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CHAPTER 2

The Early History of Correctional Thought and Practice

MULTIPLE CHOICE

1. The purpose of punishment as a public spectacle was:
 - a. immediate deterrence
 - b. specific deterrence.
 - c. exhibition of the sovereign's power.
 - d. both crime control and exhibition of the sovereign's power.

ANS: D REF: 27 OBJ: 1

2. The following is an example of corporal punishment:
 - a. forgiveness.
 - b. whipping.
 - c. imprisonment.
 - d. religious education.

ANS: B REF: 27 OBJ: 1

3. Jeremy Benthem argued that effective punishments prevent _____ in the future.
 - a. negative behavior
 - b. positive behavior
 - c. similar behavior
 - d. coerced behavior

ANS: C REF: 37 OBJ: 4

4. Political liberals and _____ encouraged reform of the prison system during the Enlightenment Period.
- Political conservatives
 - independents
 - religious groups
 - political liberals

ANS: C REF: 36 OBJ: 2

5. The penitentiary was developed during the:
- 1740s.
 - 1790s.
 - 1830s.
 - 1900s.

ANS: C REF: 28 OBJ: 1, 2

Chapter 2: The Early History of Correctional Thought and Practice

6. The invention of the penitentiary occurred because of:
- the influence of the Age of Reason.
 - a response to negative social conditions and their influence on the rise of crime.
 - the growth of the surplus labor due to the Industrial Revolution.
 - all of these

ANS: D REF: 38-39 OBJ: 1, 2, 3

7. By the 1900s, punishments were carried out under the supervision of:
- the governor.
 - the king.
 - correctional staff.
 - the victim.

ANS: C REF: 27 OBJ: 2, 3

8. *Lex talionis* embodies which of the following principles?
- Punishment should correspond in degree and kind to the offense.
 - An eye for an eye and a tooth for a tooth is legal punishment.
 - Punishment needs to be proportionate.
 - All of these

ANS: D REF: 28 OBJ: 1, 2, 3

9. The belief that a punishment inflicted on an offender must achieve enough good to outweigh the pain inflicted is called:
- utilitarianism.
 - classical criminology.
 - the Enlightenment.
 - wergild.

ANS: A REF: 37 OBJ: 2, 3

10. The practice of removing offenders from the community to another land was known as:
- benefit of clergy.
 - galley slavery.
 - wergild*.
 - transportation.

ANS: D REF: 32 OBJ: 1

11. The Penitentiary Act was based upon four core principles where prisoners were confined in solitary cells and labored silently in common rooms. They include
- secure and sanitary conditions.
 - nonsystematic inspections.
 - fees for inmates.
 - a continued regimen.

ANS: A REF: 38 OBJ: 1, 2

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12. The founder of the Classical School of Thought is _____.
- Cesare Beccaria
 - John Howard
 - Cesare Lombroso
 - Jeremy Bentham

ANS: A REF: 36 OBJ: 3

13. The period known as the Enlightenment had what effect(s) on society?
- It brought a reaction against feudal society and the monopoly of religion.
 - It stressed the notion of equality for all citizens.
 - It was largely influenced by the growth of scientific thinking.
 - All of these

ANS: D REF: 36 OBJ: 2, 3, 4

14. The Enlightenment proposed which of the following ideas for correctional reform?
- A rewriting of penal codes to increase the severity of criminal sanctions.
 - A greater belief in the application of pain as a specific and general deterrent.
 - The invention of the penitentiary, where prisoners could be isolated from the temptations of the outside world.
 - An increase in the number of criminal laws and, as a result, a growth in the numbers and types of prisoners.

ANS: C REF: 36 OBJ: 2, 3, 4

15. For the purpose of deterrence, which principle(s) did Beccaria believe were most important?
- Severity
 - Swiftiness
 - Certainty
 - Both swiftiness and certainty

ANS: D REF: 37 OBJ: 2, 3

16. The term *wergild* focuses on which of the following:
- rehabilitation for offenders
 - money paid to relatives or victims of a crime
 - educational programs
 - vocational programs

ANS: C REF: 28 OBJ: 1

17. How was the existing system of justice altered during the Enlightenment?
- People reconsidered the administration of law and redefined corrections.
 - During this period the classical school of criminology emerged, with its insistence on a rational link between the gravity of the crime and the severity of the punishment.
 - The social contract and utilitarianism emphasized limitations on the government and the need to erect a system of punishments so that people would be deterred from crime.
 - All of these

ANS: D REF: 36 OBJ: 1, 2, 3

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18. During the Age of Reason, advances in scientific thinking led to a questioning attitude that emphasized which of the following?
- Observation
 - Experimentation
 - Technological development
 - All of these

ANS: D REF:35 OBJ: 2, 3, 4

19. As a social institution, corrections reflects the vision and concerns of the:
- government.
 - larger community.
 - warden and administrators.
 - sentencing judges.

ANS: B REF: 28 OBJ: 1

20. According to the text, Legal sanctions, in the form we are familiar with today, emerged in the:
- 1700s.
 - 1200s.
 - 1500s.
 - 1800s.

ANS: B REF: 28 OBJ: 1

21. The response to crime was viewed as essentially a private affair prior to the _____ century?
- 17th
 - 15th
 - 13th
 - 18th

ANS: C REF: 28 OBJ: 1

22. _____ was a leader of reform in England and the developer of a utilitarian approach to crime and punishment
- Jeremy Bentham
 - John Howard
 - Cesare Beccaria
 - Bishop Nicholas Ridley

ANS: A REF: 36 OBJ: 3, 4, 5

23. *Wergild* developed as:
- a barter system.
 - a method for the king to bring his subjects directly under his rule.
 - a method of treating private wrongs as public crimes.
 - a system of compensation.

ANS: D REF: 28 OBJ: 1

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24. The dominant social institution during the Middle Ages in England and Europe was:
- the king.
 - the sheriff.
 - the penitentiary.
 - the church.

ANS: D REF: 29 OBJ: 1, 2, 3

25. The law of the civil society as distinguished from church law is known as:
- natural law.
 - lex talionis.
 - secular law.
 - benefit of clergy.

ANS: C REF: 28 OBJ: 1, 2, 3

26. Benefit of clergy was extended to:
- all worthy men of the realm.
 - only wealthy aristocrats of the realm.
 - monks and nuns only.
 - all literate persons.

ANS: D REF: 29 OBJ: 1

27. The _____ was born out of concern for the sinfulness of sloth.
- wergild
 - workhouse
 - penitentiary
 - bridewell

ANS: B REF: 31 OBJ: 1

TRUE/FALSE

1. Attempts to reform prisons began in the 1500s with the disintegration of feudalism.

ANS: T REF: 32 OBJ: 1

2. The new industrialism brought about a shift from penal to economic considerations as the basis for punishment.

ANS: T REF: 35 OBJ: 2

3. Major efforts began by the start of the 19th century in both Europe and the United States to devise a more severe penal sanction that focused completely on the body.

ANS: F REF: 27 OBJ: 2, 3, 4

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4. Under the law of retaliation, *lex talionis*, vengeance was a duty to be carried out by the person wronged or by a family member.

ANS: T REF: 28 OBJ: 1

5. In England by the year 1200, a system of *wergild*, or payment of money as compensation, had developed as a way for the king to collect additional resources from the citizens.

ANS: F REF: 28 OBJ: 1

6. Best known for his utilitarian theories and often referred to as his “hedonic calculus,” Jeremy Bentham was a leading scholar of his time.

ANS: T REF: 37 OBJ: 2, 4

7. The Age of Reason brought about new ideas based on rationalization, the importance of individuals and the limitations of government.

ANS: T REF: 35 OBJ: 2

8. One of the major reasons England and Europe resorted to sending offenders to the New World was that their prisons and houses of corrections were filled to overflowing.

ANS: T REF: 32 OBJ: 1

9. The Enlightenment period recognized that people in America and Europe began to rethink procedural matters toward offenders.

ANS: T REF: 35 OBJ: 2

10. Public opinion about punishment has remained static over the last 200 years.

ANS: F REF: 28 OBJ: 1, 2, 3, 4, 5

11. Shaming is a new punishment idea.

ANS: F REF: 35 OBJ: 1

COMPLETION

1. Scholars point to the _____ as the first comprehensive statement of prohibited behavior.

ANS: *Hammurabic Code*
REF: 29 OBJ: 1

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2. Because punishment was considered a powerful general _____, authorities in from the sixteenth to eighteen century in Europe carried sanctions out in the market square for all to see.

ANS: *deterrent*

REF: 33 OBJ: 1

3. The leading reformer in England and the developer of the utilitarian approach to crime and punishment was _____.

ANS: *John Howard*

REF: 38 OBJ: 5

4. Secular law is the law of _____ society

ANS: *civil*

REF: 28 OBJ: 2

5. According to the authors The Enlightenment was a reaction against *feudal* and _____ traditions.

ANS: *monarchical*

REF: 36 OBJ: 1, 2

6. A school of criminology that views behavior as stemming from free will is known as the _____ school.

ANS: *classical*

REF: 36 OBJ: 2, 3

7. Until the 1800s, _____ was authorized to house pretrial detainees, debtors, and vagrants.

ANS: *jail*

REF: 31 OBJ: 1

8. The doctrine that the aim of all action should be the greatest balance of pleasure over pain and that a punishment inflicted on an offender must achieve enough good to outweigh the pain is called _____.

ANS: *utilitarianism*

REF: 37 OBJ: 2, 3, 4

9. The rationalist philosophy of the _____ emphasizes *individual rights*.

ANS: *Enlightenment*

REF: 35 OBJ: 2, 3

10. The humanistic concerns of the _____ helped launch penal reforms.

ANS: *Quakers*

REF: 39 OBJ: 2

MATCHING

Match each item to the phrase or sentence listed below.

- | | |
|---|--|
| a. punishment to a body inflicting pain | f. the right to be tried in ecclesiastical court |
| b. law of civil society | g. Retaliation |
| c. forced rowing | h. Age of Reason |
| d. detention facility | i. A form of banishment |
| e. pleasure over pain | j. free will and severe punishment |

1. Benefit of Clergy
2. classical criminology
3. corporal punishment
4. Enlightenment
5. galley slavery
6. *House of corrections*
7. Hulk
8. *Lex talionis*
9. Secular Law
10. Utilitarianism

- | | |
|------------|---------|
| 1. ANS: F | REF: 29 |
| 2. ANS: J | REF: 36 |
| 3. ANS: A | REF: 33 |
| 4. ANS: H | REF: 35 |
| 5. ANS: C | REF: 29 |
| 6. ANS: D | REF: 31 |
| 7. ANS: I | REF: 33 |
| 8. ANS: G | REF: 28 |
| 9. ANS: B | REF: 28 |
| 10. ANS: E | REF: 37 |

ESSAY

1. Briefly summarize the social, political, and scientific ideas advocated during the Age of Reason and the effect they had on correctional thinking. Discuss whether you recognize any of these ideas in today's society.

ANS: Answers will vary OBJ: 2

2. Shaming is not a new idea but it is making a comeback. Give historically early examples of shaming and discuss whether you think it is a useful tool of social control. Why or why not? Are there any negative associations with shaming?

ANS: Answers will vary OBJ: 1

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3. Define the various periods discussed in chapter 2. Name each and what they stand for during their time. Then discuss in which era would you prefer to be punished? Discuss why you chose the time period and punishments that you did.

ANS: Answers will vary OBJ: 1, 2

4. Discuss the contributions of Cesare Beccaria and the classical school of thought. Are the concepts still in use today? If so, how? If not, why not?

ANS: Answers will vary OBJ: 3

5. Discuss the many forms of punishment to criminals in the early years of corrections. How do they compare to today? Should they or should they not still be in place? If so, why and if not, why not?

ANS: Answers will vary OBJ: 1