

Chapter 1: The History of Crime and Corrections

SUPPLEMENT CORRELATION

Objective	Book Page Number	Lesson Outline	Power Points	MyCrimeKit
Define the term <i>corrections</i> and know how correctional agencies fulfill their mission of protecting society.	4	Defining Corrections	1.2	
	4-5	What Is Corrections?	1.3	
	5-6	The Mission of Corrections	1.4	
	6-8	Corrections as a Part of the Criminal Justice System	1.5-1.9	
Identify how corrections can affect the crime rate by understanding the concept of the correctional funnel.	8-10	The Correctional Funnel and Correctional Policy	1.10-1.12	
Outline the growth of corrections over the past two decades and describe why the scope of correctional budgets, staffing, and clients makes it important for students to study corrections.	10-15	Why should Students Study Corrections?	1.13-1.15	Video: Career Opportunities. Insider's Experience: Twenty-Five Years of Correctional Work
Contrast the Classical School with the Positive School of criminology.	15-18	Theories of Crime and Punishment	1.16-1.19	
	18-21	Early Responses to Crime	1.20	
Describe the role of William Penn and the Pennsylvania Quakers in the development of the use of prisons in the United States.	21	The Development of the Prison		
Describe the operations of the Walnut Street Jail, the first American prison.	21	The Walnut Street Jail	1.21	
Compare the Pennsylvania system with the Auburn system of imprisonment.	21-23	The Pennsylvania System	1.22	
	23	The Auburn System	1.23	

<p>Explain how the Irish penal system contributed to the development of the Reformatory Era of prison operations in the United States.</p> <p>List the acts of Congress regarding the sale of prison-made products and describe their impact on the end of the Industrial Era of prison operations.</p> <p>Describe the Rehabilitative Era and the medical model of corrections, and explain how this era evolved into the Reintegrative Era.</p>	23-27	Prisons Throughout the Last Two Centuries	1.24-1.26	
<p>Identify and explain the five goals of corrections.</p> <p>Define the theories of specific and general deterrence.</p>	28	The Sentencing Goals of Corrections	1.27	Video: Sentencing Policies.

CHAPTER OBJECTIVES

After reading this chapter, students should be able to:

1. Define the term “corrections” and know how correctional agencies fulfill their mission of protecting society.
2. Identify how corrections can impact the crime rate by understanding the concept of the correctional funnel.
3. Outline the growth of corrections over the past two decades, and describe why the scope of correctional budgets, staffing, and clients makes it important for students to study corrections.
4. Contrast the classical school with the positive school of criminology.
5. Describe the role of William Penn and the Pennsylvania Quakers in the development of the use of prisons in the United States.
6. Specify the operations of the Walnut Street Jail as the first American prison.
7. Compare the Pennsylvania system with the Auburn system of imprisonment.
8. Explain how the Irish penal system contributed to the development of the Reformatory Era of prison operations in the United States.

9. List the acts of Congress and describe their impact on the end of the Industrial Era of prison operations.
10. Describe the rehabilitative era and the medical model of corrections, and explain how this era evolved into the reintegrative era.
11. Identify and explain the five goals of corrections.
12. Define the theories of specific and general deterrence.

CHAPTER OVERVIEW

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 those to theories and goals, in order to critically consider the overall effectiveness and public value of correctional policy. In this chapter, 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. As the criminal justice system has expanded over the past several decades, the correctional system has grown at the most rapid pace, with elected officials authorizing extensive funds and resources to meet the growing demand for services. As this demand has grown, employment and advancement opportunities increase, and more students consider corrections as a career field.

In the chapter, the causes of crime are presented, from the earliest theories based on a range of belief that offenders exhibit “free will,” to a consideration that some offenders are “predetermined,” and have no choice in the fact they will become involved in crime. More modern theories, while not discounting any possible cause of crime, emphasize holding offenders accountable, and weighing more heavily on the free-will concepts than on predetermination. The theories regarding the causes are critical to determine how to respond to crime. After early approaches that included severe corporal punishment, torture, and public humiliation, capital punishment for several crimes, and removing the offender by transporting them out of society, we settled on the use of prisons to punish, deter, incapacitate, and rehabilitate criminals.

LECTURE OUTLINE

- I. Introduction
- II. Defining Corrections—Previously, the term “penology” was used instead of corrections.
 - A. What Is Corrections—Corrections is defined as the range of community and institutional sanctions, treatment programs, and services for managing criminal offenders.
Ask Students: How did the term “corrections” evolve from the earlier use of the term penology?
 - B. The Mission of Corrections—the more complete mission of corrections is to protect society through a combination of surveillance and control of offenders, of treatment and rehabilitative services, and of incapacitation during the service of a prison sentence.
 - C. Corrections as a Part of the Criminal Justice System
 1. As one of the three major components of the criminal justice system, corrections is believed to be responsible for administering punishment to criminals, thereby preventing future crimes through deterrence and incapacitation, limiting offenders’ opportunity to commit further crimes, or reducing their inclination to commit crimes as a result of correctional treatments.

D. The Correctional Funnel and Correctional Policy

The correctional funnel is a good example of how, with thoughtful examination, it can be seen that extending sentences significantly may have a deterrent and incapacitative effect on those in prison. However, they represent a small percentage of the overall population that commits crimes, so the direct impact on a reduction of crime rates is questionable.

E. Your Career in Corrections: Policy Analysts

1. A discussion about the role of policy analysts in correctional agencies.

It may seem odd to start out the feature of "Your Career in Corrections" describing the job of a policy analyst. It is seldom one that students consider and seldom one that students begin a career track to achieve. However, it is very important to good government that correctional policy be thoughtfully considered with full information regarding cost, effectiveness, and impact. These jobs are not highly visible, yet can have a tremendous impact on the development of good public policy and save taxpayers millions of dollars. In addition, the research required is expected to be presented in an unbiased and balanced fashion so that the agency(ies) involved can make appropriate decisions.

III. Why Should Students Study Corrections?

- A. The criminal justice system and corrections is a booming business. The number of clients processed and managed by the system continues to climb every year. The amount of dollars directed to criminal justice agencies has expanded incrementally. The availability of jobs for those seeking a profession in the criminal justice system has increased significantly.

IV. Theories of Crime and Punishment

- A. Beccaria and the Classical School

Ask students to list the principles of the classical school of criminology.

- B. Bentham's Hedonistic Calculus

- C. Lombroso and the Positive School

Ask students to list the principles of the Positive School of criminology.

- D. Neoclassical School

V. Early Responses to Crime

- A. The earliest responses to crime were extremely brutal, and included torture, beatings, branding, and mutilation.
- B. Transportation
- C. Early jails and reform by John Howard

VI. The Development of the Prison

- A. The Walnut Street Jail—A wing was set aside in 1790 for convicted offenders, with a regimen of hard work and doing penance for their offences; hence, the creation of the term "penitentiary."

- B. The Pennsylvania System

1. The basis of these two prisons' operation was the same as the Walnut Street Jail, to emphasize the opportunity for prisoners to reform themselves through hard work while reflecting on their crimes.
2. Known as the "separate and silent" system

- C. The Auburn System

1. An effort to improve on the problems that plagued the Pennsylvania system
2. Allowed prisoners to congregate during the day to work in factories to improve the

production of goods which would be resold and cover some of the prison operational costs

Ask students to describe the differences in the Pennsylvania and the Auburn systems.

VII. Prisons Throughout the Last Two Centuries

- A. Impact of Maconochie, Crofton, and the Irish systems
- B. The Reformatory Era—1870-1910
- C. The Industrial Prison—1910-1935
- D. The Period of Transition—1935-1960
 - 1. Ending the “hands-off doctrine”
- E. The Rehabilitative Era—1960-1980
 - 1. The medical model of corrections
 - 2. Reintegration
 - 3. Martinson's conclusion that “nothing works”
- F. Retributive Era—1980s to current

VIII. A Look Into: Prison Reforms through the Twentieth Century

IX. The Sentencing Goals of Corrections

- A. Punishment
 - 1. *Solem v. Helm* (1983) and the test of proportionality
- B. An Interview with the Toughest Sheriff in America

Use the picture of inmates with striped uniforms and the interview with Sheriff Joe Arpaio to get students to discuss the more punitive approach toward crime and offenders today. Ask them if they agree with the current Retributive Era, or if they would try to change this approach and what they think would make more sense.
- C. Deterrence
 - 1. Specific and general deterrence
- D. Incapacitation
 - 1. Selective incapacitation
- E. Rehabilitation
- F. Restitution
 - 1. Making right or repaying society or victims for the wrongs created by offenders.

X. Summary

XI. You Make the Decision: Rating the Importance of Correctional Goals

REVIEW QUESTIONS

- 1. How did the term “corrections” evolve from the earlier use of the term “penology”?
- 2. What is the mission of corrections?
- 3. Describe the correctional funnel.
- 4. List the principles of the classical school of criminology.
- 5. What is Bentham’s hedonistic calculus?
- 6. List the principles of the positive school of criminology.
- 7. Describe the operation of the Walnut Street Jail.
- 8. Describe the differences in the Pennsylvania and the Auburn systems.
- 9. How did the Irish system contribute to modern correctional operations in the United States?
- 10. How did abandonment of the hands-off doctrine impact prison operations?

11. In what ways does corrections attempt to rehabilitate offenders?
12. How does reintegration differ from rehabilitation?
13. Differentiate between specific and general deterrence.
14. What is selective incapacitation?
15. How has the victim's rights movement impacted correctional policies and operations?
16. Describe restorative justice.

ADDITIONAL READINGS

Neil Bennett, "Changing Correctional Environment," *Justice Report*, Volume 15 Issue 2, 2000, 13-14.

John C. McWilliams, *Two Centuries of Corrections in Pennsylvania: A Commemorative History* (Camp Hill, PA: Pennsylvania Dept of Corrections, 2002), NCJRS #195231.

Edward J. Latessa, Alexander Holsinger, James W. Marquart, Jonathan R. Sorensen, *Correctional Contexts: Contemporary and Classical Readings*, Second Edition (Los Angeles, CA: Roxbury, 2001).

Norman Johnston, *Forms of Constraint: History of Prison Architecture* (Champaign, IL: University of Illinois Press, 2000).

William R. Kohnke, "Professionalism in Corrections," *American Jails*, Volume 15 Issue 1, March-April 2001, 75-76, 78.

G. O. W. Mueller, "Whose Prophet Is Cesare Beccaria? An Essay on the Origins of Criminological Theory," in *Advances in Criminological Theory*, Volume 2, edited by Williams S. Laufer and Freda Adler, 1990, 1-14. NCJRS #136131.

D. R. Massaro, "Influence of Cesare Beccaria on the American Criminal Justice System," *Italian Journal*, Volume 4 Issue 2, (1990), 29-31.

Cesare Lombroso-Ferrero, *Criminal Man – According to the Classification of Cesare Lombroso*, 1972. NCJRS #12397.

Hans Toch, "Perspectives on the Offender." in *Psychology of Crime and Criminal Justice*, edited by Hans Toch (New York, NY: Holt, Rinehart and Winston, 1978), NCJRS #52371.

A. M. Durham III, "Newgate of Connecticut: Origins and Early Days of an Early American Prison," *Justice Quarterly*, Volume 6 Issue 1 (March 1989), 89-116.

Greg Pogarsky, "Identifying 'Deterrable' Offenders: Implications for Research on Deterrence," *Justice Quarterly*, Volume 19 Issue 3, September 2002, 431-452.

Paul W. Keve, *Prisons and the American Conscience*, (Carbondale, IL: Southern Illinois University Press, 1991).

The American Prison: From the Beginning...A Pictorial History (College Park, MD: The American Correctional association, 1983).

Normal Morris and David J. Rothman, Editors, *The Oxford History of the Prison: The Practice of Punishment in Western Society* (New York: Oxford University Press, 1995).

WEBSITES

Correctional Officers

www.umsi.edu/services/govdocs/ooh20002001/324.htm

For information about careers as a correctional officer in jails and prisons, contact the International Association of Correctional Officers.

U.S. Crime Statistics Total and by State 1960-2007

www.disastercenter.com/crime

Site includes crime statistics from 1960 to 2007 for every state, the District of Columbia, and national totals. Both absolute numbers and crime rates are included.

Maricopa County Sheriff's Office

www.mcso.org

About Sheriff Joseph M. Arpaio and the department of Maricopa County, which includes Phoenix, Arizona.

Cesare Lombroso

www.cerebromente.org.br/n01/frenolog/lombroso.htm

Lombroso was an Italian criminologist born on November 6, 1835, in Verona. He became world renowned for his studies of criminals and phrenology.

Jeremy Bentham's Hedonic Calculus

www.iejs.com/Criminology/jeremy_benthams_hedonic_calculus.htm

In his *Introduction to the Principles of Morals and Legislation* (1789), Bentham first introduced his idea of hedonistic calculus.

Eastern State Penitentiary (Pennsylvania)

www.easternstate.org

This provides all information for the country's oldest prison complex. It was built in 1776 and converted to a museum in the 1990s. It was the first wagon-wheel, or radial, floor plan.

Correctional Photo Archives

www.cpa.eku.edu

A collection of early 20th-century prison life and conditions. The collection includes numerous subjects, such as prison living conditions, recreational activities, industries, hospital care, corporal punishment, and work gangs.

Corrections An Introduction 3rd Edition Seiter Test Bank

Full Download: <https://alibabadownload.com/product/corrections-an-introduction-3rd-edition-seiter-test-bank/>

The Workhouse Web Site

www.workhouses.org.uk

Provides history of workhouses, which originated in London in the 17th century as a place where the city's poor lived when they had nowhere else to go. It was not a prison, but many were never able to leave.