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CHAPTER 2

The Classical School

Chapter 2 Multiple Choice

1. Which was not an idea which descended from the Classical School.
    a. The implementation of situational crime prevention
    b. The development of speedy trial laws
    c. More use of judicial discretion
    d. Just deserts punishments

Answer: c
Objective: Discuss writing of Ceasare Beccaria and its impact; Explain the contributions made by Jeremy Bentham
Page number: 19-20
Level: Difficult

2. Members of the Classical School were generally opposed to:
    a. Due process
    b. Capital punishment
    c. The legal definition of crime
    d. Determinate sentencing

Answer: b
Objective: Discuss writing of Ceasare Beccaria and its impact; Explain the contributions made by Jeremy Bentham
Page number: 17
Level: Intermediate

3. The Classical School is best characterized as:
    a. Structural
    b. A unit theory
    c. Quantitative
    d. None of the above

Answer: a
Objective: Discuss writing of Ceasare Beccaria and its impact; Explain the contributions made by Jeremy Bentham
Page number: 17-18
Level: Intermediate

4. Showing potential offenders the negative consequences of a crime in the hope that it will prevent them from committing that same crime is the concept of:
    a. General deterrence

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b. Specific deterrence
c. Just desserts
d. Social contract

Answer: a
Objective: Describe the concept of deterrence and how it might be measured today
Page number: 16
Level: Basic

5. Which of the following is NOT a favorite topic for deterrence theorists?
   a. Drunk driving
   b. Domestic terrorism
   c. Death penalty
   d. Drug use

Answer: b
Objective: Describe the concept of deterrence and how measured today
Page number: 19
Level: Intermediate

6. An elaborate schedule of punishments designed to take into account a combination of pleasure, pain and mitigating circumstances was designed by:
   a. John Howard.
   b. John Locke.
   c. Jeremy Bentham.
   d. Cesare Beccaria.

Answer: c
Objective: Explain the contributions to criminology made by Jeremy Bentham
Page number: 16-17
Level: Basic

7. Which of the following was NOT a major historical influence on the emergence of the Classical philosophy?
   a. Growing specialization in trade and industry
   b. The rise of the Protestant work ethic
   c. Abuse of law by the aristocracy
   d. The writings of Guerry & Quetelet

Answer: d
Objective: Factors contributing to the rise of classical thought
Page number: 13-14
Level: Intermediate

8. Beccaria, in his essay *Of Crimes and Punishments*, made which one of these points?
   a. Persons awaiting trial should not be placed in prisons
   b. Each citizen has the right to decide whether to take his own life
   c. The defense not the prosecutor should have strict time lines for preparing for trial
   d. All of the above

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Answer: a
Objective: Discuss the writing of Cesare Beccaria and its impact
Page number: 16-17
Level: Intermediate

9. The least important of the three elements of deterrence was thought to be:
    a. Celerity
    b. Certainty
    c. Severity
    d. None of the above, they are all equally important

Answer: c
Objective: Describe concept of deterrence and how it might be measured
Page number: 16
Level: Basic

10. Which of the following statements about the Classical School is *incorrect*?
    a. It was primarily composed of a group of moral philosophers
    b. They saw the purpose of punishment as deterrence
    c. They were concerned with law
    d. They used science to focus on behavior

Answer: d
Objective: All
Page number: 15-19
Level: Intermediate

Chapter 2 True-False

1. One of the characteristics of the Classical Era was the decline in the Protestant Ethic.
    a. True
    b. False

Answer: b
Objective: Factors that contributed to the rise of classical thought
Page number: 14
Level: Basic

2. According to the text, during the last part of this past century, rehabilitation has been replaced in punishment by rational models of deterrence.
    a. True
    b. False

Answer: a
Objective: Concept of deterrence and how it might be measured
Page number: 19-20
Level: Intermediate

3. The Classical School is basically a microtheory in its orientation.

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a. True
b. False

Answer: b
Objective: Explain the contributions made by Jeremy Bentham and the writings of Cesare Beccaria
Page number: 18
Level: Intermediate

4. Beccaria wrote a small but popular book titled "*An Introduction to the Principles and Morals of Legislation*".
   a. True
   b. False

Answer: b
Objective: Discuss the writings of Ceasre Beccaria; Explain contributions of Jeremy Bentham
Page number: 14
Level: Basic

5. According to the text, the vast majority of deterrence research has failed to find any substantial effects from legal sanctions.
   a. True
   b. False

Answer: a
Objective: Describe the concept of deterrence and how it might be measured
Page number: 19
Level: Basic

Chapter 2 Fill in the Blank

1. Writers of the Classical period were interested in laws serving the greatest good for the greatest number, a concept we refer to as _____.

Answer: Utilitarianism.
Objective: Explain the contributions of Jeremy Bentham and the writings of Cesare Beccaria.
Page number: 13
Level: Intermediate

2. Deterrence that is designed to make an example of someone to keep the rest of the public from committing crimes is called _____ deterrence.

Answer: General.
Objective: Describe the concept of deterrence and how it might be measured
Page number: 16
Level: Basic

3. Jeremy Bentham graduated from Queen's College at Oxford at the age of _____ .

Answer: Fifteen.
Objective: Explain the contributions of Jeremy Bentham
Page number: 15

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Level: Intermediate

4. According to Classical theorists, man's basic instinct to maximize pleasure was the primary explanation for behavior which was referred to as: _____.

Answer: Hedonism.
Objective: Describe the concept of deterrence and how it might be measured
Page number: 15
Level: Intermediate

5. The value of any pleasure or pain according to classical thought would be determined by its certainty, intensity and _____.
Answer: Duration.
Objective: Describe the concept of deterrence and how it might be measured.
Page number: 15
Level: Intermediate

Chapter 2 Matching

Match the term in Column 1 to its best definition in Column 2

1. Social contract	a. Steps to insure equal and fair treatment under the law
2. Hedonism	b. Person gives up some liberty to benefit from greater protection of all
3. Free will	c. Elaborate schedule of punishments offsetting rewards with sanction severity
4. Due process	d. Success comes from hard work and not necessarily in the afterlife
5. Felicific Calculus	e. people make rational choices based on realistic perceptions of outcomes
6. Protestant Ethic	f. people in self-interested ways seek to maximize pleasure and avoid pain

1. *b
2. *f
3. *e
4. *a
5. *c
6. *d

Objective: All
Page number: 13-19
Level: Difficult

Chapter 2 Essay

1. What are some of the due process concerns raised by theorists in the Classical Era?

Answer: [key points to be made]
*How quickly defense and prosecution must both prepare for trial (celerity)

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*Keeping the accused out of squalid jails awaiting trial
*Is the death penalty ever acceptable?
*Are laws clearly written so they can be understood?
* Do judges have too much discretion?
*Is the punishment proportional to the offense?
*Is corporal punishment allowed although torture should not be?

Objective: Explain the contributions of Jeremy Bentham and the writings of Cesare Beccaria
Page number: 16 - 19
Level: Difficult

2. What historical conditions gave rise to the popularity of the writings of the classical school?

Answer: [key points to be made]
*Rise in secularism, mercantilism and industrialization
*Enlightenment in philosophy, literature
*Diminishing power of aristocracy, rise of middle class
*Diminished power of church and rise of Protestant Ethic
*Increased popularity of concepts of free will and democracy
*Protest against unwritten laws and capricious justice

Objective: Factors contributing to the rise of classical thought
Page number: 13 - 15
Level: Basic

3. Is Classical School theory an explanation of behavior or political/legal systems? Defend your answer.

Answer: [key points to be made]
*Answers will vary

Objective: Explain the contributions of Jeremy Bentham and the writings of Cesare Beccaria
Page number: 14-18
Level: Difficult

Chapter 2 Short Answer

1. How do researchers study deterrence today?

Answer: [key points to be made]
*Focus on whether harsher sentences reduce crime
*Tests of celerity with Speedy Trial Laws
* Research on drug and DWI measures as well as death penalty
*Some researchers try to distinguish between formal & informal social control and sanctions

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Objective: Describe concept of deterrence and how it might be measured
Page number: 19-20
Level: Intermediate

2. Compare and contrast specific and general deterrence.

Answer: [key points to be made]
*Specific applies to person who committed offense
*General or societal applies to any potential offender who sees punishment enforced
*General involves learning certainty of sanctions, absence of benefit
*Both are only justification for punishment according to Classical theory

Objective: Describe concept of deterrence and how it might be measured
Page number: 16
Level: Intermediate

3. Briefly describe the assumptions of hedonism.

Answer [key points to be made]
*Man is self-interested, seeks pleasure avoids pain
*Man uses free will to calculate probability of reward & avoiding sanction
*Unless punishment is certain, swift and severe, drive to seek pleasure will mean crime
*Hedonism is why laws need to be passed and enforced, social contract requires

Objective: Explain the contributions of Jeremy Bentham and the writings of Cesare Beccaria
Page number: 15
Level: Intermediate

Answer Key

Chapter 2
MC:
1. c
2. b
3. a
4. a
5. b
6. c
7. d
8. a
9. c
10. d

T/F:
1. b
2. a

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3. b
4. b
5. a

Fill in the Blank:
1. Utilitarianism
2. General
3. Fifteen
4. Constitution
5. Duration

Matching:
1. b
2. f
3. e
4. a
5. c
6. d

Essay:
Question 1. Answer: [key points]
*How quickly defense and prosecution must both prepare for trial (celerity)
*Keeping the accused out of squalid jails awaiting trial
*Is the death penalty ever acceptable?
*Are laws clearly written so they can be understood?
* Do judges have too much discretion?
*Is the punishment proportional to the offense?
*Is corporal punishment allowed although torture should not be?

Question 2. Answer: [key points]
*Rise in secularism, mercantilism and industrialization
*Enlightenment in philosophy, literature
*Diminishing power of aristocracy, rise of middle class
*Diminished power of church and rise of Protestant Ethic
*Increased popularity of concepts of free will and democracy
*Protest against unwritten laws and capricious justice

Question 3. Answer: [key points]
*Answers will vary

Short Essay
Question 1. Answer: [key points]
*Focus on whether harsher sentences reduce crime
*Tests of celerity with Speedy Trial Laws
* Research on drug and DWI measures as well as death penalty
*Some researchers try to distinguish between formal & informal social control and sanctions

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Question 2 Answer: [key points]
*Specific applies to person who committed offense
*General or societal applies to any potential offender who sees punishment enforced
*General involves learning certainty of sanctions, absence of benefit
*Both are only justification for punishment according to Classical theory
Question 3 Answer [key points]
*Man is self-interested, seeks pleasure avoids pain
*Man uses free will to calculate probability of reward & avoiding sanction
*Unless punishment is certain, swift and severe, drive to seek pleasure will mean crime
*Hedonism is why laws need to be passed and enforced, social contract requires

CHAPTER 3

The Positive School

Chapter 3 Multiple Choice

1. Which of the following is frequently referred to as the "father of sociology?"
    a. Guerry
    b. Garofalo
    c. Lombroso
    d. Comte

Answer: d
Objective: Major principles of the Classical and Positivist Schools
Page number: 27
Level: Basic

2. Henry Goddard's well known study of the lineage of a criminogenic family in the U.S. was called:
    a. The Jukes.
    b. The Dugdales.
    c. The Kalllikaks.
    d. The Feebleminded.

Answer: c
Objective: What is atavism and why is it relevant to the study of crime?
Page number: 28
Level: Intermediate

3. All of the following are true about positivism EXCEPT:
    a. There are two forms: 18th Century Enlightenment and Logical Positivism.
    b. It is more deterministic than Classical thought allowed.
    c. It seeks to classify and categorize topics of crime being studied.
    d. It rejects the idea that human existence can be improved or perfected.

Answer: d

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