1. **Read your syllabus. See page 1 of your course booklet.**
   Check RaiderNet to find out if your class has any mandatory orientations, meetings, or proctored exams.
   - Log into RaiderNet through PipelineMT.
   - Click on Student.
   - Click on Registration.
   - Click on Student Detail Schedule.
   **Note:** If you are a CJA major, you **must** make a C or better for this class to be counted toward the major since this is a required course.

2. **Begin working on assignments.**
   D2L is the preferred method of contact.
   - **Submit assignments to your instructor via D2L:**
     Dr. Brenda Berretta  
     (901) 683-1712  
     brendaberretta@comcast.net
   - All assignments should be submitted via D2L.
   - Faxed assignments will not be accepted!
   - Assignments must be completed in sequence and are due to your instructor by the due dates listed on the back of this page.
   - Extra credit is available via D2L.
   - Turn in assignments on time. You only have ONE WEEK to submit the assignments. This is not suggested but REQUIRED!
   - You are responsible for any technical problems with your computer or with the website; resolve these before the last minute. This is not an excuse for late assignments.

   **Note:** All quizzes open at 12:01 a.m. on the designated Friday and close at 11:59 p.m. on the following Thursday. After the closing date, you will not be able to access the quiz and will receive a zero (0). If you must go to the hospital or have another emergency, it is imperative that you inform me BEFORE the quiz closes.

See other side for assignment due dates.
Assignment Due Dates

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<th>Number</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>August 29</td>
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<tr>
<td>Assignment 2</td>
<td>September 5</td>
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<td>Assignment 7</td>
<td>October 10</td>
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<td>Assignment 8</td>
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<td>Assignment 9</td>
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<td>Assignment 10</td>
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<td>November 13</td>
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<td>Assignment 11</td>
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<td>November 20</td>
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Note: Quiz #10 and #11 will be in the written form of an essay but will be submitted in the usual way.

3. Take your exam.

<table>
<thead>
<tr>
<th>Final Exam Availability</th>
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<tr>
<td>Date</td>
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</table>

You may take the exam at any computer with Internet access. Keep in mind that you will only be able to access the exam once and will only have two hours to complete the exam after you have logged in. Remember to save your exam after each question to prevent losing the work you have completed.

Any corrections or updates to the printed material will be posted within the D2L shell for this course or sent by MTSU email. If you do not have Internet access, please notify your instructor immediately.
Student Services
Area Code: 615

Admissions 898-2111 www.mtsu.edu/admissions.php
Bookstore, Phillips 898-2700 www.mtsu.edu/~phillips/
Child Care Complaint Hotline 313-4820
1-800-462-8261
MTSU Child Care Lab 898-2970 www.mtsu.edu/childcare/
Correspondence Courses 898-5332 www.mtsu.edu/universitycollege/distance/correspondence.php
Disabled Student Services 898-2783 www.mtsu.edu/dssemail/
Distance Learning Student Services 898-5332 www.mtsu.edu/universitycollege/distance/students.php
Distance Learning Testing Center 898-2743 www.mtsu.edu/universitycollege/distance/testing.php

Email
Email accounts are automatically created when you apply.
Check your email at least once a week via PipelineMT.

Evening School Services 898-5332 www.mtsu.edu/universitycollege/distance/evening_school.php
Information Technology Help Desk 898-5345 www.mtsu.edu/itdcommunications/helpdesk/
Library, Walker 898-2817 http://library.mtsu.edu
Distance Education Library Services 898-2549
Hours and Information 898-2817
Reference Desk 904-8539
June Anderson Center for Women and Nontraditional Students 898-5812 www.mtsu.edu/jac/
Parking and Transportation 898-2850 www.mtsu.edu/parking/
Records 898-2600 www.mtsu.edu/records/
Scheduling Center 898-5800 www.mtsu.edu/records/

SMARTTHINKING Online Tutoring http://services.smarthinking.com
Your user name is your complete MTSU email address (i.e., jhz2a@mtmail.mtsu.edu).
Your password is “MTSU.” If you have problems logging in, please call 898-5332.

University Writing Center 904-8237 www.mtsu.edu/uwc/students.php
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CJA 1100
Introduction to Criminal Justice Administration
3 Semester Hours

Instructor
Brenda B. Berretta, Ed.D., L.P.C.
Adjunct Professor
Department of Criminal Justice Administration
Middle Tennessee State University
Phone: (901) 683-1712
Email: brendaberretta@comcast.net

Course Prerequisites
None

Course Description
This course consists of a survey of the entire criminal justice field, including a brief history of major events occurring in the twentieth century, a philosophical discussion of the nature of crime, an analysis of legal and behavioral aspects of crime and criminal statistics, and an overview of the process of justice. Issues pertaining to police organization, powers, and problems; the structure and function of our court system; and issues involving the field of corrections including prison life, conditions, and inmate rights are covered. Also presented is the organization of the juvenile justice system, the processing of juvenile offenders, juvenile rights, and critical controversies in the area.

Required Texts/Materials
Study guide—now online and included in the price of your book.

Course Objectives
This course is divided into five sections as follows:
1. A brief history of criminal justice in the twentieth century and the foundations of crime and justice
   a. The police
   b. The courts
   c. Corrections
   d. Juvenile justice
You are required to read the entire book and review the study guide to your satisfaction. Even though knowing the definitions of all the words in the guide will increase your general understanding of the material, for testing purposes you are required to place a particular emphasis on the words and concepts listed in each assignment below. Be sure you have an understanding of issues, points made in certain legal cases (case names will only be required if they are included in the word list), and problematic areas. Whenever possible, application questions are asked both in the assignments to be handed in and on the final exam. These types of questions require factual knowledge, understanding of the situation, and the ability to apply the knowledge to a new, real situation. An example of this type of question is as follows:

A trio of thugs holds up a liquor store. Two of them are armed. The police arrive; there is a shoot-out, and a police officer is killed. All three are arrested. With respect to the killing, the unarmed robber can be charged with

a. conspiracy and reckless endangerment
b. assault
c. murder
d. being an accessory before the fact

The answer is “c,” murder. Under the felony-murder doctrine a person can be charged with murder if he intends to commit a felony and a murder occurs, even though he does not pull the trigger. In order to answer this question correctly, you must know the general terms of the felony-murder doctrine and recognize the scenario as one to which it would be applicable.

Grading

The course grade will be based on eleven written assignments that count 25 points each and the final exam, which will consist of 125 multiple choice questions, each counting one (1) point. This will total 400 points. NOTE: You should have an “A” going into the final since it is open-book to that point. It is very difficult to make an “A” on the final exam. In addition to the vocabulary words, study questions, and exercises, please review the QUESTIONS AT THE BEGINNING OF EACH CHAPTER in the main textbook.

11 assignments x 25 possible points each + 125 questions on the final exam x 1 point each = 400 possible points (Note you will also be given an opportunity for extra credit via online discussions. Your instructor will give directions online.)

360–400 = A
320–359 = B
280–319 = C
240–279 = D
0–278 = F
General Instructions/Policies

1. Follow all given instructions for each written assignment. No more than two assignments per week may be submitted for grading.

2. All work must be completed in sequence. First, read each lesson as outlined in this handbook. Then read the textbook assignment. Your examination is drawn from the reading assignments and tests your understanding of these readings.

3. Complete all the exercises listed in the written assignment. This part in each lesson is designed to focus your attention on the most important material. Written assignments are mailed or emailed to the instructor. NOTE: YOU MUST HAVE SPECIAL PERMISSION TO MAIL ANY ASSIGNMENTS (this feature is reserved for those who absolutely do NOT have access to the internet—in prison, etc.). From past experience, the snail mail is unreliable in regard to deadlines. Note also that the assignments may not be in the same ORDER on the D2L site as they appear on your written material. Write your answers first on your paper then transpose them to the internet site.

4. Policy requires that you finish all written assignments exactly as outlined and take all exams before a final grade can be assigned.

5. Number and copy each question before writing the answer. Leave a large margin on the left side of each page. Skip a line between answers.

6. Write clearly in Standard English. A typewriter/computer set for double space should be used.

7. Use your own words for each answer; however, when quoting from the text or other materials, use quotation marks and cite the source at the bottom of the page.

8. Always use one cover sheet for each assignment. The cover identifies your work as it is evaluated. Number and initial each page in your completed written assignment.

9. Mail your assignments in a regular, number 10 business-size envelope to your instructor’s address. If you mail your assignments on campus, include your return P.O. box address and name on the envelope. The MTSU post office will not deliver mail without a return address AND name. The return address MUST be your MTSU post office box. If either of these is not listed, your mail will not be delivered. If you do not have a P.O. box, you must pay postage when mailing assignments to your instructor.

10. Make a copy. If your work is lost before a grade is recorded, it must be resubmitted.

11. Use the correct postage. More than four pages may require extra postage.
Communication Guidelines

Email

- Always include a subject line.
- Remember, without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc., should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members.

Accessing Your Course with a Web Component

Log onto www.mtsu.edu/pipelinemt, then click on the course under the My Courses tab. If you have questions about using D2L, call the Information Technology Help Desk at 898-5345.

Library

Walker Library provides services for the distance learner (including students taking online, correspondence, and videoconferencing courses) at http://library.mtsu.edu/distance/index.php. Services include library research assistance, instruction in using the online catalog and full-text electronic databases, and the ability to borrow books from the library. Students are eligible to request that books and copies of periodical articles be mailed to them. Reference services via email and telephone are also available.

The distance learning librarian will be happy to assist students with their academic and research needs, and may be reached at (615) 898-2535 or via email at http://library.mtsu.edu/help/email.php.

Students need valid student IDs to use Walker Library on campus. If you cannot come to campus, you may request materials through interlibrary loan at your local public or school library.

University Writing Center

Writing Center, Walker Library 362
904-8237
www.mtsu.edu/uwc
uwcenter@mtsu.edu

The University Writing Center (UWC) offers free writing assistance for any writing assignment in any class. The UWC staff, composed of English graduate assistants, works with students to develop the skills necessary to become confident, competent writers by providing one-on-one consultations and helpful handouts. The Writing Center offers many online services as well, including a grammar hotline for quick questions, a D2L email drop box and
chat room, and a website filled with helpful handouts, exercises, and resource links for individual work. The center is open Monday through Saturday, and access to online services is available 24/7.

**SMARTHINKING Online Tutoring Service**

SMARTHINKING is the leading provider of online tutoring. Students connect to live tutors from any computer that has Internet access. SMARTHINKING is a virtual learning assistance center. It provides online tutoring 24 hours a day, 7 days a week. SMARTHINKING is a free service for MTSU students. To use this service at http://services.smarthinking.com, use the following username and password information:

**Username:** full MTSU email address (example lmm2r@mtmail.mtsu.edu)

**Password:** MTSU

If you have trouble logging in, please call (615) 898-5332.

**Students with Disabilities**

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the Office of Disabled Student Services (DSS) (www.mtsu.edu/dssemail/). Before granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the Office of Disabled Student Services. It is the student’s responsibility to initiate contact with the DSS staff and to follow the established procedures for having the accommodation notice sent to the instructor.

**Syllabus Changes**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes by telephone, individual email communication (if email is used), or by the U.S. Postal Service.

**Technical Support**

If your course has an online component and you experience problems when logging in, timing out, using website tools, or other technical problems, please contact the MTSU Help Desk by calling (24/7) (615) 898-5345 or by going to the website at www.mtsu.edu/itdcommunications/helpdesk/.

**Academic Misconduct**

The use of a third party to submit a student’s work is only allowed when accommodations are approved by the Disabled Student Services Office. Students found to be in violation of this policy will be reported to the faculty member and dean of Student Affairs. Students should be familiar with the MTSU Students Rights and Responsibilities handbook, which outlines
academic misconduct defined as “plagiarism, cheating, fabrication, or facilitating any such act,” a statement of community standards of civil behavior, and code of computer use. The handbook can be accessed at www.mtsu.edu/stuaff/PDF/rights.pdf.

**Scholarship Information**

**Hope (Lottery) Scholarship**

To retain Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, or I in this class may negatively affect TELS eligibility. Dropping a class after 14 days may also affect eligibility. If you withdraw from this class and it results in an enrollment status of less than full time, you may lose eligibility for your lottery scholarship. For additional lottery scholarship rules, please refer to your Lottery Statement of Understanding form, review lottery scholarship requirements on the web at www.mtsu.edu/scholarships/, or contact the MTSU Financial Aid Office at 898-2830.

**Dennis Bain Scholarship**

Dennis Bain Scholarship applications are open to any student who has taken at least one distance learning course (i.e., correspondence, online, RODP, or videoconferencing) over the past year, is currently enrolled, and who is an adult student. (See application for further details.) Applications are due by February 15 each year. For more information, please see https://mtsu.scholarships.ngwebsolutions.com/ScholarX_ScholarshipSearch.aspx. Type Dennis Bain in the Description and Name Search.

**Test and Examination Information**

Plan on taking your exam at the time scheduled for your course as listed on the enclosed “3 Steps to Getting Started” page. If you are unable to come to your scheduled time or location, exams can be proctored at the Academic Outreach and Distance Learning Testing Center in KUC, Room 107. The extenuating circumstances for your need to reschedule (class conflict, work schedule, etc.) will be verified by the Testing Center.

**Makeup Exams**

Students must register at www.mtsu.edu/universitycollege/distance/testing.php or call (615) 898-2743 for an appointment since the Testing Center is not staffed continuously. Students must do the following:

- Read the Flextest website carefully. **Instructors may have a makeup deadline. It is the student’s responsibility to know and adhere to this deadline.**
- Reschedule as soon as they know of a conflict (space is limited).
- **Have an appointment** to take the exam at the Testing Center.
- Show student ID or driver’s license to take the exam.
Off-Campus Exams

Students who live more than 50 miles away from the Murfreesboro campus may have their exams sent off-campus to an approved proctor. To do this, please follow these steps:

- Plan ahead; a two-week notice to the Testing Center is required.
- Locate a public institution near you (public library, community college, etc.).
- At that institution, locate a proctor who is willing to administer the exam. The proctor must be a librarian, administrator, or teacher and have at least a bachelor’s degree and cannot be related to you.
- Set up a mutually convenient date and time for you to take your exam.
- Obtain the proctor’s mailing address and phone number. MTSU will provide postage for the exam to be mailed and returned, if needed; however, you will be responsible for any fees charged by the proctor. MTSU will mail or email all exams to the proctor (exams cannot be faxed).
- Request your exam be sent off-campus by completing an online request at www.mtsu.edu/universitycollege/distance/testing.php or by calling (615) 898-2743.

Expanded hours are offered during exam weeks. See website for current testing hours. Remember, students MUST have an appointment to take their exams at the Testing Center.
Study Schedule - Plan now for success!
Success in learning by correspondence courses begins with a regular study schedule such as a student would maintain in a regular class. Plan for your success now by using the form below to keep and record your progress. The correspondence course lessons are approximately one week of classroom instruction and 6–8 hours of study time.

We recommend you complete about one (1) assignment every four days.

START: I began this course on ________________________________

<table>
<thead>
<tr>
<th>Assignment</th>
<th>PLANNED DATE</th>
<th>ACTUAL DATE SENT</th>
<th>DATE RECEIVED</th>
<th>GRADE</th>
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<td>Final Exam</td>
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Section One

Reading Assignment
*Criminal Justice*, Chapters 1–5

Learning Objectives

A. Chapter Objectives

After a thorough study of **Chapter 1**, you should be able to
1. understand that the problems of crime and justice do not exist in a vacuum; that they are typically shaped by many of the political and social events occurring in the society and world around them.
2. explain how the violence of the 1960s was shaped to a large extent by the political and social policies of previous decades.
3. describe how the Johnson-Goldwater campaign of 1964 and its aftermath influenced the movement toward a rediscovery of criminal justice in America.
4. discuss the scope and purposes of the President’s Commission on Law Enforcement and the Administration of Justice, and the Law Enforcement Assistance Administration.

After a thorough study of **Chapter 2**, you should be able to
1. discuss the meaning of natural law.
2. understand the process through which some crimes come into being.
3. present a legal definition of crime and explain each element in the definition.
4. define and distinguish between the various types of law.
5. describe the various defenses to criminal liability.
6. understand the nature of criminal intent.

After a thorough study of **Chapter 3**, you should be able to
1. understand the legal definitions of the major categories of crime.
2. cite and discuss examples of subcategories of the major criminal acts.
3. differentiate between “crimes” and “criminal behavior systems.”
4. fully discuss the ramifications of the felony-murder doctrine.

After a thorough study of **Chapter 4**, you should be able to
1. discuss the major sources of statistical information about crime.
2. understand the limitations of each of these sources.
3. interpret the data contained in the *Uniform Crime Reports*.
4. compute a crime rate and discuss its meaning.

After a thorough study of **Chapter 5**, you should be able to
1. distinguish between inquisitorial justice and adversarial justice.
2. discuss contemporary meanings of “due process of law.”
3. identify and describe the various stages in the criminal justice process.
4. argue as to whether the criminal justice process should be considered a system or a “nonsystem.”
5. trace the “incorporation” of the Bill of Rights.
B. Complete exercises in study guide. Check your answers. (NOT to be submitted to instructor.)

1. Make sure you know the answers to the questions at the beginning of the chapters. (NOT to be submitted to the instructor.)

2. Review the following key words and concepts: (NOT to be submitted to the instructor.)

- criminal justice
- LEAA
- Wickersham commission
- drug revolution
- Watergate
- administrative law
- common law
- civil law
- case law
- criminal law
- constitutional law
- natural law
- statutory law
- crime
- felony
- misdemeanor
- entrapment
- defenses
- *mala in se*
- *mala prohibita*
- *mens rea*
- conspiracy
- general intent
- specific intent
- arson
- assault
- assault and battery
- breaking and entering
- homicide
- larceny
- rape
- robbery
- carnal knowledge
- adultery
- desecration
- forgery
- ransom
- obscenity
- counterfeiting
- seduction
- vagrancy
- plagiarism
- disorderly conduct
- lewdness
- polygamy
- bigamy
- usury
- incest
- pickpocketing
- shoplifting
- criminal bankruptcy
- loitering
- voyeurism
- embezzlement
- harassment
- fornication
- premeditation
- deliberation
- malice aforethought
- murder
- manslaughter
- involuntary manslaughter
- voluntary manslaughter
- organized crime
- organized robbery and gang theft
- occasional property crime
- professional theft
- violent personal crime
- white-collar crime
- Uniform Crime Reports

Memorize the terms and phrases below

Part I offenses
Part II offenses
National Crime Survey
victimization survey
arrests
clearance rate
validity and reliability
adversary system
inquiry system
inquisitorial system
trial by ordeal
due process of law
procedural due process
substantive due process
*Gideon v. Wainwright*
*Mapp v. Ohio*
*Buck v. Bell*
*Powell v. Alabama*
criminal process from arrest to imprisonment, appeals, and release
felony-murder doctrine
Section Two

Reading Assignment
Criminal Justice, Chapters 6–9

Learning Objectives
A. Chapter Objectives:

After a thorough study of Chapter 6, you should be able to
1. trace the roots of modern police forces.
2. distinguish among federal, state, and local law enforcement in terms of their jurisdiction and authority.
3. discuss the changing role of the Federal Bureau of Investigation (FBI).
4. outline the functions of private and auxiliary police and list the problematic aspects of these two law enforcement groups.

After a thorough study of Chapter 7, you should be able to
1. describe the functions and roles of the police.
2. explain police discretion.
3. outline and analyze the components of the police subculture.
4. understand the relative importance of patrol units, detective forces, and specialized squads to big city policing.

After a thorough study of Chapter 8, you should be able to
1. identify the major issues in the use of police powers and relate these issues to the appropriate Supreme Court cases.
2. differentiate between Fourth, Fifth, and Sixth Amendment issues as they relate to police.
3. describe the exclusionary rule and discuss related Supreme Court decisions.
4. fully understand the concept of probable cause.

After a thorough study of Chapter 9, you should be able to
1. identify and discuss the major areas of police corruption.
2. understand the factors contributing to police brutality.
3. describe the methods that have been considered for controlling police misconduct.
4. complete exercises in study guide. Check your answers. (NOT to be submitted to the instructor.)
5. make sure that you know the answers to the questions at the beginning of each chapter. (NOT to be submitted to the instructor.)
B. Review the following key words and concepts: (NOT to be submitted to the instructor.)

mutual pledge
*posse comitatus*
thief-takers
Henry Fielding
Bow Street Runners
sheriff
state police
Texas Rangers
Federal Agencies
  - Bureau of Alcohol, Tobacco, and Firearms
  - Coast Guard
  - Customs Service
  - Drug Enforcement Administration
  - Immigration and Naturalization Service
  - Internal Revenue Service
  - National Park Service
  - Postal Inspection Service
  - Secret Service
  - U.S. Marshals Service
Interpol
vigilante justice
police discretion
police subculture
line services
peacekeeping role
patrol
special detective units
sting operations
decoys and blending
administrative services
auxiliary services
SWAT teams
cynicism
clearance rate
Kansas City Experiment
probable cause
exclusionary rule
search warrant
search and seizure
fresh pursuit
consent
inventory searches
“plain view” doctrine
fruit of the poisonous tree
stop and frisk
prompt arraignment
“good faith” exception
inevitable discovery
arrest powers

Note: Know the rules concerning legal arrests, searches, and seizures. It is not necessary to know the case names.

police brutality
police corruption
police professionalism
deadly force
*Tennessee v. Garner*
sovereign immunity
civilian review boards
chain of command
foot patrols
vice squad
private police
Section Three

Reading Assignment
*Criminal Justice*, Chapters 10–13

Learning Objectives
A. Chapter Objectives

After a thorough study of *Chapter 10*, you should be able to
1. understand the full meaning of court “jurisdiction.”
2. discuss what occurs at each level of state and federal court systems.
3. describe the problems apparent in lower and trial courts.
4. enumerate the powers of the U.S. Supreme Court and analyze how cases are selected for review and processing.

After a thorough study of *Chapter 11*, you should be able to
1. list the major roles and responsibilities of judges, prosecutors, and defense attorneys.
2. discuss the problems associated with legal assistance to the indigent.
3. analyze the plea bargaining debate and know the U.S. Supreme Court’s position on it.
4. trace the development of the Supreme Court’s approach to the Sixth Amendment right to counsel.
5. address the major issues in judicial conduct.

After a thorough study of *Chapter 12*, you should be able to
1. understand what occurs at each stage of the court process.
2. discuss the problems with the bail system and describe the alternatives to bail.
3. comment on the pertinent issues related to the grand jury, double jeopardy, and speedy trial.
4. describe the various types of pleas.
5. know what motions are, when they can be filed, and for what purposes.
6. identify and describe the steps in jury selection.

After a thorough study of *Chapter 13*, you should be able to
1. discuss the various types of sentences.
2. identify and describe the various types of sentences.
3. understand the problems associated with current sentencing practices.
4. chart the evolution of the Supreme Court’s position on cruel and unusual punishment.
5. describe the appeal process.
6. list the reasons for appeal.

B. Complete exercises in study guide. Check your answers. (NOT to be submitted to the instructor)

C. Make sure you know the answers to the questions at the beginning of each chapter. (NOT to be submitted to the instructor)
D. Review the following key words and concepts: (NOT to be submitted to the instructor)

Field result
dual court system
lower courts
trial courts
court jurisdiction
courts of general jurisdiction
courts of limited jurisdiction
courts of record
U.S. district courts
U.S. courts of appeal
intermediate courts of appeal
Rule of Four
U.S. Supreme Court
writ of certiorari
writ of mandamus
Powell v. Alabama
prosecutor
defense attorney
assigned counsel
indigency standards
prosecutorial discretion
judges (qualifications for)
Gideon v. Wainwright
bailiff
coroner
medical examiner
court clerk
court reporter
motions
“ordinary” error
plea bargaining/negotiating
bail
bail bond
release on recognizance
indictment
information
evidence
grand jury (purpose, composition)
challenge for cause
peremptory challenge
venire
voir dire
change of venue
contempt
speedy trial
public trial
pretrial detention
mistrial
jury nullification
double jeopardy
preventive detention
ex parte proceedings
prima facie case
definite sentence
determinate sentence
indeterminate sentence
intermittent sentence
presumptive sentence
mandatory sentence
allocation
appeal
deterrence
harmless error rule
invited error rule
automatic reversal rule
plain error rule
isolation
retribution
sentence of death
death row inmates
habitual offender
mandatory death penalties
statistical evidence of racial
discrimination
stays of execution
Section Four

Reading Assignment

*Criminal Justice*, Chapters 14-17

Learning Objectives

A. Chapter Objectives

After a thorough study of **Chapter 14**, you should be able to
1. outline the early history of punishment.
2. describe the contributions of the classical school of criminology and its major thinkers.
3. discuss the evolution of the American prison system.
4. understand the problems with American jails.

After a thorough study of **Chapter 15**, you should be able to
1. list and briefly describe the various types of correctional institutions.
2. indicate the purposes of and procedures associated with classification.
3. describe the various types of prison programs.
4. define prisonization.
5. discuss the components of the inmate social system.
6. offer a perspective on the question: What works?

After a thorough study of **Chapter 16**, you should be able to
1. trace the development of the prisoners’ rights movement.
2. discuss the major Supreme Court decisions in each area of prisoners’ rights.
3. be aware of the conditions of incarceration that resulted in the need for a prisoners’ rights movement.
4. offer a perspective on contemporary prison conditions.

After a thorough study of **Chapter 17**, you should be able to
1. define community-based corrections.
2. describe each form of community-based correction, highlighting its problems and prospects.
3. discuss the differences between probation and parole.
4. outline the major Supreme Court decisions involving probation and parole.
5. address the question: Should parole be abolished?

B. Complete exercises in study guide. Check your answers. (NOT to be submitted to the instructor)

C. Make sure you know the answers to the questions at the beginning of each chapter. (NOT to be submitted to the instructor)
D. Review the following key words and concepts: (NOT to be submitted to the instructor)

- separate system
- silent system
- state use system
- contract system
- mark system
- piece-price system
- state account system
- jail
- prison
- ticket-of-leave
- reception center
- classification
- minimum security
- medium security
- maximum security
- therapeutic community
- shock incarceration
- total institutions
- open institutions
- inmate code
- conjugal visitation
- civil death
- lockdowns
- medical rights
- religious rights
- the right to escape from prison
- legal services in prison
- inmate violence
- solitary confinement

- right to rehabilitation
- academic and vocational services
- overcrowding
- disciplinary practices
- mail and media interviews
- strip searches
- right to privacy
- community-based corrections
- diversion
- probation
- intensive probation supervision
- suspended sentence
- shock probation
- parole
- furlough
- parole prediction
- maximum expiration date
- mandatory release
- restitution
- revocation of probation/parole
- parole board
- salient factor score
- good time
- probation/parole conditions
- revocation hearings
- halfway house
- warden
- correction commissioner
Section Five

Reading Assignment
*Criminal Justice*, Chapter 18

Learning Objectives
A. Chapter Objectives:
   After a thorough study of *Chapter 18*, you should be able to:
   1. Describe the juvenile justice process.
   2. Contrast the adult and juvenile court processes.
   3. Outline the major court decisions relating to juveniles’ rights and understand the extent to which due process of law applies in juvenile cases.
   4. Discuss the major issues facing juvenile justice in America today.

B. Complete exercises in study guide. Check your answers. (NOT to be submitted to the instructor)

C. Make sure you know the answers to the questions at the beginning of each chapter. (NOT to be submitted to the instructor)

D. Review the following key words and concepts: (NOT to be submitted to the instructor)

   adjudication
   adjudication hearing
   adjudication inquiry
   status offenders
   status offense
   autonomous juvenile courts
   delinquency
   delinquent
   detention hearing
   disposition hearing
   intake hearing
   *in loco parentis*
   *In re Gault*
   *parens patriae*
   petition
   waiver of jurisdiction
   juvenile rights
   juveniles in adult courts
FINAL EXAM (150 points)

You are now ready to take the final exam. **It is closed book, comprehensive, and will cover ALL of the chapters in your text book.** It will consist of 150 multiple choice questions. Contact the Testing Center at www.mtsu.edu/flextest. If you do not have access to the Internet, call **(615) 898-2743.**
Instructor Evaluated Exercises (25 points each)
Assignment 1

Chapter 1

1. During the 1960s ________.
   a. crime increased by over 100 percent
   b. America witnessed the rise and fall of the counterculture
   c. the drug revolution reached its peak
   d. grassroots America fought back against crime

2. The majority of historical and scholarly evidence suggests that poverty ________.
   a. and crime tend to increase at the same time
   b. may serve to perpetuate crime but is not a major cause of crime
   c. and crime are totally unrelated
   d. and crime rates stand in an inverse relationship

3. Those scholars who had spent their life studying crime were acutely disappointed with the president’s suggestion that poverty was one of the most important causes of crime and therefore should be a target of the “war on crime.” Why?
   a. because they believed that organized crime should be the major topic
   b. because youth crime could not be linked with poverty
   c. because drug use had been attributed to youths from affluent families
   d. because they knew that the root causes of crime could not be found in any simplistic equation involving only the disadvantaged segments of society

4. The president’s “war on crime” resulted in the passage in 1968 of a major piece of federal legislation. What was it?
   a. Law Enforcement Assistance Act
   b. Omnibus Crime Control and Safe Streets Act
   c. Harrison Act
   d. The Model Penal Code

5. The main criticism targeted against the LEAA was that it ________.
   a. overemphasized the funding of a technological war on crime
   b. was unable to develop new approaches to law enforcement
   c. failed to recognize the need for special projects in criminal justice
   d. insisted that the federal government should not interfere with state and local law enforcement

6. The LEAA was most effective in ________.
   a. reducing the crime rate
   b. determining the causes of crime
   c. reducing the size of jail populations
   d. establishing criminal justice education programs
7. Criminal justice refers to _______.
   a. the legal rules and principles that define the nature and limits of government
   b. the law and the proscribed punishment for those who break the law
   c. the structure, functions, and decision processes of those agencies that deal with the management of crime
   d. the same as criminal procedure

8. In the 1960s, the Warren Court announced a number of decisions that were in accord with the due process model of the criminal justice system; one decision after another led toward the incorporation of the Bill of Rights through the ______________________ clause of the Fourteenth Amendment.
   a. crime control
   b. police control
   c. due process
   d. citizenship

9. Since the early 1970s, the number of female inmates has _______.
   a. decreased
   b. increased
   c. remained the same
   d. increased, but they have remained in their traditional roles when participating in the commission of crimes

10. The President’s Crime Commission concluded that criminal justice was _______.
    a. an integrated “system” beginning with the investigation and ending with the offender’s reintegration into the free community
    b. made up of three parts: the police, the courts, and corrections, each with distinct and independent tasks
    c. a nonsystem since it is entirely beset with inefficiency and failure
    d. not yet possible to define and therefore needed closer consideration
Chapter 2

1. Natural law is best described as ________.
   a. the laws of the church
   b. a body of principles and rules that are considered to be uniquely fitting for and binding on any community of rational beings
   c. that set of standards and ideals established and imposed on individuals by community consensus
   d. subordinate to man-made law

2. Although its meaning may vary from one culture to the next, ________ appears to be an almost universal taboo.
   a. murder
   b. rape
   c. theft
   d. incest

3. Which phrase most accurately refers to criminal intent?
   a. mens rea
   b. mala in se
   c. mala prohibita
   d. nullum crimen sine poena

4. ________ refers to the offense of concealing a felony committed by another.
   a. Respondeat superior
   b. Conspiracy to commit crime
   c. Mala in se
   d. Misprision of felony

5. A ruling handed down by the U.S. Supreme Court would be an example of ________.
   a. statutory law
   b. administrative law
   c. case law
   d. jurisdictional law

6. Common law refers to ________.
   a. offenses committed against the safety and order of the state
   b. law passed by statute
   c. torts
   d. materials that guide courts in decision making but have not been enacted by legislatures or embodied in the Constitution
7. ____________, as a defense against crime, involves “any erroneous conviction of fact or circumstance resulting in some act that would not otherwise have been undertaken.”
   a. Ignorance of the law
   b. Duress and consent
   c. Mistake of fact
   d. Mistake of law

8. Which of the following can be used as a defense against crime?
   a. custom
   b. religious practice
   c. voluntary intoxication
   d. involuntary intoxication

9. Offenses designated as less serious than misdemeanors ________.
   a. are called felonies
   b. are called misdemeanors
   c. are called infractions or violations
   d. are not considered crimes

10. John Dokes and Michael Jokes conspire to kill their neighbor, Albert Fink. They plan their scheme for weeks, working out how they will kidnap him from his home, use a stolen car to transport him to a mountain lake, weight his body down with bags of fishing sinkers, and ultimately toss him off the end of the dock. The day before the planned event, Dokes purchases the fishing sinkers, the rope to tie Fink up, and a map that will take them to the mountains. Early the next day, Dokes steals the crime vehicle, an ‘82 Chevy van. Dokes and Jokes then proceed to Fink’s home, break in, kidnap their victim, and proceed with the balance of their plan. By that evening, Fink is already a decomposing mass at the bottom of the mountain lake. At what point were Dokes and Jokes guilty of conspiracy?
   a. when they decided to kill Fink in the first place
   b. after they had fully worked out their plans
   c. when Dokes purchased the rope, sinkers, and map
   d. when Jokes stole the van

11. Which of the following is not an element of the definition of crime?
   a. consent
   b. intent or omission
   c. sanction by the state
   d. absence of defense or justification

12. A person is induced to commit a crime that he or she would not have otherwise contemplated but did so on the urging of a police officer. This constitutes a case of ________.
   a. victim consent
   b. entrapment
   c. mistake and ignorance of the law
   d. duress
13. In criminal proceedings, insanity is a ____________ concept, rather than a medical concept.
   a. psychiatric
   b. sociological
   c. judicial
   d. legal

14. Criminals may be “born” not made is supported by which type of theory of crime?
   a. ecological
   b. economic
   c. sociocultural
   d. biological

15. Which theory attempts to explain why apparently similar acts are treated differently?
   a. anomie
   b. differential association
   c. labeling
   d. none of the above
Assignment 2

Chapter 3

1. _________ is the only crime specifically mentioned in the Constitution of the United States.
   a. Murder
   b. Treason
   c. Kidnapping
   d. Smuggling

2. Mrs. Jones returns home early from work one afternoon only to find her husband sexually embracing the widow next door. Mrs. Jones goes into a blind rage, takes from her purse a handgun that she carried for protection, and shoots her husband to death. Mrs. Jones would most likely be charged with ________.
   a. murder in the first degree
   b. murder in the second degree
   c. manslaughter
   d. excusable homicide

3. In the previous question, Mrs. Jones would have been charged in that way because of the presence of ________.
   a. malice aforethought
   b. malice aforethought and deliberation
   c. deliberation and premeditation
   d. malice aforethought, premeditation, and deliberation

4. What rule of law holds that if a death occurs during the commission of a felony, the person committing the primary offense can also be charged with murder in the first degree?
   a. high-felony doctrine
   b. negligent manslaughter doctrine
   c. felony-murder doctrine
   d. doctrine of aggravated offenses

5. In the following situation, what type of criminal charge would probably be filed? A scuba instructor negligently locates his air compressor in a place with improper ventilation, and as a result, the air tanks fill with carbon monoxide and cause the death of his students.
   a. involuntary manslaughter
   b. voluntary manslaughter
   c. second-degree murder
   d. first-degree murder
6. Mr. Smith is drinking heavily at a local pub and becomes annoyed by the loud talking of a man at the next table. They have words, and a fight ensues. During the altercation, Mr. Smith hits his adversary a bit too hard, and the man dies of a brain hemorrhage. Mr. Smith is likely to be charged with ________.
   a. murder in the first degree
   b. aggravated assault
   c. voluntary manslaughter
   d. involuntary manslaughter

7. ________ involves the intent to commit murder, rape, or robbery or to inflict serious bodily harm.
   a. Assault
   b. Battery
   c. Assault and battery
   d. Aggravated assault

8. ________ refers to assaultive attacks that result in the disfigurement or permanent disability of the victim.
   a. Aggressive assault
   b. Menacing
   c. Jostling
   d. Mayhem

9. Arson ________.
   a. is a felony in all jurisdictions
   b. is limited to the malicious burning of a dwelling of another person
   c. does not apply to unimproved property (such as an empty lot)
   d. does not apply to malicious explosions

10. Which criterion is normally used in the various states to distinguish “grand larceny” from “petty larceny”?
    a. the time when an object was appropriated
    b. the place from which an object was appropriated
    c. the value of the object appropriated
    d. the size of the object appropriated

11. ________________ is defined as “enticing or luring a woman of chaste character to engage in sexual intercourse by fraudulently promising to marry her or by some other false pretense.”
    a. Seduction
    b. Polygamy
    c. Fornication
    d. Statutory rape
12. In homicides _______.
   a. the victim and offender are generally known to one another
   b. most offenders are connected to some other felony, such as burglary and robbery
   c. the motives are most often economic in nature
   d. all of the above

13. Robbery is generally viewed as a _______.
   a. crime against property
   b. street crime
   c. crime against the person
   d. crime against public order and safety

14. Domestic violence is an example of _______.
   a. violent personal crime
   b. organized crime
   c. occasional property crime
   d. persona

15. __________ involves sexual intercourse with a corpse.
   a. Pederasty
   b. Bestiality
   c. Necrophilia
   d. Buggery

### Chapter 4

1. The *Uniform Crime Reports* are a product of the _______.
   a. FBI
   b. U.S. Congress
   c. Bureau of Justice Statistics
   d. Bureau of the Census

2. As early as 1932, J. Edgar Hoover was boasting in his congressional testimony that the purpose of the *Uniform Crime Reports* was to _______.
   a. “help Congress in drafting new legislation to regulate crime”
   b. “provide data so that local police agencies could increase staff according to the amount of crime in their jurisdiction”
   c. “increase funding for federal and local law enforcement agencies to combat crime”
   d. “determine whether there is or is not a crime wave and whether crime is on the increase or decrease”

3. The *Uniform Crime Reports* are based on _______.
   a. arrest records
   b. “crimes known to the police”
   c. arrests and “crimes known to the police”
   d. arrest records and victim surveys
4. Which of the following is not a Uniform Crime Report Part I offense?
   a. larceny-theft
   b. burglary
   c. embezzlement
   d. motor vehicle theft

5. UCR estimates are most accurate in the area of ________.
   a. homicide
   b. forcible rape
   c. robbery
   d. motor vehicle theft

6. Victimization survey interviewers contact households, asking whether the person questioned, or any member of his or her household ________.
   a. has been a witness to a crime during the preceding year
   b. has been a victim of crime during the preceding year
   c. has committed a crime during the preceding year
   d. has any acquaintances who were convicted of crimes during the preceding year

7. Victimization surveys have demonstrated that ________.
   a. UCR estimates are not as bad as was once thought
   b. homicide rates are at least double those reported by the FBI
   c. the amount of crime is probably several times that suggested by the UCR
   d. in some crime categories, the actual amount of crime may sometimes be less than that reported in the UCR

8. According to the National Crime Survey (NCS), the major reason why victims did not report crimes to the police was because they ________.
   a. were fearful of reprisals
   b. felt that there was nothing that the police could do
   c. were too lazy to contact the police
   d. believed that the police would not respond to their calls

9. ____________ are perhaps the best way of determining the extent of crime in typically noncriminal populations.
   a. Victimization surveys
   b. Self-report studies
   c. Official criminal statistics
   d. Census surveys

10. UCR and NCS are ________.
    a. comparable because they use the same standard crime classifications
    b. completely incomparable
    c. not fully comparable but can provide valuable information when taken together
    d. altogether relatively unreliable
Assignment 3

Chapter 5

1. Under the _________ system, “justice” became manifest when some form of divine intervention spared the accused from pain, suffering, and death or when the accused readily admitted his or her guilt.
   a. monarchy
   b. adversarial
   c. inquisitorial
   d. accusatorial

2. Under the modern _________ system of justice, all persons are obliged to cooperate with the court in its quest for truth.
   a. inquisitorial
   b. ordeal
   c. adversary
   d. inquiry

3. What is generally the first phase of the criminal justice process when a crime is not directly observed by a law enforcement officer?
   a. arrest
   b. presentence investigation
   c. prearrest investigation
   d. preliminary hearing

4. A(an) _________ is a written order authorizing an arrest.
   a. indictment
   b. true bill
   c. warrant
   d. nolle pros

5. Fingerprinting generally occurs at the point of ________.
   a. arrest
   b. booking
   c. detention
   d. arraignment

6. The purpose of the indictment is ________.
   a. to establish probable cause to arrest
   b. the formalization of charges against the accused
   c. to determine whether the trial should be by a judge or a jury
   d. to determine the accused’s plea
7. The most common method for bringing formal charges against an accused is a(n) __________.
   a. information
   b. indictment
   c. bench warrant
   d. guilty plea

8. The grand jury’s “true bill” will ________.
   a. send the accused to trial
   b. revoke the accused’s bail
   c. release the accused
   d. order a presentence investigation

9. Standing mute before a judge at arraignment has the same result as ________.
   a. entering a plea of guilty
   b. entering a plea of not guilty
   c. nolo contendere
   d. none of the above

10. ________ is a conditional release from prison.
    a. Probation
    b. Pardon
    c. Reprieve
    d. Parole

11. A ________ reduces a sentence to a less severe one.
    a. reprieve
    b. commutation
    c. pardon
    d. continuance

12. A pardon ________.
    a. is a “forgiveness” for the crime committed
    b. places the accused into a community-based correctional program
    c. is similar to parole in that it places the offender under community supervision
    d. can be revoked if the offender gets into further trouble

13. Due process of law refers to ________.
    a. a system of trial by ordeal
    b. fundamental principles of justice and the administration of laws that do not violate
       individual rights
    c. the use of law by the court to uncover truth
    d. inquisitorial justice
14. The void-for-vagueness doctrine is an illustration of _______.
   a. substantive due process
   b. procedural due process
   c. adversarial administration
   d. the law of the land

15. In criminal trials the ___________ presents its case first.
   a. state
   b. court
   c. defense
   d. victim

Chapter 6
1. ___________ represent(s) the largest and most visible segment of the criminal justice system.
   a. Agents of law enforcement
   b. The correctional system
   c. The courts
   d. Attorneys

2. The most rudimentary form of metropolitan policing in England and America was ___________.
   a. the bounty hunter
   b. the night watch
   c. the mutual pledge system
   d. the constabulary force

3. The thief-takers might best be described as ________.
   a. police officers
   b. warrant officers
   c. jailers
   d. bounty hunters

4. The English were opposed to a professional police force because of their ________.
   a. confidence in the Bow Street Runners
   b. belief that police were instruments of oppression
   c. long history of military rule
   d. lack of confidence in the abilities of a public police agency

5. In colonial America, law enforcement was primarily the responsibility of ________.
   a. sheriffs
   b. private detectives
   c. constables
   d. the *posse comitatus*
6. West of the Mississippi, the first formal law enforcement agents to appear were __________.
   a. sheriffs
   b. town marshals
   c. federal marshals
   d. the Texas Rangers

7. The investigative units of the _______________ focus on the forgery and counterfeiting of U.S. currency, checks, bonds, and federal food stamps.
   a. Federal Bureau of Investigation (FBI)
   b. U.S. Customs Service
   c. U.S. Marshals Service
   d. Secret Service

8. Interpol functions as __________.
   a. an investigative body
   b. a data depository
   c. an enforcement body
   d. a division of the Department of Justice

9. State police agencies __________.
   a. are technically limited in their jurisdiction to patrolling state highways, but nevertheless conduct enforcement activities
   b. generally fulfill some of the regulatory and investigative roles of federal enforcement groups, as well as a portion of the uniformed patrol duties of local police
   c. continue to be plagued by the evils of the watch system
   d. have no police powers in those parts of a state where county and municipal police agencies have jurisdiction

10. Congress opposed the creation of the FBI because __________.
    a. it seemed too expensive
    b. there were already too many law enforcement agencies at the federal level
    c. it feared that a “secret police” would be created
    d. all of the above
Assignment 4

Chapter 7

1. Most police work involves ________.
   a. enforcing the law
   b. apprehending criminals
   c. keeping the peace
   d. directing traffic

2. Federal Bureau of Investigation (FBI) data suggests that the largest proportion of police arrest activity relates to such crimes as ________.
   a. homicide and rape
   b. drunkenness, driving while intoxicated, disorderly conduct, and liquor law violations
   c. prostitution and commercialized vice
   d. burglary, larceny, and other thefts

3. The organization of policing has both bureaucratic and ____________ characteristics.
   a. nonbureaucratic
   b. civilian
   c. military
   d. corporate

4. Police line services include ________.
   a. training and community relations
   b. communications and planning
   c. patrol and traffic control
   d. supply and maintenance

5. Police patrols have five distinct functions—to protect public safety, to enforce the law, to control traffic, to conduct criminal investigations, and to ________.
   a. maintain order
   b. keep the peace
   c. interpret the law
   d. walk the beat

6. In a study conducted by the Police Foundation in 1972–73, three different levels of preventive patrol in Kansas City were closely compared. “Normal” patrols involved a single car cruising the streets when not responding to calls; “proactive” patrols involved doubling or tripling the number of cruising cars; “reactive” patrols involved eliminating police cruisers altogether, with police entering the areas designated for study only in response to specific requests. The results of the Kansas City experiment showed that
   a. “proactive” patrols were most effective in reducing crime.
   b. “normal” patrols were most effective in reducing crime.
   c. “proactive” and “normal” patrols were equally effective, yet crime increased where “reactive” patrols were used.
   d. there were no differences in effectiveness regardless of the kind of patrol.
7. Detectives find most crimes difficult to solve because _______.
   a. DNA and other types of laboratory testing of physical evidence are not regarded as legitimate methods of crime solving within police departments
   b. detective procedures are so complex that the real purposes of police work are often lost in the shuffle
   c. physical evidence that can be subjected to any kind of serious analysis is rarely found
   d. detectives are ill equipped and trained to track down criminals

8. “Multiple clearance” occurs when ________.
   a. a conspiracy arrest occurs
   b. two or more individuals are arrested for a single crime
   c. the arrest of one person results in the clearing of numerous other crimes
   d. one member of a gang is arrested for an act performed by the entire gang

9. In ____________ operations, non-uniformed police officers pose as high-risk victims.
   a. blending
   b. decoy
   c. entrapment
   d. tactical patrol

10. “Sting” operations involve the use of various undercover methods to ________.
    a. identify corrupt politicians
    b. apprehend drug traffickers
    c. entrap dishonest police officers
    d. control large-scale theft

11. Which of the following is an accurate statement regarding police discretion?
    a. It is unnecessary in spite of limited police resources and vague laws.
    b. It is used by police in situations where laws are outdated.
    c. Police on the beat do not have the opportunity to use discretionary practices because their actions are routinely supervised by staff lieutenants.
    d. It is rarely seen in contemporary police departments.

12. “Reactive patrol” refers to ________.
    a. police service only by specific request
    b. increased visibility and prevention as a goal
    c. enforcement of only serious criminal laws
    d. the investigative function of patrol work

13. The proportion of crimes cleared by arrest is referred to as the ________.
    a. reclassification process
    b. unfounding rate
    c. arrest rate
    d. clearance rate
Chapter 8

1. The arrest powers of police include ________.
   a. the power to frisk
   b. the power to search
   c. the power to stop
   d. the power to question

2. The investigative powers of police include ________.
   a. the power to detain
   b. the power to use force
   c. the power to arrest
   d. the power to use restraint

3. The final decision in *Terry v. Ohio* held that ________.
   a. when a police officer observes unusual conduct and suspects a crime is about to be committed, he may “frisk” a suspect’s outer clothing for dangerous weapons
   b. if a person resists an arrest, even if such arrest is unlawful, the police officer may use whatever force is reasonably necessary to execute the arrest
   c. police officers have the right to stop and frisk suspicious persons, without a warrant, provided that such persons have known histories of criminal conduct
   d. police officers have the authority to enter any premises, without a warrant, if they have probable cause to believe that a crime is being committed therein

4. Fresh pursuit laws ________.
   a. limit police officers to the chasing of escaped convicts
   b. specify that such pursuit must be immediate
   c. permit pursuit to carry into houses and across state lines
   d. specify that although pursuit into a house is lawful, a warrant must be obtained prior to searching that house

5. According to the “plain view” doctrine, ________.
   a. anything a police officer sees, even though it may be in his “plain view,” cannot be automatically seized
   b. evidence in “plain view” that is seized by an officer represents the product of a search and is thus subject to Fourth Amendment restrictions
   c. evidence (1) in the immediate vicinity of a suspect already in custody and (2) in “plain view” of the officer is subject to warrantless seizure
   d. whatever a police officer happens to see in “plain view” when he has a right to be where he is not the subject of a search and is therefore admissible as evidence

6. The issue in *Rochin v. California* involved ________.
   a. search incident to arrest
   b. evidence acquired in a manner that “shocks the conscience”
   c. invalid warrants
   d. the limitations on voluntary consents
7. In *Mapp v. Ohio*, the defense argued that there was no probable cause for arrest; the only background data the police had was ________.
   a. “information that a fugitive was hiding in Mrs. Mapp’s home”
   b. that “Mrs. Mapp was a known drug dealer and immoral person”
   c. that “in the past she was a purveyor of sex for hire”
   d. “information that she was running a bookmaking operation” from her home

8. In a police “show-up” ________.
   a. the suspect is placed together with several other persons, and the victim or witness is then asked to pick the suspect, if possible
   b. the victim or witness assists the police artist in reconstructing a likeness of the suspect
   c. the victim or witness is given a series of photographs of possible suspects from which an identification might be made
   d. the victim or witness is placed in a one-on-one confrontation with the suspect, presented in such a context as “Is he the one?”

9. The Supreme Court has held that ________.
   a. all spot checks of motorists are unconstitutional
   b. the police may stop any vehicle at any time, with or without probable cause
   c. motorists may be stopped with probable cause or as part of a spot check in which all motorists are stopped
   d. motorists stopped with probable cause implicitly consent to full searches without a warrant

10. The fruit of the poisonous tree deals specifically with ________.
    a. tainted evidence
    b. search warrants
    c. probable cause
    d. reasonable certainty

11. At issue in *California v. Greenwood* was a warrantless search of the suspect’s ________.
    a. automobile
    b. fenced-in marijuana field
    c. garbage
    d. clothing

12. DNA testing has been especially useful in what type of cases?
    a. murder
    b. child molestation
    c. assault
    d. rape
Assignment 5

Chapter 9

1. Police __________ involves the wrongful use of police power.
   a. corruption
   b. violence
   c. use of deadly force
   d. discretion

2. The Knapp Commission found that __________ of New York City’s 29,600 police officers had taken part in corrupt practices.
   a. almost all
   b. more than half
   c. about a third
   d. very few

3. In the “shakedown,” ______.
   a. police officers accept money from citizens in lieu of enforcing the law
   b. police receive payments from attorneys for sending them clients
   c. illegal activities are given protection by police
   d. police accept funds for providing more security or protection than is required by standard operating procedures

4. The most common form of case fixing by police officers involves ______.
   a. offering perjured testimony
   b. accepting a bribe in lieu of arresting someone
   c. traffic ticket fixing
   d. agreeing to drop an investigation prematurely

5. According to the Kerner Commission, __________ ranked as the primary stimuli for the urban ghetto riots of the late 1960s.
   a. police patrol practices
   b. the use of deadly force by police
   c. police corruption
   d. verbal abuse of blacks by police

6. William A. Westley’s study of police in Gary, Indiana, found __________ to be the most common response to the question: “When do you think a policeman is justified in roughing a man up?”
   a. “when it is impossible to avoid”
   b. “disrespect for police”
   c. “to make an arrest”
   d. “for drunks and hippies”
7. Recent research suggests that police violence is
   a. an unfortunate consequence of the police role.
   b. precipitated by the few “bad apples” that are present in almost every police department.
   c. a result of the types of persons recruited into law enforcement.
   d. all of the above

8. In *Tennessee v. Garner*, the Supreme Court ruled that police use of deadly force against a fleeing felon is proper only when __________.
   a. the suspect is a “known” felon
   b. the officer is a witness to the felony
   c. the officer has a “reasonable belief” that the fleeing individual committed the felony in question
   d. it is necessary to prevent escape and there is probable cause to believe that the suspect poses a significant threat of death or serious injury to the officer or others

9. Calculated attempts by citizens to force police to act as executioners are known as _____.
   a. “suicide by cop”
   b. “murder by cop”
   c. “die by cop”
   d. “suicide mission”

10. What crime policy refers to no crime being too insignificant to capture the attention of the police?
    a. community policing
    b. problem oriented policing
    c. aggressive policing
    d. zero tolerance policing

**Chapter 10**

1. The notion of a dual court system refers to the distinction between ________.
   a. state and federal courts
   b. inferior and superior courts
   c. courts of limited and general jurisdiction
   d. trial and appeals courts

2. The lowest level courts in the state court structure are the courts of __________ jurisdiction.
   a. appellate
   b. limited
   c. original
   d. felony
3. Courts of limited jurisdiction are the entry point for ________.
   a. misdemeanor cases only
   b. felony cases only
   c. only those cases involving “infractions,” “violations,” traffic citations, and minor civil matters
   d. most defendants being processed through the criminal justice system

4. In terms of authority, a court’s jurisdiction can be either ________.
   a. general or appellate
   b. general or original
   c. limited, general, or appellate
   d. superior or inferior

5. The jurisdiction of a justice of the peace court is ________.
   a. original
   b. general
   c. limited
   d. appellate

6. The most pressing problem in municipal courts is case overloads, with the result that ________.
   a. many cases are shifted to courts of alternate jurisdiction
   b. the number of procedural steps prior to trial is reduced
   c. defendants are not always accorded the full range of procedural safeguards
   d. felony trials are too often quick and to the point

7. Trial courts are “courts of record” because ________.
   a. all felony cases begin there
   b. a full transcript of the proceedings is made for all cases
   c. public defenders are available for all defendants
   d. a record of the accused’s case is prepared during the presentence investigation

8. Courts of appellate jurisdiction ________.
   a. retry lower court cases that resulted in a mistrial
   b. are limited to matters of appeal and review
   c. deal primarily with criminal cases
   d. have a workload as great as the workload of the lower courts

9. The most pressing issue in court reform is ________.
   a. the improvement of physical facilities
   b. the need for court unification
   c. overcrowded court dockets
   d. the abolition of the justice of the peace system.
10. There are a total of ____________ judicial circuits in the federal system.
   a. 13
   b. 48
   c. 50
   d. 74

11. A case appealed from a U.S. district court can bypass the U.S. court of appeals and go
directly to the U.S. Supreme Court when ________.
   a. the constitutionality of a state law is at issue
   b. the ruling under appeal involves a capital case
   c. the ruling under appeal was decided by a trial by judge
   d. the issue under review is deemed to be of such importance that it requires immediate
   settlement

12. The justices of the U.S. Supreme Court are nominated by the ________.
   a. president
   b. Senate
   c. House of Representatives
   d. attorney general

13. The writ of certiorari orders a lower court to ________.
   a. forward up the record
   b. retry the case
   c. vacate a sentence
   d. dismiss a case

14. When the Supreme Court ____________ a case, it holds that it is free from prejudicial
   or constitutional error.
   a. remands
   b. reverses
   c. overturns
   d. affirms

15. The Rule of Four in Supreme Court case selection refers to ________.
   a. granting certiorari only if four or more justices feel a case merits full attention of the
   High Court
   b. the number of appeals a case must go through before being granted certiorari
   c. the minimum number of years a case must wait before the High Court will consider it
   as a matter of substantial federal question
   d. There is no such rule in Supreme Court case selection practices
Assignment 6

Chapter 11

1. Which of the following is not a function of trial judges?
   a. issuing and reviewing warrants
   b. ruling on pretrial motions
   c. protecting the rights of the accused
   d. representing the government in matters of law

2. The Missouri Plan is a mechanism suggested by the American Bar Association for
   a. controlling judicial discretion
   b. the merit selection of judges
   c. reducing “senatorial courtesy”
   d. improving the flow of cases through the courts

3. The ____________ is the top law enforcement authority of a community.
   a. chief of police
   b. chief prosecutor or district attorney
   c. chief justice of the appellate court
   d. sheriff

4. At the most general level, the responsibilities of the prosecutor include enforcing the law
   and ____________.
   a. keeping the peace
   b. obtaining convictions
   c. maintaining order under the rule of law
   d. representing the government in matters of law

5. George F. Cole’s study of prosecutors found that ________.
   a. prosecuting attorneys have only a limited degree of discretion when deciding whether
      to bring formal criminal charges against those arrested for violating the law
   b. prosecuting attorneys have an unlimited degree of discretion when deciding whether
      to bring formal criminal charges against those arrested for violating the law
   c. prosecuting attorneys have “exchange relationships” with police, defense attorneys,
      and community leaders, but these relationships infrequently affect the decision to
      prosecute
   d. the presiding judge ultimately rules on the decision to prosecute in most cases

6. It is generally believed that almost 90 percent of all criminal convictions involve ________.
   a. “victimless crimes”
   b. repeat offenders
   c. negotiated pleas of guilt
   d. probation
7. Plea bargaining has its advantages for the state because it __________.
   a. increases the conviction rate
   b. reduces the number of people required for jury duty
   c. reduces the overall financial costs of criminal prosecution
   d. moves justice forward without convicting the innocent

8. Most defense attorneys have their initial contacts with their clients ________.
   a. immediately after arrest
   b. during interrogation
   c. at the initial appearance
   d. after their clients have been placed on bail or some other temporary release program

9. The role of the defense attorney is to ________.
   a. decide the innocence of the accused
   b. get his client off by whatever means
   c. give his client every resource available to defend him within the limits of ethics and law
   d. mount a defense that most suitably serves justice and community law and order

10. The security of any evidence that is in the custody of the court is the responsibility of the ________.
    a. court clerk
    b. court security
    c. prosecutor
    d. bailiff

11. The decision whether someone qualifies as an expert witness for the defense is made by ________.
    a. the defense
    b. the prosecution
    c. the judge
    d. the court clerk

12. “Indigency standards” refer to criteria used by ________.
    a. the Office of Economic Opportunity to establish the poverty level
    b. the Department of Health and Human Services to determine welfare eligibility
    c. the courts to establish bail levels
    d. judges to determine eligibility for court-appointed counsel

13. Many jurisdictions have abolished the coroner’s office and have instead assigned medical aspects of investigations to the office of ________.
    a. criminal investigation
    b. medical examiner
    c. court clerk
    d. forensic science
Chapter 12

1. What is the most important factor in bail decisions?
   a. the seriousness of the crime
   b. the strength of the state's case
   c. the safety of the victim
   d. the accused’s prior behavior while out on bail

2. Of the following, who are considered the worst bail risks?
   a. first felony offenders
   b. persons whose bail has been set at a relatively low level
   c. prostitutes
   d. repeat offenders charged with minor felonies

3. __________ programs release defendants on their own obligation with no requirement for money bail.
   a. Citation release
   b. Release on recognizance
   c. Temporary obligation release
   d. Pretrial release

4. The indictment is a charging document based on ________.
   a. the grand jury’s initiative
   b. evidence presented to the grand jury by the prosecutor
   c. the prosecutor’s presentation of evidence to the presiding judge
   d. a sworn complaint by the victim

5. Which of the following statements about grand juries is incorrect?
   a. Sessions are private and secret.
   b. The accused is generally present, but is rarely permitted to testify.
   c. The defense counsel has no right to be present.
   d. The defense counsel, if present, has no right to cross-examine witnesses.

6. The “true bill” represents a grand jury’s ________.
   a. willingness to rule on a case
   b. refusal to indict the accused
   c. endorsement of the charges
   d. agreement with the prosecutor’s “information”

7. Which is the most accurate statement regarding the insanity plea?
   a. Few defendants enter pleas of not guilty by reason of insanity.
   b. The insanity plea should be abridged because it results in the acquittal of many serious offenders.
   c. Most successful insanity pleas involve felony matters.
   d. There are considerably more insanity pleas than the public is aware of.
8. The motion for discovery is a request to ________.
   a. obtain additional facts about the charges
   b. move the trial to a different part of the jurisdiction
   c. suppress certain evidence
   d. examine the evidence

9. Changing the “venue” of a trial ________.
   a. changes the presiding judge
   b. moves the trial to some other jurisdiction
   c. changes the prosecutor
   d. moves the trial to some other part of the jurisdiction

10. In jury selection, challenges for cause ________.
    a. are made by the defense
    b. are restricted in number by statute
    c. deal with sound legal reasons for removing potential jurors
    d. are ruled upon by the bailiff

11. In the ____________, an objection to a prospective juror can be made and no legal reason
    for doing so need be assigned.
    a. peremptory challenge
    b. challenge for cause
    c. ad hoc challenge
    d. challenge non teus

12. Direct evidence is ________.
    a. physical objects
    b. eyewitness evidence
    c. sworn statements of witnesses
    d. evidence based on inference
Assignment 7

Chapter 13

1. Rehabilitation philosophy is based on the idea that _________.
   a. all persons are inherently evil and must learn to control their evil impulses
   b. all persons are inherently good and only engage in crime when faced with bad circumstances
   c. persons who commit crimes have identifiable reasons for doing so, and these reasons can be discovered, addressed, and altered
   d. criminals are biological inferiors that must be taught how to act in a “civilized” manner

2. General deterrence seeks to _________.
   a. prevent particular offenders from engaging in future criminal acts
   b. increase the number of laws so as to reduce crime
   c. discourage would-be offenders from committing crimes
   d. restrain convicted offenders

3. The historic “$30 or 30 days” sentence _________.
   a. is more typically seen in rural courts
   b. is common for minor misdemeanors
   c. has been ruled unconstitutional
   d. provides viable alternatives for the convicted

4. A sentence of 7 to 15 years is an example of a(n) ____________ sentence.
   a. intermittent
   b. fixed
   c. indeterminate
   d. indefinite

5. The determinate sentence _________.
   a. has a fixed minimum and a fixed maximum period of incarceration
   b. has no set minimum or maximum
   c. is served on specific days for a specific period of time
   d. limits judicial discretion

6. ____________ is the period of detention served prior to sentencing.
   a. “Jail time”
   b. “Time served”
   c. “Dead time”
   d. “Post time”
7. In *McGautha v. California*, the Supreme Court set back the movement to abolish capital punishment when it ruled that ______.
   a. the death penalty *per se* is not cruel and unusual
   b. state statutes that leave the decision to impose the death penalty to the discretion of the jury are not in violation of due process
   c. imposing the death penalty for the crime of kidnapping, even when the victim experiences no physical harm, is neither cruel nor unusual
   d. electrocution as a form of punishment is neither cruel nor unusual

8. For inmates sentenced to death under federal statutes, the method of execution is ______.
   a. governed by the law of the state in which the execution is to be carried out
   b. the firing squad
   c. electrocution
   d. lethal gas

9. Those in favor of capital punishment argue that its use will deter others from committing capital crimes. Given the extensive research and commentary on this argument, it can be concluded that ______.
   a. the death penalty deters homicide
   b. the death penalty has no effect on the rates of capital crimes
   c. capital punishment is an effective deterrent for those who are not predisposed to commit crimes
   d. there has been no evidence that conclusively supports the idea that the death penalty deters homicide

10. The denial of the right to counsel at trial would allow an appeal under the ___________ rule.
    a. harmless error
    b. plain error
    c. invited error
    d. affidavit of errors

11. The so-called “three strikes and you’re out” laws _______.
    a. have had no effect on prison over-crowding
    b. have had detrimental effects on prison over-crowding
    c. were originally intended to get serious repeat offenders off the streets
    d. were intended to punish perpetrators of misdemeanors such as commercial burglary, shoplifting, etc

12. The statement of the harm suffered by a victim or a victim’s family as a result of an offender’s actions is known as _______.
    a. incapacitation
    b. victim impact evidence
    c. vengeance
    d. deterrence
13. “Chemical castration” for repeat sexual offenders is ________.
   a. considered “cruel and unusual” punishment
   b. permitted only in cases of rape against women
   c. permitted in several jurisdictions, including Oregon, Wisconsin, Alabama, Montana,
      California, Florida, Georgia, Iowa, and Louisiana
   d. is not permitted in the United States

Chapter 14

1. Corporal punishment refers specifically to ________.
   a. punishments in the military setting
   b. banishment and transportation
   c. mutilation, castration, and branding
   d. punishments involving direct harm to the human body

2. Confinement in the ____________ in colonial days could be a highly serious punishment
   because, in addition to the humiliation it engendered, offenders could also be whipped,
   have their ears torn apart, or even be stoned to death.
   a. pillory
   b. ducking stool
   c. branck
   d. bilboes

3. At the basis of the classical doctrine of criminal law and criminology was the notion that
   __________.
   a. the criminal law placed restrictions on freedom
   b. man was responsible for his behavior
   c. the punishment should fit the crime
   d. criminal sanctions must not be arbitrary

4. ____________ was America’s first penitentiary.
   a. Sing Sing
   b. Alcatraz
   c. The Walnut Street Jail
   d. Auburn Prison

5. The idea behind the ____________ system was that confinement in an isolated cell would
   give the convict an opportunity to contemplate the evils of his past life, thereby leading
   him to resolve to reform his future conduct.
   a. separate
   b. silent
   c. Quaker
   d. Eastern
6. The “lock-step” at early Auburn Prison was _______.
   a. a prison within a prison
   b. a marching formation
   c. a security device
   d. a gate latch

7. Under the __________ system of prison labor, the contractor supplied the raw material and received the finished product, paying the prison a specified amount for each unit produced.
   a. contract labor
   b. lease
   c. state account
   d. piece-price

8. The “ticket-of-leave” instituted by Walter Crofton represented the first attempt at what has become known as ________.
   a. parole
   b. probation
   c. mandatory release
   d. bail

9. During the early decades of this century, there was opposition to prison industries because they ________.
   a. exploited inmate labor
   b. were threats to free enterprise
   c. were counter to rehabilitative ideals
   d. were threats to prison security

10. The American jail population is composed primarily of ________.
    a. women
    b. convicted felons awaiting sentence
    c. unarraigned defendants
    d. arrestees with histories of drug problem

11. The Federal Bureau of Prisons was created in 1930 as a result of ________.
    a. the creation of several federal laws that produced a growing number of offenders requiring incarceration
    b. a refusal by states to house or deal with federal offenders
    c. massive waves of immigrants entering the country and committing crimes
    d. skyrocketing rates of property crime stimulated by the depression

12. The punishment ideology had endured throughout much of recorded history, but during the Age of Enlightenment, a __________ stressing the dignity and imperfections of the human condition began to exert a greater influence on the administration of justice.
    a. revenge movement
    b. reform movement
    c. rational movement
    d. movement of science
Chapter 15

1. ____________ prisons generally operate without armed guards, walls, or perimeter fences.
   a. Medium-security
   b. Reformatories
   c. Minimum-security
   d. Juvenile

2. Contemporary inmate classification schemes focus on ________.
   a. age and sex
   b. risk factors
   c. evaluation and treatment planning
   d. offense categories

3. The major rule violations that occur in prisons and result in disciplinary hearings involve
   __________.
   a. escape attempts
   b. possession of weapons
   c. hiding contraband
   d. drugs, sex, and fighting

4. One of the major reasons that antiquated prisons continue to remain in use is due to
   __________.
   a. the fact that many politicians are unwilling to spend taxpayer dollars to build new
      facilities
   b. overcrowding
   c. security considerations
   d. limited land resources

5. Which of the following statements about conjugal visitation is inaccurate?
   a. It is generally available only to male inmates.
   b. It helps to preserve marriages.
   c. It tends to place strains on the family unit because of the setting of the visit.
   d. It reduces homosexuality.

6. A Delaware study of same-gender sexual contacts reported that ________.
   a. forced sex between men is common
   b. while same-gender contacts may not be widespread, they nevertheless occur
   c. consensual same-gender contacts are frequent
   d. prison rape is a myth

7. Alternatives to incarceration for women offenders are being devised because of ________.
   a. the growing frequency of violence in women’s prisons
   b. the lack of adequate staffing in women’s prisons
   c. the growing number of women inmates with young children
   d. a lesser need to protect the community from female criminals
8. Most prison inmates in the United States are ________.
   a. whites
   b. African Americans
   c. Hispanics
   d. equal proportions of all three groups

9. In the prison setting, the group most likely to transmit the HIV infection is ________.
   a. homosexual/bisexual men
   b. IV drug users
   c. prostitutes
   d. heterosexual partners of IV drug users

10. Within the social order of a women’s prison, the group of women composed of ________ adopt a “cool” approach to prison life that involves taking advantage of institutional amenities.
    a. “professionals”
    b. repeat offenders
    c. “squares”
    d. prostitutes

11. Heroin is detectable in a person’s urine for about ________.
    a. 8–12 hours
    b. 2–4 days
    c. 1 week
    d. 10–14 days

Chapter 16

1. The “hands-off” doctrine maintained by the courts for so many decades related to their refusal to deal with ________.
   a. inmate complaints
   b. women offenders
   c. the right to bail
   d. cruel and unusual punishments

2. The riot at New York’s Attica Prison in 1971 was the result of ________.
   a. the “Dewer incident”
   b. daily degradation and humiliation
   c. the desire to escape
   d. a barbaric custodial staff

3. After Coffin v. Reichard in 1944, the writ of habeas corpus could be used by inmates to challenge the ________.
   a. conditions of confinement
   b. fairness of long sentences
   c. limits of due process
   d. legality of incarceration
4. The specific vehicle that opened the federal courts to inmates confined in state institutions to challenge the conditions of prison life was __________.
   a. Coffin v. Reichard
   b. the Federal Habeas Corpus Act
   c. Article III of the Constitution
   d. Section 1983 of the Civil Rights Act of 1871

5. Inmates who assist other inmates in the preparation of legal documents are known as __________.
   a. paralegals
   b. legal assistants
   c. jailhouse lawyers
   d. inmate reps

6. Which of the following statements is most accurate regarding religious freedom in prison?
   a. Although the First Amendment guarantees religious freedom, twentieth century correctional philosophy found religious services to interfere with prison routine.
   b. Participation in religious instruction and worship services was never actively encouraged by prison officials.
   c. Infringements on religious freedom in prison began with the rise of minority religions and the demands of their members to have the same rights as those of conventional faiths.
   d. As of the early 1980s, the Supreme Court had yet to deal with the religious rights of prison inmates.

7. The issue in question in Wolff v. McDonnell was __________.
   a. whether or not prison officials can open correspondence from an inmate’s attorney
   b. whether or not prison mail censorship is constitutional
   c. whether or not prison officials can refuse to mail correspondence that makes negative statements about prison administration
   d. whether or not prison officials can ban inmates from having interviews with the media

8. In the Arkansas Prison system of the 1960s, the “Tucker telephone” was __________.
   a. a standard prison intercom used to send messages to the warden
   b. an instrument of torture
   c. a signal device used to warn inmates that guards were approaching
   d. a contraption used in a prison-wide lottery system

9. The end of whipping as an official means of enforcing prison rules was the result of the decision in __________.
   a. Jackson v. Bishop
   b. Holt v. Sarver
   c. State v. Cannon
   d. Wolff v. McDonnell
10. With respect to rehabilitative services in prison, the courts have held that ________.
   a. rehabilitative treatment is a constitutional right
   b. prison officials must provide those minimal treatment services which are practicable to the objective of community reintegration
   c. there is no constitutional duty on the part of governments to rehabilitate their prisoners
   d. the right to treatment is not a matter on which the courts should decide

11. Inmates’ constitutional claims against mandatory HIV testing and segregation practices have been largely unsuccessful because ________.
   a. the courts continue to follow a “hands off” doctrine regarding the administrative decisions of correctional personnel
   b. these practices are legitimately related to the goal of reducing the transmission of HIV infection
   c. inmates infected with HIV lose their constitutional right to privacy
   d. no legal precedents exist regarding correctional medical practices

12. The issue under argument in Superintendent, Massachusetts Correctional Institute at Walpole v. Hill involved ________.
   a. nonsmoking prison cells
   b. the quantum of evidence needed to support a prison disciplinary board’s decision
   c. the segregation of HIV infected inmates
   d. triple-celling

13. In Murton’s investigation of the Arkansas prison system, he discovered that the “trustees,” because they were prisoners themselves, were ________.
   a. more than fair and just in their exercise of the power they wielded
   b. used bribery and torture to maintain the status quo and to profit from inmate slavery
   c. too lenient at the expense of respect for prison officials
   d. much like prison guards when exacting punishment

14. A lock-down condition means inmates are ________.
   a. handcuffed to their beds
   b. locked under ground as punishment
   c. confined to their cells around the clock, denied exercise, work, recreation, and visits
   d. confined to their cells except for exercise, work, recreation, and visits

15. A court order directing prison officials to improve conditions or stop enforcing unlawful policies is known as ________.
   a. section 1983
   b. injunctive relief
   c. Habeas corpus
   d. the “hands-off” doctrine
Assignment 9

Chapter 17

1. Community-based correction refers to ________.
   a. any correctional program that occurs in the community setting
   b. activities and programs of a rehabilitative nature that have effective ties with the local government
   c. the removal of offenders from the application of the criminal law
   d. the release of an offender to a community program after a portion of the sentence has been served

2. Under formal court diversion programs, ________.
   a. discretionary decisions are made by police and prosecutors to suspend the criminal process
   b. offenders are permitted to pay restitution in lieu of incarceration
   c. offenders are processed through some noncriminal disposition in lieu of traditional criminal proceedings
   d. the accused is awarded noncash bail that continues until the imposition of the sentence

3. Probationers are supervised by the ________.
   a. police
   b. court
   c. prison authority
   d. parole authority

4. The courts have ruled improper such conditions of probation as ________.
   a. refraining from driving
   b. paying for probation services
   c. searches of probationers’ homes by probation officers, without warrants, upon “reasonable grounds”
   d. searches of probationers’ homes by police, without warrant, upon “reasonable grounds”

5. Perhaps the most widely endorsed condition of probation is ________.
   a. that the probationer must make payment of restitution
   b. that the probationer must avoid vicious habits
   c. that the probationer must abstain from alcohol use
   d. that the probationer must obtain a high school diploma

6. The immediate result of a probation violation is ________.
   a. revocation of probation
   b. a sentence of imprisonment
   c. a decision by the probation officer as to whether the probationer should be cited for violation
   d. a violation hearing
7. Parole “eligibility” refers to ______.
   a. the earliest date an inmate can be paroled
   b. the earliest date an inmate can be considered for parole
   c. the minimum end of an indeterminate sentence
   d. the formula used for setting “good time”

8. Shock probation has been criticized for ______.
   a. the traumatic deterrent effect it has on juveniles
   b. its failure to expose offenders to hardened criminals long enough to make an impact
   c. its failure to retain offenders in jail long enough to satisfy minimal standards of punishment
   d. the stigma it produces, in spite of the fact that the period of incarceration involved may only be brief

9. Who are the best parole risks?
   a. rapists
   b. murderers
   c. burglars
   d. check forgers

10. The Rand study of probation effectiveness found that ______.
    a. felony offenders did better on probation than did misdemeanants
    b. the overwhelming majority of offenders placed on probation were rearrested
    c. there was a direct relationship between the amount of time spent on probation and the probability of revocation
    d. most probationers were not a threat to the community

Chapter 18

1. In juvenile proceedings, a(n) ____________ is the stage in which a judge presides on behalf of the child to determine if he or she actually committed the alleged offense.
   a. waiver
   b. disposition
   c. adjudication
   d. conviction or acquittal

2. ____________ is an act declared by statute to be a crime because it violates the standards of behavior expected of children.
   a. Delinquency
   b. Vandalism
   c. Violating curfew
   d. A status offense
3. The juvenile justice system in the United States has been structured on the notion that ________.
   a. some children are far too dangerous to remain in society
   b. every child is treatable
   c. parents are unable to cope with the delinquency of their children
   d. the state has the right to discipline wayward minors

4. Under the *parens patriae* philosophy, ________.
   a. courts of chancery were established for the adjudication of youths
   b. dependent and neglected children were cared for by a human service delivery network
   c. juvenile offenders were removed from institutions and placed in foster homes
   d. court intervention was justified by the theory that the child’s natural protectors were unable or unwilling to provide the necessary care

5. At the ____________, a judge determines whether the facts of the case warrant a formal hearing by the juvenile court.
   a. adjudication inquiry
   b. detention hearing
   c. intake hearing
   d. plea hearing

6. The decision in ____________ extended the right to counsel to juvenile proceedings.
   a. *Schall v. Martin*
   b. *In re Gault*
   c. *Longmeier v. Richards*
   d. *Hillary v. James*

7. Under the principle of ____________, a school official occupies the position of a child’s lawful guardian.
   a. *parens patriae*
   b. inclusive jurisdiction
   c. *in loco parentis*
   d. juvenile custody

8. In most states, criminal courts assume jurisdiction over young offenders at age ________.
   a. 15
   b. 16
   c. 18
   d. 21

9. Under a ____________ a juvenile court relinquishes its jurisdiction over a child and transfers the case to a criminal court.
   a. bench warrant
   b. waiver of jurisdiction
   c. transfer order
   d. master’s adjustment order
10. In some state jurisdictions, children as young as age ____________ can be tried as adults.
   a. 15
   b. 13
   c. 10
   d. 7

11. According to the chart in the text, contemporary judges place the greatest blame on ____________ for the delinquency of today’s youth.
   a. poor education
   b. poverty
   c. drug/alcohol abuse
   d. single parent/breakdown of nuclear family

12. With respect to juveniles and Miranda ____________.
   a. the Supreme Court has ruled against the matter
   b. many jurisdictions have statutes that make Miranda applicable to juveniles
   c. Miranda became a part of juvenile law as a result of the Uniform Juvenile Court Act in 1968
   d. the Supreme Court has repeatedly side-stepped the issue

13. Traditionally, status offenders have ____________.
   a. held a special status and been placed in foster homes
   b. been handled by social services
   c. been a part of the juvenile justice system and therefore detained in juvenile detention centers like their criminal offender counterparts
   d. been held at police stations until their parents could be contacted

14. Delinquency involves ____________.
   a. criminal law violations that would be considered crimes if committed by an adult
   b. criminal law violations that apply only to juveniles because of their special status
   c. status offenses
   d. late payment of bail bonds
Assignment 10

Write a one- to two-page essay tracing the business of the court from the first appearance through trial. You must USE AND CLARIFY the following terms in your essay.

- bail
- bail setting
- pretrial detention
- preventive detention
- release on recognizance
- Grand Jury
- the plea
- double jeopardy
- pretrial motions
- speedy and public trial
- the jury (how chosen)
- the trial (order off)
- evidence
- post-trial motions
Assignment 11

Explain the duties of each of the following court players:

Judge*
Prosecutor*
Defense lawyer
Bailiff
Court reporter
Witnesses (lay and professional)
Coroners and medical examiners
Court clerk

*Be sure to cover ALL the duties of these.
Appendix
Assignment Cover Sheet for Assignment No.________

Submit this sheet along with the completed assignment to your instructor. Fill in all blanks.

Write your address clearly inside the address box.
This will be your instructor’s label when returning your assignments.

<table>
<thead>
<tr>
<th>Student Name</th>
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<th>Street Address (include apartment number)</th>
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Course no. and title ________________________________ Instructor _________________________

**Student Information**

Date mailed _____________________________

Contact phone __________________________ Fax __________________________

Contact hours

E-mail address

Student comments

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

**Faculty Use Only**

Date received __________________________ Date returned __________________________

Grade _________________________________

Teacher comments

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Correspondence Course Office • Middle Tennessee State University, Murfreesboro
Mission Statement

The primary mission of correspondence study at Middle Tennessee State University is to extend the resources of the University to promote and provide for lifelong learning. Correspondence study provides the flexibility that some students need in order to meet their educational goals. But because of this flexibility, students must take greater responsibility for their education.

Correspondence study is a highly individualized method of instruction. This form of education is not meant to replace the classroom but to provide an alternate method for students who want to continue their education but because of odd work schedules, health problems, home responsibilities, etc., have restricted classroom opportunities. The same standards of quality are applied to correspondence courses as to all other University programs and instructors. These courses have been approved by the appropriate University departments and carry full University credit.