBRS Program, including its purpose, history, and what it tells us about crime in the United States today.

Level: Intermediate

2.6 Critical Thinking Questions

1) The eight Part I crimes included in the UCR have not been changed since 1979. How has the nature of crime in the U.S. changed since 1979 and how should the Part I crime category be changed to better reflect crime in the U.S. today? What impact would this have on crime statistics?

Answer: Answers will vary but should include a discussion of some of the various types of crimes (such as white-collar crime, computer crime, and cybercrime) that are underrepresented in the UCR.

Page Ref: 57

Objective: Compare and contrast the UCR and NCVS data collection and reporting programs.

Level: Difficult

2) Explain hate crimes and review the various categories that are protected under federal hate crime laws. What other categories of individuals or groups that are not protected under the law might be targets for hate crimes? Why might some groups be protected while others are not?

Answer: Answers will vary but should include a definition of hate crime and the main categories (race, religion, ethnicity/national origin, gender, gender identity, sexual orientation, religion, and disability). Other possible categories that could be protected might include homelessness, age, and political affiliation.

Page Ref: 60-61

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Difficult

3) Recent concerns about gun crime in the wake of various mass shootings has led to increased debate about gun control. Discuss the role of gun control and the constitutional guarantees of the right to bear arms. Include an analysis of the 2015 shootings at the Emanuel AME Church and Umpqua Community College, as well as the 2012 shootings in Newtown and Aurora, and discuss the effect they had on the communities and on gun control.

Answer: Answers will vary but should include a discussion of the 2015 and 2012 shootings. These events, among others, led to calls for gun control at both the state and national level. Constitutional guarantees of the right to bear arms have combined with historical circumstances to make ours a well-armed society. Guns are used in many types of crimes. Both federal and state governments have responded to the public concern over the ready availability of handguns.

Page Ref: 63-64

Objective: Describe how the special categories of crime discussed in this chapter are significant today.

Level: Difficult

