Corrections From Research to Policy to Practice Interactive Edition 2nd edition Stohr Test Bank

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Chapter 2: Early Corrections: From Ancient Times to Colonial Jails and Prisons

Test Bank

Multiple Choice

1. In 1831, which pair came to America with the intention to study the newly minted prison system?
a. Bentham and Beccaria
b. Howard and Penn
c. Beaumont and Tocqueville
d. Dix and Maconochie
Ans: C
Learning Objective: 2-1: Explain the origins of corrections.
Cognitive Domain: Knowledge
Answer Location: Introduction: The Evolving Practice of Corrections
Difficulty Level: Easy

2. Which of the following was a benefit when examining the extent of punishment among tribal groups?
a. Gender and religion
b. Wealth and status
c. Religion and wealth
d. Status and gender
Ans: B
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Application
Answer Location: Early Punishments in Westernized Countries
Difficulty Level: Easy

3. What was the first type of correctional facility to develop?
a. Day reporting centers
b. Prisons
c. Jails
d. Bridewells
Ans: C
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: The First Jails
Difficulty Level: Easy

4. In Ancient Greece and Rome, Citizens who broke the law might be subjected to:
a. rehabilitation
b. exile
c. probation
d. medication

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Ans: B
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: The First Jails
Difficulty Level: Easy

5. King Henry II required that gaols be built for the purpose of:
a. extorting fine money from citizens
b. removing the poor from the streets
c. holding the accused for trial
d. providing a shelter to the homeless
Ans: C
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: The First Jails
Difficulty Level: Easy

6. The Catholic church had their greatest influence on punishment during:
a. The Middle Ages
b. Elizabethan England
c. The Reform Era
d. None of these
Ans: A
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: The First Jails
Difficulty Level: Easy

7. Galley slavery was used more regularly:
a. By the ancient Greeks and Romans
b. By the late Middle Ages
c. In the American colonies
d. In Norfolk Island, Australia
Ans: B
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Galley Slavery
Difficulty Level: Easy

8. After the disintegration of feudalism, what sparked government entities to increasingly respond in a more severe fashion in the demand for resources?
a. Crime
b. Prostitution
c. Poverty
d. War
Ans: C

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Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Comprehension
Answer Location: Poverty and Bridewells, Debtors' Prisons, and Houses of Correction
Difficulty Level: Easy

9. Early workhouses that were built to hold and whip "beggars, prostitutes, and nightwalkers", were known as:
a. gaols
b. reformatories
c. prisons
d. bridewells
Ans: D
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Poverty and Bridewells, Debtors' Prisons, and Houses of Correction
Difficulty Level: Easy

10. The removal of those deemed as criminal to other locations such as the American colonies or Australia is known as:
a. the marks system
b. galley slavery
c. transportation
d. corporal punishment
Ans: C
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Transportation
Difficulty Level: Easy

11. Which of the following is a benefit associated with the practice of transportation?
a. The removal of criminal classes
b. Increase of wealth amongst those removed
c. Humane treatment of criminals
d. A chance at a new beginning for the criminals
Ans: A
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Comprehension
Answer Location: Transportation
Difficulty Level: Easy

12. Which Enlightenment Period influenced reformer personally experienced incarceration while he was a prisoner of war?
a. Jeremy Bentham
b. Cesare Beccaria
c. John Howard
d. William Penn

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Ans: C
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: John Howard
Difficulty Level: Easy

13. Which Enlightenment Period influenced reformer wrote in his book On Crimes and Punishment that "it is essential that [punishment] be public, speedy, necessary, the minimum possible in the given circumstances, proportionate to the crime, and determined by law?"
a. Jeremy Bentham
b. Cesare Beccaria
c. John Howard
d. William Penn
Ans: B
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: Bentham and Beccaria
Difficulty Level: Easy

14. Which Enlightenment Period influenced reformer was the Sheriff of Bedford, in England?
a. Jeremy Bentham
b. Cesare Beccaria
c. John Howard
d. William Penn
Ans: C
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: John Howard
Difficulty Level: Easy

15. Which Enlightenment Period influenced reformer created the panopticon?
a. Jeremy Bentham
b. Cesare Beccaria
c. John Howard
d. William Penn
Ans: A
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: Bentham and Beccaria
Difficulty Level: Easy

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16. Which Enlightenment Period influenced reformer sought reform in every gaol throughout England and Europe?
a. Jeremy Bentham
b. Cesare Beccaria
c. John Howard
d. William Penn
Ans: C
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: John Howard
Difficulty Level: Easy

17. Which Enlightenment Period influenced reformer was also influenced by his Quaker religious principles?
a. Jeremy Bentham
b. Cesare Beccaria
c. John Howard
d. William Penn
Ans: D
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: William Penn
Difficulty Level: Easy

18. The prison was created with a philosophy of
a. punishment.
b. religion
c. penitence
d. rehabilitation
Ans: C
Learning Objective: 2-2: Discuss how what we do now in corrections is often grounded in historical experience (or a repeat of it).
Cognitive Domain: Knowledge
Answer Location: Themes: Truths That Underlie Correctional Practice
Difficulty Level: Easy

19. Which Enlightenment Period influenced reformer instituted his Great Law, which deemphasized the use of corporal and capital punishment for all but the most serious crimes?
a. Jeremy Bentham
b. Cesare Beccaria
c. John Howard
d. William Penn

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Ans: D
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: William Penn
Difficulty Level: Easy

20. Which Enlightenment Period influenced reformer was imprisoned in the Tower of London for his promotion of his religion and defiance of the English Crown?
a. Jeremy Bentham
b. Cesare Beccaria
c. John Howard
d. William Penn
Ans: D
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: William Penn
Difficulty Level: Easy

21. The influence of religion on early prison operations in the United States is primarily due to:
a. The Shakers
b. The Quakers
c. Enlightenment thinkers
d. Presbyterians
Ans: B
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Comprehension
Answer Location: William Penn
Difficulty Level: Easy

22. The first jail in America, built around 1606, was located in:
a. Jamestown, Virginia
b. Philadelphia, Pennsylvania
c. Ossining, New York
d. Barnstable, Massachusetts
Ans: A
Learning Objective: 2-5: Describe colonial jails and early prisons in America and how they operated.
Cognitive Domain: Knowledge
Answer Location: Colonial Jails and Prisons
Difficulty Level: Easy

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23. One of the earliest American makeshift prisons known as Newgate prison in Simsbury, Connecticut started as a:
a. well
b. cave
c. dungeon
d. mine
Ans: D
Learning Objective: 2-5: Describe colonial jails and early prisons in America and how they operated.
Cognitive Domain: Knowledge
Answer Location: Colonial Jails and Prisons
Difficulty Level: Easy

24. Derelict Naval Vessels that were transformed into prisons were known as:
a. hulks
b. bridewells
c. Cuttleships
d. galleys
Ans: A
Learning Objective: 2-6: Compare early American prisons with early European and British prisons.
Cognitive Domain: Knowledge
Answer Location: Early European and British Prisons
Difficulty Level: Easy

25. It is believed that about _____ convicts were deposited on American shores from English gaols.
a. 100,000
b. 50,000
c. 25,000
d. 2,000
Ans: B
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Transportation
Difficulty Level: Easy

26. Who is known for their reform efforts on the labor colony that was 1000 miles off the coast of Australia?
a. Jeremy Bentham
b. Cesare Beccaria
c. John Howard
d. Alexander Maconochie
Ans: D
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge

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Answer Location: Transportation
Difficulty Level: Easy

27. What was the name of the penal labor colony established in 1788 of the coast of Australia?
a. Norfolk Island
b. Madagascar
c. New Zealand
d. Garcia's Island
Ans: A
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Transportation
Difficulty Level: Easy

28. In the text, the Enlightenment period is compared to which occurrence in Star Trek?
a. Waking up from a dream
b. Eating forbidden fruit
c. Breathing in magical spore
d. Hypnotized by a cult
Ans: C
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: Spock Falls in Love
Difficulty Level: Easy

29. Jails that did exist in the 18th century were run on a _____ model with the jailer and his family residing on the premises. The inmates were free to dress as they liked, to walk around freely and to provide their own food and other necessities.
a. household
b. institution
c. religious
d. education
Ans: A
Learning Objective: 2-5: Describe colonial jails and early prisons in America and how they operated.
Cognitive Domain: Knowledge
Answer Location: Colonial Jails and Prisons
Difficulty Level: Easy

30. The social control function becomes most apparent when less powerful populations, such as the _____ are involved.
a. poor
b. minorities
c. females

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d. all of these
Ans: D
Learning Objective: 2-2: Discuss how what we do now in corrections is often grounded in historical experience (or a repeat of it).
Cognitive Domain: Comprehension
Answer Location: Themes: Truths That Underlie Correctional Practice
Difficulty Level: Easy

31. Burning was the penalty for
a. high treason and heresy.
b. murder of a husband by a wife.
c. murder of a master by a servant.
d. all of these
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Early Punishments in Westernized Countries
Difficulty Level: Easy

32. In Ancient Rome, the most common punishment for penal slaves was
a. branding.
b. whipping.
c. exile.
d. shaving of the head.
Ans: B
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: The First Jails
Difficulty Level: Easy

33. Galley slavery also served the purpose of providing the requisite labor of
a. rowing.
b. construction.
c. plowing
d. herding
Ans: A
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Galley Slavery
Difficulty Level: Easy

34. Under Pope Pius, galley slaves were entitled to _____ each day, and their sentences ranged from three years to life.
a. fruit
b. beef
c. rice
d. bread

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Ans: D
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Galley Slavery
Difficulty Level: Easy

35. Which of the following are considered to be some of the central tenets of reform proposed by John Howard?
a. the fee system for jails should be increased
b. inmates should be separated by age
c. staff should serve as a moral model for inmates
d. single celling is mandatory
Ans: C
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Application
Answer Location: John Howard
Difficulty Level: Medium

36. Which of the following thinkers was jailed due to his defense of religious freedom and practice?
a. John Howard
b. Cesare Beccaria
c. William Penn
d. Jeremy Bentham
Ans: C
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Application
Answer Location: William Penn
Difficulty Level: Medium

37. Which of the following individuals was identified as an advocate for improved conditions, guidelines, training, and work skills for women inmates?
a. Jane Addams
b. Elizabeth Gurney Fry
c. John Howard
d. William Penn
Ans: B
Learning Objective: 2-6: Compare early American prisons with early European and British prisons.
Cognitive Domain: Application
Answer Location: Early European and British Prisons
Difficulty Level: Medium

38. The early European prisons and jails classified inmates by their

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a. social status
b. gender
c. age
d. criminal offense
Ans: A
Learning Objective: 2-6: Compare early American prisons with early European and British prisons.
Cognitive Domain: Knowledge
Answer Location: Early European and British Prisons
Difficulty Level: Easy

39. Jeremy Bentham's proposed panopticon would be
a. octagonal.
b. square.
c. circular
d. hexagonal.
Ans: C
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: Bentham and Beccaria
Difficulty Level: Easy

40. Which of the following fields flourished during the Enlightenment?
a. arts
b. sciences
c. philosophy
d. all of these
Ans: D
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Application
Answer Location: Spock Falls in Love
Difficulty Level: Easy

True/False

1. Beaumont and Tocqueville came to the United States but did not observe anything wrong with the systems that they studied.
Ans: F
Learning Objective: 2-1: Explain the origins of corrections.
Cognitive Domain: Knowledge
Answer Location: Introduction: The Evolving Practice of Corrections
Difficulty Level: Easy

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2. One of the constant themes in corrections is that money, or a lack thereof is a factor that exerts over virtually all correctional policy decisions.
Ans: T
Learning Objective: 2-2: Discuss how what we do now in corrections is often grounded in historical experience (or a repeat of it).
Cognitive Domain: Comprehension
Answer Location: Themes: Truths That Underlie Correctional Practice
Difficulty Level: Easy

3. Prisons and other such institutions serve as a social control mechanism.
Ans: T
Learning Objective: 2-2: Discuss how what we do now in corrections is often grounded in historical experience (or a repeat of it).
Cognitive Domain: Comprehension
Answer Location: Themes: Truths That Underlie Correctional Practice
Difficulty Level: Easy

4. Religious influence is not one of the themes that are apparent in corrections history.
Ans: F
Learning Objective: 2-2: Discuss how what we do now in corrections is often grounded in historical experience (or a repeat of it).
Cognitive Domain: Comprehension
Answer Location: Themes: Truths That Underlie Correctional Practice
Difficulty Level: Easy

5. Among tribal groups, the wealthy and poor were treated equally under the eyes of punishment.
Ans: F
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Comprehension
Answer Location: Early Punishments in Westernized Countries
Difficulty Level: Easy

6. The use of imprisonment can be traced as far back as the Old Testament in the Bible.
Ans: T
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: The First Jails
Difficulty Level: Easy

7. The Protestant church had its greatest influence on punishment in the Middle Ages.
Ans: F
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Comprehension
Answer Location: The First Jails
Difficulty Level: Easy

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8. Galley slavery was only used to get the poor off the streets.
Ans: F
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Comprehension
Answer Location: Galley Slavery
Difficulty Level: Easy

9. Under 18th century England, a person could receive the death penalty for rioting over wages or food.
Ans: T
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Poverty and Bridewells, Debtors' Prisons, and Houses of Correction
Difficulty Level: Easy

10. Bridewells provided a location to send poor people in order to remove them from the streets.
Ans: T
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Poverty and Bridewells, Debtors' Prisons, and Houses of Correction
Difficulty Level: Easy

11. The practice of transportation was short-lived in the correctional system.
Ans: F
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Transportation
Difficulty Level: Easy

12. The English continued to transport their prisoners to America well after the Revolutionary War.
Ans: F
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Transportation
Difficulty Level: Easy

13. The Progressive period was the era that spelled out major changes in correctional reform and gave rise to such great thinkers as Cesare Beccaria.
Ans: F
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: Spock Falls in Love

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Difficulty Level: Easy

14. John Howard believed that English gaols treated inmates inhumanely and needed to be reformed.
Ans: T
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: John Howard
Difficulty Level: Easy

15. William Penn is credited with creating the panopticon, which was the first prison ever to be constructed.
Ans: F
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: William Penn
Difficulty Level: Easy

16. William Penn proposed the Great Law, which deemphasized the use of corporal punishment and capital punishment for all crimes, but the most serious.
Ans: T
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: William Penn
Difficulty Level: Easy

17. One of the oldest American prisons was a copper mine.
Ans: T
Learning Objective: 2-5: Describe colonial jails and early prisons in America and how they operated.
Cognitive Domain: Knowledge
Answer Location: Colonial Jails and Prisons
Difficulty Level: Easy

18. The first jail built in America was in Philadelphia Pennsylvania in 1790.
Ans: F
Learning Objective: 2-5: Describe colonial jails and early prisons in America and how they operated.
Cognitive Domain: Knowledge
Answer Location: Colonial Jails and Prisons
Difficulty Level: Easy

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19. Rotary jails were like squirrel cages that were segmented into small "pie-shaped cells," were secured to the floor, and could be spun at will by the sheriff.
Ans: T
Learning Objective: 2-5: Describe colonial jails and early prisons in America and how they operated.
Cognitive Domain: Knowledge
Answer Location: Colonial Jails and Prisons
Difficulty Level: Easy

20. Ancient societies and 'primitive' social groups often invested the penal process with a wholly religious meaning, so that punishment was understood as a necessary sacrifice to an aggrieved deity. Ans: T
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Comprehension
Answer Location: Early Punishments in Westernized Countries
Difficulty Level: Medium

Short Answer

1. What are constant themes that have been seen throughout the history of corrections?
Ans: The influence of money, political sentiments, the desire to make change, and an evolving sense of compassion.
Learning Objective: 2-2: Discuss how what we do now in corrections is often grounded in historical experience (or a repeat of it).
Cognitive Domain: Analysis
Answer Location: Themes: Truths That Underlie Correctional Practice
Difficulty Level: Medium

2. According to the text, along with widespread use in England, who else maintained a form of jails and prisons during the Middle Ages?
Ans: The Catholic Church.
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: The First Jails
Difficulty Level: Easy

3. According to the text the Riot Act, created during 18th century England, allowed the use of capital punishment for what behavior?
Ans: Rioting over food or wages.
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Poverty and Bridewells, Debtors' Prisons, and Houses of Correction
Difficulty Level: Easy

4. Where did bridewells get their name?

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Ans: Bishop Ridley's place at St. Bridget's Well.
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Poverty and Bridewells, Debtors' Prisons, and Houses of Correction
Difficulty Level: Easy

5. Why did transportation from England to the American colonies end?
Ans: The Revolutionary War.
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Transportation
Difficulty Level: Easy

6. John Howard's genius was his main insight regarding corrections. What was this insight?
Ans: Corrections should not be privatized in the sense that jailers were "paid" by inmates a fee for their food, clothing, and housing.
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: John Howard
Difficulty Level: Easy

7. Though they created separate deterrence theories, on what specifics did both Bentham and Beccaria agree?
Ans: They agreed that punishments should be proportional and certain over fast and severe.
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: Bentham and Beccaria
Difficulty Level: Easy

8. Bentham believed that his creation, the panopticon, would greatly enhance management of inmates by melding which two ideas?
Ans: Improved supervision and architecture.
Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: Bentham and Beccaria
Difficulty Level: Easy

9. What did William Penn's Great Law seek to achieve?
Ans: To de-emphasize the use of corporal and capital punishment except in only the most extreme instances.

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Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: William Penn
Difficulty Level: Easy

10. The reforms instituted by Alexander Maconochie were such a success that upon release his prisoners became to known as
Ans: Maconochie's Gentleman.
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Transportation
Difficulty Level: Easy

Essay

1. Discuss ALL of the themes noted in the text that underlie correctional practice.
Ans: There are some themes that have been almost eerily constant, vis-à-vis corrections, over the decades and even centuries. Some such themes are obvious, such as the influence that money, or its lack, exerts over virtually all correctional policy decisions. Political sentiments and the desire to make changes also have had tremendous influence over the shape of corrections in the past. Other themes are less apparent, but no less potent in their effect on correctional operation. For instance, there appears to be an evolving sense of compassion or humanity that, though not always clear in the short term, in practice, or in policy or statute, has underpinned reform-based decisions about corrections and its operation, at least in theory, throughout its history in the United States. The creation of the prison, with a philosophy of penitence (hence the penitentiary), was a grand reform itself, and as such it represented in theory, at least, a major improvement over the brutality of punishment that characterized early English and European law and practice (Orland, 1995). Some social critics do note, however, that the prison and the expanded use of other such social institutions also served as a "social control" mechanism to remove punishment from public view, while making the state appear more just (Foucault, 1979; Welch, 2004). Therefore, this is not to argue that such grand reforms in their idealistic form, such as prisons, were not primarily constructed out of the need to control, but rather that there were philanthropic, religious, and other forces aligned that also influenced their creation and design, if not so much their eventual and practical operation (Hirsch, 1992). Also of note, the social control function becomes most apparent when less powerful populations such as the poor, the minority, the young, or the female are involved, as will be discussed in the following chapters. Other than the influence of money and politics and a sense of greater compassion/humanity in correctional operation, the following themes are also apparent in corrections history: the question of how to use labor and technology (which are hard to decouple from monetary considerations); a decided religious influence; the intersection of class, race, age, and gender in shaping one's experience in corrections; architecture as it is intermingled with supervision; methods of control; overcrowding; and finally the fact that good intentions do not always translate into effective practice.

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Though far from exhaustive, this list contains some of the most salient issues that become apparent streams of influence as one reviews the history of corrections. As was discussed in Chapter 1, some of the larger philosophical (and political) issues, such as conceptions of right and wrong and whether it is best to engage in retribution or rehabilitation (or both, or neither, along with incapacitation, deterrence, and reintegration) using correctional sanctions, are also obviously associated with correctional change and operation.
Learning Objective: 2-2: Discuss how what we do now in corrections is often grounded in historical experience (or a repeat of it).
Cognitive Domain: Comprehension
Answer Location: Themes: Truths That Underlie Correctional Practice
Difficulty Level: Hard

2. What key events as described in the text facilitated the widespread use of gaols in England?
Ans: Early versions of gaols (or jails) and prisons existed in English castle keeps and dungeons and Catholic monasteries. The use of these early forms of jails was reportedly widespread in England, even a thousand years ago. By the 9th century, Alfred the Great had legally mandated that imprisonment might be used to punish (Irwin, 1985). King Henry II in 1166 required that where no gaol existed in English counties, one should be built (Zupan, 1991) "[i]n walled towns and royal castles," but only for the purpose of holding the accused for trial (Orland, 1975, pp. 15–16). In Elizabethan England, innkeepers made a profit using their facility as a gaol. The Catholic Church's influence on the development of westernized corrections was intense in the Middle Ages (medieval Europe from the 5th to the 15th centuries) and might be felt even today. As a means of shoring up its power base vis-à-vis feudal and medieval lords and kings, the Catholic Church maintained not only its own forms of prisons and jails, but also its own ecclesiastical courts (Garland, 1990). Though proscribed from drawing blood, except during the Inquisition, the Church often turned its charges over to secular authorities for physical punishment. But while in their care and in their monasteries for punishment, the Catholic Church required "solitude, reduced diet, and reflection, sometimes for extended periods of time" (Johnston, 2009, p. 14S).
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Comprehension
Answer Location: The First Jails
Difficulty Level: Hard

3. Discuss the history of galley slavery from its first uses to its end as well as the rationale behind it.
Ans: Galley slavery, was used sparingly by the ancient Greeks and Romans, but more regularly in the late Middle Ages in Europe and England, and stayed in use until roughly the 1700s. Under Elizabeth I, in 1602, a sentence to galley servitude was decreed as an alternative to the death sentence (Orland, 1975). Pope Pius VI (who was pope from 1775–1799) also reportedly employed it (Johnston, 2009, p. 12S). Galley slavery was used as a sentence for crimes or as a means of removing the poor from the streets. It also served the twin purpose of providing the requisite labor—rowing—needed to propel

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ships for seafaring nations interested in engagement in trade and warfare. For instance, these galley slaves were reportedly used by Columbus (Johnston, 2009). The "slaves" were required to row the boat until they collapsed from exhaustion, hunger, or disease; often they sat in their own excrement (Welch, 2004). Under Pope Pius, galley slaves were entitled to bread each day, and their sentences ranged from 3 years to life (Johnston, 2009). Although we do not have detailed records of how such a sentence was carried out, and we can be sure that its implementation varied to some degree from vessel to vessel, the reports that do exist indicate that galley slavery was essentially a sentence to death. Galley slavery ended when the labor was no longer needed on ships because of the technological development of sails.
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Comprehension
Answer Location: Galley Slavery
Difficulty Level: Hard

4. Discuss the history of transportation from its first uses to its end as well as the rationale behind it.
Ans: Another means of "corrections" that was in use by Europeans for roughly 350 years, from the founding of the Virginia Colony in 1607, was transportation (Feeley, 1991). Also used to rid cities and towns of the chronically poor or the criminally inclined, transportation, as with bridewells and gaols, involved a form of privatized corrections, whereby those sentenced to transportation were sold to a ship's captain. He would in turn sell their labor as indentured servants, usually to do agricultural work, to colonials in America (Maryland, Virginia, and Georgia were partially populated through this method) and to white settlers in Australia. Transportation ended in the American colonies with the Revolutionary War, but was practiced by France to populate Devil's Island in French Guiana until 1953 (Welch, 2004). In America, transportation provided needed labor to colonies desperate for it. "Following a 1718 law in England, all felons with sentences of 3 years or more were eligible for transport to America. Some were given a choice between hanging or transport" (Johnston, 2009, p. 13S). It is believed that about 50,000 convicts were deposited on American shores from English gaols. If they survived their servitude, which ranged from 1 to 5 years, they became free and might be given tools or even land to make their way in the new world (Orland, 1975, p. 18). Once the American Revolution started, such prisoners from England were transported to Australia, and when settlers there protested the number of entering offenders, the prisoners were sent to penal colonies in that country as well as in New Zealand and Gibraltar (Johnston, 2009).
Learning Objective: 2-3: Compare the different types of corrections used historically.
Cognitive Domain: Comprehension
Answer Location: Transportation
Difficulty Level: Hard

5. Pick one of the four Enlightenment Period reformers discussed in detail from the text. What did they believe in regard to reforming corrections? How did they propose to promote such reform?
Ans: Answer will vary depending on individual chosen. Please reference text.

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Learning Objective: 2-4: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Analysis
Answer Location: Various Pages
Difficulty Level: Hard

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