

Online Instructor's Manual with Test Bank

for

Corrections: An Introduction

6th Edition

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*Instructor's Manual, Testbank, and PowerPoints prepared by
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Chapter 1

History of Crime and Corrections

CHAPTER OVERVIEW

This chapter includes several topics as we begin our study of corrections. Students receive an overview of what corrections is, how it links to the rest of the criminal justice system, and why it is important to study corrections. Each correctional goal is described in the chapter, and students can realize how correctional practices and various sentences emphasized certain goals over others during various eras of prison and community correctional operations. The purpose of this chapter is to create a foundation of history and theory so that, as current policies and practices are described, students can link these to theories and goals in order to critically consider the overall effectiveness and public value of correctional policy.

CHAPTER OBJECTIVES

1. Summarize the definition, mission, and role of corrections, and explain the concept of the correctional funnel.
2. Outline the growth of corrections over the past three decades and describe why the scope of correctional budgets, staffing, and clients makes it important for students to study corrections.
3. Contrast the Classical School with the Positive School of criminology.
4. Summarize early responses to crime prior to the development of prisons.
5. Outline the development of the prison in the United States, including the Walnut Street Jail, Pennsylvania System, and the Auburn System.
6. Describe prison development from the Reformatory Era to the Modern Era.
7. Summarize sentencing goals and primary punishment philosophies and the involvement of politics in recent correctional policy.

LECTURE OUTLINE

- Defining Corrections
 - What is Corrections?
 - Corrections: range of community and institutional sanctions, treatment programs, and services for managing criminal offenders
 - The Mission of Corrections
 - Protect society through surveillance and control of offenders, of treatment and rehabilitative services, and of incapacitation during prison sentence
 - Corrections as a Part of the Criminal Justice System
 - Three major components of the criminal justice system: police, courts, and corrections.
 - The Correctional Funnel and Correctional Policy
 - The correctional system in reality handles an extremely small percentage of criminals, and an even smaller number is sentenced

to prison. The correctional funnel is a term used to describe this phenomenon; there is a large numerical difference between the number of crimes reported and the number of offenders convicted and facing a term in prison.

- The development of correctional policy is the process that includes considering the mission and role, relevant information, and the best interests of the public (in terms of issues such as safety and cost), and then deciding what broad approaches to take to best meet the goal of protecting society.
- Why Study Corrections?
 - Corrections is a booming business and the availability of jobs for those seeking a profession in the criminal justice system has increased significantly.
 - Opportunities for employment include:
 - Accountant, budget and financial specialist, caseworker, chaplain, computer specialist, correctional officer, facility maintenance worker, food service worker, health care professional, industrial specialist, personnel/human resource manager, probation/parole officer, psychologist, recreation specialist, safety manager, teacher, training instructor
 - *Teaching Note:* Invite a person employed in the field of corrections as a guest lecturer.
- Theories of Crime and Punishment
 - Classical School of Criminology
 - Links crime causation to punishment, based on offenders' free will and punishment
 - Cesare Beccaria
 - Purpose of punishment is utility and prevention of crime
 - Jeremy Bentham
 - Hedonistic calculus
 - Positive School of Criminology
 - Criminal behavior is predetermined
 - Cesare Lombroso
 - Atavism
 - Evolutionary throwbacks
 - Genetic dispositions
 - Neoclassical School of Criminology
 - Holding offenders accountable while considering mitigating and aggravating circumstances
 - Rational choice theory
 - Routine activities theory
- Early Responses to Crime
 - Corporal punishment
 - Torture
 - Brandings
 - Transportation

- Remove criminals from society by sending them to British colonies
 - *Teaching Note:* Ask students if any of these early responses to crime could/should be brought back as a form of punishment.
- The Development of the Prison
 - William Penn and the Quakers created a new penal code
 - Abolition of capital punishment for crimes other than homicide
 - Substitution of incarceration with hard labor for brutal torture
 - Free food and lodging to inmates
 - Replacement of stocks with house of detention
 - The Walnut Street Jail
 - First penitentiary in the United States
 - Built under Quaker values
 - Regimen of hard work and reflection for penance
 - Inmates were kept in solitary confinement for reflection
 - Bible reading, hard labor, and making handicrafts
 - The Pennsylvania System
 - Separate but silent system
 - Solitary confinement 24/7
 - Hard labor in the cell
 - *Movie Note:* Show the two minute History Channel clip “Inside Eastern State Penitentiary.”
 - The Auburn System
 - Congregate and silent system
 - Strict discipline
 - Hard labor outside the cells
- Prisons throughout the Last Two Centuries
 - Reformatory Era
 - Emphasized reformation through education and vocational programs
 - Significant financial burden for the states
 - Industrial Prison Era
 - Inmates worked and produced items
 - Hawes-Cooper Act and Ashurst-Sumners Act
 - Period of Transition
 - Idleness
 - Lack of programs
 - Overcrowding
 - End of the hands-off doctrine with *Cooper v. Pate*
 - Rehabilitative Era
 - Medical model
 - Reintegration
 - Retributive Era
 - Martinson’s “nothing works”
 - Tough on crime
 - Isolation from law-abiding citizens