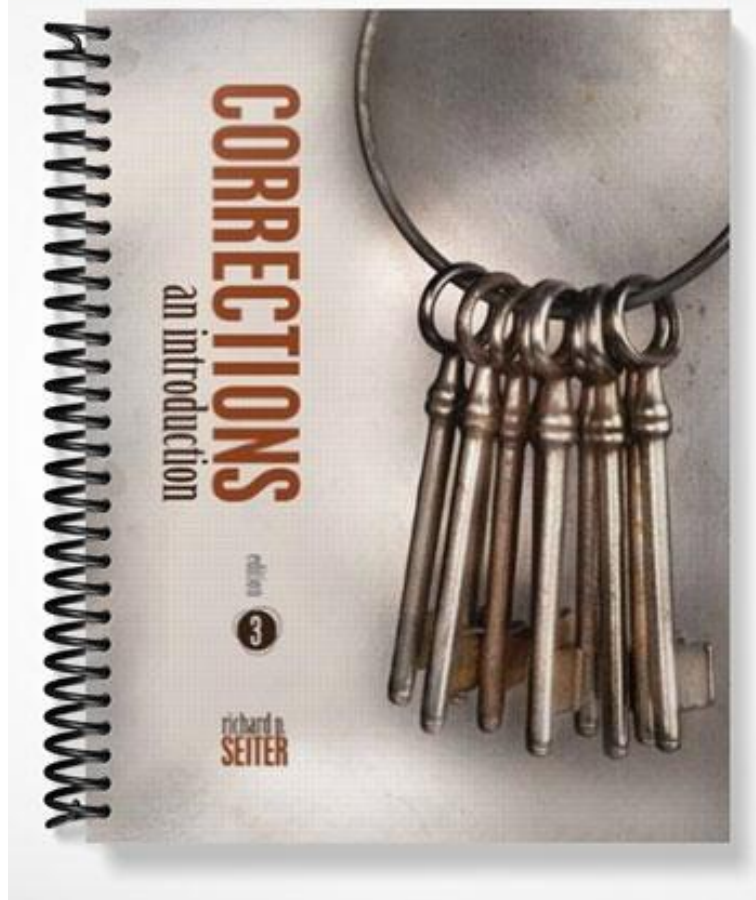


TEST BANK



**Instructor's Manual
with Test Bank**
to accompany


**Corrections
An Introduction**

Third Edition

Richard P. Seiter, Ph.D.

Prentice Hall

Upper Saddle River, New Jersey
Columbus, Ohio



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Preface

The *Instructor's Manual* to accompany *Corrections: An Introduction* has been designed to assist faculty members in teaching the course. Each chapter begins with a supplement correlation chart showing which specific PowerPoint slides and MyCrimeKit materials relate to the chapter objectives and headings in the text. Each chapter also includes chapter objectives, overview, and outline. The review questions are drawn from the end of each chapter in the text. These are included in the instructor's manual so that you may use them as desired for class discussions and tests. I have attempted to make the outline with enough detail to use as a beginning of lecture notes, yet not so much that you cannot include any material or rearrange in any way you want to cover a chapter.

In addition, I have included a list of additional readings so that you might use these for further student assignments or if you want to do further reading in any particular topic. You will also receive a Test Item File with several sample test questions, with the answers listed separately at the end of the test question section.

I have spent twenty-five years of my life working in the field of corrections, and my desire was to provide you with a textbook that gave you enough real life experiences (through case studies, my experience, interviews, and potential job descriptions) that you can engage students in the interesting study of corrections, and encourage them to consider it as a career. I would like to hear from you about your experiences using this book, and get your suggestions for improvement for future editions.

Good luck with your teaching. I hope you enjoy using this book.

Rick Seiter

Sample Course Syllabus

INTRODUCTION TO CORRECTIONS

Course CJ xx – Section xx

Department:
University:
Term:
Phone:

Name:
Office:
Office Hours:
E-Mail:

COURSE DESCRIPTION

This course is an overview of the corrections field; courts, detention, sentencing, adult institutions, probation, parole, and staffing and personnel issues. This course will be an active and interactive learning experience. Students will use the lecture and reading material to build a framework for understanding current sentencing and correctional practices.

OBJECTIVES

At the conclusion of this course:

1. Students will be able to describe the evolution of corrections based on a variety of sentencing goals, and analyze current correctional practices and operations.
2. Students will be able to describe the legal, philosophical, and political aspects of sentencing alternatives.
3. Students will be able to discuss the need for reform of correctional options and operations.
4. Students will be able to develop a model of future sentencing options and correctional alternatives.
5. Students will understand the issues resulting in decisions as offenders move through the sentencing and correctional process.

TEXTS AND READINGS

Required: Richard P. Seiter, *Corrections: An Introduction*, Prentice Hall, 2011.

METHODS OF EVALUATION

Research Paper: Each student will write an original 8 to 10 page paper analyzing some aspect of corrections. Students will select a corrections issue and suggest how it is to be resolved or improved to enhance the operation of the corrections system. Students must turn in their paper on _____. The following is the outline expected for your papers:

- A. Description of the issue or program that you select
- B. Description of the problems that exist that make it less effective than possible
- C. Evidence of its ineffectiveness
- D. Suggested improvement and how it would be implemented
- E. Description of how this will improve the effectiveness of the system

Mid-Term Examinations: There will be two mid-term exams. The first will cover the first one-third of the course materials, readings, and discussions. It will last approximately one hour and be true/false, multiple choice, and short answer. The second will be similar and will cover the middle third of course material.

Final Examination: The final examination will cover information during the final third of the course, and will have questions that allow you to integrate knowledge from the earlier parts of the course. It will last approximately one to two hours, and will be true/false, multiple choice, short answer, and one or two essay questions to allow you to demonstrate an ability to integrate the knowledge you have developed in the class.

Grades will be awarded on the following percentages:

Paper	20%
Mid-term examination 1	25%
Mid-term examination II	25%
Final examination	30%

SCHEDULE AND TOPICS OF STUDY

Week	Topic	Required Reading
Week 1	Introduction & Overview of Course The History of Crime and Corrections	Chapter 1
Week 2	Sentencing and the Correctional Process	Chapter 2
Week 3	Jails	Chapter 3
Week 4	Probation and Intermediate Sanctions	Chapter 4
Week 5	Prison Systems Mid-Term 1	Chapter 5
Week 6	Parole and Prisoner Reentry	Chapter 6
Week 7	The Clients of Adult Correctional Agencies	Chapter 7
Week 8	The Juvenile Correctional System	Chapter 8
Week 9	Special Offenders	Chapter 9
Week 10	The Management of Prisons Mid-Term 2	Chapter 10
Week 11	Prison Life for Inmates	Chapter 11
Week 12	The World of Prison Staff	Chapter 12
Week 13	Custody and Treatment	Chapter 13

Week 14	Legal Issues and the Death Penalty	Chapter 14
Week 15	Issues in Corrections	Chapter 15
Week 16	Questions Regarding the Future of Corrections	Chapter 16
	Final Exam	

Chapter 1: The History of Crime and Corrections

SUPPLEMENT CORRELATION

Objective	Book Page Number	Lesson Outline	Power Points	MyCrimeKit
Define the term <i>corrections</i> and know how correctional agencies fulfill their mission of protecting society.	4	Defining Corrections	1.2	
	4-5	What Is Corrections?	1.3	
	5-6	The Mission of Corrections	1.4	
	6-8	Corrections as a Part of the Criminal Justice System	1.5-1.9	
Identify how corrections can affect the crime rate by understanding the concept of the correctional funnel.	8-10	The Correctional Funnel and Correctional Policy	1.10-1.12	
Outline the growth of corrections over the past two decades and describe why the scope of correctional budgets, staffing, and clients makes it important for students to study corrections.	10-15	Why should Students Study Corrections?	1.13-1.15	Video: Career Opportunities. Insider's Experience: Twenty-Five Years of Correctional Work
Contrast the Classical School with the Positive School of criminology.	15-18	Theories of Crime and Punishment	1.16-1.19	
	18-21	Early Responses to Crime	1.20	
Describe the role of William Penn and the Pennsylvania Quakers in the development of the use of prisons in the United States.	21	The Development of the Prison		
Describe the operations of the Walnut Street Jail, the first American prison.	21	The Walnut Street Jail	1.21	
Compare the Pennsylvania system with the Auburn system of imprisonment.	21-23	The Pennsylvania System	1.22	
	23	The Auburn System	1.23	

<p>Explain how the Irish penal system contributed to the development of the Reformatory Era of prison operations in the United States.</p> <p>List the acts of Congress regarding the sale of prison-made products and describe their impact on the end of the Industrial Era of prison operations.</p> <p>Describe the Rehabilitative Era and the medical model of corrections, and explain how this era evolved into the Reintegrative Era.</p>	23-27	Prisons Throughout the Last Two Centuries	1.24-1.26	
<p>Identify and explain the five goals of corrections.</p> <p>Define the theories of specific and general deterrence.</p>	28	The Sentencing Goals of Corrections	1.27	Video: Sentencing Policies.

CHAPTER OBJECTIVES

After reading this chapter, students should be able to:

1. Define the term “corrections” and know how correctional agencies fulfill their mission of protecting society.
2. Identify how corrections can impact the crime rate by understanding the concept of the correctional funnel.
3. Outline the growth of corrections over the past two decades, and describe why the scope of correctional budgets, staffing, and clients makes it important for students to study corrections.
4. Contrast the classical school with the positive school of criminology.
5. Describe the role of William Penn and the Pennsylvania Quakers in the development of the use of prisons in the United States.
6. Specify the operations of the Walnut Street Jail as the first American prison.
7. Compare the Pennsylvania system with the Auburn system of imprisonment.
8. Explain how the Irish penal system contributed to the development of the Reformatory Era of prison operations in the United States.

9. List the acts of Congress and describe their impact on the end of the Industrial Era of prison operations.
10. Describe the rehabilitative era and the medical model of corrections, and explain how this era evolved into the reintegrative era.
11. Identify and explain the five goals of corrections.
12. Define the theories of specific and general deterrence.

CHAPTER OVERVIEW

The purpose of this chapter is to create a foundation of history and theory, so that as current policies and practices are described, students can link those to theories and goals, in order to critically consider the overall effectiveness and public value of correctional policy. In this chapter, students receive an overview of what corrections is, how it links to the rest of the criminal justice system, and why it is important to study corrections. As the criminal justice system has expanded over the past several decades, the correctional system has grown at the most rapid pace, with elected officials authorizing extensive funds and resources to meet the growing demand for services. As this demand has grown, employment and advancement opportunities increase, and more students consider corrections as a career field.

In the chapter, the causes of crime are presented, from the earliest theories based on a range of belief that offenders exhibit “free will,” to a consideration that some offenders are “predetermined,” and have no choice in the fact they will become involved in crime. More modern theories, while not discounting any possible cause of crime, emphasize holding offenders accountable, and weighing more heavily on the free-will concepts than on predetermination. The theories regarding the causes are critical to determine how to respond to crime. After early approaches that included severe corporal punishment, torture, and public humiliation, capital punishment for several crimes, and removing the offender by transporting them out of society, we settled on the use of prisons to punish, deter, incapacitate, and rehabilitate criminals.

LECTURE OUTLINE

- I. Introduction
- II. Defining Corrections—Previously, the term “penology” was used instead of corrections.
 - A. What Is Corrections—Corrections is defined as the range of community and institutional sanctions, treatment programs, and services for managing criminal offenders.
Ask Students: How did the term “corrections” evolve from the earlier use of the term penology?
 - B. The Mission of Corrections—the more complete mission of corrections is to protect society through a combination of surveillance and control of offenders, of treatment and rehabilitative services, and of incapacitation during the service of a prison sentence.
 - C. Corrections as a Part of the Criminal Justice System
 1. As one of the three major components of the criminal justice system, corrections is believed to be responsible for administering punishment to criminals, thereby preventing future crimes through deterrence and incapacitation, limiting offenders’ opportunity to commit further crimes, or reducing their inclination to commit crimes as a result of correctional treatments.

D. The Correctional Funnel and Correctional Policy

The correctional funnel is a good example of how, with thoughtful examination, it can be seen that extending sentences significantly may have a deterrent and incapacitative effect on those in prison. However, they represent a small percentage of the overall population that commits crimes, so the direct impact on a reduction of crime rates is questionable.

E. Your Career in Corrections: Policy Analysts

1. A discussion about the role of policy analysts in correctional agencies.

It may seem odd to start out the feature of "Your Career in Corrections" describing the job of a policy analyst. It is seldom one that students consider and seldom one that students begin a career track to achieve. However, it is very important to good government that correctional policy be thoughtfully considered with full information regarding cost, effectiveness, and impact. These jobs are not highly visible, yet can have a tremendous impact on the development of good public policy and save taxpayers millions of dollars. In addition, the research required is expected to be presented in an unbiased and balanced fashion so that the agency(ies) involved can make appropriate decisions.

III. Why Should Students Study Corrections?

- A. The criminal justice system and corrections is a booming business. The number of clients processed and managed by the system continues to climb every year. The amount of dollars directed to criminal justice agencies has expanded incrementally. The availability of jobs for those seeking a profession in the criminal justice system has increased significantly.

IV. Theories of Crime and Punishment

A. Beccaria and the Classical School

Ask students to list the principles of the classical school of criminology.

B. Bentham's Hedonistic Calculus

C. Lombroso and the Positive School

Ask students to list the principles of the Positive School of criminology.

D. Neoclassical School

V. Early Responses to Crime

- A. The earliest responses to crime were extremely brutal, and included torture, beatings, branding, and mutilation.
- B. Transportation
- C. Early jails and reform by John Howard

VI. The Development of the Prison

- A. The Walnut Street Jail—A wing was set aside in 1790 for convicted offenders, with a regimen of hard work and doing penance for their offences; hence, the creation of the term "penitentiary."
- B. The Pennsylvania System
 1. The basis of these two prisons' operation was the same as the Walnut Street Jail, to emphasize the opportunity for prisoners to reform themselves through hard work while reflecting on their crimes.
 2. Known as the "separate and silent" system
- C. The Auburn System
 1. An effort to improve on the problems that plagued the Pennsylvania system
 2. Allowed prisoners to congregate during the day to work in factories to improve the production of goods which would be resold and cover some of the prison operational costs

Ask students to describe the differences in the Pennsylvania and the Auburn systems.

- VII. Prisons Throughout the Last Two Centuries
 - A. Impact of Maconochie, Crofton, and the Irish systems
 - B. The Reformatory Era—1870-1910
 - C. The Industrial Prison—1910-1935
 - D. The Period of Transition—1935-1960
 - 1. Ending the “hands-off doctrine”
 - E. The Rehabilitative Era—1960-1980
 - 1. The medical model of corrections
 - 2. Reintegration
 - 3. Martinson's conclusion that “nothing works”
 - F. Retributive Era—1980s to current
- VIII. A Look Into: Prison Reforms through the Twentieth Century
- IX. The Sentencing Goals of Corrections
 - A. Punishment
 - 1. *Solem v. Helm* (1983) and the test of proportionality
 - B. An Interview with the Toughest Sheriff in America

Use the picture of inmates with striped uniforms and the interview with Sheriff Joe Arpaio to get students to discuss the more punitive approach toward crime and offenders today. Ask them if they agree with the current Retributive Era, or if they would try to change this approach and what they think would make more sense.
 - C. Deterrence
 - 1. Specific and general deterrence
 - D. Incapacitation
 - 1. Selective incapacitation
 - E. Rehabilitation
 - F. Restitution
 - 1. Making right or repaying society or victims for the wrongs created by offenders.
- X. Summary
- XI. You Make the Decision: Rating the Importance of Correctional Goals

REVIEW QUESTIONS

1. How did the term “corrections” evolve from the earlier use of the term “penology”?
2. What is the mission of corrections?
3. Describe the correctional funnel.
4. List the principles of the classical school of criminology.
5. What is Bentham’s hedonistic calculus?
6. List the principles of the positive school of criminology.
7. Describe the operation of the Walnut Street Jail.
8. Describe the differences in the Pennsylvania and the Auburn systems.
9. How did the Irish system contribute to modern correctional operations in the United States?
10. How did abandonment of the hands-off doctrine impact prison operations?
11. In what ways does corrections attempt to rehabilitate offenders?
12. How does reintegration differ from rehabilitation?

13. Differentiate between specific and general deterrence.
14. What is selective incapacitation?
15. How has the victim's rights movement impacted correctional policies and operations?
16. Describe restorative justice.

ADDITIONAL READINGS

Neil Bennett, "Changing Correctional Environment," *Justice Report*, Volume 15 Issue 2, 2000, 13-14.

John C. McWilliams, *Two Centuries of Corrections in Pennsylvania: A Commemorative History* (Camp Hill, PA: Pennsylvania Dept of Corrections, 2002), NCJRS #195231.

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Norman Johnston, *Forms of Constraint: History of Prison Architecture* (Champaign, IL: University of Illinois Press, 2000).

William R. Kohnke, "Professionalism in Corrections," *American Jails*, Volume 15 Issue 1, March-April 2001, 75-76, 78.

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D. R. Massaro, "Influence of Cesare Beccaria on the American Criminal Justice System," *Italian Journal*, Volume 4 Issue 2, (1990), 29-31.

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Hans Toch, "Perspectives on the Offender." in *Psychology of Crime and Criminal Justice*, edited by Hans Toch (New York, NY: Holt, Rinehart and Winston, 1978), NCJRS #52371.

A. M. Durham III, "Newgate of Connecticut: Origins and Early Days of an Early American Prison," *Justice Quarterly*, Volume 6 Issue 1 (March 1989), 89-116.

Greg Pogarsky, "Identifying 'Deterrable' Offenders: Implications for Research on Deterrence," *Justice Quarterly*, Volume 19 Issue 3, September 2002, 431-452.

Paul W. Keve, *Prisons and the American Conscience*, (Carbondale, IL: Southern Illinois University Press, 1991).

The American Prison: From the Beginning...A Pictorial History (College Park, MD: The American Correctional association, 1983).

Normal Morris and David J. Rothman, Editors, *The Oxford History of the Prison: The Practice of Punishment in Western Society* (New York: Oxford University Press, 1995).

WEBSITES

Correctional Officers

www.umsl.edu/services/govdocs/ooh20002001/324.htm

For information about careers as a correctional officer in jails and prisons, contact the International Association of Correctional Officers.

U.S. Crime Statistics Total and by State 1960-2007

www.disastercenter.com/crime

Site includes crime statistics from 1960 to 2007 for every state, the District of Columbia, and national totals. Both absolute numbers and crime rates are included.

Maricopa County Sheriff's Office

www.mcso.org

About Sheriff Joseph M. Arpaio and the department of Maricopa County, which includes Phoenix, Arizona.

Cesare Lombroso

www.cerebromente.org.br/n01/frenolog/lombroso.htm

Lombroso was an Italian criminologist born on November 6, 1835, in Verona. He became world renowned for his studies of criminals and phrenology.

Jeremy Bentham's Hedonic Calculus

www.iejs.com/Criminology/jeremy_benthams_hedonic_calculus.htm

In his *Introduction to the Principles of Morals and Legislation* (1789), Bentham first introduced his idea of hedonistic calculus.

Eastern State Penitentiary (Pennsylvania)

www.easternstate.org

This provides all information for the country's oldest prison complex. It was built in 1776 and converted to a museum in the 1990s. It was the first wagon-wheel, or radial, floor plan.

Correctional Photo Archives

www.cpa.eku.edu

A collection of early 20th-century prison life and conditions. The collection includes numerous subjects, such as prison living conditions, recreational activities, industries, hospital care, corporal punishment, and work gangs.

The Workhouse Web Site

www.workhouses.org.uk

Provides history of workhouses, which originated in London in the 17th century as a place where the city's poor lived when they had nowhere else to go. It was not a prison, but many were never able to leave.

TEST BANK

Chapter 1

TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.

- 1) The Walnut Street jail had the reformation of the offender as its primary objective.
- 2) The United States has a single, nationwide system of corrections.
- 3) The correctional system handles an extremely large percentage of criminals.
- 4) The amount of money that criminal justice agencies receive has expanded exponentially.
- 5) Most offenders are sentenced to probation and supervised in the community by probation or parole officers.
- 6) Prisons were developed in colonial times as a punishment for crime.
- 7) The Retributive Era is a return to the Positive School of criminality, in which offenders have free choice to commit their crimes.
- 8) General deterrence presumes that others in society will not commit crimes because they see that there is a punishment for such acts and that individuals receive the prescribed punishments.
- 9) Public attitudes have consistently supported rehabilitating criminal offenders.
- 10) Recently, the principle of restoration of the damage resulting from crime has increased in importance.
- 11) During the 1950s, the rehabilitation of offenders replaced punishment as the penal system's primary objective.
- 12) There is a large numerical difference between the number of crimes reported and the number of offenders convicted and facing any specific correctional sanction.
- 13) The amount of money directed to criminal justice agencies has decreased greatly in recent years.
- 14) The number of offenders on probation, in prison, and parole has decreased significantly.
- 15) From 1991 to 2000, crime decreased significantly.

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

- 16) What was the first prison designed to house sentenced offenders in the United States?
- A) Eastern State Penitentiary
 - B) Walnut Street Jail
 - C) Cherry Hill
 - D) Sing Sing
- 17) How do correctional agencies fulfill their mission?
- A) by imprisoning offenders who receive a sentence of incarceration from the courts
 - B) by assisting courts in the decision to grant bail
 - C) by supervising offenders in the community under court jurisdiction
 - D) all of the above
- 18) How do correctional agencies achieve the short-term protection of society?
- A) by granting bail
 - B) by rehabilitating offenders
 - C) by detaining inmates in jail or incarcerating them in prison
 - D) all of the above
- 19) What is a legislative authorization to provide a specific range of punishment for a specific crime?
- A) punishment
 - B) penal code
 - C) correctional system
 - D) law
- 20) What is the term for correctional staff who aid in the policy development process?
- A) correctional policy analysts
 - B) correctional officers
 - C) correctional psychologists
 - D) wardens
- 21) What happens to the number of clients processed and managed by the criminal justice system each year?
- A) It varies widely.
 - B) It increases.
 - C) It decreases.
 - D) It remains the same.

- 22) This eighteenth-century theorist is recognized as the founder of the Classical School of criminology.
- A) Jeremy Bentham
 - B) Cesare Beccaria
 - C) Cesare Lombroso
 - D) Voltaire
- 23) What theory links crime causation to punishment, based on offenders' free will and hedonism?
- A) the hedonistic calculus
 - B) the Positive School
 - C) the Classical School
 - D) none of the above
- 24) This theorist suggested that criminal laws should be organized so that the punishment for any act would outweigh the pleasure that would be derived from the act.
- A) Cesare Lombroso
 - B) Gabriel Tarde
 - C) Cesare Beccaria
 - D) Jeremy Bentham
- 25) What is the belief that criminals do not have complete choice over their criminal actions and may commit acts that are beyond their control?
- A) the Neoclassical School
 - B) the Positive School
 - C) the hedonistic calculus
 - D) the Classical School
- 26) This Italian physician concluded that criminals had traits that made them throwbacks to earlier stages of evolution.
- A) Cesare Lombroso
 - B) Cesare Beccaria
 - C) Leonardo da Vinci
 - D) Voltaire
- 27) Which school recognized that there was much ground between total free will and determinism?
- A) Chicago School
 - B) Enlightenment School
 - C) Criminological Theory School
 - D) Neoclassical School
- 28) This early colonial bail system enabled the rich to pay a fee and be released.
- A) system of marks
 - B) bond system
 - C) Auburn system
 - D) fee system

- 29) This sheriff of Bedfordshire, England, encouraged reform of English jails in the late 1700s.
- A) Immanuel Kant
 - B) John Howard
 - C) William Penn
 - D) Stuart Mill
- 30) What did the Quakers' criminal code include?
- A) the use of stocks and pillories instead of detention
 - B) bloody corporal punishments instead of imprisonment
 - C) capital punishment for the most serious crimes
 - D) free food and lodging for inmates
- 31) The original features of the Pennsylvania system included all but which of the following?
- A) separation
 - B) silence
 - C) reformation of inmates
 - D) working with other inmates
- 32) Which of the following was a problem with the Pennsylvania system?
- A) It had low productivity.
 - B) It was expensive.
 - C) It made inmates mentally ill.
 - D) all of the above
- 33) This system was known as the “congregate and silent” system.
- A) Pennsylvania system
 - B) Auburn system
 - C) fee system
 - D) Irish system
- 34) The stages of this system were solitary confinement, special prison, open institutions, and ticket of leave.
- A) Auburn system
 - B) Pennsylvania system
 - C) Irish system
 - D) none of the above
- 35) This correctional era advocated an environment that emphasized reformation, education, and vocational programs, and focused offenders' attention on the future.
- A) Industrial Prison Era
 - B) Retributive Era
 - C) Rehabilitative Era
 - D) Reformatory Era

SHORT ANSWER. Write the word or phrase that best completes each statement or answers the question.

- 36) _____ is simply the study of punishment.
- 37) _____ is defined as the range of community and institutional sanctions, treatment programs, and services for managing criminal offenders.
- 38) The three major components of the criminal justice system are _____, _____, and _____.
- 39) The _____ is one of the earliest known penal codes.
- 40) The three governmental levels of correctional systems are _____, _____, and _____.
- 41) The idea that the main objective of an intelligent person is to achieve the most pleasure and the least pain is part of the _____.
- 42) The existence of physical features common in the early stages of human evolution is called _____.
- 43) England used _____ in the 17th and 18th centuries to remove criminals from society by sending them to its colonies.
- 44) Pennsylvania's first two prisons were the _____ and the _____.
- 45) The _____ Era, from 1910 to 1935, emphasized inmate manufacture of products that could help to make the prisons self-sustaining.
- 46) Enforced idleness, lack of professional programs, and excessive size and overcrowding of prisons is characteristic of the Period of _____.
- 47) The avoidance of judicial intervention in the operation of prisons and the judgment of correctional administrators is the _____.
- 48) The _____ is a theory of corrections that offenders were sick and needed to be diagnosed and treated.
- 49) _____ is the correctional goal emphasizing the infliction of pain or suffering.
- 50) The effect of punishment on an individual offender that prevents that person from committing future crimes is _____.

TEST BANK ANSWER KEY

Chapter 1 Answers

- | | | |
|-----------|-------|------------------------------------------------------------------|
| 1) TRUE | 18) C | 35) D |
| 2) FALSE | 19) B | 36) Penology |
| 3) FALSE | 20) A | 37) Corrections |
| 4) TRUE | 21) B | 38) police, courts,
corrections |
| 5) TRUE | 22) B | 39) Code of Hammurabi |
| 6) FALSE | 23) C | 40) federal, state, local |
| 7) FALSE | 24) D | 41) hedonistic calculus |
| 8) TRUE | 25) B | 42) atavism |
| 9) TRUE | 26) A | 43) transportation |
| 10) TRUE | 27) D | 44) Western State
Penitentiary; Eastern
State Penitentiary |
| 11) TRUE | 28) D | 45) Industrial Prison |
| 12) TRUE | 29) B | 46) Transition |
| 13) FALSE | 30) D | 47) hands-off doctrine |
| 14) FALSE | 31) D | 48) medical model |
| 15) TRUE | 32) D | 49) Punishment |
| 16) B | 33) B | 50) specific deterrence |
| 17) D | 34) C | |

Chapter 2 Answers

- | | | |
|-----------|-------|------------------------------------|
| 1) FALSE | 19) D | 37) C |
| 2) FALSE | 20) C | 38) Sentencing |
| 3) TRUE | 21) D | 39) Misdemeanor (or lower) |
| 4) FALSE | 22) A | 40) preventive detention |
| 5) FALSE | 23) B | 41) surety |
| 6) FALSE | 24) A | 42) Release on
recognizance |
| 7) TRUE | 25) B | 43) Pretrial services officers |
| 8) TRUE | 26) C | 44) economic sanction |
| 9) TRUE | 27) D | 45) probation |
| 10) FALSE | 28) C | 46) capital punishment |
| 11) FALSE | 29) D | 47) consecutive sentences |
| 12) FALSE | 30) C | 48) determinate sentence |
| 13) TRUE | 31) D | 49) Good time |
| 14) FALSE | 32) C | 50) Mandatory minimum
sentences |
| 15) FALSE | 33) A | 51) three-strikes laws |
| 16) TRUE | 34) C | 52) Sentencing guidelines |
| 17) A | 35) D | |
| 18) D | 36) A | |

Chapter 3 Answers

- | | | |
|-----------|-------|--------------------------------------|
| 1) TRUE | 18) B | 35) D |
| 2) FALSE | 19) D | 36) England |
| 3) TRUE | 20) B | 37) lockup |
| 4) FALSE | 21) D | 38) incarceration rate |
| 5) FALSE | 22) D | 39) objective classification systems |
| 6) FALSE | 23) D | 40) jail officers |
| 7) TRUE | 24) D | 41) First-generation |
| 8) TRUE | 25) C | 42) Podular design |
| 9) TRUE | 26) A | 43) second-generation |
| 10) FALSE | 27) D | 44) third-generation |
| 11) FALSE | 28) C | 45) direct-supervision |
| 12) TRUE | 29) B | 46) <i>Bell v. Wolfish</i> |
| 13) TRUE | 30) C | 47) Suicide prevention programs |
| 14) FALSE | 31) D | 48) Suicide watch |
| 15) TRUE | 32) B | 49) regional |
| 16) C | 33) C | 50) length of stay |
| 17) D | 34) B | |

Chapter 4 Answers

- | | | |
|-----------|-------|-----------------------------------------|
| 1) TRUE | 18) B | 35) B |
| 2) FALSE | 19) A | 36) community corrections |
| 3) FALSE | 20) D | 37) John Augustus |
| 4) FALSE | 21) B | 38) probation |
| 5) TRUE | 22) C | 39) probation supervision |
| 6) TRUE | 23) D | 40) surveillance |
| 7) FALSE | 24) B | 41) regular |
| 8) TRUE | 25) C | 42) technical violations |
| 9) TRUE | 26) C | 43) Community
classification systems |
| 10) FALSE | 27) B | 44) Economic sanctions |
| 11) FALSE | 28) D | 45) fine |
| 12) TRUE | 29) A | 46) Offender restitution |
| 13) TRUE | 30) D | 47) cost of supervision |
| 14) FALSE | 31) D | 48) electronic monitoring |
| 15) TRUE | 32) D | 49) split sentence |
| 16) C | 33) C | 50) shock probation |
| 17) B | 34) A | |

Chapter 5 Answers

- | | | |
|-----------|-------|-----------------------------------------|
| 1) TRUE | 18) A | 35) C |
| 2) TRUE | 19) B | 36) prison |
| 3) TRUE | 20) A | 37) medical |
| 4) FALSE | 21) B | 38) mission |
| 5) TRUE | 22) B | 39) New penology |
| 6) FALSE | 23) A | 40) war on drugs |
| 7) FALSE | 24) A | 41) street |
| 8) FALSE | 25) D | 42) federalize |
| 9) FALSE | 26) C | 43) Three Penitentiary Act |
| 10) TRUE | 27) B | 44) Federal Bureau of Prisons |
| 11) TRUE | 28) B | 45) Sentencing Reform Act |
| 12) TRUE | 29) D | 46) Security levels |
| 13) FALSE | 30) A | 47) security classification |
| 14) FALSE | 31) C | 48) Immigration and Customs Enforcement |
| 15) FALSE | 32) C | |
| 16) C | 33) A | 49) brig |
| 17) C | 34) C | 50) private prison |

Chapter 6 Answers

- | | |
|-----------|--------------------------|
| 1) FALSE | 23) A |
| 2) TRUE | 24) A |
| 3) TRUE | 25) C |
| 4) FALSE | 26) C |
| 5) TRUE | 27) D |
| 6) TRUE | 28) A |
| 7) FALSE | 29) D |
| 8) FALSE | 30) B |
| 9) FALSE | 31) D |
| 10) TRUE | 32) B |
| 11) TRUE | 33) D |
| 12) FALSE | 34) B |
| 13) TRUE | 35) B |
| 14) TRUE | 36) D |
| 15) FALSE | 37) D |
| 16) FALSE | 38) D |
| 17) FALSE | 39) A |
| 18) D | 40) Parole |
| 19) D | 41) Alexander Maconochie |
| 20) D | 42) mark |
| 21) B | 43) Elmira Reformatory |
| 22) C | 44) justice |

45) Discretionary parole

46) Parole guidelines

47) presumptive parole date

48) hearing officers

49) Standard

50) Positive contact

51) Parole officers

52) violation

53) prisoner reentry

54) risk

Chapter 7 Answers

- | | | |
|-----------|-------|-------------------------------|
| 1) TRUE | 18) D | 35) A |
| 2) TRUE | 19) C | 36) Racial disparity |
| 3) FALSE | 20) A | 37) drug offenders |
| 4) TRUE | 21) A | 38) male offenders |
| 5) FALSE | 22) A | 39) general population |
| 6) TRUE | 23) A | 40) female offenders |
| 7) TRUE | 24) C | 41) parenting programs |
| 8) FALSE | 25) B | 42) substance abuse programs |
| 9) FALSE | 26) D | 43) <i>Barefield v. Leach</i> |
| 10) TRUE | 27) C | 44) <i>Pargo v. Elliott</i> |
| 11) FALSE | 28) D | 45) <i>Butler v. Reno</i> |
| 12) TRUE | 29) D | 46) Caseworkers; counselors |
| 13) TRUE | 30) D | 47) Girl Scouts Behind Bars |
| 14) FALSE | 31) B | 48) Overclassification |
| 15) TRUE | 32) D | 49) incarceration |
| 16) A | 33) B | 50) Texas |
| 17) C | 34) C | |

Chapter 8 Answers

- | | | |
|-----------|-------|----------------------------------------|
| 1) TRUE | 18) C | 35) D |
| 2) FALSE | 19) B | 36) status offense |
| 3) FALSE | 20) D | 37) refuge period |
| 4) TRUE | 21) B | 38) juvenile justice system |
| 5) FALSE | 22) C | 39) parens patriae |
| 6) TRUE | 23) A | 40) superpredator |
| 7) FALSE | 24) B | 41) mandatory |
| 8) FALSE | 25) D | 42) Discretionary |
| 9) TRUE | 26) C | 43) age of original
jurisdiction |
| 10) TRUE | 27) D | 44) concurrent |
| 11) TRUE | 28) A | 45) juvenile detention |
| 12) TRUE | 29) B | 46) consent decree |
| 13) FALSE | 30) D | 47) order |
| 14) FALSE | 31) A | 48) delinquency petition |
| 15) TRUE | 32) A | 49) Aftercare |
| 16) B | 33) C | 50) Juvenile social service
workers |
| 17) C | 34) D | |

Chapter 9 Answers

- | | | |
|-----------|-------|-------------------------------------|
| 1) TRUE | 20) D | 39) D |
| 2) FALSE | 21) A | 40) Special offenders |
| 3) TRUE | 22) B | 41) Blended sentencing |
| 4) TRUE | 23) B | 42) straight adult
incarceration |
| 5) FALSE | 24) B | 43) Graduated incarceration |
| 6) TRUE | 25) D | 44) segregated incarceration |
| 7) FALSE | 26) D | 45) drug use forecasting |
| 8) TRUE | 27) C | 46) Antipsychotic drugs |
| 9) FALSE | 28) C | 47) Correctional
psychologists |
| 10) FALSE | 29) D | 48) Supermax prisons |
| 11) TRUE | 30) A | 49) <i>Bruscino v. Carlson</i> |
| 12) TRUE | 31) D | 50) Sex offenders |
| 13) TRUE | 32) B | 51) pedophile |
| 14) FALSE | 33) B | 52) containment model |
| 15) FALSE | 34) D | 53) HIV |
| 16) FALSE | 35) C | 54) Tuberculosis |
| 17) TRUE | 36) C | 55) Hepatitis C virus (HCV) |
| 18) TRUE | 37) B | |
| 19) D | 38) C | |

Chapter 10 Answers

- | | | |
|-----------|-------|----------------------------------------|
| 1) FALSE | 18) A | 35) B |
| 2) FALSE | 19) B | 36) director |
| 3) FALSE | 20) D | 37) inspector |
| 4) TRUE | 21) A | 38) custody |
| 5) FALSE | 22) C | 39) treatment |
| 6) TRUE | 23) A | 40) Services |
| 7) FALSE | 24) A | 41) Unit management |
| 8) FALSE | 25) C | 42) unit manager |
| 9) TRUE | 26) D | 43) case manager |
| 10) FALSE | 27) D | 44) correctional counselors |
| 11) TRUE | 28) B | 45) policy audit |
| 12) TRUE | 29) B | 46) policy implementation
audit |
| 13) FALSE | 30) D | 47) internal classification
systems |
| 14) TRUE | 31) D | 48) inmate disciplinary |
| 15) FALSE | 32) D | 49) administrative appeals |
| 16) B | 33) A | 50) collective bargaining |
| 17) D | 34) A | |

Chapter 11 Answers

- 1) FALSE
- 2) TRUE
- 3) FALSE
- 4) TRUE
- 5) FALSE
- 6) TRUE
- 7) TRUE
- 8) TRUE
- 9) TRUE
- 10) TRUE
- 11) FALSE
- 12) FALSE
- 13) FALSE
- 14) FALSE
- 15) TRUE
- 16) FALSE
- 17) B
- 18) D
- 19) D
- 20) D
- 21) A
- 22) A
- 23) C
- 24) D
- 25) A
- 26) C
- 27) A
- 28) D
- 29) D
- 30) C
- 31) A
- 32) B
- 33) A
- 34) A
- 35) A
- 36) D
- 37) D
- 38) total institution
- 39) inmate code
- 40) Prisonization
- 41) convicts
- 42) Thieves
- 43) square johns
- 44) Interpersonal violence
- 45) Collective violence
- 46) prison gangs
- 47) gang validation process
- 48) Debrief
- 49) Gang intelligence officers
- 50) Conjugal visiting
- 51) cottage-style architecture
- 52) pseudofamilies

Chapter 12 Answers

- 1) FALSE
- 2) TRUE
- 3) TRUE
- 4) FALSE
- 5) TRUE
- 6) FALSE
- 7) TRUE
- 8) TRUE
- 9) FALSE
- 10) FALSE
- 11) TRUE
- 12) TRUE
- 13) FALSE
- 14) FALSE
- 15) TRUE
- 16) TRUE
- 17) D
- 18) D
- 19) A
- 20) C
- 21) A
- 22) C
- 23) D
- 24) C
- 25) C
- 26) B
- 27) D
- 28) C
- 29) C
- 30) C
- 31) D
- 32) B
- 33) B
- 34) B
- 35) C
- 36) B
- 37) D
- 38) B
- 39) Closed systems
- 40) open systems
- 41) Chain of command
- 42) empowerment
- 43) Transactional leaders
- 44) transformational leaders
- 45) organizational culture
- 46) correctional officer
- 47) post orders
- 48) uniformed staff
- 49) professional staff
- 50) management culture
- 51) relationship culture
- 52) autocratic
- 53) *Dothard v. Rawlinson*

Chapter 13 Answers

- | | | |
|-----------|-------|-----------------------------------|
| 1) FALSE | | 36) D |
| 2) FALSE | 19) D | 37) inmate accountability |
| 3) FALSE | 20) C | 38) Controlled movement |
| 4) FALSE | 21) D | 39) call out |
| 5) TRUE | 22) A | 40) pass system |
| 6) TRUE | 23) C | 41) work call |
| 7) TRUE | 24) D | 42) Contraband |
| 8) FALSE | 25) A | 43) shadow board |
| 9) TRUE | 26) B | 44) special housing unit |
| 10) FALSE | 27) C | 45) Administrative
detention |
| 11) TRUE | 28) D | 46) Disciplinary segregation |
| 12) TRUE | 29) D | 47) environmental factors |
| 13) FALSE | 30) C | 48) precipitating event |
| 14) TRUE | 31) D | 49) Mandatory prison
education |
| 15) TRUE | 32) A | 50) vocational training |
| 16) FALSE | 33) B | 51) continuum of care |
| 17) B | 34) D | |
| 18) A | 35) A | |

Chapter 14 Answers

- | | | |
|-----------|-------|-------------------------------------|
| 1) FALSE | 20) C | 39) B |
| 2) TRUE | 21) D | 40) A |
| 3) FALSE | 22) D | 41) B |
| 4) TRUE | 23) C | 42) slave-of-the-state doctrine |
| 5) TRUE | 24) B | 43) Precedents |
| 6) FALSE | 25) C | 44) Constitution |
| 7) TRUE | 26) A | 45) Eighth; Fourteenth |
| 8) TRUE | 27) C | 46) Fourteenth |
| 9) TRUE | 28) D | 47) balancing test |
| 10) FALSE | 29) B | 48) Civil Rights Act of 1871 |
| 11) FALSE | 30) C | 49) Section 1983 |
| 12) FALSE | 31) D | 50) Americans with Disabilities Act |
| 13) FALSE | 32) A | 51) totality-of-conditions |
| 14) TRUE | 33) D | 52) Deliberate indifference |
| 15) FALSE | 34) A | 53) community standards |
| 16) FALSE | 35) D | 54) Bifurcated trials |
| 17) TRUE | 36) A | 55) Eighth |
| 18) FALSE | 37) B | 56) lethal injection |
| 19) FALSE | 38) C | |

Chapter 15 Answers

- | | | |
|-----------|-------|-------------------------------------------------|
| 1) TRUE | 20) B | 39) 2 |
| 2) FALSE | 21) C | 40) Accreditation |
| 3) TRUE | 22) B | 41) furlough |
| 4) TRUE | 23) B | 42) Tough on crime |
| 5) FALSE | 24) C | 43) create revenues |
| 6) TRUE | 25) B | 44) Cost of incarceration fees |
| 7) TRUE | 26) D | 45) co-payment |
| 8) FALSE | 27) D | 46) profession |
| 9) FALSE | 28) A | 47) Commission on Accreditation for Corrections |
| 10) FALSE | 29) D | 48) Staff diversity |
| 11) FALSE | 30) C | 49) overrepresentation of minorities |
| 12) TRUE | 31) D | 50) affirmative action programs |
| 13) TRUE | 32) D | 51) Human resources managers |
| 14) TRUE | 33) A | 52) meta-analysis |
| 15) FALSE | 34) A | 53) American Correctional Association |
| 16) TRUE | 35) D | |
| 17) FALSE | 36) B | |
| 18) FALSE | 37) D | |
| 19) D | 38) C | |

Chapter 16 Answers

- | | | |
|-----------|--------------------------------------------------------------------------|-------------------------------|
| 1) TRUE | 23) B | 44) medical |
| 2) FALSE | 24) B | 45) Mandatory minimum |
| 3) FALSE | 25) A | 46) Three-strikes |
| 4) TRUE | 26) D | 47) rebirth in rehabilitation |
| 5) TRUE | 27) C | 48) technical violations |
| 6) TRUE | 28) B | 49) invisible policy |
| 7) FALSE | 29) D | 50) global positioning system |
| 8) FALSE | 30) C | 51) Restorative justice |
| 9) FALSE | 31) D | 52) reparation |
| 10) FALSE | 32) B | 53) Parallel universe |
| 11) TRUE | 33) B | 54) career in correction |
| 12) TRUE | 34) B | |
| 13) TRUE | 35) B | |
| 14) FALSE | 36) D | |
| 15) FALSE | 37) D | |
| 16) FALSE | 38) B | |
| 17) FALSE | 39) C | |
| 18) B | 40) punishment, deterrence, incapacitation, rehabilitation, restitution. | |
| 19) D | | |
| 20) C | | |
| 21) A | 41) determinate | |
| 22) A | 42) Accountability | |
| | 43) reduce | |

