

Chapter 2: A Historical Perspective on Punishment and Social Structure

Test Bank

Multiple Choice

1. The history of American corrections _____.
- A. is a manifestation of social context and culture
 - B. has been a consistent journey of progress
 - C. swings between extremes like a pendulum
 - D. has been relatively constant and devoid of changes

Ans: A

Learning Objective: 2-1: To understand some of the early forms of punishment and see how current forms stem from them.

Cognitive Domain: Comprehension

Answer Location: Discerning Historical Constructs

Difficulty Level: Medium

2. Which of the following became the dominant method of punishment in the early Middle Ages?
- A. probation and parole
 - B. incarceration and slavery
 - C. corporal and capital punishment
 - D. fines and penance

Ans: D

Learning Objective: 2-1: To understand some of the early forms of punishment and see how current forms stem from them.

Cognitive Domain: Comprehension

Answer Location: Discerning Historical Constructs

Difficulty Level: Medium

3. Which of the following works on penology chronicled how the forms and jurisprudence of criminal punishment related to the transformation of slavery?
- A. *On Crimes and Punishments* (1963)
 - B. *Pioneering in Penology* (1944)
 - C. *Slavery and the Penal System* (1976)
 - D. *Punishment and Social Structure* (1939)

Ans: C

Learning Objective: 2-1: To understand some of the early forms of punishment and see how current forms stem from them.

Cognitive Domain: Knowledge

Answer Location: Discerning Historical Constructs

Difficulty Level: Easy

4. European houses of corrections reached their peak during an era of _____.

- A. mercantilism
- B. capitalism
- C. communism
- D. industrialism

Ans: A

Learning Objective: 2-1: To understand some of the early forms of punishment and see how current forms stem from them.

Cognitive Domain: Knowledge

Answer Location: Discerning Historical Constructs

Difficulty Level: Easy

5. During the later Middle Ages, punishment for crimes _____.

- A. consisted primarily of imprisonment
- B. became increasingly violent and brutal
- C. excluded methods that caused physical pain
- D. took the form of economic compensation

Ans: B

Learning Objective: 2-1: To understand some of the early forms of punishment and see how current forms stem from them.

Cognitive Domain: Comprehension

Answer Location: Discerning Historical Constructs

Difficulty Level: Medium

6. Which of the following punishments did the urban bourgeoisie lobby for in the later Middle Ages?

- A. execution
- B. fines
- C. probation
- D. rehabilitation

Ans: A

Learning Objective: 2-2: To understand how crime control has been rooted in social class and control of the underclasses.

Cognitive Domain: Knowledge

Answer Location: Social Change in the Later Middle Ages

Difficulty Level: Easy

7. It is estimated that _____ thieves were executed during the reign of King Henry VIII.

- A. 250
- B. 1,000
- C. 72,000
- D. 210,000

Ans: C

Learning Objective: 2-2: To understand how crime control has been rooted in social class and control of the underclasses.

Cognitive Domain: Knowledge

Answer Location: Social Change in the Later Middle Ages

Difficulty Level: Easy

8. Queen Elizabeth ordered vagabonds to be hung in rows as many as _____ at a time.

- A. 10–20
- B. 100
- C. 300–400
- D. 1,000

Ans: C

Learning Objective: 2-2: To understand how crime control has been rooted in social class and control of the underclasses.

Cognitive Domain: Knowledge

Answer Location: Social Change in the Later Middle Ages

Difficulty Level: Easy

9. Which of the following is an example of what lower-class offenders would face during banishment?

- A. new business ventures
- B. temporary escape from death
- C. diplomatic service
- D. economic opportunity

Ans: B

Learning Objective: 2-2: To understand how crime control has been rooted in social class and control of the underclasses.

Cognitive Domain: Comprehension

Answer Location: Social Change in the Later Middle Ages

Difficulty Level: Medium

10. In the 17th century, the army was seen as a _____ due to the use of criminals in military service.

- A. penal sanction
- B. death sentence
- C. debtor's prison
- D. police force

Ans: A

Learning Objective: 2-2: To understand how crime control has been rooted in social class and control of the underclasses.

Cognitive Domain: Comprehension

Answer Location: The Discovery of Imprisonment

Difficulty Level: Medium

11. Which of the following was true of galley slavery?

- A. Inmates served in this role for periods of 1 year at a time.
- B. It was replaced by the death penalty for economic reasons.
- C. Inmates requested it because conditions were better than in prisons.
- D. It was a source of labor for a dangerous and undesirable job.

Ans: D

Learning Objective: 2-3: To grasp some of the penal inventions that have supported economic developments, such as colonization of the New World.

Cognitive Domain: Comprehension

Answer Location: Galley Slavery, Transportation, and the Emergence of Imprisonment

Difficulty Level: Medium

12. The practice of “transportation” _____.
- A. prevented convicts from leaving their home regions
 - B. created labor shortages in colonies
 - C. became the primary penalty for property crimes
 - D. led to serious prison overpopulation

Ans: C

Learning Objective: 2-3: To grasp some of the penal inventions that have supported economic developments, such as colonization of the New World.

Cognitive Domain: Comprehension

Answer Location: Galley Slavery, Transportation, and the Emergence of Imprisonment

Difficulty Level: Medium

13. Which of the following places received prisoners as part of the transportation system?
- A. Australia
 - B. Belgium
 - C. China
 - D. Russia

Ans: D

Learning Objective: 2-3: To grasp some of the penal inventions that have supported economic developments, such as colonization of the New World.

Cognitive Domain: Comprehension

Answer Location: Galley Slavery, Transportation, and the Emergence of Imprisonment

Difficulty Level: Easy

14. Which of the following is an example of a proposal made by Enlightenment thinkers?
- A. elimination of public jury trials
 - B. government appointment of lawyers
 - C. increase in use of torture against convicts
 - D. protection against false imprisonment

Ans: D

Learning Objective: 2-3: To grasp some of the penal inventions that have supported economic developments, such as colonization of the New World.

Cognitive Domain: Comprehension

Answer Location: Galley Slavery, Transportation, and the Emergence of Imprisonment
Difficulty Level: Medium

15. How did the Industrial Revolution affect the penal system?

- A. the need for inmate labor decreased
- B. prison populations increased
- C. prison conditions improved
- D. the profitability of prison labor increased

Ans: A

Learning Objective: 2-4: To be able to discuss how prison labor has supported economic enterprises at various times in Western history.

Cognitive Domain: Comprehension

Answer Location: The Industrial Revolution and Corrections

Difficulty Level: Medium

16. The Federal Bureau of Investigation was created in which year?

- A. 1776
- B. 1860
- C. 1929
- D. 1964

Ans: C

Learning Objective: 2-4: To be able to discuss how prison labor has supported economic enterprises at various times in Western history.

Cognitive Domain: Knowledge

Answer Location: After the Progressive Era (1920–1960)

Difficulty Level: Easy

17. How did the Civil War influence prison work enterprises?

- A. The need for goods from prisons dropped because nobody could afford them.
- B. There was an increased need for prisoners to produce goods for soldiers.
- C. Manufacturing was stopped so prisoners could fight in the war.
- D. Prisoners refused to work because most of them sympathized with the South.

Ans: B

Learning Objective: 2-4: To be able to discuss how prison labor has supported economic enterprises at various times in Western history.

Cognitive Domain: Comprehension

Answer Location: Solitary Confinement

Difficulty Level: Medium

18. During much of the 1900s, prisoners in agricultural states were _____.

- A. used to protect union members from ruthless farmers
- B. employed by farmers to keep minorities from working on their farms
- C. given membership in unions to make unions stronger
- D. used to pick crops to defeat farm unions during strikes

Ans: D

Learning Objective: 2-4: To be able to discuss how prison labor has supported economic enterprises at various times in Western history.

Cognitive Domain: Comprehension

Answer Location: The Industrial Revolution and Corrections

Difficulty Level: Medium

19. Which of the following scenarios best depicts the Auburn System?

A. Jack is a prisoner who must pick cotton and green beans when the migrant workers strike.

B. Jennifer is a prisoner who may volunteer to make clothing for the elderly as part of her rehabilitation program.

C. Cy is a prisoner who must work at a machine manufacturing goods, but he can earn time off his sentence that way.

D. Billy is a prisoner who does laundry and janitorial work with a crew and he receives a small wage for his labor.

Ans: C

Learning Objective: 2-4: To be able to discuss how prison labor has supported economic enterprises at various times in Western history.

Cognitive Domain: Application

Answer Location: Solitary Confinement

Difficulty Level: Hard

20. The practice of solitary confinement was _____.

A. attributed to the Mormons

B. originally justified on religious grounds

C. unaffected by economic forces

D. known as the Auburn System

Ans: B

Learning Objective: 2-5: To understand the philosophic basis of the Quaker approach to early institutions of confinement in the United States.

Cognitive Domain: Comprehension

Answer Location: Solitary Confinement

Difficulty Level: Medium

21. In the Auburn System, inmates _____.

A. spent the day in solitary confinement

B. were not allowed to speak to each other

C. had to wear name tags identifying them

D. had to work all night long

Ans: B

Learning Objective: 2-5: To understand the philosophic basis of the Quaker approach to early institutions of confinement in the United States.

Cognitive Domain: Comprehension

Answer Location: Solitary Confinement

Difficulty Level: Easy

22. Under Quaker leadership, prisoners _____.

- A. were kept alone in their cells
- B. worked in the farm fields
- C. did everything in large support groups
- D. had to build churches and meeting houses

Ans: A

Learning Objective: 2-5: To understand the philosophic basis of the Quaker approach to early institutions of confinement in the United States.

Cognitive Domain: Knowledge

Answer Location: Solitary Confinement

Difficulty Level: Easy

23. Quakers believed prisoners would find moral redemption through _____.

- A. hard work
- B. religious contemplation
- C. physical torture
- D. group cooperation

Ans: B

Learning Objective: 2-5: To understand the philosophic basis of the Quaker approach to early institutions of confinement in the United States.

Cognitive Domain: Comprehension

Answer Location: Solitary Confinement

Difficulty Level: Medium

24. Quaker leaders believed prisoners _____.

- A. did not deserve to read the Bible
- B. needed social stimulation to be reformed
- C. must have a job to be pure
- D. should be protected from each other's influence

Ans: D

Learning Objective: 2-5: To understand the philosophic basis of the Quaker approach to early institutions of confinement in the United States.

Cognitive Domain: Comprehension

Answer Location: Solitary Confinement

Difficulty Level: Medium

25. Which of the following statements about the Elmira Reformatory is true?

- A. Inmate workers at Elmira failed to generate a profit.
- B. Prison discipline at Elmira did not include physical punishment.
- C. Elmira had a system that allowed prisoners to earn merits and demerits.
- D. Elmira was famous for allowing inmates to leave the prison.

Ans: C

Learning Objective: 2-6: To be able to describe the thinking behind the Auburn System and the ideas of Zebulon Brockway and explain why they represented a departure from the thinking that preceded them.

Cognitive Domain: Knowledge

Answer Location: Zebulon Brockway and the Rise of the Adult Reformatory
Difficulty Level: Easy

26. Zebulon Brockway felt that prisons should be _____.
- A. taxpayer funded
 - B. self-sustaining
 - C. free from physical punishment
 - D. operated by clergy members

Ans: B

Learning Objective: 2-6: To be able to describe the thinking behind the Auburn System and the ideas of Zebulon Brockway and explain why they represented a departure from the thinking that preceded them.

Cognitive Domain: Knowledge

Answer Location: Zebulon Brockway and the Rise of the Adult Reformatory
Difficulty Level: Easy

27. Zebulon Brockway felt that criminals _____.
- A. should be classified into various categories
 - B. needed concrete sentence terms
 - C. should all be treated the same way
 - D. were harmed by physical punishments

Ans: A

Learning Objective: 2-6: To be able to describe the thinking behind the Auburn System and the ideas of Zebulon Brockway and explain why they represented a departure from the thinking that preceded them.

Cognitive Domain: Knowledge

Answer Location: Zebulon Brockway and the Rise of the Adult Reformatory
Difficulty Level: Easy

28. Zebulon Brockway blamed the actions of criminals on _____.
- A. excessive religious pressure
 - B. carefully calculated choices
 - C. systemic racism and unfair laws
 - D. genetic inferiority and poor parenting

Ans: D

Learning Objective: 2-6: To be able to describe the thinking behind the Auburn System and the ideas of Zebulon Brockway and explain why they represented a departure from the thinking that preceded them.

Cognitive Domain: Comprehension

Answer Location: Zebulon Brockway and the Rise of the Adult Reformatory
Difficulty Level: Medium

29. Zebulon Brockway's programs required inmates to _____ before they could be released from prison.
- A. demonstrate conformity
 - B. become members of the Quaker religion

- C. enlist in the military
- D. commit to working as guards for 2 years

Ans: A

Learning Objective: 2-6: To be able to describe the thinking behind the Auburn System and the ideas of Zebulon Brockway and explain why they represented a departure from the thinking that preceded them.

Cognitive Domain: Comprehension

Answer Location: Zebulon Brockway and the Rise of the Adult Reformatory

Difficulty Level: Medium

30. The 1960s were the beginning of attempts to _____.

- A. use inmates to earn a profit
- B. eliminate the rights of inmates
- C. give constitutional protections to inmates
- D. classify inmates by their personality types

Ans: C

Learning Objective: 2-7: To grasp how the civil rights movement of the 1960s affected the criminal justice system.

Cognitive Domain: Knowledge

Answer Location: The Era of Civil Rights and Community Corrections (1960–1970)

Difficulty Level: Easy

31. The President's Commission on Law Enforcement and Administration of Justice (1967) attempted to _____.

- A. increase mandatory sentences for most criminal offenses
- B. replace incarceration with community-based sanctions
- C. limit funding for nonpunitive approaches to corrections
- D. model the federal penal system after prisons in the South

Ans: B

Learning Objective: 2-7: To grasp how the civil rights movement of the 1960s affected the criminal justice system.

Cognitive Domain: Comprehension

Answer Location: The Era of Civil Rights and Community Corrections (1960–1970)

Difficulty Level: Medium

32. How did the attitudes surrounding prison reform affect state mental hospitals in the 1960s?

- A. They were downsized.
- B. More of them were built.
- C. They were moved into the prisons.
- D. Their funding was increased.

Ans: A

Learning Objective: 2-7: To grasp how the civil rights movement of the 1960s affected the criminal justice system.

Cognitive Domain: Comprehension

Answer Location: The Era of Civil Rights and Community Corrections (1960–1970)

Difficulty Level: Medium

33. During the 1960s, the state of Massachusetts _____.

- A. moved juvenile offenders to adult prisons
- B. expanded its prisons to house the mentally ill
- C. shut down all its prisons and jails
- D. closed all juvenile detention facilities

Ans: D

Learning Objective: 2-7: To grasp how the civil rights movement of the 1960s affected the criminal justice system.

Cognitive Domain: Knowledge

Answer Location: The Era of Civil Rights and Community Corrections (1960–1970)

Difficulty Level: Easy

34. During the civil rights movement, a belief developed that prisoners were best served _____.

- A. by large prisons
- B. in the community
- C. on work farms
- D. by tough sentencing

Ans: B

Learning Objective: 2-7: To grasp how the civil rights movement of the 1960s affected the criminal justice system.

Cognitive Domain: Comprehension

Answer Location: The Era of Civil Rights and Community Corrections (1960–1970)

Difficulty Level: Medium

35. The Mexican Mafia and Blackstone Rangers are two examples of _____.

- A. amateur sports teams that were formed to represent prisons
- B. gangs that held substantial influence within prisons
- C. community groups that promoted nonviolent protest
- D. special police units that worked to end gang violence

Ans: B

Learning Objective: 2-8: To explain the main influences on the demise of the rehabilitative ideal during the 1970s and 1980s.

Cognitive Domain: Knowledge

Answer Location: The Prisons Explode (1970–1980)

Difficulty Level: Easy

36. The 1995 Prison Litigation Reform Act (PLRA) argued that _____.

- A. prisons were too harsh on their inmates
- B. inmates would be best served by community sanctions
- C. lawsuits initiated by inmates were out of control
- D. inmates needed more forums to express grievances

Ans: C

Learning Objective: 2-8: To explain the main influences on the demise of the rehabilitative ideal during the 1970s and 1980s.

Cognitive Domain: Knowledge

Answer Location: The Demise of Rehabilitation and the Get-Tough Era (1970–Present)

Difficulty Level: Easy

37. Which of the following scenarios represents the ideas of the Get-Tough Era in corrections?

- A. Alexis avoids jail time because she cooperates with police.
- B. Darren works with a support group so he can reduce his sentence.
- C. Annabelle lobbies to increase taxes for prison rehabilitation programs.
- D. Chase gets a long sentence because this is his third arrest for theft.

Ans: D

Learning Objective: 2-8: To explain the main influences on the demise of the rehabilitative ideal during the 1970s and 1980s.

Cognitive Domain: Application

Answer Location: The Demise of Rehabilitation and the Get-Tough Era (1970–Present)

Difficulty Level: Hard

38. From the 1970s to the 1990s, popular opinion felt that _____.

- A. prisons should focus more on therapy for prisoners
- B. community sanctions would work better than incarceration
- C. rehabilitation efforts for inmates were failing
- D. sentences should be reduced for good behavior

Ans: C

Learning Objective: 2-8: To explain the main influences on the demise of the rehabilitative ideal during the 1970s and 1980s.

Cognitive Domain: Comprehension

Answer Location: The Demise of Rehabilitation and the Get-Tough Era (1970–Present)

Difficulty Level: Medium

39. Bob is a legislator who promised to carry out the ideals of President Obama in prison reform. Which of the following actions could Bob take to do that?

- A. introduce a bill to reduce penalties for most minor drug offenses
- B. plead with the governor of his state to limit the number of pardons he gives
- C. introduce a bill to require harsh sentences for three-time offenders
- D. scour prison budgets and remove amenities, such as television, for prisoners

Ans: A

Learning Objective: 2-9: To review significant changes in corrections policy in the past two decades.

Cognitive Domain: Application

Answer Location: The Demise of Rehabilitation and the Get-Tough Era (1970–Present)

Difficulty Level: Hard

40. President Obama felt that private prison companies _____.

- A. should be phased out

- B. were too soft on repeat offenders
- C. needed more funding
- D. did better than government-run prisons

Ans: A

Learning Objective: 2-9: To review significant changes in corrections policy in the past two decades.

Cognitive Domain: Comprehension

Answer Location: The Demise of Rehabilitation and the Get-Tough Era (1970–Present)

Difficulty Level: Medium

41. During his administration, President Obama _____.

- A. ramped up enforcement of drug possession laws
- B. urged the passage of a “three-strikes” law
- C. issued more pardons than his predecessors
- D. attempted to privatize most prisons

Ans: C

Learning Objective: 2-9: To review significant changes in corrections policy in the past two decades.

Cognitive Domain: Knowledge

Answer Location: The Demise of Rehabilitation and the Get-Tough Era (1970–Present)

Difficulty Level: Easy

42. Conservative leaders created the “Right on Crime” movement, which asserted that _____.

- A. community corrections efforts should be scaled back
- B. punishments for crime had become too harsh
- C. it was too easy for criminals to get parole
- D. it was time to stop coddling inmates

Ans: B

Learning Objective: 2-9: To review significant changes in corrections policy in the past two decades.

Cognitive Domain: Comprehension

Answer Location: The Demise of Rehabilitation and the Get-Tough Era (1970–Present)

Difficulty Level: Medium

43. Which of the following explains President Obama’s attitude toward pardons?

- A. He felt he had no right to judge, or therefore pardon, criminals who were already convicted.
- B. He wanted to pardon every inmate in the United States because he didn’t believe in incarcerating human beings.
- C. Criminals who had already served as long as the current sentencing guidelines dictated should be released.
- D. He would not issue pardons because previous presidents had abused them for political purposes.

Ans: C

Learning Objective: 2-9: To review significant changes in corrections policy in the past two decades.

Cognitive Domain: Comprehension

Answer Location: The Demise of Rehabilitation and the Get-Tough Era (1970–Present)

Difficulty Level: Medium

Multiple Response

1. SELECT ALL THAT APPLY. Sellin's *Slavery and the Penal System* (1976) analyzed systems in _____.

- A. Europe
- B. United States
- C. Africa
- D. Australia

Ans: A, B, C

Learning Objective: 2-1: To understand some of the early forms of punishment and see how current forms stem from them.

Cognitive Domain: Knowledge

Answer Location: Discerning Historical Constructs

Difficulty Level: Easy

2. SELECT ALL THAT APPLY. Punishments that were used during the Middle Ages included _____.

- A. fines
- B. house arrest
- C. stockade
- D. community service

Ans: A, C

Learning Objective: 2-1: To understand some of the early forms of punishment and see how current forms stem from them.

Cognitive Domain: Knowledge

Answer Location: Discerning Historical Constructs

Difficulty Level: Easy

3. SELECT ALL THAT APPLY. The modern era of penology utilizes _____.

- A. penal colonies
- B. incarceration
- C. fines
- D. supervised release

Ans: B, C, D

Learning Objective: 2-1: To understand some of the early forms of punishment and see how current forms stem from them.

Cognitive Domain: Comprehension

Answer Location: Discerning Historical Constructs

Difficulty Level: Medium

4. SELECT ALL THAT APPLY. As poverty increased in various European cities during the late Middle Ages, so did _____.

- A. crime
- B. class cooperation
- C. warfare
- D. welfare programs

Ans: A, C

Learning Objective: 2-2: To understand how crime control has been rooted in social class and control of the underclasses.

Cognitive Domain: Comprehension

Answer Location: Social Change in the Later Middle Ages

Difficulty Level: Medium

5. SELECT ALL THAT APPLY. In the later Middle Ages, exile for well-off individuals could mean _____.

- A. certain death
- B. diplomatic service
- C. business ventures
- D. loss of property

Ans: B, C

Learning Objective: 2-2: To understand how crime control has been rooted in social class and control of the underclasses.

Cognitive Domain: Comprehension

Answer Location: Social Change in the Later Middle Ages

Difficulty Level: Medium

6. SELECT ALL THAT APPLY. _____ were persecuted due to religious practices and superstitions during the later Middle Ages.

- A. Jews
- B. Priests
- C. Foreigners
- D. Gypsies

Ans: A, C, D

Learning Objective: 2-2: To understand how crime control has been rooted in social class and control of the underclasses.

Cognitive Domain: Knowledge

Answer Location: Social Change in the Later Middle Ages

Difficulty Level: Easy

7. SELECT ALL THAT APPLY. Components of the Get-Tough Era included _____.

- A. eliminating plea bargaining
- B. decreasing prison population
- C. stiffening sentencing penalties
- D. making parole harder to achieve

Ans: A, C, D

Learning Objective: 2-8: To explain the main influences on the demise of the rehabilitative ideal during the 1970s and 1980s.

Cognitive Domain: Comprehension

Answer Location: The Demise of Rehabilitation and the Get-Tough Era (1970–Present)

Difficulty Level: Medium

True/False

1. Angola Prison is known for its punitive and racist environment.

Ans: T

Learning Objective: 2-1: To understand some of the early forms of punishment and see how current forms stem from them.

Cognitive Domain: Knowledge

Answer Location: Discerning Historical Constructs

Difficulty Level: Easy

2. Scholars Sellin, Rusche, and Kirchheimer believed that the prime purpose of prison is to turn criminals into independent, productive individuals.

Ans: F

Learning Objective: 2-1: To understand some of the early forms of punishment and see how current forms stem from them.

Cognitive Domain: Comprehension

Answer Location: Discerning Historical Constructs

Difficulty Level: Medium

3. During the later Middle Ages, the increase in migration to towns led to higher wages for all.

Ans: F

Learning Objective: 2-2: To understand how crime control has been rooted in social class and control of the underclasses.

Cognitive Domain: Knowledge

Answer Location: Social Change in the Later Middle Ages

Difficulty Level: Easy

4. Many American prisons in the 19th century made profits.

Ans: T

Learning Objective: 2-3: To grasp some of the penal inventions that have supported economic developments, such as colonization of the New World.

Cognitive Domain: Knowledge

Answer Location: Solitary Confinement

Difficulty Level: Easy

5. The need for goods made by prisoners decreased during the Civil War.

Ans: F

Learning Objective: 2-4: To be able to discuss how prison labor has supported economic enterprises at various times in Western history.

Cognitive Domain: Knowledge

Answer Location: Solitary Confinement

Difficulty Level: Easy

6. Quaker leaders felt prisoners should be part of the community.

Ans: F

Learning Objective: 2-5: To understand the philosophic basis of the Quaker approach to early institutions of confinement in the United States.

Cognitive Domain: Comprehension

Answer Location: Solitary Confinement

Difficulty Level: Medium

7. Zebulon Brockway wrote and helped pass the indeterminate sentencing law in 1877.

Ans: T

Learning Objective: 2-6: To be able to describe the thinking behind the Auburn System and the ideas of Zebulon Brockway and explain why they represented a departure from the thinking that preceded them.

Cognitive Domain: Knowledge

Answer Location: Zebulon Brockway and the Rise of the Adult Reformatory

Difficulty Level: Easy

8. During the 1960s, California paid communities to keep people who were on probation.

Ans: T

Learning Objective: 2-7: To grasp how the civil rights movement of the 1960s affected the criminal justice system.

Cognitive Domain: Knowledge

Answer Location: The Era of Civil Rights and Community Corrections (1960–1970)

Difficulty Level: Easy

9. During the Get-Tough Era, conservative scholars advocated softer sentencing and less imprisonment.

Ans: F

Learning Objective: 2-8: To explain the main influences on the demise of the rehabilitative ideal during the 1970s and 1980s.

Cognitive Domain: Knowledge

Answer Location: The Demise of Rehabilitation and the Get-Tough Era (1970–Present)

Difficulty Level: Easy

10. Right-on-Crime advocates argued that expanding community corrections was warranted.

Ans: T

Learning Objective: 2-9: To review significant changes in corrections policy in the past two decades.

Cognitive Domain: Knowledge

Answer Location: The Demise of Rehabilitation and the Get-Tough Era (1970–Present)

Difficulty Level: Easy

Short Answer

1. Identify the two myths that underlie the conventional treatment of the history of American corrections.

Ans: The first myth is that there is a steady march of human society toward progress and more enlightened social policy. The second myth posits that corrections history is like a pendulum (swings back and forth) that has a self-balancing logic.

Learning Objective: 2-1: To understand some of the early forms of punishment and see how current forms stem from them.

Cognitive Domain: Comprehension

Answer Location: Discerning Historical Constructs

Difficulty Level: Medium

2. Discuss the purpose of the Poor Laws that were enacted in European cities.

Ans: The Poor Laws were enacted to control and regulate the movement of new immigrants. These laws barred immigrants from becoming citizens and from joining the unions that were in place for skilled workers.

Learning Objective: 2-2: To understand how crime control has been rooted in social class and control of the underclasses.

Cognitive Domain: Comprehension

Answer Location: Social Change in the Later Middle Ages

Difficulty Level: Medium

3. Discuss the purpose of galley slavery.

Ans: Galley slavery was a response to the need for rowers for sailing vessels in the Mediterranean Sea. As European wars drained off the free population, prisoners were drafted into galley slavery. The work was arduous and very dangerous.

Learning Objective: 2-3: To grasp some of the penal inventions that have supported economic developments, such as colonization of the New World.

Cognitive Domain: Comprehension

Answer Location: Galley Slavery, Transportation, and the Emergence of Imprisonment

Difficulty Level: Medium

4. Discuss how the use of prison labor related to labor unions.

Ans: In agricultural states, prisoners were often used to defeat farm workers' unions by picking produce during strikes. In the South, prison chain gangs played a major role in building and repairing roads. The use of prisoners to crush unions was a persistent theme through the 1960s.

Learning Objective: 2-4: To be able to discuss how prison labor has supported economic enterprises at various times in Western history.

Cognitive Domain: Comprehension

Answer Location: After the Progressive Era (1920–1960)

Difficulty Level: Medium

5. Briefly explain the classification system used at Elmira Reformatory.

Ans: The classification system was used to classify criminals into categories: arrested development, the truly dangerous, those whose moral compass failed during stress, and those who lacked mental sense.

Learning Objective: 2-6: To be able to describe the thinking behind the Auburn System and the ideas of Zebulon Brockway and explain why they represented a departure from the thinking that preceded them.

Cognitive Domain: Comprehension

Answer Location: Zebulon Brockway and the Rise of the Adult Reformatory

Difficulty Level:

Essay

1. Explain the focus of the legal systems in the early Middle Ages, how they were used to settle and prevent disputes, and how they affected different classes differently.

Ans: The early Middle Ages in Europe did not have complex systems of state-administered punishments. Existing legal systems were primarily focused on regulating the relationships and interactions among persons who were equal in status and wealth. The legal system was constructed within a society that had sufficient land to support a growing population and maintain a certain standard of living. Criminal law was about the maintenance of public order among persons of comparable social status. This legal system was essentially a private arbitration system that relied almost exclusively on fines as compensation for an offense. An affront to decency, morality, or religion was generally resolved by a body of free men (almost always landowners) who would meet and impose a fine (“wergild”) as penance to the victimized party. The goal of the body of free men was to prevent individual disputes from escalating into family blood feuds or open warfare. In this social order, criminal acts were viewed as acts of war. In the absence of strong centralized states, public peace was very fragile. Even the smallest quarrel could erupt into violence.

Learning Objective: 2-1: To understand some of the early forms of punishment and see how current forms stem from them.

Cognitive Domain: Analysis

Answer Location: Penance and Fines

Difficulty Level: Hard

2. Explain how responses to crime changed and were used to control the underclass in the later Middle Ages.

Ans: Because of increasing social turmoil, a brutal criminal law directed against the lower classes emerged. The more privileged wanted to make the system of criminal

laws more effective in slowing the rise in crime. Fines and corporal punishment remained in force, but class distinctions in the administration of laws became more obvious. Upper-class offenders were generally treated more leniently and lower-class “villains” came to be viewed by the legal system as morally inferior. The urban bourgeoisie lobbied for tougher crime control measures. This period witnessed the rise of laws against vagrancy. Punishments became harsher and more brutal, especially physical punishments such as execution, whipping, and mutilation. These alterations emerged gradually over time. During this period, capital punishment became commonplace. Judges used the death penalty for offenders whom they declared to be “threats to society.” Courts paid little attention to the actual guilt or innocence of the accused. Torture was the norm to coerce confessions and to identify possible accomplices.

Learning Objective: 2-2: To understand how crime control has been rooted in social class and control of the underclasses.

Cognitive Domain: Analysis

Answer Location: Social Change in the Later Middle Ages

Difficulty Level: Hard

3. Explain how the practice of “transportation” was used to enrich the leaders of European countries.

Ans: The practice of “transportation”--shipping convicts to distant colonies--had economic motives. The exploitation of material riches from the colonies posed very challenging labor requirements, so prisoners became an obvious workforce. The need for a prisoner workforce grew as native populations, whom colonists tried to enslave, died out from warfare, diseases, and brutal working conditions. At first, wayward children and the poor were kidnapped and sold into slavery in the colonies, but this practice reduced the domestic workforce. Sending convicts overseas was a temporary solution to the severe labor shortage and the great potential to extract wealth from conquered lands. Prisoners facing death sentences had their penalties commuted to transportation based on the physical condition of the convicts.

Learning Objective: 2-3: To grasp some of the penal inventions that have supported economic developments, such as colonization of the New World.

Cognitive Domain: Analysis

Answer Location: Galley Slavery, Transportation, and the Emergence of Imprisonment

Difficulty Level: Hard

4. Explain what the Quakers believed about crime and punishment and how they implemented their beliefs in their practices.

Ans: Solitary confinement is generally attributed to the work of Quakers in Pennsylvania in the 19th century. Although solitary confinement was justified on religious grounds, its evolution was also tied to economic and fiscal forces of the time. Prison conditions in the United States were declining and fiscal considerations loomed large. The Quakers based their penology on the core idea that religion would lead to the moral redemption of offenders. Prisoners were locked in single cells, which they never left until their terms expired, they died, or they declined into mental illness. Convicts were not even allowed to work; they were to spend all their time contemplating God. Bibles were the only

reading material permitted. The extreme isolation of prisoners was thought to prevent some inmates from negatively influencing others. It was viewed as the only true mode of punishment, but it was (and still is) a penal method that allows a small staff to manage a large number of mostly idle prisoners.

Learning Objective: 2-5: To understand the philosophic basis of the Quaker approach to early institutions of confinement in the United States.

Cognitive Domain: Analysis

Answer Location: Solitary Confinement

Difficulty Level: Hard

5. Suppose that President Obama reviewed the following cases in 2012. In which cases, do you think he would grant pardon and why?

Arny had served 20 years of a 30-year sentence for theft. In 2012, such a conviction would have a maximum sentence of 20 years.

Roz is serving time because her state had just implemented new tough-on-crime drug laws before her arrest for possession of marijuana.

Frank is in the second year of a life term for murdering a family while robbing them. This is his fifth conviction for a felony.

Ans: President Obama firmly expressed his opinion that minors should not be housed in federal prisons and that harsh sentencing laws should be reduced. He criticized the overuse of incarceration for minor drug offenders. President Obama freely used his power of pardon to rectify the sentences of federal prisoners who had already served more time than they would receive under present U.S. sentencing guidelines.

President Obama would probably pardon or transfer Arny and Roz, but not Frank. Arny had already served time equal to what he would serve if convicted in 2012. Roz committed a small drug offense that was nonviolent. Frank was a violent repeat offender, so President Obama would be unlikely to intervene in Frank's case.

Learning Objective: 2-9: To review significant changes in corrections policy in the past two decades.

Cognitive Domain: Application

Answer Location: The Demise of Rehabilitation and the Get-Tough Era (1970–Present)

Difficulty Level: Hard