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| **True / False** |

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| 1. The first state police agency was the Texas Rangers.

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|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Eighteenth and Nineteenth Centuries |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP. DEMP.19.01.04 - Summarize the regional differences in American policing that characterized the eighteenth and nineteenth centuries. |
| *KEYWORDS:* | Bloom's: Remember |
| *DATE CREATED:* | 10/6/2017 3:14 AM |
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| 2. The Bow Street Runners were founded by Sir Robert Peel.

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|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | False |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Remember |
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| 3. The man who is credited with establishing London’s first large-scale, civil police department in 1829 is Sir Robert Peel.

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|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Remember |
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| 4. London’s first large-scale, civil police department consisted of more than 4,000 men.

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|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | False |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Remember |
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| 5. Early American police were responsible for cleaning streets, inspecting boilers, caring for the poor and homeless, operating emergency ambulances, and performing other social services, in addition to their law enforcement duties.

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|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Eighteenth and Nineteenth Centuries |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP. DEMP.19.01.04 - Summarize the regional differences in American policing that characterized the eighteenth and nineteenth centuries. |
| *KEYWORDS:* | Bloom's: Remember |
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| 6. The concept of the sheriff can be traced back to the Praetorian Guard.

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|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | False |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Remember |
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| 7. John Edgar Hoover is known as the father of American policing.

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|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | False |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
| *KEYWORDS:* | Bloom's: Remember |
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| 8. The word *police* is derived from the Latin word *politia,* which means “civil administration.”

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|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | Introduction |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.01 - Explain the primary means of ensuring personal safety prior to the establishment of formal, organized police departments. |
| *KEYWORDS:* | Bloom's: Remember |
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| 9. *Dred Scott v. Sandford* (1857) held that Dred Scott could sue in court for his freedom because he was a citizen and not a piece of property.

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|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | False |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: The Colonial Experience |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.03 - Outline the regional differences in American policing that characterized the colonial period. |
| *KEYWORDS:* | Bloom's: Remember |
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| 10. *Escobedo v. Illinois* was the U.S. Supreme Court case that applied the exclusionary rule to all states in the United States.

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|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | False |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
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| 11. During ninth-century England, the system of mutual pledge was employed as a strategy for maintaining stability and providing a method for people living in villages to protect one another.

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|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Remember |
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| 12. By the seventeenth century, the northern colonies started to institute a civil law enforcement system that closely replicated the Greek model.

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|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | False |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: The Colonial Experience |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.03 - Outline the regional differences in American policing that characterized the colonial period. |
| *KEYWORDS:* | Bloom's: Remember |
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| 13. Early in the first decade of the 2000s, police nationwide adopted technology and data-mining, which resulted in crime reductions nationwide.

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|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | True |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
| *KEYWORDS:* | Bloom's: Remember |
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| 14. The U.S. Supreme Court case of *Brown v. Board of Education of Topeka* (1954), which desegregated schools all over the nation, created equal treatment of the races virtually overnight.

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|   | a.  | True |
|   | b.  | False |

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| *ANSWER:* | False |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
| *KEYWORDS:* | Bloom's: Remember |
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| **Multiple Choice** |

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| 15. The police represent the \_\_\_\_\_\_\_\_\_\_ power of government..

|  |  |  |
| --- | --- | --- |
|   | a.  | civil |
|   | b.  | administrative |
|   | c.  | political |
|   | d.  | military |

|  |  |
| --- | --- |
| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | Introduction |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.01 - Explain the primary means of ensuring personal safety prior to the establishment of formal, organized police departments. |
| *KEYWORDS:* | Bloom's: Remember |
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| 16. Which of the following people is considered to be the father of modern American policing?

|  |  |  |
| --- | --- | --- |
|   | a.  | August Vollmer |
|   | b.  | Robert Peel |
|   | c.  | O.W. Wilson |
|   | d.  | John S. Dempsey |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
| *KEYWORDS:* | Bloom's: Remember |
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| 17. Where did modern style police departments first begin to appear in the fourteenth century?

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| --- | --- | --- |
|   | a.  | England |
|   | b.  | Greece |
|   | c.  | Italy |
|   | d.  | France |

|  |  |
| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | Early Police |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.01 - Explain the primary means of ensuring personal safety prior to the establishment of formal, organized police departments. |
| *KEYWORDS:* | Bloom's: Remember |
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| 18. Who formed the Bow Street Runners?

|  |  |  |
| --- | --- | --- |
|   | a.  | Henry Fielding |
|   | b.  | Sir Robert Peel |
|   | c.  | Patrick Colquhoun |
|   | d.  | Colonel Charles Rowan |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Remember |
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| 19. With regard to early policing in England, what is Patrick Colquhoun known for?

|  |  |  |
| --- | --- | --- |
|   | a.  | Founding the Bow Street Runners |
|   | b.  | Creating the Metropolitan Police |
|   | c.  | Establishing the Marine Police |
|   | d.  | Establishing the first sheriffs |

|  |  |
| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
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| 20. In what northern city was the first organized American police force established during the 1800s?

|  |  |  |
| --- | --- | --- |
|   | a.  | Boston |
|   | b.  | New York City |
|   | c.  | Philadelphia |
|   | d.  | Chicago |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Eighteenth and Nineteenth Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.03 - Outline the regional differences in American policing that characterized the colonial period. |
| *KEYWORDS:* | Bloom's: Remember |
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| 21. What U.S. Supreme Court decision held that a black slave could not sue in court for his freedom because he was a piece of property, not a citizen?

|  |  |  |
| --- | --- | --- |
|   | a.  | *Dred Scott v. Sandford* |
|   | b.  | *Mapp v. Ohio* |
|   | c.  | *Brown v. Board of Education of Topeka* |
|   | d.  | *Mabury v. Madison* |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: The Colonial Experience |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.03 - Outline the regional differences in American policing that characterized the colonial period. |
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| 22. Historians and scholars indicate that \_\_\_\_\_\_\_\_\_\_ in the American South were the precursor to modern highway patrols.

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|   | a.  | Praetorian Guard |
|   | b.  | Vigiles |
|   | c.  | thief-takers |
|   | d.  | slave patrols |

|  |  |
| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: The Colonial Experience |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.03 - Outline the regional differences in American policing that characterized the colonial period. |
| *KEYWORDS:* | Bloom's: Remember |
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| 23. In 1857, which Republican-controlled state police force took over the existing Democrat-controlled police force in New York City?

|  |  |  |
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|   | a.  | The Municipal Police |
|   | b.  | The Metropolitan Police |
|   | c.  | Federal Marshals |
|   | d.  | State Troopers |

|  |  |
| --- | --- |
| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Eighteenth and Nineteenth Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP. DEMP.19.01.04 - Summarize the regional differences in American policing that characterized the eighteenth and nineteenth centuries. |
| *KEYWORDS:* | Bloom's: Remember |
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| 24. In 1285, the Statute of Winchester established which of the following rudimentary aspects of a criminal justice system?

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|   | a.  | The watch and ward |
|   | b.  | The parish constable |
|   | c.  | The requirement that all males keep weapons in their homes for use in maintaining the public peace |
|   | d.  | All of the above |

|  |  |
| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Remember |
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| 25. In seventeenth-century England, \_\_\_\_\_\_\_\_\_\_\_ were assistants to the constables and walked the streets removing vagrants.

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|   | a.  | beadles |
|   | b.  | deputies |
|   | c.  | marshals |
|   | d.  | roamers |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Remember |
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| 26. In the latter part of the ninth century, England’s King Alfred the Great established a form of community self-protection known as \_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | Vigiles |
|   | b.  | hue and cry |
|   | c.  | shire-reeve |
|   | d.  | mutual pledge |

|  |  |
| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Remember |
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| 27. What piece of legislation made it a crime NOT to assist the night watch?

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|   | a.  | Posse Comitatus Act of 1879 |
|   | b.  | Federal Judiciary Act of 1789 |
|   | c.  | Statute of Winchester |
|   | d.  | Volstead Act |

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| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
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| 28. The Federal Judiciary Act of 1789 created the \_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |
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|   | a.  | bobbies |
|   | b.  | office of the U.S. marshal |
|   | c.  | FBI |
|   | d.  | New York City Police Department |

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| --- | --- |
| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Eighteenth and Nineteenth Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP. DEMP.19.01.04 - Summarize the regional differences in American policing that characterized the eighteenth and nineteenth centuries. |
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| 29. The first state police agency was the \_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |
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|   | a.  | Arizona Rangers |
|   | b.  | Massachusetts Staties |
|   | c.  | Texas Rangers |
|   | d.  | Nevada Posse |

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| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Eighteenth and Nineteenth Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP. DEMP.19.01.04 - Summarize the regional differences in American policing that characterized the eighteenth and nineteenth centuries. |
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| 30. According to historians, what two southern U.S. states were the first to create slaves codes and, thus, an early form of patrolling?

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|   | a.  | North Carolina and Georgia |
|   | b.  | Mississippi and Alabama |
|   | c.  | South Carolina and Tennessee |
|   | d.  | Maryland and Virginia |

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| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: The Colonial Experience |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.03 - Outline the regional differences in American policing that characterized the colonial period. |
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| 31. Which then-Massachusetts governor fired all of the striking police officers during a Boston police strike and later became president of the United States?

|  |  |  |
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|   | a.  | Calvin Coolidge |
|   | b.  | Woodrow Wilson |
|   | c.  | Theodore Roosevelt |
|   | d.  | Ronald Reagan |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
| *KEYWORDS:* | Bloom's: Remember |
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| 32. What law established National Prohibition in 1920?

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|   | a.  | Olmstead Act |
|   | b.  | Homestead Act |
|   | c.  | Volstead Act |
|   | d.  | Federal Judiciary Act |

|  |  |
| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
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| 33. The Latin term *posse comitatus*, a law which sheriffs and marshals called upon in the late 1700s, means \_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |
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|   | a.  | “civil administration” |
|   | b.  | “the power of the county” |
|   | c.  | “one man rule” |
|   | d.  | “justice at all costs” |

|  |  |
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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Eighteenth and Nineteenth Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP. DEMP.19.01.04 - Summarize the regional differences in American policing that characterized the eighteenth and nineteenth centuries. |
| *KEYWORDS:* | Bloom's: Remember |
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| 34. In 1929, President Herbert Hoover created the National Commission on Law Observance and Enforcement. This commission was known as the \_\_\_\_\_\_\_\_\_\_\_.

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|   | a.  | Wickersham Commission |
|   | b.  | Kefauver Commission |
|   | c.  | Crime Commission |
|   | d.  | Kerner Commission |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
| *KEYWORDS:* | Bloom's: Remember |
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| 35. Which one of the following figures created practices that started to professionalize the U.S. police, including incorporating university education as a part of police training?

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|   | a.  | August Vollmer |
|   | b.  | O. W. Wilson |
|   | c.  | Raymond Blaine Fosdick |
|   | d.  | J. Edgar Hoover |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
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| 36. O. W. Wilson is noted historically for what contribution to modern policing?

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|   | a.  | Creating an internal police corruption task force |
|   | b.  | Creating the first professional police society, the International Association of Chiefs of Police (IACP) |
|   | c.  | Developing modern management and administrative techniques |
|   | d.  | Conducting the first national study of the U.S. criminal justice system |

|  |  |
| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
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| 37. He was the director of the FBI from 1924 until his death in 1972.

|  |  |  |
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|   | a.  | Tom Ridge |
|   | b.  | J. Edgar Hoover |
|   | c.  | Robert Gray |
|   | d.  | O. W. Wilson |

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| --- | --- |
| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
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| 38. On what societal issue did the U.S. Supreme Court focus during the 1960s?

|  |  |  |
| --- | --- | --- |
|   | a.  | expanding governmental authority |
|   | b.  | police rights |
|   | c.  | individual rights |
|   | d.  | corporate rights |

|  |  |
| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
| *KEYWORDS:* | Bloom's: Remember |
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| 39. Within the King Alfred-established a system of society, citizens were expected to assist other citizens who were yelling for help. This was known as \_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |
| --- | --- | --- |
|   | a.  | *hue and cry* |
|   | b.  | *watch and ward* |
|   | c.  | *mutual pledge* |
|   | d.  | *thief-take* |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Remember |
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| 40. Which U.S. Supreme Court case defined the constitutional right to counsel at police interrogation?

|  |  |  |
| --- | --- | --- |
|   | a.  | *Mapp v. Ohio* |
|   | b.  | *Miranda v. Arizona* |
|   | c.  | *Escobedo v. Illinois* |
|   | d.  | *Brown v. Mississippi* |

|  |  |
| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
| *KEYWORDS:* | Bloom's: Remember |
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| 41. Today, persons who are in police custody and set to be interrogated must be advised of their constitutional rights. What U.S. Supreme Court case set this precedent?

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|   | a.  | *Mapp v. Ohio* |
|   | b.  | *Brown v. Mississippi* |
|   | c.  | *Escobedo v. Illinois* |
|   | d.  | *Miranda v. Arizona* |

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| --- | --- |
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
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| 42. What New York City police officer shared his tales of corruption with the *New York Times,* which resulted in the Knapp Commission?

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|   | a.  | David Owens |
|   | b.  | Whitman Knapp |
|   | c.  | Frank Serpico |
|   | d.  | Julius LaRosa |

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| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
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| 43. What criminal justice scholar published the 1920 book, *American Police Systems*, which studied the police of 72 American cities?

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|   | a.  | Bruce Smith |
|   | b.  | O. W. Wilson |
|   | c.  | Raymond Blaine Fosdick |
|   | d.  | Estes Kefauver |

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| --- | --- |
| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
| *KEYWORDS:* | Bloom's: Remember |
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| 44. What private policing agency thwarted the alleged “Baltimore Plot” to assassinate president-elect Abraham Lincoln shortly before the Civil War?

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|   | a.  | The Pinkerton Agency. |
|   | b.  | The Rocky Mountain Detective Association |
|   | c.  | Wells Fargo and Company. |
|   | d.  | The Texas Rangers |

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| *ANSWER:* | a |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Eighteenth and Nineteenth Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP. DEMP.19.01.04 - Summarize the regional differences in American policing that characterized the eighteenth and nineteenth centuries. |
| *KEYWORDS:* | Bloom's: Remember |
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| 45. What modern era tool did William J. Bratton use to completely reengineer the New York City Police Department to make reducing crime its primary objective?

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|   | a.  | SWAT |
|   | b.  | use of helicopters |
|   | c.  | CompStat |
|   | d.  | community policing |

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| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
| *KEYWORDS:* | Bloom's: Remember |
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| 46. In 1991, what Los Angeles incident inflamed police-community relations?

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|   | a.  | Charles Manson’s arrest |
|   | b.  | The L.A. shootout |
|   | c.  | The reinstatement of the death penalty |
|   | d.  | The Rodney King beating |

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| *ANSWER:* | d |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
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| 47. What piece of legislation gives law enforcement the ability to search, seize, detain, or eavesdrop in their pursuit of possible terrorists?

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|   | a.  | Posse Comitatus Act |
|   | b.  | USA Patriot Act |
|   | c.  | Statute of Winchester |
|   | d.  | Volstead Act |

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| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
| *KEYWORDS:* | Bloom's: Remember |
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| 48. The duties of the \_\_\_\_\_\_\_\_ included lighting street lamps, clearing garbage from the streets, and putting out fires.

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|   | a.  | thief-takers |
|   | b.  | watchmen |
|   | c.  | shire-reeve |
|   | d.  | magistrates |

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| --- | --- |
| *ANSWER:* | b |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Remember |
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| 49. The Metropolitan Police was organized around the \_\_\_\_\_\_\_\_\_\_\_\_\_, in which officers were assigned to relatively small permanent posts and were expected to become familiar with the area and the people residing there— making the officer a part of neighborhood life.

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|   | a.  | Watch and ward |
|   | b.  | Neighborhood |
|   | c.  | Beat system |
|   | d.  | Judicial system |

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| --- | --- |
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Remember |
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| **Completion** |

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| 50. \_\_\_\_\_\_\_\_\_\_ established the first large-scale, uniformed, paid, civil police force in London.

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| *ANSWER:* | Sir Robert Peel |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Remember |
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| 51. Roman Emperor Augustus appointed the \_\_\_\_\_\_\_\_ to protect the palace and the emperor.

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| *ANSWER:* | Praetorian Guard |
| *POINTS:* | 1 |
| *REFERENCES:* | Early Police |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.01 - Explain the primary means of ensuring personal safety prior to the establishment of formal, organized police departments. |
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| 52. \_\_\_\_\_\_\_\_\_\_ was a form of societal control where citizens grouped together to protect each other.

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| *ANSWER:* | Mutual pledge |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Remember |
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| 53. \_\_\_\_\_\_\_\_\_\_ was the director of the Federal Bureau of Investigation from its inception in 1924 until his death in 1972.

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| *ANSWER:* | J. Edgar Hoover |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
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| 54. During England’s era of King Alfred the Great, a \_\_\_\_\_\_\_\_ consisted of 10 families grouped together to protect one another and assume responsibility for the acts of the group’s members.

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| *ANSWER:* | tithing |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Remember |
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| 55. A rudimentary form of metropolitan policing called the \_\_\_\_\_\_\_\_\_\_ required all men in a given town to serve on the night watch. They were expected to patrol the streets and perform duties such as light street lamps, clear garbage, put out fires, and, of course, enforce criminal law.

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| *ANSWER:* | watch and ward |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
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| 56. The first specialized investigative unit in Rome was called \_\_\_\_\_\_\_\_\_\_, which means “trackers of murder.”

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| *ANSWER:* | questors |
| *POINTS:* | 1 |
| *REFERENCES:* | Early Police |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.01 - Explain the primary means of ensuring personal safety prior to the establishment of formal, organized police departments. |
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| 57. O. W. Wilson is the author of the classic text on policing entitled \_\_\_\_\_\_\_\_.

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| *ANSWER:* | Police Administration |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
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| 58. According to researcher Sally E. Hadden, the state of \_\_\_\_\_\_\_ developed specific rules, guidelines, and duties for the slave patrols, which were in effect until the Civil War.

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| *ANSWER:* | South Carolina |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: The Colonial Experience |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.03 - Outline the regional differences in American policing that characterized the colonial period. |
| *KEYWORDS:* | Bloom's: Remember |
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| 59. \_\_\_\_\_\_\_\_\_\_ is the computer-based management program that many say was responsible for New York City’s drop in crime in the mid- to late-1990s.

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| *ANSWER:* | CompStat |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
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| 60. The landmark Supreme Court case of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_desegregated schools all over the nation and ended the legal segregation of races in the United States.

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| --- | --- |
| *ANSWER:* | *Brown v. Board of Education of Topeka* (1954) |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
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| 61. The \_\_\_\_\_\_\_\_\_\_\_\_\_ was precipitated when a white, off-duty, New York City police lieutenant shot an African-American youth who was threatening a building superintendent with a knife.

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| *ANSWER:* | 1964 Harlem riot |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
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| **Essay** |

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| 62. Explain how the evolution of the slave patrols in the 1700s marked the first advances in American policing.

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| *ANSWER:* | Student responses will vary. |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: The Colonial Experience |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.03 - Outline the regional differences in American policing that characterized the colonial period. |
| *KEYWORDS:* | Bloom's: Understand |
| *DATE CREATED:* | 10/6/2017 3:15 AM |
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| 63. Are Peel’s Nine Principles relevant to policing today? Why or why not?

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| *ANSWER:* | Student responses will vary. |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Evaluate |
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| 64. Discuss how the English police experience influenced American policing and the criminal justice system during the colonial period and the eighteenth and nineteenth centuries . Provide specific examples.

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| *ANSWER:* | Student responses will vary. |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Eighteenth and Nineteenth CenturiesAmerican Policing: The Colonial ExperienceEnglish Policing: Our Heritage |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP. DEMP.19.01.04 - Summarize the regional differences in American policing that characterized the eighteenth and nineteenth centuries.AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing.AITP.DEMP.19.01.03 - Outline the regional differences in American policing that characterized the colonial period. |
| *KEYWORDS:* | Bloom's: Understand |
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| 65. Explain the significance of the creation of the Law Enforcement Assistance Administration and its impact on policing in the United States.

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| *ANSWER:* | Student responses will vary. |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | SITP.DEMP.9.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
| *KEYWORDS:* | Bloom's: Understand |
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| 66. Describe the social climate of the United States in the1960s, the public perception of police at the time, and the effects of key Supreme Court decisions at that time on American policing.

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| *ANSWER:* | Student responses will vary. |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
| *KEYWORDS:* | Bloom's: Remember |
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| 67. Compare and contrast policing before the creation of the London Metropolitan Police and policing today.

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| *ANSWER:* | Student responses will vary. |
| *POINTS:* | 1 |
| *REFERENCES:* | English Policing: Our Heritage |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.02 - Discuss the influence of the English police experience on American policing. |
| *KEYWORDS:* | Bloom's: Analyze |
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| 68. Compare and contrast the colonial northern watch with the southern slave patrols.

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| *ANSWER:* | Student responses will vary. |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: The Colonial Experience |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.03 - Outline the regional differences in American policing that characterized the colonial period. |
| *KEYWORDS:* | Bloom's: Analyze |
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| 69. How did technological advances change the police officer’s role in the nineteenth century?

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| *ANSWER:* | Student responses will vary. |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Eighteenth and Nineteenth Centuries |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP. DEMP.19.01.04 - Summarize the regional differences in American policing that characterized the eighteenth and nineteenth centuries. |
| *KEYWORDS:* | Bloom's: Evaluate |
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| 70. Explain why the Wickersham Commission was created and summarize its recommendations for policing.

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| *ANSWER:* | Student responses will vary. |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
| *KEYWORDS:* | Bloom's: Understand |
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| 71. What is the CompStat process and how did it affect policing?

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| *ANSWER:* | Student responses will vary. |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
| *KEYWORDS:* | Bloom's: Understand |
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| 72. Reflect on the development of the Black Lives Matter movement and its affect on policing.

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| *ANSWER:* | Student responses will vary. |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
| *KEYWORDS:* | Bloom's: Evaluate |
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| 73. Summarize the changes that occurred in law enforcement following the terrorist attacks on 9/11.

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| *ANSWER:* | Student responses will vary. |
| *POINTS:* | 1 |
| *REFERENCES:* | American Policing: Twentieth and Twenty-First Centuries |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *STUDENT ENTRY MODE:* | Basic |
| *LEARNING OBJECTIVES:* | AITP.DEMP.19.01.05 - Explain how the events of the 1960s and 1970s influenced American policing, identify four events or people instrumental in the development of American policing, and explain the significance of the Law Enforcement Assistance Administration. |
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