Corrections The Essentials 4th edition Stohr Test Bank

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Test Bank

CHAPTER 2: EARLY CORRECTIONS FROM ANCIENT TIMES TO CORRECTIONAL INSTITUTIONS

Multiple Choice

1. In 1831, which pair came to America, intending 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 evolution of corrections and correctional institutions.
Cognitive Domain: Knowledge
Answer Location: Introduction: The Evolving Practice of Corrections and the Grand Reforms
Difficulty Level: Easy

2. Entities that carefully classify inmates into treatment programs that address their needs and perceived deficiencies are called _____.
a. panopticons
b. gaols
c. correctional institutions
d. galleys
Ans: C
Learning Objective: 2.1: Explain the evolution of corrections and correctional institutions.
Cognitive Domain: Knowledge
Answer Location: Introduction: The Evolving Practice of Corrections and the Grand Reforms
Difficulty Level: Easy

3. One recurring theme throughout the history of corrections in the United states is the cyclical need for _____.
a. reform
b. solitary confinement
c. corporal punishment
d. incarceration
Ans: A
Learning Objective: 2.1: Explain the evolution of corrections and correctional institutions.
Cognitive Domain: Comprehension
Answer Location: Introduction: The Evolving Practice of Corrections and the Grand Reforms
Difficulty Level: Medium

4. A relatively constant theme in corrections over the past few centuries has been _____.
a. the importance of money in decision making
b. the separation of church and state
c. a decreasing sense of compassion impacting reform decisions
d. public apathy regarding the punishment of crimes
Ans: A
Learning Objective: 2.1: Explain the evolution of corrections and correctional institutions.
Cognitive Domain: Comprehension
Answer Location: Themes: Truths That Underlie Correctional Practice
Difficulty Level: Medium

5. A major theme over the course of correctional history has been a growing _____.
a. emphasis on corporal punishment of offenders
b. understanding that rehabilitation is impractical
c. acceptance of religious ethical values
d. sense of compassion in treating offenders
Ans: D
Learning Objective: 2.1: Explain the evolution of corrections and correctional institutions.
Cognitive Domain: Comprehension
Answer Location: Themes: Truths That Underlie Correctional Practice
Difficulty Level: Medium

6. King Henry II required that gaols be built to _____.
a. extort fine money from citizens
b. remove the poor from the streets
c. hold the accused for trial
d. conduct trials
Ans: C
Learning Objective: 2.2: Compare the different types of corrections used historically.
Cognitive Domain: Comprehension
Answer Location: The First Jails
Difficulty Level: Medium

7. During the Middle Ages, one of the greatest influences on punishment was _____.
a. the Catholic Church
b. the Church of England
c. John Howard
d. Cesare Beccaria
Ans: A
Learning Objective: 2.2: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: The First Jails
Difficulty Level: Easy

8. In ancient Rome, a punishment called *capitis diminutio maxima* involved _____ and turned criminals into penal slaves.
a. public humiliation
b. visible branding
c. forfeiture of citizenship
d. corporal punishment
Ans: C
Learning Objective: 2.2: Compare the different types of corrections used historically.
Cognitive Domain: Comprehension
Answer Location: The First Jails
Difficulty Level: Medium

9. _____ slavery was a form of punishment in which those convicted were forced to work as rowers on ships.
a. Galley
b. Gaol
c. Bridewell
d. Transportation
Ans: A
Learning Objective: 2.2: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Galley Slavery
Difficulty Level: Easy

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10. In the late Middle Ages, galley slavery was used as an alternative to _____.
a. bridewells
b. the death penalty
c. transportation
d. debtors' prisons
Ans: B
Learning Objective: 2.2: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Galley Slavery
Difficulty Level: Easy

11. Early workhouses built to hold and whip "beggars, prostitutes, and nightwalkers" were known as _____.
a. gaols
b. reformatories
c. prisons
d. bridewells
Ans: D
Learning Objective: 2.2: 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

12. The removal of those deemed as criminal to other locations, such as the American colonies or Australia, was known as _____.
a. the marks system
b. galley slavery
c. transportation
d. corporal punishment
Ans: C
Learning Objective: 2.2: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Transportation
Difficulty Level: Easy

13. One benefit for the state associated with the practice of transportation was _____.
a. rehabilitation of offenders
b. exploitation of labor
c. humane treatment of criminals
d. its proportionality to the crime
Ans: B
Learning Objective: 2.2: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Transportation
Difficulty Level: Easy

14. Why did Enlightenment thought so drastically affect correctional thinking?
a. It encouraged Maconochie to develop the marks system.
b. It justified the use of the death penalty for larceny and vagrancy.
c. It shifted the focus from the afterlife to humans on Earth.
d. It provided the basis for transportation as punishment.
Ans: C
Learning Objective: 2.3: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Analysis

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Answer Location: Enlightenment—Paradigm Shift
Difficulty Level: Medium

15. In his 1775 census of correctional facilities in England and Wales, John Howard found that the most common types of prisoners were _____.
a. religious protestors
b. debtors
c. felons
d. petty offenders
Ans: B
Learning Objective: 2.3: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: John Howard
Difficulty Level: Easy

16. Which reformer argued that the English government should provide sanitary conditions for inmates in gaols?
a. Jeremy Bentham
b. Cesare Beccaria
c. John Howard
d. William Penn
Ans: C
Learning Objective: 2.3: 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. John Howard, a former sheriff and prisoner of war in England, was known for arguing that _____.
a. punishments should be proportional
b. Quaker principles should guide corrections
c. the fee system for jails should end
d. prisons should follow the panopticon model
Ans: C
Learning Objective: 2.3: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Comprehension
Answer Location: John Howard
Difficulty Level: Medium

18. Which reformer wrote that “it is essential that [punishment] be public, speedy, necessary”?
a. Jeremy Bentham
b. Cesare Beccaria
c. John Howard
d. William Penn
Ans: B
Learning Objective: 2.3: 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

19. Cesare Beccaria, an Italian philosopher, argued that _____.
a. punishments should be proportional
b. Quaker principles should guide corrections

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c. the fee system for jails should end
d. prisons should follow the panopticon model
Ans: A
Learning Objective: 2.3: 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

20. Jeremy Bentham, an English correctional reformer, argued that _____.
a. punishments should be proportional
b. Quaker principles should guide corrections
c. the fee system for jails should end
d. prisons should follow the panopticon model
Ans: D
Learning Objective: 2.3: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Comprehension
Answer Location: Bentham and Beccaria
Difficulty Level: Medium

21. A _____ is a rounded prison design in which multi-tiered cells are built around a hub so that correctional staff can view all inmates without being observed.
a. panopticon
b. gaol
c. bridewell
d. galley
Ans: A
Learning Objective: 2.3: 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

22. Which 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
Ans: D
Learning Objective: 2.3: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: William Penn
Difficulty Level: Easy

23. William Penn, a Pennsylvania Colony governor, argued that _____.
a. punishments should be proportional
b. Quaker principles should guide corrections
c. the fee system for jails should end
d. prisons should follow the panopticon model
Ans: B
Learning Objective: 2.3: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Comprehension

Answer Location: William Penn
Difficulty Level: Medium

24. The influence of religion on early prison operations in the United States, especially in the Pennsylvania system, is due primarily to _____.
a. Catholicism
b. the Quakers
c. the Enlightenment
d. Presbyterianism
Ans: B
Learning Objective: 2.3: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: William Penn
Difficulty Level: Easy

25. In early colonial towns, prisoners were often held in _____.
a. churches
b. inns
c. schools
d. barns
Ans: B
Learning Objective: 2.4: Identify the housing and punishments used in prisons and jails in Colonial times.
Cognitive Domain: Knowledge
Answer Location: Colonial Jails and Prisons
Difficulty Level: Easy

26. 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: 2.4: Identify the housing and punishments used in prisons and jails in Colonial times.
Cognitive Domain: Knowledge
Answer Location: Colonial Jails and Prisons
Difficulty Level: Easy

27. One of the earliest American makeshift prisons, Newgate Prison in Simsbury, Connecticut, started as a _____.
a. sanitorium
b. school
c. hospital
d. mine
Ans: D
Learning Objective: 2.4: Identify the housing and punishments used in prisons and jails in Colonial times.
Cognitive Domain: Knowledge
Answer Location: Colonial Jails and Prisons
Difficulty Level: Easy

28. During the American Revolution, a Tory is sentenced to imprisonment for loyalty to England. The inmate is held underground in shackles overnight and forced to perform hard, manual labor during the day. The inmate is most likely held in _____.
a. Sing Sing
b. the Walnut Street Jail
c. Newgate Prison

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d. Auburn Prison
Ans: C
Learning Objective: 2.4: Identify the housing and punishments used in prisons and jails in Colonial times.
Cognitive Domain: Application
Answer Location: Colonial Jails and Prisons
Difficulty Level: Hard

29. A debtor in the late 1700s is sentenced to incarceration. The offender is surprised to be given his own cell, separated from convicted felons who are housed in the same facility. The offender is most likely housed in _____.
a. Sing Sing
b. Elmira Reformatory
c. Auburn Prison
d. the Walnut Street Jail
Ans: D
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Application
Answer Location: Walnut Street Jail
Difficulty Level: Hard

30. Walnut Street Jail was a part of the _____ system.
a. Pennsylvania
b. Auburn
c. New York
d. Newgate
Ans: A
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Knowledge
Answer Location: Walnut Street Jail
Difficulty Level: Easy

31. The new wing of the _____ is considered the first real prison in part because of its rudimentary classification system.
a. Newgate Prison
b. Sing Sing
c. Auburn Prison
d. Walnut Street Jail
Ans: D
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Knowledge
Answer Location: The Walnut Street Jail
Difficulty Level: Easy

32. Proponents of the Pennsylvania prison system considered Eastern Pennsylvania Prison an improvement on Western Pennsylvania Prison because it _____.
a. prevented inmates from working during their sentences
b. ensured the almost total solitude of its inmates
c. eschewed solitary confinement, which was injurious
d. led to the successful reform and penitence of its inmates
Ans: B
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Analysis

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Answer Location: The Pennsylvania Prison Model (Separate System)
Difficulty Level: Medium

33. The separate system was part of the _____ model.
a. Pennsylvania
b. New York
c. Tocqueville
d. Auburn
Ans: A
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Knowledge
Answer Location: The Pennsylvania Prison Model (Separate System)
Difficulty Level: Easy

34. Which argument for correctional practices was a Quaker in the 1800s most likely to make?
a. The goal of punishment should be incarceration, not rehabilitation.
b. Interpersonal interaction among prisoners should be encouraged.
c. Prisoners provide a valuable source of cheap labor.
d. Solitary confinement is necessary to prisoner reform.
Ans: D
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Analysis
Answer Location: The Pennsylvania Prison Model (Separate System)
Difficulty Level: Medium

35. The main point of contention between the Pennsylvania system and the New York system was the question of _____.
a. religious growth
b. capital punishment
c. total separation
d. incarceration itself
Ans: C
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Analysis
Answer Location: The Pennsylvania Prison Model (Separate System)
Difficulty Level: Medium

36. The Western Pennsylvania Prison was devised to operate in a(n) _____ fashion.
a. solitary and separate
b. labor-intensive
c. empirically supported
d. medically based
Ans: A
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Knowledge
Answer Location: The Pennsylvania Prison Model (Separate System)
Difficulty Level: Easy

37. _____ was the first to incorporate hot water and flush toilets in the individual cells.
a. Western Pennsylvania Prison
b. Eastern Pennsylvania Prison
c. Auburn Prison

d. Sing Sing Prison
Ans: B
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Knowledge
Answer Location: The Pennsylvania Prison Model (Separate System)
Difficulty Level: Easy

38. The congregate system was part of the _____ model.
a. Pennsylvania
b. New York
c. Tocqueville
d. Walnut Street
Ans: B
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Knowledge
Answer Location: Auburn, Sing Sing, and the New York (Congregate) System
Difficulty Level: Easy

39. Beaumont and Tocqueville felt that solitary confinement _____.
a. encouraged religious growth
b. prevented violence
c. drove inmates insane
d. reduced the cost of incarceration
Ans: C
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Comprehension
Answer Location: Auburn, Sing Sing, and the New York (Congregate) System
Difficulty Level: Medium

40. Why did Beaumont and Tocqueville support the practice of maintaining the solitude of inmates at night and silence during the day?
a. Silence led to reflection and redemption.
b. Interaction among inmates could lead to violence.
c. Solitude and silence enhanced the working environment for prison staff.
d. Prisoners' families supported the practice.
Ans: A
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Comprehension
Answer Location: Auburn, Sing Sing, and the New York (Congregate) System
Difficulty Level: Medium

41. An offender in the mid 1800s is sentenced to hard labor at a place "up the river." Although she is told not to interact with any of her fellow inmates, she finds she can communicate through the wall of her stone cell with the person next to her. This inmate is most likely housed in _____.
a. Walnut Street Jail
b. Eastern Pennsylvania Prison
c. Newgate Prison
d. Sing Sing
Ans: D
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Application

Answer Location: Auburn, Sing Sing, and the New York (Congregate) System
Difficulty Level: Hard

42. Auburn Prison was operated according to the tenets of the _____ system.
a. transportation
b. New York
c. Pennsylvania
d. galley slavery
Ans: B
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Knowledge
Answer Location: Auburn, Sing Sing, and the New York (Congregate) System
Difficulty Level: Easy

43. In time, prison builders came to prefer the _____ model for imprisonment.
a. Quaker
b. Walnut Street
c. New York
d. Pennsylvania
Ans: C
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Knowledge
Answer Location: Auburn, Sing Sing, and the New York (Congregate) System
Difficulty Level: Easy

44. Captain Lynds, a noted warden of early New York facilities, claimed _____ was the backbone of prison administration.
a. physical punishment
b. hard labor
c. prayer
d. silence
Ans: D
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Knowledge
Answer Location: Auburn, Sing Sing, and the New York (Congregate) System
Difficulty Level: Easy

45. By the mid-1800s, all prisons in America had come to be regarded as _____.
a. primarily workhouses
b. humanitarian endeavors
c. successful reformatories
d. violent and degrading
Ans: D
Learning Objective: 2.6: Summarize what the social critics (Beaumont, Tocqueville, and Dix) thought of early prisons and why.
Cognitive Domain: Comprehension
Answer Location: Prisons: “The Shame of Another Generation”
Difficulty Level: Medium

46. Who was Dorothea Dix?
a. an early advocate of capital punishment
b. the first woman to become warden of Sing Sing Prison
c. a teacher and a penal and insane asylum reformer

d. the first woman to become a matron at Walnut Street Jail
Ans: C
Learning Objective: 2.6: Summarize what the social critics (Beaumont, Tocqueville, and Dix) thought of early prisons and why.
Cognitive Domain: Knowledge
Answer Location: Dorothea Dix's Evaluation of Prisons and Jails
Difficulty Level: Easy

47. Dorothea Dix described many jails, particularly those that did not separate inmates, as _____.
a. free schools of vice
b. accidents waiting to happen
c. crimes against humanity
d. wastes of taxpayer money
Ans: A
Learning Objective: 2.6: Summarize what the social critics (Beaumont, Tocqueville, and Dix) thought of early prisons and why.
Cognitive Domain: Knowledge
Answer Location: Dorothea Dix's Evaluation of Prisons and Jails
Difficulty Level: Easy

48. The influential book *Remarks on Prisons and Prison Discipline in the United States* was written by _____.
a. Elam Lynds
b. Dorothea Dix
c. John Howard
d. Thomas Eddy
Ans: B
Learning Objective: 2.6: Summarize what the social critics (Beaumont, Tocqueville, and Dix) thought of early prisons and why.
Cognitive Domain: Knowledge
Answer Location: Dorothea Dix's Evaluation of Prisons and Jails
Difficulty Level: Easy

49. Of the two American prison models, Dorothea Dix preferred the _____ model.
a. Northern
b. Southern
c. New York
d. Pennsylvania
Ans: D
Learning Objective: 2.6: Summarize what the social critics (Beaumont, Tocqueville, and Dix) thought of early prisons and why.
Cognitive Domain: Knowledge
Answer Location: Dorothea Dix's Evaluation of Prisons and Jails
Difficulty Level: Easy

50. A newspaper from the mid-1800s is running a piece on the conditions in American prisons. Which topic would you most expect to find within the piece?
a. penitence through silence
b. issues with overcrowding
c. the value of hard labor
d. prohibitions on torture
Ans: B
Learning Objective: 2.6: Summarize what the social critics (Beaumont, Tocqueville, and Dix) thought of early prisons and why.
Cognitive Domain: Application
Answer Location: The Failure of Reform Is Noted

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Difficulty Level: Hard

51. The 1870 American Prison Congress in Cincinnati, Ohio, resulted in the _____.
a. adaptation of the congregate system of imprisonment
b. promulgation of the Declaration of Principles
c. renewed focus on solitary confinement
d. acknowledgment that prison reform was futile
Ans: B
Learning Objective: 2.7: Explain why reform of prisons and jails was needed and how those reform efforts worked out.
Cognitive Domain: Comprehension
Answer Location: The 1870 American Prison Congress
Difficulty Level: Medium

52. Which New York–style correctional institution was most ambitious in reform efforts?
a. Elmira
b. Auburn
c. Sing Sing
d. Walnut Street
Ans: A
Learning Objective: 2.7: Explain why reform of prisons and jails was needed and how those reform efforts worked out.
Cognitive Domain: Knowledge
Answer Location: Elmira
Difficulty Level: Easy

53. Which of the following is the purpose of the marks system?
a. discipline
b. punishment
c. negative reinforcement
d. entertainment
Ans: A
Learning Objective: 2.7: Explain why reform of prisons and jails was needed and how those reform efforts worked out.
Cognitive Domain: Knowledge
Answer Location: Elmira
Difficulty Level: Easy

54. The marks system involved _____.
a. providing privileges to prisoners for good behavior
b. using inmates' labor for contracted work
c. branding criminals according to their offenses
d. setting informal rules for inmates to live by
Ans: A
Learning Objective: 2.7: Explain why reform of prisons and jails was needed and how those reform efforts worked out.
Cognitive Domain: Comprehension
Answer Location: Elmira
Difficulty Level: Medium

55. The contract and lease system involved _____.
a. providing privileges to prisoners for good behavior
b. using inmates' labor for contracted work
c. branding criminals according to their offenses
d. setting informal rules for inmates to live by
Ans: B

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Learning Objective: 2.8: Assess where we are today in America in terms of prison types and how we got there.
Cognitive Domain: Comprehension
Answer Location: Southern and Northern Prisons and the Contract and Lease Systems
Difficulty Level: Medium

56. Prior to the Civil War, why were prisons little used in the South?
a. Labor was valuable and needed in the fields.
b. Accused criminals were normally summarily executed.
c. Undesirables were exiled back to England.
d. Court systems had not yet been widely adopted.
Ans: A
Learning Objective: 2.8: Assess where we are today in America in terms of prison types and how we got there.
Cognitive Domain: Analysis
Answer Location: Southern and Northern Prisons and the Contract and Lease Systems
Difficulty Level: Medium

57. Correctional researcher Irwin identified something called the convict code, which involved _____.
a. providing privileges to prisoners for good behavior
b. using inmates' labor for contracted work
c. branding criminals according to their offenses
d. setting informal rules for inmates to live by
Ans: D
Learning Objective: 2.8: Assess where we are today in America in terms of prison types and how we got there.
Cognitive Domain: Comprehension
Answer Location: Correctional Institutions or Warehouse Prisons?
Difficulty Level: Medium

58. Which of the following is a justification for warehouse prisons?
a. incapacitation
b. rehabilitation
c. penitence
d. restorative justice
Ans: A
Learning Objective: 2.8: Assess where we are today in America in terms of prison types and how we got there.
Cognitive Domain: Comprehension
Answer Location: Correctional Institutions or Warehouse Prisons?
Difficulty Level: Medium

59. The medical model is associated with _____.
a. incapacitation
b. deterrence
c. parole
d. rehabilitation
Ans: D
Learning Objective: 2.8: Assess where we are today in America in terms of prison types and how we got there.
Cognitive Domain: Comprehension
Answer Location: Correctional Institutions or Warehouse Prisons?
Difficulty Level: Medium

60. In addition to money, another overriding theme throughout correctional history has been _____.
a. the definition of crime

b. treatment of inmates
c. pursuit of the panopticon
d. the triviality of punishment
Ans: B
Learning Objective: 2.9: Describe the prevailing themes in correctional history.
Cognitive Domain: Comprehension
Answer Location: Themes That Prevail in Correctional History
Difficulty Level: Medium

True/False

1. Money is a constant theme in corrections.
Ans: T
Learning Objective: 2.1: Explain the evolution of corrections and correctional institutions.
Cognitive Domain: Knowledge
Answer Location: Themes: Truths That Underlie Correctional Practice
Difficulty Level: Easy

2. Correctional institutions serve as a social control mechanism.
Ans: T
Learning Objective: 2.1: Explain the evolution of corrections and correctional institutions.
Cognitive Domain: Comprehension
Answer Location: Themes: Truths That Underlie Correctional Practice
Difficulty Level: Medium

3. Religious influence is apparent throughout corrections history.
Ans: T
Learning Objective: 2.1: Explain the evolution of corrections and correctional institutions.
Cognitive Domain: Knowledge
Answer Location: Themes: Truths That Underlie Correctional Practice
Difficulty Level: Easy

4. Inmates did not suffer in the first prison systems.
Ans: F
Learning Objective: 2.2: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Early Punishments in Westernized Countries
Difficulty Level: Easy

5. Among tribal groups, the wealthy and poor were treated equally in terms of punishment.
Ans: F
Learning Objective: 2.2: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Early Punishments in Westernized Countries
Difficulty Level: Easy

6. Galley slavery was used to provide cheap labor to farmers in English colonies.
Ans: F
Learning Objective: 2.2: Compare the different types of corrections used historically.
Cognitive Domain: Knowledge
Answer Location: Galley Slavery
Difficulty Level: Easy

7. Bridewells provided a location where poor people could be sent in order to remove them from the streets.
Ans: T

Learning Objective: 2.2: 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

8. Early correctional reformer John Howard was profoundly influenced by his Quaker beliefs.
Ans: F
Learning Objective: 2.3: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: John Howard
Difficulty Level: Easy

9. William Penn is credited with creating the panopticon, which was the first prison ever to be constructed.
Ans: F
Learning Objective: 2.3: 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

10. William Penn's Great Law deemphasized the use of corporal punishment and capital punishment.
Ans: T
Learning Objective: 2.3: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Knowledge
Answer Location: William Penn
Difficulty Level: Easy

11. The first jail built in America was in Philadelphia, Pennsylvania, in 1790.
Ans: F
Learning Objective: 2.4: Identify the housing and punishments used in prisons and jails in Colonial times.
Cognitive Domain: Knowledge
Answer Location: Colonial Jails and Prisons
Difficulty Level: Easy

12. The Walnut Hill Jail in Pennsylvania also served as a mine.
Ans: F
Learning Objective: 2.4: Identify the housing and punishments used in prisons and jails in Colonial times.
Cognitive Domain: Knowledge
Answer Location: Colonial Jails and Prisons
Difficulty Level: Easy

13. Debtors' prisons were outlawed in America after the Revolutionary War.
Ans: F
Learning Objective: 2.4: Identify the housing and punishments used in prisons and jails in Colonial times.
Cognitive Domain: Knowledge
Answer Location: Colonial Jails and Prisons
Difficulty Level: Easy

14. The Walnut Street Jail was a part of the Pennsylvania prison system.
Ans: T
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Knowledge
Answer Location: The Walnut Street Jail

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Difficulty Level: Easy

15. Auburn was a part of the Pennsylvania prison system.
Ans: F
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Knowledge
Answer Location: Auburn, Sing Sing, and the New York (Congregate) System
Difficulty Level: Easy

16. The stated purpose of solitary confinement was to achieve rehabilitation.
Ans: T
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Comprehension
Answer Location: The Pennsylvania Prison Model (Separate System)
Difficulty Level: Medium

17. The Pennsylvania prison model was known as the separate system.
Ans: T
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Knowledge
Answer Location: The Pennsylvania Prison Model (Separate System)
Difficulty Level: Easy

18. Early solitary confinement drove inmates insane.
Ans: T
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Knowledge
Answer Location: The Pennsylvania Prison Model (Separate System)
Difficulty Level: Easy

19. Beaumont and Tocqueville described early prisons in Ohio as “barbarous.”
Ans: T
Learning Objective: 2.6: Summarize what the social critics (Beaumont, Tocqueville, and Dix) thought of early prisons and why.
Cognitive Domain: Knowledge
Answer Location: Early Prisons and Jails Not Reformed
Difficulty Level: Easy

20. Some early prisons allowed visitors to pay to be spectators.
Ans: T
Learning Objective: 2.6: Summarize what the social critics (Beaumont, Tocqueville, and Dix) thought of early prisons and why.
Cognitive Domain: Knowledge
Answer Location: Dorothea Dix’s Evaluation of Prisons and Jails
Difficulty Level: Easy

21. Dorothea Dix explored the idea of recidivism.
Ans: T
Learning Objective: 2.6: Summarize what the social critics (Beaumont, Tocqueville, and Dix) thought of early prisons and why.
Cognitive Domain: Knowledge
Answer Location: Dorothea Dix’s Evaluation of Prisons and Jails

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Difficulty Level: Easy

22. Dorothea Dix was the first warden of the Elmira Reformatory.
Ans: F
Learning Objective: 2.6: Summarize what the social critics (Beaumont, Tocqueville, and Dix) thought of early prisons and why.
Cognitive Domain: Knowledge
Answer Location: Dorothea Dix's Evaluation of Prisons and Jails
Difficulty Level: Easy

23. Contract and lease systems were devised to profit off inmates' labor.
Ans: T
Learning Objective: 2.8: Assess where we are today in America in terms of prison types and how we got there.
Cognitive Domain: Knowledge
Answer Location: Southern and Northern Prisons and the Contract and Lease Systems
Difficulty Level: Easy

24. Rehabilitation was the philosophy behind warehouse prisons.
Ans: F
Learning Objective: 2.8: Assess where we are today in America in terms of prison types and how we got there.
Cognitive Domain: Knowledge
Answer Location: Correctional Institutions or Warehouse Prisons?
Difficulty Level: Easy

25. One prevailing theme of corrections throughout American history has been religion.
Ans: T
Learning Objective: 2.9: Describe the prevailing themes in correctional history.
Cognitive Domain: Knowledge
Answer Location: Themes That Prevail in Correctional History
Difficulty Level: Easy

Short Answer

1. What were bridewells? Why were they used in early English corrections?
Ans: Answers will vary. Students should mention that bridewells were workhouses for beggars, debtors, and other "undesirables." The rationale was that labor could be extracted from these individuals.
Learning Objective: 2.2: Compare the different types of corrections used historically.
Cognitive Domain: Analysis
Answer Location: Poverty and Bridewells, Debtors' Prisons, and Houses of Correction
Difficulty Level: Medium

2. Compare early gaols in England to their counterparts today.
Ans: Answers will vary. Gaols were early jails that were usually in English dungeons or Catholic monasteries. They held political adversaries and commoners to punish them, incapacitate them, or hold them over for judgment.
Learning Objective: 2.2: Compare the different types of corrections used historically.
Cognitive Domain: Analysis
Answer Location: The First Jails
Difficulty Level: Medium

3. Although they created separate deterrence theories, on what specifics did Bentham and Beccaria agree?
Ans: Answers will vary. They agreed that punishments should be proportional and certain. This was more important than punishment being fast and severe.

Learning Objective: 2.3: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Analysis
Answer Location: Bentham and Beccaria
Difficulty Level: Medium

4. What did William Penn's Great Law seek to achieve?
Ans: Answers will vary. The Great Law sought to deemphasize the use of corporal and capital punishment except in only the most extreme instances. It was based on Quaker principles.
Learning Objective: 2.3: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Comprehension
Answer Location: William Penn
Difficulty Level: Medium

5. Why was solitary confinement used?
Ans: Answers will vary. Solitary confinement was used in the Pennsylvania system to achieve reform or rehabilitation. Quakers thought that if prisoners reflected alone and silently, they would reach God.
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Analysis
Answer Location: The Pennsylvania Prison Model (Separate System)
Difficulty Level: Medium

6. What was Walnut Street Jail? Evaluate its significance in the history of American corrections.
Ans: Answers will vary. The Walnut Street Jail was built in 1773 in Philadelphia, Pennsylvania. It was a typical local jail that held pretrial detainees and minor offenders. Furthermore, it used the fee system, which penalized the poor, but allowed those who could pay to have nicer accommodations, as well as access to liquor and sex to those who could pay for it. It was remodeled and had a new philosophy starting in 1790.
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Analysis
Answer Location: The Walnut Street Jail
Difficulty Level: Medium

7. Who was Dorothea Dix? Why was she important to the history of corrections?
Ans: Answers will vary. Dorothea Dix was a humanitarian and early prison reformer. She studied correctional institutions in the northeastern and midwestern states, and offered recommendations based on her findings. She wrote a book, *Remarks on Prisons and Prison Discipline in the United States*, in 1843, which evaluated American correctional institutions.
Learning Objective: 2.6: Summarize what the social critics (Beaumont, Tocqueville, and Dix) thought of early prisons and why.
Cognitive Domain: Analysis
Answer Location: Dorothea Dix's Evaluation of Prisons and Jails
Difficulty Level: Medium

8. What was the Elmira Reformatory? Briefly analyze its role in the history of correctional reform.
Ans: Answers will vary. The Elmira Reformatory was founded in New York in 1876. It focused on rehabilitation and a graduated rewards system, or a marks system. If an individual behaved, he would earn marks that would lead to privileges.
Learning Objective: 2.7: Explain why reform of prisons and jails was needed and how those reform efforts worked out.
Cognitive Domain: Analysis
Answer Location: Elmira
Difficulty Level: Medium

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9. Identify and explain the differences between the contract system and the lease system.
Ans: Answers will vary. In the contract system, contractors would pay for inmates' labor. They cut costs where they could and they exploited inmates. In the lease system, contractors were responsible for housing and feeding inmates. Both systems were poor conditions for inmates.
Learning Objective: 2.8: Assess where we are today in America in terms of prison types and how we got there.
Cognitive Domain: Analysis
Answer Location: Southern and Northern Prisons and the Contract and Lease Systems
Difficulty Level: Medium

10. Describe the history and significance of Stateville Prison.
Ans: Answers will vary. Stateville Prison was built as a panopticon in 1925 in Illinois. It was built to relieve overcrowding in the state, but was full, itself. Stateville was a facility where inmates were put into treatment programs to address their needs and deficiencies. They could also earn good time and parole.
Learning Objective: 2.8: Assess where we are today in America in terms of prison types and how we got there.
Cognitive Domain: Analysis
Answer Location: Correctional Institutions or Warehouse Prisons?
Difficulty Level: Medium

Essay

1. Discuss the impact Maconochie had on Norfolk Island.
Ans: Answers will vary. Maconochie transformed what was one of the most brutal convict settlements in history into a controlled, stable, and productive environment. Its prisoners, upon release, came to be called "Maconochie's gentlemen." Maconochie believed that inmates should be rewarded for good behavior using a marks system, which led to privileges and early release. He also thought that they should be treated with respect and adequately fed and housed.
Learning Objective: 2.2: Compare the different types of corrections used historically.
Cognitive Domain: Analysis
Answer Location: Transportation
Difficulty Level: Medium

2. Assess the influence of the Enlightenment on correctional thinking.
Ans: Answers will vary. Strong answers will cite the Enlightenment's rejection of traditional ideas about punishment. These were replaced by a more rational approach to such things as human rights, liberty, and justice. Students should cite Enlightenment thinkers, such as Bentham, Beccaria, Howard, and Penn, who influenced this period of correctional history. They may discuss how their ideas about punishment led to early attempts at reform and continue to guide sentencing.
Learning Objective: 2.3: Identify some of the key Enlightenment thinkers, their ideas, and how they changed corrections.
Cognitive Domain: Analysis
Answer Location: Enlightenment—Paradigm Shift
Difficulty Level: Medium

3. Compare and contrast the Pennsylvania and New York systems.
Ans: Answers will vary. The Western Pennsylvania Prison was built in Pittsburgh and the Eastern Pennsylvania Prison was built in Philadelphia. Western Pennsylvania Prison held inmates in solitary confinement for the span of their sentences. At Eastern, the inmates were also in solitary confinement but were able to work in their cells. The New York system did not use solitary confinement. Rather, they allowed the inmates to work together, but they had to do so in silence.
Learning Objective: 2.5: Evaluate the two predominant prison systems of the early 1800s and their strengths and weaknesses.
Cognitive Domain: Analysis
Answer Location: Early Modern Prisons

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Difficulty Level: Medium

4. What was the marks system? Discuss its role in early American corrections.
Ans: Answers will vary. The marks system is based on the premise that if an inmate behaves, it is possible to earn marks that entitle one to privileges. They can also lead to an early release. Maconochie and Crofton used the marks system. It was also used at the Elmira Reformatory.
Learning Objective: 2.7: Explain why reform of prisons and jails was needed and how those reform efforts worked out.
Cognitive Domain: Analysis
Answer Location: Elmira
Difficulty Level: Medium

5. Choose one overarching theme of American correctional history and trace its path from early American prisons to today.
Ans: Answers will vary. Students will likely choose money as an overarching theme, as the book emphasizes it. However, students may also choose the increasing emphasis on compassion, changes in religious sentiments, prison architecture, issues with overcrowding, or the failure of reform. Students should demonstrate understanding of how their chosen theme relates to early prisons; the Pennsylvania system; the New York system; the new search for reform; Southern and Northern prisons; and industrial and warehouse prisons.
Learning Objective: 2.9: Describe the prevailing themes in correctional history.
Cognitive Domain: Analysis
Answer Location: Themes That Prevail in Correctional History
Difficulty Level: Medium

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