

## TESTBANK

### Chapter 1 Multicultural Communities: Challenges for Law Enforcement

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#### 1.1 Multiple Choice Questions

**1) Acquiring cultural competence includes:**

- A) exploration of officers' belief systems and biases
- B) awareness of an officer's perspectives and perceptions
- C) increased communication skills leading to effective rapport building
- D) all of the above

Answer: D

Page Ref: 4

Objective: Discuss the impact of diversity on law enforcement and the corresponding need for community policing and outreach programs

Level: Easy

**2) The Chinese Exclusion Act in 1882 denied Chinese Laborers the right to enter:**

- A) Europe
- B) Africa
- C) America
- D) Asia

Answer: C

Page Ref: 9

Objective: Understand past and current reactions to the U.S. multicultural society

Level: Easy

**3) What are the dimensions of diversity that influence the personal and professional lives of law enforcement personnel?**

- A) primary
- B) secondary
- C) both
- D) none

Answer: C

Page Ref: 29-30

Objective: List the primary and secondary dimensions of diversity as well as generational differences among immigrant and ethnic groups

Level: Intermediate



- 4) **A judgment or opinion formed before facts are known, usually involving negative or unfavorable thoughts about groups of people is known as:**

A) stereotype  
B) prejudice  
C) hate  
D) bias

Answer: B

Page Ref: 32

Objective: Apply the concepts of stereotyping, prejudice and implicit bias to police work

Level: Intermediate

## 1.2 True/False Questions

- 1) **To blame one's failures and shortcomings on innocent people or those only partly responsible is bias.**

Answer: FALSE

Page Ref: 32

Objective: Apply the concepts of stereotyping, prejudice and implicit bias to police work

Level: Easy

- 2) **The act — intentional and unintentional — of applying or incorporating personal, social, or organizational biases and/or stereotypes in decision-making, police actions, or the administration of justice is bias-based policing.**

Answer: TRUE

Page Ref: 32

Objective: Apply the concepts of stereotyping, prejudice and implicit bias to police work

Level: Easy

- 3) **An example of a secondary dimension is educational level.**

Answer: TRUE

Page Ref: 29

Objective: List the primary and secondary dimensions of diversity as well as generational differences among immigrant and ethnic groups

Level: Intermediate

- 4) **Gender is another example of a secondary dimension of diversity.**

Answer: FALSE

Page Ref: 29

Objective: List the primary and secondary dimensions of diversity as well as generational differences among immigrant and ethnic groups

Level: Intermediate

- 5) **A heterogeneous society is one that is diverse, and frequently refers to racial and ethnic composition.**  
Answer: TRUE  
Page Ref: 11  
Objective: Summarize key demographic trends in United States related to growth of minority and foreign-born populations in the United States  
Level: Easy
- 6) **A group that is larger in number that constitutes a whole part of a population and may be subjected to differential treatment is a minority group.**  
Answer: FALSE  
Page Ref: 12  
Objective: Summarize key demographic trends in United States related to growth of minority and foreign-born populations in the United States  
Level: Easy
- 7) **Hispanic is considered a race.**  
Answer: FALSE  
Page Ref: 11  
Objective: Summarize key demographic trends in United States related to growth of minority and foreign-born populations in the United States  
Level: Easy
- 8) **An individual admitted to the United States as a lawful permanent resident is an immigrant.**  
Answer: TRUE  
Page Ref: 14  
Objective: Provide an understanding of aspects of immigration to the United States  
Level: Intermediate
- 9) **A refugee is any person who is outside his or her country of nationality who is unable or unwilling to return to that country because of persecution or a well-founded fear of persecution.**  
Answer: TRUE  
Page Ref: 13  
Objective: Provide an understanding of aspects of immigration to the United States  
Level: Easy
- 10) **There are three major groups of undocumented or unauthorized immigrants within the U.S. borders.**  
Answer: FALSE  
Page Ref: 17

Objective: Provide an understanding of aspects of immigration to the United States

Level: Intermediate

**11) The word "multiculturalism" refers to a movement or political force.**

Answer: FALSE

Page Ref: 4

Objective: Discuss the impact of diversity on law enforcement and the corresponding need for community policing and outreach programs

Level: Easy

**12) The terms "mosaic" and "tapestry" are more accurate descriptions of America's multicultural society than the term "melting pot."**

Answer: TRUE

Page Ref: 10

Objective: Understand past and current reactions to the U.S. multicultural society

Level: Intermediate

**13) Changes in population characteristics were insignificant between 1990 and 2000.**

Answer: FALSE

Page Ref: 10

Objective: Understand past and current reactions to the U.S. multicultural society

Level: Easy

**14) Prejudice that is unchecked and acted on can result in all of the following: citizen humiliation, lawsuits, loss of jobs, and long-term damage to police-community relations.**

Answer: TRUE

Page Ref: 34

Objective: Apply the concepts of stereotyping, prejudice and implicit bias to police work

Level: Easy

**15) When people have implicit biases, it means that they are consciously aware of the prejudices they hold.**

Answer: FALSE

Page Ref: 33-34

Objective: Apply the concepts of prejudice and stereotyping to everyday police work.

Level: Intermediate

### 1.3 Fill in the Blank Questions

- 1) \_\_\_\_\_ **has enriched our nation, but has also made many police procedures and interactions with individuals more complex.**  
Answer: Diversity  
Page Ref: 5  
Objective: Discuss the impact of diversity on law enforcement and the corresponding need for community policing and outreach programs  
Level: Intermediate
- 2) (*Two-word answer*) \_\_\_\_\_ **is under a powerful microscope in terms of how citizens are treated.**  
Answer: Law enforcement  
Page Ref: 5  
Objective: Discuss the impact of diversity on law enforcement and the corresponding need for community policing and outreach programs  
Level: Intermediate
- 3) A(n) \_\_\_\_\_ **dimension is a core characteristic with which a person is born that remains with the individual in all stages of his or her life.**  
Answer: primary  
Page Ref: 29  
Objective: List the primary and secondary dimensions of diversity as well as generational differences among immigrant and ethnic groups  
Level: Easy
- 4) **According to Loden, people have a minimum of \_\_\_\_\_ primary dimensions.**  
Answer: six  
Page Ref: 29  
Objective: List the primary and secondary dimensions of diversity as well as generational differences among immigrant and ethnic groups  
Level: Easy
- 5) **If \_\_\_\_\_ occurs, police departments will be subjected to adverse media attention, lawsuits, citizen complaints, human relations commission involvement, or dismissal of the chief or other management.**  
Answer: discrimination  
Page Ref: 35  
Objective: Apply the concepts of stereotyping, prejudice and implicit bias to everyday police work  
Level: Intermediate

- 6) \_\_\_\_\_ is the beliefs, habits, attitudes, values, and patterns of thinking, behavior, and everyday customs that have been passed on from generation to generation.

Answer: Culture

Page Ref: 26

Objective: Define "culture" and "ethnocentrism" and discuss their relevance in law enforcement

Level: Intermediate

- 7) \_\_\_\_\_, from the beginning, has been fundamental to the creation and growth of the U.S.

Answer: Immigration

Page Ref: 14

Objective: Provide an understanding of aspects of immigration to the United States

Level: Easy

- 8) An estimated \_\_\_\_\_ percent of European immigrants, or 2.1 million people, were born in Eastern Europe.

Answer: 44

Page Ref: 16

Objective: Provide an understanding of aspects of immigration to the United States

Level: Easy

## 1.4 Essay Questions

- 1) How can the six primary dimensions of diversity contribute to being advantaged or disadvantaged in the workforce or society?

Answer: Answers should include an explanation of the individuals' age, ethnicity, gender, mental/physical abilities and characteristics, race, and sexual orientation and how they can affect job performance.

Page Ref: 29-30

Objective: List the primary and secondary dimensions of diversity as well as generational differences among immigrant and ethnic groups

Level: Hard

- 2) How is culture a learned behavior?

Answer: Children receive a general cultural orientation by the time they are five or six years old.

Page Ref: 26-27

Objective: Define "culture" and "ethnocentrism" and discuss their relevance in law enforcement

Level: Intermediate

- 3) How can community policing outreach programs help to break down mutual stereotypes held by both police officers and community members? Give examples of programs of which you are aware.**

Answer: Answers will vary.

Page Ref: 6-7

Objective: Discuss the impact of diversity on law enforcement and the corresponding need for community policing and outreach programs

Level: Intermediate

- 4) Explain how implicit biases can influence decision-making in law enforcement work.**

Answer: Biases are powerful and unconscious. Decision-making in law enforcement is often quick and results in instantaneous action.

Page Ref: 32-34

Objective: Apply the concepts of stereotyping, prejudice and implicit bias to everyday police work

Level: Hard

- 5) What role do both police leadership and management play in helping officers challenge peers' expressions of prejudice and acts of discrimination within the law enforcement workforce?**

Answer: Consider training, mandating change and police culture as they relate to messaging, policy and training intended to create a discrimination-free workplace.

Page Ref: 34-36

Objective: Describe ways that law enforcement leaders and managers can produce bias-free policing in a multicultural society.

Level: Hard

