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| 1. Which of the following were prisons established by the Church in the Middle Ages for those involved in offensive acts such as incest and magic?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | bridewells | b. | houses of corrections | |  | c. | the Citadel  ​ | d. | monastic confinement |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | The History of Corrections: From Vengeance to Reform | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.01 - Identify the ideas found within Enlightenment thinking and how they influenced corrections | | *KEYWORDS:* | Bloom's: Remember | |

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| 2. Who believed that the law should accomplish some utilitarian purpose?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Jeremy Bentham | b. | John Howard | |  | c. | Cesare Becarria | d. | Paul Ambrose |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The History of Corrections: From Vengeance to Reform | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.01 - Identify the ideas found within Enlightenment thinking and how they influenced corrections | | *KEYWORDS:* | Bloom's: Remember | |

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| 3. Where would vagrants, beggars, and delinquents be forced to work by way of discipline and punishment?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | bridewells | b. | houses of corrections | |  | c. | Jesuit house of refuge  ​ | d. | monastic confinement |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | The History of Corrections: From Vengeance to Reform | | *LEARNING OBJECTIVES:* | CTPT.SIEG.16.01.01 - Identify the ideas found within Enlightenment thinking and how they influenced corrections | | *KEYWORDS:* | Bloom's: Remember | |

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| 4. The first formal legal code was the:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Code of Hammurabi. | b. | Declaration of Independence. | |  | c. | Magna Carta. | d. | Twelve Tables. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The History of Corrections: From Vengeance to Reform | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.01 - Identify the ideas found within Enlightenment thinking and how they influenced corrections | | *KEYWORDS:* | Bloom's: Remember | |

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| 5. Who was an English sheriff who advocated jail reform?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Jeremy Bentham | b. | John Howard | |  | c. | Frank Connelly | d. | Alexander Maconochie |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.02 - Define the early prison reformers and what they contributed | | *KEYWORDS:* | Bloom's: Remember | |

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| 6. Who developed the Irish mark system, where inmates could eventually earn early release?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Zebulon Brockway | b. | John Howard | |  | c. | Walter Crofton | d. | Joseph Antwine  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CTPT.SIEG.16.01.02 - Define the early prison reformers and what they contributed | | *KEYWORDS:* | Bloom's: Remember | |

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| 7. Which state led the way in repealing the British laws that the colonists had enacted concerning crime and punishment?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Georgia | b. | Maryland | |  | c. | New York | d. | Pennsylvania |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.02 - Define the early prison reformers and what they contributed | | *KEYWORDS:* | Bloom's: Remember | |

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| 8. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a prison in which persons found guilty of a felony are isolated from normal society.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | bridewell | b. | house of corrections | |  | c. | jail | d. | penitentiary |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.03 - Articulate how the Pennsylvania and Auburn models differ from one another | | *KEYWORDS:* | Bloom's: Remember | |

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| 9. Which of the following is not a characteristic of the reformatory model?   |  |  |  | | --- | --- | --- | |  | a. | housed older offenders who had medical issues | |  | b. | featured indeterminate sentencing and parole | |  | c. | classified prisoners | |  | d. | provided educational and vocational training |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.03 - Articulate how the Pennsylvania and Auburn models differ from one another | | *KEYWORDS:* | Bloom's: Remember | |

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| 10. Which penal system is based on the belief that most prisoners would benefit from the experience of incarceration?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Carolina model | b. | New York model | |  | c. | Pennsylvania model | d. | Texas model |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.03 - Articulate how the Pennsylvania and Auburn models differ from one another | | *KEYWORDS:* | Bloom's: Remember | |

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| 11. Who felt strongly about the merits of the reformatory model?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Zebulon Brockway | b. | John Howard | |  | c. | Walter Crofton | d. | Cesare Becarria |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.03 - Articulate how the Pennsylvania and Auburn models differ from one another | | *KEYWORDS:* | Bloom's: Remember | |

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| 12. Which was the first institution to pay wages to prisoners as a reward for diligence and productivity?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Eastern State Penitentiary | b. | Elmira Reformatory | |  | c. | Moundsville Penitentiary | d. | Sing Sing Prison |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.03 - Articulate how the Pennsylvania and Auburn models differ from one another | | *KEYWORDS:* | Bloom's: Remember | |

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| 13. ​The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was finished in 1829 and became a model for prisons in several European countries. It had a radial design, with seven wings, each containing 76 cells, radiating from a central hub, where control personnel were stationed.  ​   |  |  |  | | --- | --- | --- | |  | a. | ​Eastern State Penitentiary | |  | b. | ​Westgate State Penitentiary | |  | c. | ​Moundsville State Penitentiary | |  | d. | ​Brockway's House of Reform |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.03 - Articulate how the Pennsylvania and Auburn models differ from one another | | *KEYWORDS:* | Bloom's: Remember | |

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| 14. ​Which of the following was an early advocate of medical treatment in prisons?   |  |  |  | | --- | --- | --- | |  | a. | ​Howard Gill | |  | b. | ​Andrew McCutchen | |  | c. | ​Howard Johns | |  | d. | ​John Gill |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.04 - Explain how reformatories contributed to the rehabilitation model | | *KEYWORDS:* | Bloom's: Remember | |

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| 15. ​Which of the following is NOT a privately run prison corporation?   |  |  |  | | --- | --- | --- | |  | a. | ​Bayer-Orrick Corporations | |  | b. | ​Corrections Corporation of America | |  | c. | ​The GEO Company | |  | d. | ​Cornell Companies |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.04 - Explain how reformatories contributed to the rehabilitation model | | *KEYWORDS:* | Bloom's: Remember | |

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| 16. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the idea that criminality is a sickness that can be cured through psychological intervention.   |  |  |  | | --- | --- | --- | |  | a. | ​medical model | |  | b. | ​rehabilitative psychological model | |  | c. | ​Pittsburgh model | |  | d. | ​Brockway approach |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.04 - Explain how reformatories contributed to the rehabilitation model | | *KEYWORDS:* | Bloom's: Remember | |

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| 17. The state believes that in order for an offenders’ behavior to change, punishment should:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | be degrading. | b. | be waived. | |  | c. | occur before a trial. | d. | teach a lesson. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Why Do We Punish? | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.06 - Summarize the reasons why we punish | | *KEYWORDS:* | Bloom's: Remember | |

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| 18. Punishment that is based on “getting even” for violating the social contract is known as:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | retribution. | b. | restitution. | |  | c. | rehabilitation. | d. | deterrence. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Why Do We Punish? | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.06 - Summarize the reasons why we punish | | *KEYWORDS:* | Bloom's: Remember | |

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| 19. Currently, public outrage dictates that offenders should suffer by:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | paying for their crimes. | b. | learning lessons. | |  | c. | serving short sentences. | d. | having charges dropped. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Why Do We Punish? | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.06 - Summarize the reasons why we punish | | *KEYWORDS:* | Bloom's: Remember | |

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| 20. The equity goal of punishment means that convicted offenders must:   |  |  |  | | --- | --- | --- | |  | a. | pay back their victims for their loss. | |  | b. | pay back the justice system for costs related to processing their cases. | |  | c. | pay back society for the disruptions caused because of their crimes. | |  | d. | all of these |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 21. Which position on punishment is most closely linked to retribution?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | deterrence | b. | incapacitation | |  | c. | just deserts | d. | restoration |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 22. Which is the goal of punishment that is designed to prevent others from committing similar crimes?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | deterrence | b. | incapacitation | |  | c. | rehabilitation | d. | restoration |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 23. Which goal of punishment promotes sentencing people to prison to restrain them physically so during the time they are confined society is protected?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | deterrence | b. | incapacitation | |  | c. | rehabilitation | d. | restoration |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 24. What is the name of the policy that promotes sentencing repeat offenders to long prison terms while granting first-time and nonviolent offenders shorter and more lenient sentences?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | general incapacitation | b. | selective incapacitation | |  | c. | general deterrence | d. | selective deterrence |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 25. Which aspect of sentencing views those who violate the law as “society’s victims”?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | deterrence | b. | incapacitation | |  | c. | rehabilitation | d. | restoration |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 26. Which goal of sentencing has its roots in the concept that something has to be done to make amends for the harm or loss caused?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | deterrence | b. | incapacitation | |  | c. | rehabilitation | d. | restoration |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 27. Law is created by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ branch of government.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | judicial | b. | executive | |  | c. | legislative | d. | societal |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Goals and Philosophies of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.08 - Explain the relationship between corrections and the criminal justice system | | *KEYWORDS:* | Bloom's: Remember | |

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| 28. The interpretation of laws is done by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ branch of government.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | judicial | b. | executive | |  | c. | legislative | d. | societal |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Goals and Philosophies of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.08 - Explain the relationship between corrections and the criminal justice system | | *KEYWORDS:* | Bloom's: Remember | |

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| 29. The setting of justice policy is aided by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ branch of government   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | judicial | b. | executive | |  | c. | legislative | d. | societal |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Goals and Philosophies of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.08 - Explain the relationship between corrections and the criminal justice system | | *KEYWORDS:* | Bloom's: Remember | |

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| 30. In the United States, there are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ law enforcement agencies than correctional agencies.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | the same number of | b. | fewer | |  | c. | significantly more  ​ | d. | none of these choices |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Goals and Philosophies of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.08 - Explain the relationship between corrections and the criminal justice system | | *KEYWORDS:* | Bloom's: Remember | |

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| 31. The justice system is expensive to run because its employees number about:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | 2.4 million. | b. | 1.5 million. | |  | c. | 200,000. | d. | 500,000. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Goals and Philosophies of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.08 - Explain the relationship between corrections and the criminal justice system | | *KEYWORDS:* | Bloom's: Remember | |

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| 32. The work of Robert Martinson and colleagues failed to find supportive data for which of the following goals of punishment?​   |  |  |  | | --- | --- | --- | |  | a. | ​rehabilitation | |  | b. | ​restorative justice | |  | c. | ​deterrence | |  | d. | ​incapacitation |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.08 - Explain the relationship between corrections and the criminal justice system | | *KEYWORDS:* | Bloom's: Remember | |

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| 33. The correctional population continues to:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | stay the same | b. | decline | |  | c. | grow | d. | stagnate |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Goals and Philosophies of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.08 - Explain the relationship between corrections and the criminal justice system | | *KEYWORDS:* | Bloom's: Remember | |

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| 34. Which of the following is a challenge facing the ability of corrections to function as a system?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | social costs | b. | financial costs | |  | c. | system overload | d. | all of these |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Goals and Philosophies of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.09 - Describe the extent and consequences of prison overcrowding | | *KEYWORDS:* | Bloom's: Remember | |

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| 35. Prison building is often a boom to many communities who view the institution(s) as:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | environmentally friendly. | b. | business. | |  | c. | structurally attractive. | d. | cheap convict labor. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Goals and Philosophies of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.09 - Describe the extent and consequences of prison overcrowding | | *KEYWORDS:* | Bloom's: Remember | |

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| 36. The United States is now engaging in:   |  |  |  | | --- | --- | --- | |  | a. | increased application of the death penalty. | |  | b. | mass incarceration. | |  | c. | using criminals as  soldiers and offering reduced sentences for service.  ​ | |  | d. | designing underwater prisons. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Goals and Philosophies of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.09 - Describe the extent and consequences of prison overcrowding | | *KEYWORDS:* | Bloom's: Remember | |

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| **During the sentencing phase in his courtroom, Judge Jones gives a little speech to all the defendants who are found guilty of a crime. He does this to explain to the defendants the goals and the philosophy of punishment.** |

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| 37. Judge Jones invites juveniles into his courtroom during sentencing hearings so they will understand that people who continue to commit crimes will be punished for their actions. He does this because he is a firm believer that punishment should be public. Judge Jones also believes that punishments should be immediate and necessary. Whose principles does Judge Jones advocate?   |  |  | | --- | --- | | a. | Montesquieu | | b. | Beccaria | | c. | Bentham | | d. | Bell |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | The History of Corrections: From Vengeance to Reform | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.01 - Identify the ideas found within Enlightenment thinking and how they influenced corrections | | *KEYWORDS:* | Bloom's: Remember | |

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| 38. Jane is being sentenced for the crime of vehicular manslaughter. She got into a car accident one morning while she was texting her boyfriend and driving on her way to work. The judge wants to use Jane as an example that texting while driving is very dangerous. He sentences her to five years in prison, hoping that others will be discouraged from also texting while driving. The goal of Jane’s punishment is:   |  |  | | --- | --- | | a. | deterrence. | | b. | incapacitation. | | c. | rehabilitation. | | d. | restoration. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 39. Jerry was found guilty of armed robbery. This is his fourth conviction for the same crime, and he appears to be getting more violent in his attempts. Judge Jones tells Jerry that he is too dangerous to remain free in society and he must be sentenced to prison to restrain him. Judge Jones’ reason for his 25-year prison sentence is:   |  |  | | --- | --- | | a. | deterrence. | | b. | incapacitation. | | c. | rehabilitation. | | d. | restoration. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 40. Janice pleads guilty to grand theft and forgery. She has an addiction to prescription painkillers and stole money from her employer to support her addiction. Judge Jones believes that Janice should be helped and treated rather than condemned and punished. He sentences her to a residential drug treatment program under the supervision of a probation officer. This sentence is based on the goal of sentencing of:   |  |  | | --- | --- | | a. | deterrence. | | b. | incapacitation. | | c. | rehabilitation. | | d. | restoration. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 41. Sam is a 20-year-old college student. He was out one night with some friends. He succumbed to the peer pressure of his new friends, and they decided to vandalize vehicles by smashing in the windows and slicing the tires. Sam has never been in trouble before. His friends with him that night all had lengthy criminal records. The judge decides not to cast out Sam from society. He wants to give Sam the opportunity to remain in good standing and continue with college. Sam is sentenced to community service and is required to pay for the damage of the vehicles. This sentence is based on the goal of:   |  |  | | --- | --- | | a. | deterrence. | | b. | incapacitation. | | c. | rehabilitation. | | d. | restoration. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| **Sally is a new recruit in a state correctional academy class. She has no prior knowledge of the criminal justice system and has never been in a prison before. During the first week of class she learns the fundamentals of the criminal justice system and, specifically, the correctional system.** |

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| 42. Based on what Sally learned in her first week in the academy, which would not be one of the agencies of justice?   |  |  | | --- | --- | | a. | courts | | b. | corrections | | c. | executive branch | | d. | law enforcement |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.08 - Explain the relationship between corrections and the criminal justice system | | *KEYWORDS:* | Bloom's: Remember | |

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| 43. Sally has the ultimate goal of working in the office of community supervision that offenders are placed with after a period of incarceration. Which element of the correctional system does she aspire to work in?   |  |  | | --- | --- | | a. | probation | | b. | parole | | c. | jail | | d. | prison |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.08 - Explain the relationship between corrections and the criminal justice system | | *KEYWORDS:* | Bloom's: Remember | |

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| 44. Sally is surprised to learn that many suspects are released before trial because the case is dismissed by the prosecutor. This is the practice of:   |  |  | | --- | --- | | a. | *nolle prosequi.* | | b. | *stare decisis.* | | c. | *habeas corpus.* | | d. | *writ of certiorari.* |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.08 - Explain the relationship between corrections and the criminal justice system | | *KEYWORDS:* | Bloom's: Remember | |

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| 45. If Sally graduates from the academy, she will end up working for the state that has the largest correctional population. Which state is this?   |  |  | | --- | --- | | a. | Alaska | | b. | California | | c. | Georgia | | d. | New York |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.09 - Describe the extent and consequences of prison overcrowding | | *KEYWORDS:* | Bloom's: Remember | |

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| 46. The corrections academy is intent on producing quality officers who are committed to professionalism. Which of the following is NOT one of the qualities that Sally should possess?   |  |  | | --- | --- | | a. | to treat offenders with dignity and respect | | b. | to be a person committed to a learning model and to be open to new ways of doing things | | c. | to model the behavior of her fellow officers even if they seem to be unethical | | d. | to keep her personal stuff from getting in the way |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.11 - Explain the importance of professionalism in corrections | | *KEYWORDS:* | Bloom's: Remember | |

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| 47. During the Middle Ages, criminals were seen as menaces to the community and as insults to God.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The History of Corrections: From Vengeance to Reform | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.01 - Identify the ideas found within Enlightenment thinking and how they influenced corrections | | *KEYWORDS:* | Bloom's: Remember | |

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| 48. Montesquieu based the legitimacy of criminal sanctions on the social contract.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The History of Corrections: From Vengeance to Reform | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.01 - Identify the ideas found within Enlightenment thinking and how they influenced corrections | | *KEYWORDS:* | Bloom's: Remember | |

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| 49. Beccaria and Bentham both believed that the goal of the state should be deterrence, not revenge.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The History of Corrections: From Vengeance to Reform | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.01 - Identify the ideas found within Enlightenment thinking and how they influenced corrections | | *KEYWORDS:* | Bloom's: Remember | |

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| 50. ​John Howard was responsible for building the first prison in the United States, the Heritage House, in Philadelphia Pennsylvania in 1794.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The History of Corrections: From Vengeance to Reform | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.02 - Define the early prison reformers and what they contributed | | *KEYWORDS:* | Bloom's: Remember | |

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| 51. The Irish Mark System, developed by Lawrence Driscoll in 1794, established probation and parole requirements for Irish-born offenders in what were now English-ruled colonies. ​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The History of Corrections: From Vengeance to Reform | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.02 - Define the early prison reformers and what they contributed | | *KEYWORDS:* | Bloom's: Remember | |

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| 52. ​Maconochie succeeded far better than could be anticipated with his "mark" system, but the political unpopularity of what he was doing eventually resulted in his recall to England.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The History of Corrections: From Vengeance to Reform | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.02 - Define the early prison reformers and what they contributed | | *KEYWORDS:* | Bloom's: Remember | |

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| 53. The harsh environments of the early prisons led to mental breakdowns, suicides, and self-mutilations.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.02 - Define the early prison reformers and what they contributed | | *KEYWORDS:* | Bloom's: Remember | |

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| 54. Maconochie’s mark system used in Norfolk Island was politically popular in England.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CTPT.SIEG.16.01.02 - Define the early prison reformers and what they contributed | | *KEYWORDS:* | Bloom's: Remember | |

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| 55. The first large prisons to hold convicted criminals can be traced back to European dungeons of the Middle Ages.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.03 - Articulate how the Pennsylvania and Auburn models differ from one another | | *KEYWORDS:* | Bloom's: Remember | |

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| 56. The Auburn cellblock became a model for prisons in several European countries.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.03 - Articulate how the Pennsylvania and Auburn models differ from one another | | *KEYWORDS:* | Bloom's: Remember | |

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| 57. Under the medical model, the prison would become an analogue to the hospital.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.04 - Explain how reformatories contributed to the rehabilitation model | | *KEYWORDS:* | Bloom's: Remember | |

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| 58. The tactics used to achieve correctional goals have shifted from one generation to the next.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Purpose and Function of the Corrections System Today | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.05 - Discuss the purpose of corrections | | *KEYWORDS:* | Bloom's: Remember | |

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| 59. The justification for punishment does not express public outrage.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Why Do We Punish? | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.06 - Summarize the reasons why we punish | | *KEYWORDS:* | Bloom's: Remember | |

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| 60. Restorative justice is grounded in the concept that the government should surrender its control over responses to crime to the victim, the offender, and the community.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 61. The philosophy of general deterrence focuses on the fact that individual offenders should learn firsthand that crime does not pay when they experience harsh criminal penalties.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 62. Incapacitation is based on being able to predict the future needs of the offender, not on the gravity of the current offense.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 63. The executive branch has the right to overturn or ban policies that are in conflict with constitutional rights.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.08 - Explain the relationship between corrections and the criminal justice system | | *KEYWORDS:* | Bloom's: Remember | |

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| 64. ​The U.S. prison population has increased nearly fivefold since 1980.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.09 - Describe the extent and consequences of prison overcrowding | | *KEYWORDS:* | Bloom's: Remember | |

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| 65. ​Prison crowding leads to increased inmate defiance and makes prisons more dangerous.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.09 - Describe the extent and consequences of prison overcrowding | | *KEYWORDS:* | Bloom's: Remember | |

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| 66. ​Government figures show that an African American male born today has a one in three chance of spending at least a year in prison at some point in his life.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.09 - Describe the extent and consequences of prison overcrowding | | *KEYWORDS:* | Bloom's: Remember | |

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| 67. ​For African American children, one of every 14 has a parent behind bars on any given day.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.09 - Describe the extent and consequences of prison overcrowding | | *KEYWORDS:* | Bloom's: Remember | |

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| 68. Houses of corrections run by local authorities to teach habits of industry to vagrants and idlers are known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | bridewells | | *REFERENCES:* | The History of Corrections: From Vengeance to Reform | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.01 - Identify the ideas found within Enlightenment thinking and how they influenced corrections | | *KEYWORDS:* | Bloom's: Remember | |

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| 69. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was the first English prison reformer.   |  |  | | --- | --- | | *ANSWER:* | John Howard | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.02 - Define the early prison reformers and what they contributed | | *KEYWORDS:* | Bloom's: Remember | |

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| 70. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a prison in which persons found guilty of a felony are isolated from normal society.   |  |  | | --- | --- | | *ANSWER:* | penitentiary | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.03 - Articulate how the Pennsylvania and Auburn models differ from one another | | *KEYWORDS:* | Bloom's: Remember | |

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| 71. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was held in Cincinnati in 1870 to present progressive ideas about corrections.   |  |  | | --- | --- | | *ANSWER:* | First Correctional Congress | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.03 - Articulate how the Pennsylvania and Auburn models differ from one another | | *KEYWORDS:* | Bloom's: Remember | |

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| 72. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was finished in 1829 and became a model for prisons in several European countries.   |  |  | | --- | --- | | *ANSWER:* | Eastern State Penitentiary | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.03 - Articulate how the Pennsylvania and Auburn models differ from one another | | *KEYWORDS:* | Bloom's: Remember | |

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| 73. Some lasting contributions of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are indeterminate sentences, the payment of inmates for work, the supervision of inmates in the community, and a system of behavior modification.   |  |  | | --- | --- | | *ANSWER:* | reformatory model | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.04 - Explain how reformatories contributed to the rehabilitation model | | *KEYWORDS:* | Bloom's: Remember | |

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| 74. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ developed the “scamp” system at the Norfolk Prison colony in Virginia.   |  |  | | --- | --- | | *ANSWER:* | Howard Gill | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.04 - Explain how reformatories contributed to the rehabilitation model | | *KEYWORDS:* | Bloom's: Remember | |

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| 75. According to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ philosophy, punishment is justified only when it conforms to what the guilty deserve, no more and no less.   |  |  | | --- | --- | | *ANSWER:* | just deserts | | *REFERENCES:* | Why Do We Punish? | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.06 - Summarize the reasons why we punish | | *KEYWORDS:* | Bloom's: Remember | |

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| 76. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the idea that punishing one person for his or her criminal acts will discourage others from committing similar acts.   |  |  | | --- | --- | | *ANSWER:* | general deterrent effect | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 77. Identifying high-rate offenders and providing for their long-term incarceration is known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | selective incapacitation ​ | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 78. ​The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ aspect of sentencing suggests that people who violate the law are “society’s victims."   |  |  | | --- | --- | | *ANSWER:* | rehabilitation ​ | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 79. ​The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ goal of sentencing is designed to reintegrate the criminal offender back into the community.   |  |  | | --- | --- | | *ANSWER:* | ​restorative justice | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 80. ​The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ means that convicted offenders must pay back their victims for their loss, the justice system for costs related to processing their cases, and society for the disruptions caused because of their crimes.   |  |  | | --- | --- | | *ANSWER:* | ​equity goal of punishmen | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 81. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rely on careful analysis of program outcomes using scientifically approved methods and are designed to discover which programs work with which offenders.   |  |  | | --- | --- | | *ANSWER:* | Evidence-based programs | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 82. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ appropriates funds for criminal justice agencies, thereby shaping their structure and mission.   |  |  | | --- | --- | | *ANSWER:* | legislative branch | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.08 - Explain the relationship between corrections and the criminal justice system | | *KEYWORDS:* | Bloom's: Remember | |

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| 83. A formal entry in the record of the court indicating that the prosecutor does not intend to proceed any further in the case is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | *nolle prosequi* | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.08 - Explain the relationship between corrections and the criminal justice system | | *KEYWORDS:* | Bloom's: Remember | |

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| 84. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the region in the United States with the highest rate of imprisonment.   |  |  | | --- | --- | | *ANSWER:* | South | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.09 - Describe the extent and consequences of prison overcrowding | | *KEYWORDS:* | Bloom's: Remember | |

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| 85. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a term given to the high rates of incarceration in the United States.   |  |  | | --- | --- | | *ANSWER:* | Mass incarceration | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.09 - Describe the extent and consequences of prison overcrowding | | *KEYWORDS:* | Bloom's: Remember | |

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| 86. ​One of the major challenges affecting the ability of corrections to function as a system is overload.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.09 - Describe the extent and consequences of prison overcrowding | | *KEYWORDS:* | Bloom's: Remember | |

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| 87. The consequences of prison \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are that it leads to increased inmate defiance and makes prisons more dangerous places to work.   |  |  | | --- | --- | | *ANSWER:* | overcrowding | | *REFERENCES:* | Goals and Philosophy and Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.09 - Describe the extent and consequences of prison overcrowding | | *KEYWORDS:* | Bloom's: Remember | |

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| 88. Discuss the three Enlightenment philosophers whose philosophical ideals contributed to modern corrections.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | *ANSWER:* | |  |  | | --- | --- | | ∙ | Montesquieu, Beccaria, and Bentham each contributed to the development of the modern philosophies of corrections. All three were founders of the classical school of criminology. | | ∙ | Montesquieu advocated for the moderation of punishment. | | ∙ | Beccaria advocated that punishment should be public, immediate, and necessary. He based the legitimacy of criminal sanctions on the social contract. The goal of the law according to Beccaria was the greatest good for the greatest number of people. | | ∙ | Bentham believed that the law should accomplish a utilitarian purpose and that criminal sanctions served the purpose of protecting society. Ultimately the goal of punishment should be deterrence. | | | *REFERENCES:* | The History of Corrections: From Vengeance to Reform | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.01 - Identify the ideas found within Enlightenment thinking and how they influenced corrections | | *KEYWORDS:* | Bloom's: Understand | |

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| 89. Explain the theoretical constructs of the Classical School of thought. ​   |  |  | | --- | --- | | *ANSWER:* | Human beings are seen as rational creatures, who, being free to choose their actions, could be held responsible for their behavior. This doctrine of free will was substituted for what had been previously the widely accepted concept of theological determinism, which saw humans as predestined to certain actions.    Punishment is justified because of its practical usefulness or ability. No longer was punishment acceptable for purposes of vengeful retaliation or as expiation on the basis of superstitious theories of guilt and repayment. According to utilitarianism, the aim of punishment is the protection of society, and the dominant theme is deterrence.  ​  The classical school sees the human being as a creature governed by a felicific calculus—an orientation toward obtaining a favorable balance of pleasure and pain.    There should be a rational scale of punishment painful enough to deter the criminal from further offenses and to prevent others from following his or her negative example.    Sanctions should be proclaimed in advance of their use; these sanctions should be proportionate to the offense and should outweigh the rewards of crime.    Equal justice should be available to everyone.    Individuals should be judged by the law solely for their acts, not for their beliefs. | | *REFERENCES:* | The History of Corrections: From Vengeance to Reform | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.01 - Identify the ideas found within Enlightenment thinking and how they influenced corrections | | *KEYWORDS:* | Bloom's: Understand | |

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| 90. Discuss the punishments used during the Middle Ages. ​   |  |  | | --- | --- | | *ANSWER:* | ​A number of punishments were used for criminals in medieval Europe. The most widely used were flogging and branding, torture, servitude as galley slaves, the gallows or other forms of execution, and banishment and transportation. The medieval punishment of flagellation was the act of whipping (*Latin flagellum*, “whip”) or flogging the human body with implements such as rods, switches, or the cat of nine tails. | | *REFERENCES:* | The History of Corrections: From Vengeance to Reform | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.01 - Identify the ideas found within Enlightenment thinking and how they influenced corrections | | *KEYWORDS:* | Bloom's: Understand | |

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| 91. Discuss some of the first correctional institutions used prior to the penitentiary.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | *ANSWER:* | |  |  | | --- | --- | | ∙ | Some of the first correctional institutions were used during medieval period and were still in use during the 17th and 18th centuries. | | ∙ | Monastic confinement were prisons established by the Church in the Middle Ages for those involved in offensive acts, such as incest and magic. | | ∙ | Bridewells were houses of corrections run by local authorities to teach habits of industry to vagrants and idlers. | | ∙ | Houses of Corrections were workhouses where vagrants were forced to work to achieve the purpose of discipline and punishment. | | | *REFERENCES:* | The History of Corrections: From Vengeance to Reform | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.01 - Identify the ideas found within Enlightenment thinking and how they influenced corrections | | *KEYWORDS:* | Bloom's: Understand | |

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| 92. Explain the significance of the Pennsylvania Prison Society for the development of corrections. ​   |  |  | | --- | --- | | *ANSWER:* | While the new laws were considered humane, public reaction against the display of convicts on the streets of the city and the disgraceful conditions in city jails led to the formation in 1787 of the Philadelphia Society for Alleviating the Miseries of Public Prisons (renamed the Pennsylvania Prison Society in that same year). Members of the society were appalled by the overcrowded, unsanitary, and corrupt conditions of the Walnut Street Jail and appealed to the legislature for reform. In 1790, an act was passed that brought about sweeping reforms. The act authorized a penitentiary house with 16 cells to be built in the yard of the jail to carry out solitary confinement with labor for “hardened atrocious offenders,” thus removing them from the general inmate population. | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.02 - Define the early prison reformers and what they contributed | | *KEYWORDS:* | Bloom's: Understand | |

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| 93. Who was John Howard and how did he contribute to corrections?   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | *ANSWER:* | |  |  | | --- | --- | | ∙ | John Howard was the first English prison reformer. He was a sheriff who inspected the county prison and was shocked by the squalor in which the inmates lived. He was concerned that some inmates would be held indefinitely because they could not pay their jailor fee. | | ∙ | He was also concerned with the poor hygiene that produced plagues and other illnesses. | | ∙ | Howard proposed that clean water be provided and that inmates receive a proper diet and have access to adequate hygiene. He advocated for guidelines to hire qualified prison personnel. He also advocated for an independent inspection process to make sure these reforms were implemented. | | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.02 - Define the early prison reformers and what they contributed | | *KEYWORDS:* | Bloom's: Understand | |

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| 94. Compare and contrast the Pennsylvania prison model with the Auburn Silent System.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | *ANSWER:* | |  |  | | --- | --- | | ∙ | The Pennsylvania model was based on the belief that most prisoners would benefit from the experience of incarceration; thus, the first penitentiary was constructed, called the Eastern State Penitentiary. | | ∙ | Here, inmates were isolated, and penitence, pastoral counseling, and reasonable discipline would attempt to correct antisocial behavior. | | ∙ | Solitude was the goal, and prisoners spent their days alone. | | ∙ | Within a few years, crowding became a problem so inmates had to be doubled up. Eventually, allegations of brutality emerged. | | ∙ | Ultimately, the Pennsylvania model had the goals of reformation and deterrence of the offender. | | ∙ | Auburn officials were also committed to the idea that solitude is essential to prison discipline. This system demanded silence from all convicts at all times. However, the inmates were not completely isolated from one another. They would eat and work together, while remaining silent. | | ∙ | The Auburn system was a pragmatic effort to administer the processes of punishment as cheaply as possible. | | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.03 - Articulate how the Pennsylvania and Auburn models differ from one another | | *KEYWORDS:* | Bloom's: Understand | |

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| 95. How did the reformatory contribute to the rehabilitation model?   |  |  | | --- | --- | | *ANSWER:* | The reformatory contributed to the rehabilitation model because of its system of indeterminate sentencing, the payment of inmates for work, the supervision of inmates in the community, and a system of behavior modification. | | *REFERENCES:* | The Positivist School and the Development of Corrections | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.04 - Explain how reformatories contributed to the rehabilitation model | | *KEYWORDS:* | Bloom's: Remember | |

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| 96. Provide the justifications for punishment in modern society. Be complete.   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | *ANSWER:* | The justifications for punishment include:  ​   |  |  | | --- | --- | | ∙ | Punishment provides beneficial consequences. It creates more benefit than harm. It is cost-effective. It protects the public and reduces both disorder and social harm. | | ∙ | Punishment is deserved. Those who break the law forfeit some rights. The guilty should be punished according to what they deserve. | | ∙ | Punishment expresses public outrage. Citizens seek revenge for wrongdoing. | | ∙ | Punishment teaches a lesson. It teaches not to repeat misdeeds. | | ∙ | Punishment helps maintain government. Laws are made to control behavior and the well-being of the state. Laws protect all citizens. |   ​ | | *REFERENCES:* | Why Do We Punish? | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.06 - Summarize the reasons why we punish | | *KEYWORDS:* | Bloom's: Understand | |

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| 97. What is the difference between specific and general deterrence? Discuss at least two points.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | *ANSWER:* | |  |  | | --- | --- | | ∙ | When punishment is applied, there is a general deterrent effect, which is designed to signal the community that crime does not pay. | | ∙ | By severely punishing those people convicted of crime, others who are thinking about committing a crime will be frightened or deterred. | | ∙ | The philosophy of specific deterrence focuses on the fact that individual offenders should learn firsthand that crime does not pay when they experience harsh criminal penalties. | | ∙ | Essentially, the suffering caused by punishment should inhibit future criminal activities. | | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.07 - Discuss the theories of punishment | | *KEYWORDS:* | Bloom's: Remember | |

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| 98. List and define the four elements of the correctional system.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | *ANSWER:* | |  |  | | --- | --- | | ∙ | Probation: court-ordered community supervision of convicted offenders by a probation agency. | | ∙ | Parole: community supervision after a period of incarceration. | | ∙ | Jail: a county correctional facility that holds persons awaiting trial or a sentence, serving a sentence of less than a year, or awaiting transfer to another facility. | | ∙ | Prison: a state or federal facility that houses convicted criminals sentenced to confinement of a year or more. | | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.08 - Explain the relationship between corrections and the criminal justice system | | *KEYWORDS:* | Bloom's: Understand | |

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| 99. Discuss at least three major challenges affecting the ability of corrections to function.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | *ANSWER:* | |  |  | | --- | --- | | ∙ | One of the major challenges affecting the ability of corrections to function as a system is overload. The past four decades can be defined as a period of mass incarceration. | | ∙ | There are currently 2.2 million people who are serving time in jail or prison. This is a fivefold increase since 1980. | | ∙ | Prison crowding leads to increased inmate defiance and makes prisons more dangerous places to work. | | ∙ | Another problem is the social costs that the policy of mass confinement has had on the American public. | | ∙ | Corrections confinement is a long, drawn-out process that affects people and the communities in which they reside. | | ∙ | There are financial and psychological losses when a child’s parent goes to prison. | | ∙ | The financial cost of corrections is adding to the huge financial deficits of many jurisdictions, and as a result, prison budgets are being cut and institutions are being closed. | | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.09 - Describe the extent and consequences of prison overcrowding | | *KEYWORDS:* | Bloom's: Understand | |

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| 100. What has been done to improve professionalism in the corrections system.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | *ANSWER:* | |  |  | | --- | --- | | ∙ | All agencies of justice have strived for professionalism. | | ∙ | This includes agencies requiring education, training, and innovation in order to improve the effectiveness of services provided. | | ∙ | The mission of the corrections system makes it difficult to achieve professionalism at times. | | ∙ | Often times, the political and economic realities make it hard for corrections to display professionalism. | | ∙ | One sign of professionalism is that state correctional training academies were established across the country. | | ∙ | Accreditation and affirmative action policies were also implemented to improve the professionalism of corrections. | | | *REFERENCES:* | Goals and Philosophy of Punishment | | *LEARNING OBJECTIVES:* | CORT.SIEG.16.01.11 - Explain the importance of professionalism in corrections | | *KEYWORDS:* | Bloom's: Understand | |