**CHAPTER 1**

**An International Perspective**

**Chapter 1 Multiple Choice**

1. Studying legal systems in other countries is said to have both:

a. provincial and statistical benefits.

b. universal and worldwide benefits.

c. practical and theoretical benefits.

d. provincial and universal benefits.

Answer: d

Objective: Summarize the provincial and universal benefits of an international perspective.

Page number: 3

Level: Basic

2. Provincial benefits of an international perspective include:

a. furnishing ideas to improve one’s own system.

b. a means to compare and contrast one’s own system.

c. providing new insight and understanding of one’s own system.

d. All of the above.

e. None of the above.

Answer: d

Objective: Summarize the provincial and universal benefits of an international perspective.

Page number: 3-4

Level: Intermediate

3. When increased understanding of criminal justice systems in other countries allows those countries to cooperate in fighting crime, which of the following benefits of an international perspective is being provided?

a. Provincial

b. Universal

c. Local

d. Parochial

Answer: b

Objective: Summarize the provincial and universal benefits of an international perspective.

Page number: 5

Level: Basic

4. When increased understanding of criminal justice systems in other countries allows a particular country to gain ideas for improving its own system, which of the following benefits of an international perspective is being provided?

a. Provincial

b. Universal

c. Ecumenical

d. Cosmopolitan

Answer: a

Objective: Summarize the provincial and universal benefits of an international perspective.

Page number: 4

Level: Basic

5. With which neighboring country does the United States cooperate to form the Integrated Border Enforcement Team?

a. Panama

b. Mexico

c. Canada

d. Greenland

Answer: c

Objective: Distinguish between, and give examples of, bilateral and multinational cooperation.

Page number: 6

Level: Basic

6. With which neighboring country has the United States opened the Bilateral Implementation Office so that officials from both countries can work together more easily?

a. Panama

b. Mexico

c. Canada

d. Greenland

Answer: b

Objective: Distinguish between, and give examples of, bilateral and multinational cooperation.

Page number: 7

Level: Basic

7. What agency collects and disseminates information on international criminals as a way to assist countries in solving crimes and securing the arrest, detention, and extradition of suspects?

a. Central Intelligence Agency (CIA)

b. Federal Bureau of Investigation (FBI)

c. Royal Canadian Mounted Police (RCMP)

d. International Criminal Police Organization (Interpol)

Answer: d

Objective: Distinguish between, and give examples of, bilateral and multinational cooperation.

Page number: 8

Level: Basic

8. The three key institutions of the European Union are

a. European Parliament, Council of the European Union, and the European Commission.

b. Europol, Interpol, and International Criminal Court.

c. Free trade, free movement, and free media.

d. Germany, France, and Spain.

Answer: a

Objective: Distinguish between, and give examples of, bilateral and multinational cooperation.

Page number: 9

Level: Basic

9. Which of the following is NOT an approach used in the text to study different criminal justice systems?

a. Historical

b. Situational

c. Political

d. Descriptive

Answer: b

Objective: Describe and compare the historical, political, and descriptive approaches to an international perspective.

Page number: 11

Level: Basic

10. After a change in government leadership, Irena is put in charge of revamping her Central European country’s police academy. To the extent that Irena researches police academies of other European countries when they were at a similar developmental stage, Irena is using what approach?

a. Historical

b. Situational

c. Political

d. Descriptive

Answer: a

Objective: Describe and compare the historical, political, and descriptive approaches to an international perspective.

Page number: 12

Level: Difficult

11. Li Chang is interested in how the socialist principles of Mao Zedong are reflected in the sentences handed down in Chinese courts. Given that interest, the approach Li is taking would best be described as:

a. historical.

b. situational.

c. political.

d. descriptive.

Answer: c

Objective: Describe and compare the historical, political, and descriptive approaches to an international perspective.

Page number: 13-14

Level: Difficult

12. Of the three ways to study different criminal justice systems, which one does the text suggest is most helpful in understanding the difficulty of establishing a contemporary Iraqi police force?

a. Historical

b. Situational

c. Political

d. Descriptive

Answer: c

Objective: Describe and compare the historical, political, and descriptive approaches to an international perspective.

Page number: 13

Level: Basic

13. In an effort to better understand the operation of prisons in his neighboring country of Canada, Matthew reads the Criminal Code of Canada and some information sent to him by the Canadian solicitor general’s office. Matthew’s search for information exemplifies what approach?

a. Historical

b. Situational

c. Political

d. Descriptive

Answer: d

Objective: Describe and compare the historical, political, and descriptive approaches to an international perspective.

Page number: 14

Level: Difficult

14. In which of the following countries can the police, on their own authority, detain a suspect for up to 37 days?

a. United States

b. France

c. China

d. All of the above

e. None of the above

Answer: c

Objective: Distinguish, with examples, the functions/procedures and the institutions/actors strategies.

Page number: 16

Level: Basic

15. Rosemary’s descriptive account comparing the criminal justice systems in eight different countries notes that all of the countries require that similar jobs be done and that assignment of duties is also similar among the countries. As a result, Rosemary’s account emphasizes specific positions within each system rather than describing each system’s underlying structure. Which strategy is Rosemary taking in her descriptive approach?

a. Institutions/actors

b. Positions/stations

c. Functions/procedures

d. Tasks/techniques

Answer: a

Objective: Distinguish, with examples, the functions/procedures and the institutions/actors strategies.

Page number: 17

Level: Intermediate

16. What term refers to the grouping of individual objects into categories based on the objects’ relationships?

a. Standardization

b. Designation

c. Nomination

d. Classification

Answer: d

Objective: Summarize and distinguish the synthetic and authentic classification strategies.

Page number: 18

Level: Basic

17. Synthetic classification strategies:

a. result in artificial groups.

b. are based on an extensive study of the object to be classified.

c. provide a classification that allows predictivity regarding the group’s members.

d. are classification strategies that are later proven to be false.

Answer: a

Objective: Summarize and distinguish the synthetic and authentic classification strategies.

Page number: 18 (Table 1.2)

Level: Intermediate

18. Lyda the librarian has grouped recently received DVDs into three categories according to whether they are most relevant to the topic of community policing, police training, or search and seizure procedures. Which classification strategy has Lyda used?

a. Authentic

b. Genuine

c. Synthetic

d. Credible

Answer: c

Objective: Summarize and distinguish the synthetic and authentic classification strategies.

Page number: 18

Level: Intermediate

**Chapter 1 True-False**

1. Provincial benefits of an international perspective include providing new insight and understanding of one’s own system.

a. True

b. False

Answer: a

Objective: Summarize the provincial and universal benefits of an international perspective.

Page number: 3

Level: Basic

2. An unfortunate problem with comparative studies is that countries interested in new ideas for their own system must get those ideas from countries at a similar level of development as themselves.

a. True

b. False

Answer: b

Objective: Summarize the provincial and universal benefits of an international perspective.

Page number: 4

Level: Basic

3. The United States and Mexico have “equal status” in their bilateral agreements.

a. True

b. False

Answer: b

Objective: Distinguish between, and give examples of, bilateral and multinational cooperation.

Page number: 6-7

Level: Basic

4. Interpol agents not only investigate cases across borders, but may also arrest suspects and detain them for local authorities.

a. True

b. False

Answer: b

Objective: Distinguish between, and give examples of, bilateral and multinational cooperation.

Page number: 8

Level: Basic

5. The European Union currently has 12 member states.

a. True

b. False

Answer: b

Objective: Distinguish between, and give examples of, bilateral and multinational cooperation.

Page number: 9

Level: Basic

6. Countries making up the European Union remain independent sovereign nations.

a. True

b. False

Answer: a

Objective: Distinguish between, and give examples of, bilateral and multinational cooperation.

Page number: 9

Level: Basic

7. Eurojust is a European Union (EU) organization that works to enhance cooperation and coordination of the prosecuting authorities in EU countries.

a. True

b. False

Answer: a

Objective: Distinguish between, and give examples of, bilateral and multinational cooperation.

Page number: 10

Level: Basic

8. The police of one European Union country are allowed to pursue criminals across borders into another European Union country.

a. True

b. False

Answer: a

Objective: Distinguish between, and give examples of, bilateral and multinational cooperation.

Page number: 10

Level: Basic

9. A country’s police, court, and corrections systems are essentially independent of, and therefore uninfluenced by, that country’s political system.

a. True

b. False

Answer: b

Objective: Describe and compare the historical, political, and descriptive approaches to an international perspective.

Page number: 14

Level: Basic

10. When countries are compared in terms of the process they follow to accomplish such things as pretrial detention, the functions/procedures strategy is being used.

a. True

b. False

Answer: a

Objective: Distinguish, with examples, the functions/procedures and the institutions/actors strategies.

Page number: 15

Level: Basic

11. Based on restrictions set in United States Supreme Court decisions, we would not expect the police to be able to independently detain a suspect for more than 15 hours before a judicial officer reviews the legality of the detention

a. True

b. False

Answer: b

Objective: Distinguish, with examples, the functions/procedures and the institutions/actors strategies.

Page number: 16

Level: Basic

12. Authentic classification strategies allow some predictivity regarding the group’s members.

a. True

b. False

Answer: a

Objective: Summarize and distinguish the synthetic and authentic classification strategies.

Page number: 18 (Table 1.2)

Level: Basic

**Chapter 1 Fill in the Blank**

1. The term \_\_\_\_\_ refers to the belief that one’s own way of doing something is the best.

Answer: ethnocentrism

Objective: Summarize the provincial and universal benefits of an international perspective.

Page number: 2

Level: Basic

2. Neighbor cooperation is exemplified by the \_\_\_\_\_ agreements between Mexico and the United States as the two countries work together to combat cross-border crime.

Answer: bilateral

Objective: Summarize the provincial and universal benefits of an international perspective.

Page number: 5

Level: Basic

3. The \_\_\_\_\_ is a treaty-based framework of countries that defines and manages economic and political cooperation among its 27 members.

Answer: European Union

Objective: Distinguish between, and give examples of, bilateral and multinational cooperation.

Page number: 8

Level: Basic

4. The European agency charged with facilitating the sharing of information among EU countries regarding crimes and criminals in the European Union is \_\_\_\_\_.

Answer: Europol

Objective: Distinguish between, and give examples of, bilateral and multinational cooperation.

Page number: 10

Level: Basic

5. When one is interested in how a country’s justice system is supposed to operate, she will use the \_\_\_\_\_ approach to an international perspective.

Answer: descriptive

Objective: Describe and compare the historical, political, and descriptive approaches to an international perspective.

Page number: 12

Level: Basic

6. The \_\_\_\_\_ approach to studying criminal justice systems allows us to identify how politics affects a nation’s justice system and interaction among nations.

Answer: political

Objective: Describe and compare the historical, political, and descriptive approaches to an international perspective.

Page number: 13

Level: Basic

7. The \_\_\_\_\_ strategy is used when concern is with such things as how countries go about arresting people, determining whether they are guilty, and sentencing convicted offenders.

Answer: functions/procedures

Objective: Distinguish, with examples, the functions/procedures and the institutions/actors strategies.

Page number: 15

Level: Basic

8. Although there has been no U.S. Supreme Court decision on the matter, the initial appearance before a magistrate of a person who has been arrested in the United States typically occurs within \_\_\_\_\_ hours of arrest.

Answer: 48

Objective: Distinguish, with examples, the functions/procedures and the institutions/actors strategies.

Page number: 16

Level: Basic

9. Synthetic classification strategies result in artificial groups whereas authentic classification strategies result in \_\_\_\_\_ groups.

Answer: authentic

Objective: Summarize and distinguish the synthetic and authentic classification strategies.

Page number: 18 (Table 1.2)

Level: Basic

**Chapter 1 Essay**

1. List and describe three benefits that taking an international perspective can have for scholars, practitioners, and policy makers interested in the American criminal justice system.

Answer:

Provides a means by which the American system can be **compared and contrasted**.

Provides **new insight and understanding** of the American system.

Provides ideas for **improving** aspects of the American system.

Objective: Summarize the provincial and universal benefits of an international perspective.

Page number: 3-4

Level: Intermediate

2. Describe and distinguish among the three approaches to studying criminal justice systems by taking an international perspective.

Answer:

The **historical approach** allows us to identify previous mistakes and successes in a country’s justice system, learn how earlier experiences help us understand the present, and help us prepare for the future.

The **political approach** allows us to understand how politics affects a nation’s justice system and interaction among nations, and how politics affects a country’s legal tradition.

The **descriptive approach** provides knowledge of how a country’s justice system is supposed to operate as well as identifying the main components and actors of that justice system.

Objective: Describe and compare the historical, political, and descriptive approaches to an international perspective.

Page number: 12 (Table 1.1)

Level: Intermediate

3. Explain which strategy is being used under the descriptive approach when the emphasis is on how countries go about such things as arresting people, determining whether they are guilty, and sentencing convicted offenders.

Answer:

A **functions/procedures strategy** is being used (rather than an institutions/actors strategy) because concern is with the similarity of jobs to be done rather than on the people doing those jobs.

Objective: Distinguish, with examples, the functions/procedures and the institutions/actors strategies.

Page number: 15

Level: Intermediate

4. Explain which strategy is being used under the descriptive approach when the emphasis is on the specific agencies and their employees charged with operating a country’s criminal justice system.

Answer:

An **institutions/actors strategy** is being used (rather than functions/procedures strategy) because concern is with the agencies and people doing the jobs rather than with the similarity of the duties themselves.

Objective: Distinguish, with examples, the functions/procedures and the institutions/actors strategies.

Page number: 17

Level: Intermediate

5. Distinguish between, and provide examples of, synthetic classification strategies and authentic classification strategies.

Answer:

**Synthetic classification strategies**, which are exemplified by such things as names alphabetized in a phone book, result in artificial groups that are based on only a few aspects of the object and results in classification that brings order to diversity.

**Authentic classification strategies**, which are exemplified by such things as inherent biological characteristics, result in natural groups that are based on extensive study of the object and results in classification that allows some predictivity regarding the group’s members.

Objective: Summarize and distinguish the synthetic and authentic classification strategies.

Page number: 18 (Table 1.2)

Level: Intermediate