A Brief Introduction to Corrections Interactive Edition 1st edition Hanser Test Bank

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Chapter 2: Ideological and Theoretical Underpinnings to Sentencing and Correctional Policy
Test Bank

Multiple Choice

1. Which of the following is not a philosophical underpinning in corrections?

A. deterrence

B. rehabilitation

C. retribution

D. incarceration

Ans: D

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Application

Answer Location: Philosophical Underpinnings

Difficulty Level: Medium

2. Which philosophical orientation of punishment is often referred to as the “eye for an eye” mentality?

A. rehabilitation

B. deterrence

C. incapacitation

D. retribution

Ans: D

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

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Cognitive Domain: Comprehension

Answer Location: Retribution

Difficulty Level: Medium

3. Which philosophical orientation of punishment is the justification for punishment by the concept of *lex talionis*?

A. incapacitation

B. rehabilitation

C. retribution

D. deterrence

Ans: C

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Knowledge

Answer Location: Retribution

Difficulty Level: Easy

4. Which model of punishment is grounded in the idea that, regardless of any secondary purpose that punishment might be intended to serve, it is right to punish offenders because justice demands it?

A. retribution

B. rehabilitation

C. restorative justice

D. incapacitation

Ans: A

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

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Cognitive Domain: Comprehension

Answer Location: Retribution

Difficulty Level: Medium

5. _____ involves the concept that offenders committing a crime should be punished in a way that is equal to the severity of the crime they committed.

A. Retribution

B. Incapacitation

C. Selective deterrence

D. Selective revenge

Ans: A

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Knowledge

Answer Location: Retribution

Difficulty Level: Easy

6. Retribution is _____ revenge that is tempered with proportionality and enacted by a neutral party.

A. selective

B. constrained

C. selective

D. simple

Ans: B

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

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Cognitive Domain: Comprehension

Answer Location: Joe Sohm Visions of America/Newscom

Difficulty Level: Medium

7. Which model of punishment simply deprives offenders of their liberty and removes them from society with the intent of ensuring that society cannot be further victimized by them during their term of incarceration?

A. restorative justice

B. incapacitation

C. retribution

D. deterrence

Ans: B

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Knowledge

Answer Location: Incapacitation

Difficulty Level: Easy

8. _____ is implemented by identifying inmates who are of particular concern to public safety and by providing those specific offenders with much longer sentences than would be given to other inmates.

A. Selective probation

B. Selective retribution

C. Selective incapacitation

D. Selective parole

Ans: C

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Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Knowledge | Comprehension

Answer Location: Incapacitation

Difficulty Level: Medium

9. _____ incapacitation involves identifying inmates who are of particular concern to public safety and providing them with much longer sentences.

A. General

B. Measured

C. Selective

D. Determinate

Ans: C

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Knowledge

Answer Location: Incapacitation

Difficulty Level: Easy

10. Which philosophical underpinning in corrections is intended to cause vicarious learning whereby observers see that offenders are punished for a given crime and themselves are discouraged from committing a like-mannered crime due to fear of punishment?

A. general deterrence

B. specific deterrence

C. mandatory minimum

D. restorative justice

Ans: A

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Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Comprehension

Answer Location: Deterrence

Difficulty Level: Medium

11. _____ is a punishment to a particular offender in the hope that he or she will be discouraged from committing future crimes.

A. Specific deterrence

B. General retribution

C. Specific incapacitation

D. General deterrence

Ans: A

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Comprehension

Answer Location: Deterrence

Difficulty Level: Medium

12. _____ is the concept of punishing an offender in public so that other observers will refrain from future criminal behavior.

A. Specific deterrence

B. General retribution

C. Specific incapacitation

D. General deterrence

Ans: D

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Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Comprehension

Answer Location: Deterrence

Difficulty Level: Medium

13. What is a notion that distinguishes between the circumstances of the possible punishment and the life experience of the person who is likely to get punished?

A. specific deterrence

B. specific contrast

C. contrast deterrence

D. contrast effect

Ans: D

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Knowledge

Answer Location: Deterrence

Difficulty Level: Easy

14. Which model of punishment argues that offenders will be deterred from reoffending due to their having worthwhile stakes in legitimate society?

A. incapacitation

B. rehabilitation

C. retribution

D. deterrence

Ans: B

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Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Knowledge

Answer Location: Rehabilitation

Difficulty Level: Easy

15. The primary purpose of which model of punishment is solely the recovery of the offender, regardless of the crime that was committed?

A. rehabilitation

B. restorative justice

C. retribution

D. deterrence

Ans: A

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Knowledge

Answer Location: Rehabilitation

Difficulty Level: Easy

16. Sentencing schemes under a rehabilitation orientation would be _____.

A. indeterminate

B. determinate

C. mandatory

D. waived

Ans: A

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Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Application

Answer Location: Rehabilitation

Difficulty Level: Medium

17. What focuses on restoring the health of the community, repairing the harm done, meeting victims' needs, and emphasizing that the offender can and must contribute to those repairs?

A. intervention

B. incarceration

C. confinement

D. detention

Ans: A

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Comprehension

Answer Location: Restorative Justice

Difficulty Level: Medium

18. _____ is focused on the reentry of the offender into society. The ultimate goal of these programs is to connect offenders to legitimate areas of society in a manner that is gainful and productive.

A. Corporal punishment

B. Retribution

C. Reintegration

D. Incarceration

Ans: C

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Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Comprehension

Answer Location: Reintegration

Difficulty Level: Medium

19. While efforts do emphasize offender accountability, the use of _____ processes is focused on ensuring that the offender has a maximal set of circumstances that, at least initially, diminish the need or desire to engage in crime by cultivating the connections that the offender has to legitimate society.

A. incapacitation

B. deterrence

C. reintegration

D. retribution

Ans: C

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Comprehension

Answer Location: Reintegration

Difficulty Level: Medium

20. In 2005, the Court held in _____ that federal judges no longer were required to follow the sentencing guidelines that had been in effect since 1987.

A. *United States v. Booker*

B. *Atkins v. Virginia*

C. *Mapp v. Ohio*

D. *Terry v. Ohio*

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Ans: A

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Application

Answer Location: Types of Sanctions

Difficulty Level: Medium

21. What refers to any broad array of sentencing and punishment options that range from simple fines to incarceration and ultimately end with the death penalty?

A. mandatory minimums

B. continuum of sanctions

C. plea bargaining

D. sentence calibration

Ans: B

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Knowledge

Answer Location: The Continuum of Sanctions

Difficulty Level: Easy

22. _____ criminologists appealed to the use of reason in applying punishments, and that is precisely what a continuum seeks to achieve.

A. Chicago

B. Neo

C. Classical

D. Traditional

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Ans: C

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Comprehension

Answer Location: The Continuum of Sanctions

Difficulty Level: Medium

23. What can be defined as a monetary penalty imposed by a judge or magistrate as a punishment for being convicted of an offense?

A. fee

B. penalty

C. interest

D. fine

Ans: D

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Knowledge

Answer Location: Monetary

Difficulty Level: Easy

24. The purpose of _____ is to make available a continuum of sanctions scaled around one or more sanctioning goals.

A. intermediate sanctions

B. probation

C. incarceration

D. parole

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Ans: A

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Comprehension

Answer Location: Probation and Intermediate Sanctions

Difficulty Level: Medium

25. Though the majority of offenders under supervision are on community supervision, the _____ type of sentence still draws public interest due to its ominous nature.

A. incarcerative

B. probation

C. parole

D. community

Ans: A

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Analysis

Answer Location: Incarceration

Difficulty Level: Hard

26. Among incarceration options, what is considered the first stage of incarceration for the offender?

A. weekend confinement

B. jail

C. work release

D. prison

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Ans: B

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Application

Answer Location: Incarceration Options

Difficulty Level: Medium

27. It is sufficient to say that incarceration, while accounting for no more than _____ of the entire correctional population, tends to draw substantial public and media attention.

A. 50%

B. 40%

C. 30%

D. 20%

Ans: C

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Analysis

Answer Location: Incarceration Options

Difficulty Level: Hard

28. Opponents of the death penalty who argue against deterrence as a rationale for using the death penalty note that while numerous statistical studies have been conducted, there is _____.

A. a lot of evidence that the death penalty lowers crime

B. no conclusive evidence that the death penalty lowers crime

C. more than enough evidence that the death penalty lowers crime

D. some evidence that the death penalty lowers crime

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Ans: B

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Application

Answer Location: Deterrence

Difficulty Level: Medium

29. What contends that the death penalty may actually cause an increase in murders because it reinforces the use of violence?

A. brutalization hypothesis

B. selective hypothesis

C. death hypothesis

D. penalty hypothesis

Ans: A

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Knowledge

Answer Location: Brutalization Hypothesis

Difficulty Level: Easy

30. In their examination of the reinstatement of the death penalty in Oklahoma, what did Cochran, Chamlin, and Seth (1994) find in regard to the brutalization hypothesis?

A. They found strong evidence that Oklahoma's reintroduction of the execution produced a significant decrease in the level of criminal homicides during the period under investigation.

B. They found some evidence that Oklahoma's reintroduction of the execution produced a significant decrease in the level of criminal homicides during the period under investigation.

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C. They found slight evidence that Oklahoma's reintroduction of the execution produced a significant decrease in the level of criminal homicides during the period under investigation.

D. They found no evidence that Oklahoma's reintroduction of the execution produced a significant decrease in the level of criminal homicides during the period under investigation.

Ans: D

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Analysis

Answer Location: Brutalization Hypothesis

Difficulty Level: Hard

31. Sentencing involves a _____ decision-making process.

A. single-stage

B. two-stage

C. three-stage

D. four-stage

Ans: B

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Comprehension

Answer Location: Sentencing Models

Difficulty Level: Medium

32. The most important factor in deciding on a sanction is _____.

A. crime seriousness

B. prior record

C. possibility for rehabilitation

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D. need to protect society

Ans: A

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Comprehension

Answer Location: Sentencing Models

Difficulty Level: Medium

33. Which factors make one's commission of the crime more understandable?

A. aggravating factors

B. negative factors

C. mitigating factors

D. positive factors

Ans: C

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Knowledge

Answer Location: Sentencing Models

Difficulty Level: Easy

34. _____ circumstances magnify the offensive nature of the crime and tend to result in longer sentences.

A. Mitigating

B. Lessened

C. Reinforced

D. Aggravating

Ans: D

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Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Comprehension

Answer Location: Sentencing Models

Difficulty Level: Medium

35. When earned, what is taken off the total sentence that inmates must serve, thereby allowing them to be released early from prison?

A. total time

B. good time

C. time spent

D. time served

Ans: B

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Comprehension

Answer Location: Determinate Sentences

Difficulty Level: Medium

36. What type of sentence specifies the exact length of the sentence to be served by the inmate?

A. indeterminate

B. determinate presumptive

C. three-strikes

D. deterrence

Ans: B

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Comprehension

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Answer Location: Determinate Sentences

Difficulty Level: Medium

37. What type of sentence is a range of time to be served with the specific sentence to be served within that range to be decided by the judge?

A. indeterminate presumptive

B. determinate presumptive

C. determinate discretionary

D. mandatory minimum

Ans: C

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Knowledge

Answer Location: Determinate Sentences

Difficulty Level: Easy

38. What type of sentence requires that some minimum length of incarceration be served by offenders who commit certain specified crimes, such as drug-related crimes?

A. minimum presumptive

B. indeterminate presumptive

C. mandatory minimum

D. determinate minimum

Ans: C

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Knowledge

Answer Location: Mandatory Minimum Sentences

Difficulty Level: Easy

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39. What refers to inconsistencies in sentencing and/or sanctions that result from the decision-making process?

A. prejudice

B. disparity

C. discrimination

D. detention

Ans: B

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Comprehension

Answer Location: Sentencing Disparities

Difficulty Level: Medium

40. What results when the criminal justice system provides an unequal response toward one group?

A. consistency

B. disparity

C. prejudice

D. discrimination

Ans: B

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Comprehension

Answer Location: Sentencing Disparities

Difficulty Level: Medium

41. What focuses on attributes of offenders when providing a given sentence?

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A. discrimination

B. prejudice

C. disparity

D. consistency

Ans: A

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Knowledge

Answer Location: Sentencing Disparities

Difficulty Level: Easy

42. What usually results in a differential response toward a group without providing any legally legitimate reasons for that response?

A. prejudice

B. disparity

C. discrimination

D. detention

Ans: C

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Comprehension

Answer Location: Sentencing Disparities

Difficulty Level: Medium

43. Which geographic region imposes the harshest sentences in the United States?

A. Midwest

B. Northeast

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C. South

D. North

Ans: C

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Knowledge

Answer Location: Sentencing Disparities

Difficulty Level: Easy

44. Which act in 2014 was designed to adjust federal mandatory sentencing guidelines in an effort to reduce the size of the U.S. prison population?

A. Smarter Sentencing Act

B. Booker Act

C. Fair Sentencing Act

D. Criminal Offender Bill

Ans: A

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Application

Answer Location: Smarter Sentencing Act: Sentence Leniency to Relieve Disparities

Difficulty Level: Medium

45. Which of the following individual personality traits is associated with criminal behavior?

A. mental instability

B. resentment

C. self-assertiveness

D. all of these

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Ans: D

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Application

Answer Location: Individual Traits

Difficulty Level: Medium

46. What form of behavioral modification is based on the notion that certain environmental consequences occur that strengthen the likelihood of a given behavior, and other consequences tend to lessen the likelihood that a given behavior is repeated?

A. social learning

B. social observation

C. operant conditioning

D. selective conditioning

Ans: C

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Knowledge

Answer Location: Operant Conditioning

Difficulty Level: Easy

47. According to operant conditioning, consequences that strengthen a given behavior are called _____.

A. punishments

B. reinforcers

C. discrimination

D. disparities

Ans: B

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Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Application

Answer Location: Reinforcers and Punishments

Difficulty Level: Medium

48. According to operant conditioning, what are rewards for a desired behavior?

A. positive punishments

B. negative reinforcers

C. negative punishments

D. positive reinforcers

Ans: D

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Application

Answer Location: Reinforcers and Punishments

Difficulty Level: Medium

49. According to operant conditioning, what are unpleasant stimuli that are removed when a desired behavior occurs?

A. negative punishment

B. negative reinforcers

C. positive punishment

D. positive reinforcers

Ans: B

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Comprehension

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Answer Location: Reinforcers and Punishments

Difficulty Level: Medium

50. According to operant conditioning, consequences that weaken a given behavior are known as _____.

A. punishments

B. reinforcers

C. discrimination

D. disparities

Ans: A

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Comprehension

Answer Location: Reinforcers and Punishments

Difficulty Level: Medium

51. According to operant conditioning, what occurs when a stimulus is applied to the offender when the offender commits an undesired behavior?

A. positive reinforcers

B. negative reinforcers

C. negative punishment

D. positive punishment

Ans: D

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Comprehension

Answer Location: Reinforcers and Punishments

Difficulty Level: Medium

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52. According to operant conditioning, what occurs when there is a removal of a valued stimulus when the offender commits an undesired behavior?

A. positive reinforcers

B. negative reinforcers

C. negative punishment

D. positive punishment

Ans: C

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Comprehension

Answer Location: Reinforcers and Punishments

Difficulty Level: Medium

53. According to operant conditioning, what are intended to increase the likelihood of a desired behavior?

A. positives

B. reinforcers

C. punishment

D. negatives

Ans: B

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Comprehension

Answer Location: Reinforcers and Punishments

Difficulty Level: Medium

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54. According to operant conditioning, what term refers to the removal of a stimulus rather than being used to denote something that is bad or harmful?

A. negative

B. punishment

C. positive

D. reinforcer

Ans: A

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Comprehension

Answer Location: Reinforcers and Punishments

Difficulty Level: Medium

55. Which theory contends that offenders learn to engage in crime through exposure to and adoption of definitions favorable to the commission of a crime?

A. conflict theory

B. labeling theory

C. strain theory

D. social learning theory

Ans: D

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Knowledge

Answer Location: Social Learning

Difficulty Level: Easy

56. The anomie theory contends that when individuals cannot obtain success goals, they will tend to experience a sense of pressure often called _____.

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A. anxiety

B. strain

C. stress

D. pressure

Ans: B

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Knowledge

Answer Location: Anomie/Strain

Difficulty Level: Easy

57. Which theory contends that individuals become stabilized in criminal roles when they are labeled as criminals, are stigmatized, develop criminal identities, are sent to prison, and are excluded from conventional roles?

A. strain theory

B. differential association theory

C. social learning theory

D. social reaction theory

Ans: D

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Knowledge

Answer Location: Labeling and Social Reaction

Difficulty Level: Easy

58. Which famous labeling theorists suggested a particularly insightful addition to the labeling theory literature that is specifically suited for the field of community supervision?

A. William Penn

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B. Edwin Sutherland

C. John Braithwaite

D. Howard Becker

Ans: C

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Comprehension

Answer Location: Labeling and Social Reaction

Difficulty Level: Medium

59. Which individual argued that the negative effects of stigmatization are most pronounced among offenders who have few prosocial bonds to conventional society?

A. Augustus

B. Bentham

C. Beccaria

D. Braithwaite

Ans: D

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Knowledge

Answer Location: Labeling and Social Reaction

Difficulty Level: Easy

60. Which theory is derived from the work of Karl Marx and contends that inequality and power are the central issues underlying crime and its control?

A. conflict theory

B. strain theory

C. social reaction theory

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D. social learning theory

Ans: A

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Knowledge

Answer Location: Conflict Criminology

Difficulty Level: Easy

True/False

1. Deterrence is the justification for punishment by the concept of *lex talionis*.

Ans: F

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Comprehension

Answer Location: Retribution

Difficulty Level: Medium

2. Retribution involves the concept that offenders committing a crime should be punished in a way that is equal to the severity of the crime they committed.

Ans: T

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Knowledge

Answer Location: Retribution

Difficulty Level: Easy

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3. Selective incapacitation involves identifying inmates who are of particular concern to public safety and providing them with much longer sentences.

Ans: T

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Knowledge

Answer Location: Incapacitation

Difficulty Level: Easy

4. Restorative justice implies that an offender should be provided the means to achieve a constructive level of functioning in society, with an implicit expectation that such offenders will be deterred from reoffending due to their having worthwhile stakes in legitimate society stakes that they will not wish to lose as a consequence of criminal offending.

Ans: F

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Comprehension

Answer Location: Rehabilitation

Difficulty Level: Medium

5. *Sentencing justice* is a term for interventions that focus on restoring the health of the community, repairing the harm done, meeting victims' needs, and emphasizing that the offender can and must contribute to those repairs.

Ans: F

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Comprehension

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Answer Location: Restorative Justice

Difficulty Level: Medium

6. In January 2005, the United Supreme Court held in *United States v. Katz* that federal judges no longer are required to follow the sentencing guidelines in effect since 1987.

Ans: F

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Comprehension

Answer Location: Types of Sanctions

Difficulty Level: Medium

7. When using the term *calibrate*, it is meant that sanctions can be selected in such a manner that allows us to, through an additive process, weigh the seriousness and number of the sanction(s) that are given so that the punishment effect is as proportional to the crime as can be arranged. The desire to establish proportionality harkens back to the thinking of classical criminologists, and this should not be surprising.

Ans: T

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Comprehension

Answer Location: The Continuum of Sanctions

Difficulty Level: Medium

8. Classical criminologists appealed to the use of reason in applying punishments, and that is precisely what a continuum seeks to achieve.

Ans: T

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Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Comprehension

Answer Location: The Continuum of Sanctions

Difficulty Level: Medium

9. Harvard criminologists appealed to the use of reason in applying punishments, and that is precisely what a continuum seeks to achieve.

Ans: F

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Comprehension

Answer Location: The Continuum of Sanctions

Difficulty Level: Medium

10. The Bureau of Justice Statistics (2008) defines prisons as "locally-operated correctional facilities that confine persons before or after adjudication. Inmates sentenced to jails usually have a sentence of a year or less, but jails also incarcerate persons in a wide variety of other categories."

Ans: F

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Comprehension

Answer Location: Incarceration Options

Difficulty Level: Medium

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11. Mitigating factors do not exonerate an offender but do make the commission of the crime more understandable and also help reduce the level of culpability the offender might have taken.

Ans: T

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Comprehension

Answer Location: Sentencing Models

Difficulty Level: Medium

12. Aggravating circumstances magnify the offensive nature of the crime and tend to result in longer sentences.

Ans: T

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Comprehension

Answer Location: Sentencing Models

Difficulty Level: Medium

13. Penal codes with indeterminate sentencing stipulate minimum and maximum sentences that must be served in prison (2–9 years, 3–5 years, etc.).

Ans: T

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Comprehension

Answer Location: Indeterminate Sentences

Difficulty Level: Medium

14. Determinate sentencing consists of fixed periods of incarceration with no later flexibility in the term that is served.

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Ans: T

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Knowledge

Answer Location: Determinate Sentences

Difficulty Level: Easy

15. Racism refers to inconsistencies in sentencing and/or sanctions that result from the decision-making process.

Ans: F

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Comprehension

Answer Location: Sentencing Disparities

Difficulty Level: Medium

16. The southern and western regions of the United States impose harsher sentences than other regions of the United States.

Ans: T

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Comprehension

Answer Location: Sentencing Disparities

Difficulty Level: Medium

17. Negative reinforcers are unpleasant stimuli that are removed when a desired behavior occurs.

Ans: T

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

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Cognitive Domain: Comprehension

Answer Location: Reinforcers and Punishments

Difficulty Level: Medium

18. A positive punishment is one where a stimulus is applied to the offender when the offender commits an undesired behavior.

Ans: T

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Comprehension

Answer Location: Reinforcers and Punishments

Difficulty Level: Easy

19. Negative reinforcement is the removal of a valued stimulus when the offender commits an undesired behavior.

Ans: F

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Comprehension

Answer Location: Reinforcers and Punishments

Difficulty Level: Medium

20. The social control theory contends that offenders learn to engage in crime through exposure to and adoption of definitions that are favorable to the commission of crime.

Ans: F

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Knowledge

Answer Location: Social Learning

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Difficulty Level: Easy

21. The labeling theory contends that individuals become stabilized in criminal roles when they are labeled as criminals, are stigmatized, develop criminal identities, are sent to prison, and are excluded from conventional roles.

Ans: T

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Comprehension

Answer Location: Labeling and Social Reaction

Difficulty Level: Medium

22. The social disorganization theory contends that individuals become stabilized in criminal roles when they are labeled as criminals, are stigmatized, develop criminal identities, are sent to prison, and are excluded from conventional roles?

Ans: F

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Knowledge

Answer Location: Labeling and Social Reaction

Difficulty Level: Easy

23. The social learning theory believes that inequality and power are the central issues underlying crime and its control.

Ans: F

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Knowledge

Answer Location: Conflict Criminology

Difficulty Level: Easy

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24. Monetary fines are perhaps the least serious of sanctions, followed by a very wide range of intermediate community-based sanctions.

Ans: T

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Knowledge

Answer Location: Conclusion

Difficulty Level: Easy

25. Disparities were noted to be especially problematic in the northeastern part of the United States, and it has been found that disparities with punishments exist with both prison sentences and the application of the death penalty.

Ans: F

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Knowledge

Answer Location: Conclusion

Difficulty Level: Easy

Short Answer

1. Define the retribution model of punishment. In what idea is this model grounded?

Ans: Offenders committing a crime should be punished in a way that is equal to the severity of the crime they committed. This model is grounded in the idea that, regardless of any secondary purpose that punishment might be intended to serve, it is right to punish offenders because justice demands it.

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Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Application

Answer Location: Retribution

Difficulty Level: Medium

2. What is selective incapacitation and what is the idea behind this concept?

Ans: Selective incapacitation is implemented by identifying inmates who are of particular concern to public safety and by providing those specific offenders with much longer sentences than would be given to other inmates. The idea behind this concept is to improve the use of incapacitation through more accurate identification of those offenders who present the greatest risk to society. This then maximizes the use of prison space and likely creates the most cost-effective reduction in crime since monies are not spent housing less dangerous inmates.

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Application

Answer Location: Incapacitation

Difficulty Level: Medium

3. Define restorative justice. How does the concept affect the field of corrections? Provide an example of restorative justice being utilized to resolve crime.

Ans: *Restorative justice* is a term for interventions that focus on restoring the health of the community, repairing the harm done, meeting victims' needs, and emphasizing that the offender can and must contribute to those repairs.

Learning Objective: 2-1: Identify and discuss the philosophical underpinnings associated with correctional processes.

Cognitive Domain: Comprehension

Answer Location: Restorative Justice

Difficulty Level: Medium

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4. The continuum of sanctions refers to a broad array of sentencing and punishment options that range from simple fines to incarceration and ultimately end with the death penalty. The reason for this variety of sanctions is manifold. Identify the top three reasons for the variety of sanctions.

Ans: Perhaps chief among the reasons is the desire to calibrate the sanction in a manner that is commensurate with the type of criminal behavior. In addition to the desire for proportionality, there is another reason for the use of varied sanctions: the desire to save beds in prisons. Another rationale for this continuum is associated with treatment purposes which are to provide lesser sanctions to offenders who show progress in treatment, and more serious sanctions can be administered to offenders who prove to be dangerous or a nuisance to a given facility.

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Comprehension

Answer Location: The Continuum of Sanctions

Difficulty Level: Medium

5. What is meant by the term *calibrate*?

Ans: When using the term *calibrate*, it is meant that sanctions can be selected in such a manner that allows us to, through an additive process, weigh the seriousness and number of the sanction(s) that are given so that the punishment effect is as proportional to the crime as can be arranged.

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Knowledge

Answer Location: The Continuum of Sanctions

Difficulty Level: Easy

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6. Compare and contrast indeterminate and determinate sentencing. What are the pros and cons of each?

Ans: Indeterminate sentences have no specific amount of time provided upon which offenders are released from custody. Rather, a minimum and maximum amount of time is awarded, and, based on offenders' treatment progress, they are released prior to the maximum duration of their sentence once rehabilitative efforts have been determined a success. Determinate sentencing has a minimum and maximum amount of time spent in prison/incarcerated.

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Knowledge

Answer Location: Sentencing Models

Difficulty Level: Easy

7. Define determinate presumptive sentence. When do judges utilize determinate presumptive sentence?

Ans: Determinate presumptive sentence specifies the exact length of the sentence to be served by the inmate. Judges are required to impose these sentences unless there are aggravating or mitigating circumstances, in which case they may lengthen or shorten the sentences within narrow boundaries and with written justification. This type of sentence is perhaps more realistic than a pure determinate sentencing model because it accounts for the variety of circumstances that are different from one case to another. In fact, very few criminal cases are exactly alike even when the charge is the same. The circumstances associated with each type of criminal case (e.g., theft) tend to vary, with different motivations, different outcomes, and different issues, and this may make the crime seem more or less severe in nature, especially at a human level.

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Comprehension

Answer Location: Determinate Sentences

Difficulty Level: Medium

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8. Explain the difference between disparity and discrimination. Why are the terms frequently used in the field of corrections?

Ans: Disparity refers to inconsistencies in sentencing and/or sanctions that result from the decision-making process. This typically results when the criminal justice system provides an unequal response toward one group as compared with the response given to other groups. Discrimination focuses on attributes of offenders when providing a given sentence. This usually results in a differential response toward a group without providing any legally legitimate reference to the reasons for that differential response.

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Comprehension

Answer Location: Sentencing Disparities

Difficulty Level: Medium

9. Which individual personality traits are related to criminal behavior?

Ans: Individual personality traits that are associated with criminal behavior include defiance, self-assertiveness, extroversion, impulsivity, narcissism, mental instability, a tendency toward hostility, a lack of concern for others, resentment, and a distrust of authority.

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Knowledge

Answer Location: Individual Traits

Difficulty Level: Easy

10. Explain the core concepts of social learning theory. How does social learning theory relate to criminality?

Ans: Social learning theory contends that offenders learn to engage in crime through exposure to and adoption of definitions that are favorable to the commission of crime. Social learning explicitly articulates the manner by which such definitions are learned by criminals.

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Application

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Answer Location: Social Learning

Difficulty Level: Medium

Essay

1. Discuss the arguments for and against the death penalty. Be sure to present the arguments along the three key themes, on which many arguments depend.

Ans: The arguments for and against the death penalty can often be identified within one of three identifiable themes: deterrence, retribution, and arbitrariness. Supporters of the death penalty, when using the argument of deterrence, argue that the death penalty is the ultimate example of specific deterrence and the offender cannot kill again. This is a very effective way of preventing recidivism. In addition, supporters argue for general deterrence suggesting that would-be murderers will reconsider their acts due to fear of execution. This is based on the belief that when individuals observe that the death penalty is imposed on others, others will be deterred from committing crimes that can result in the death penalty. Opponents of the death penalty will argue against the utility of deterrence as there is evidence to indicate that the use of the death penalty can increase crime (brutalization hypothesis). In addition, most people who commit murder do not usually plan on being caught and do not contemplate the outcome of their actions during the commission of the crime. When considering specific deterrence, opponents argue that life sentences without the possibility of parole are just as effective as preventing recidivism. In addition, if it is later found out that the offender was innocent, it is possible to remedy the case. The second theme is retribution. Proponents often argue for the use of "just desserts" or punishments that "fit the crime." This belief often implies that offenders committing a crime should be punished in a manner that is commensurate with the severity of the crime they committed. It is recognized by most proponents that this approach cannot restore the victim's family members to their prior state of existence but that the execution of the offender can bring closure to the family. Opponents of the death penalty argue that retribution is not logical but rather an emotional response to criminality and nothing more than revenge. The contention is that revenge is not decent or civilized. Simply put, the use of the death penalty is barbaric and cannot be justified under the guise of retribution. The last theme is arbitrariness. Supporters of the death penalty argue that the death penalty is not arbitrarily applied and even argue that more Caucasian American offenders are executed than are minority offenders. Opponents argue that the raw numbers support this claim; however,

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African Americans are overrepresented within the death row population, and this points to racial disparity, which could imply racial discrimination. Opponents and supporters agree that no matter how much the system tries we can never perfectly calibrate a sanction to be exactly commensurate with the crime that is committed. Opponents argue that permanent punishments (death) should be avoided.

Learning Objective: 2-2: Identify and discuss different types of sanctions used in correctional operations.

Cognitive Domain: Analysis

Answer Location: Arguments for and Against the Death Penalty

Difficulty Level: Hard

2. Define indeterminate and determinate sentences. What are the main differences between determinate and indeterminate sentencing?

Ans: Indeterminate sentencing is sentencing that includes a range of years that will be potentially served by the offender. The offender is released during some point in the range of years that are assigned by a sentencing judge. Both the minimum and the maximum times can be modified by a number of factors. This type of sentence is typically associated with treatment-based programming and community supervision objectives. Determinate sentencing consists of fixed periods of incarceration with no later flexibility in the term that is served. This type of sentencing is grounded in notions or retribution, just desserts, and incapacitation. When offenders are given a determinate sentence, they are imprisoned for a specific period of time. Once the time has expired, the inmate is released from prison.

Learning Objective: 2-3: Evaluate the outcomes of different sentencing schemes.

Cognitive Domain: Analysis

Answer Location: Sentencing Models

Difficulty Level: Hard

3. Describe strain theory. How does this theory relate to corrections?

Ans: The theory denotes that when individuals cannot obtain success goals (money, status, etc.), they tend to experience a sense of pressure often called *strain*. Under certain conditions, they

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are likely to respond to this strain by engaging in criminal behavior. In American society, this is often aggravated by the continued emphasis on material (monetary) success and the corresponding lack of emphasis on the means by which such material accumulation is obtained. In other words, these authors contend that society in the United States emphasizes winning the game (of life) much more than how the game (of life) is played. Hence, so many people commit crime and become incarcerated by American society.

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Analysis

Answer Location: Anomie/Strain

Difficulty Level: Hard

4. Explain labeling theory and its relation to criminal behavior.

Ans: This theory contends that individuals become stabilized in criminal roles when they are labeled as criminals, are stigmatized, develop criminal identities, are sent to prison, and are excluded from conventional roles. In essence, the label of “criminal offender” or “convict” stands in the way of the offender reintegrating back into society. Such labels impair the offender’s ability to obtain employment, housing, and/or other goods or services necessary to achieve success.

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Comprehension

Answer Location: Labeling and Social Reaction

Difficulty Level: Medium

5. Describe conflict theory. How does conflict theory relate to corrections?

Ans: According to conflict theory, the concepts of inequality and power are the central issues underlying crime and its control. Conflict criminologists note that capitalism perpetuates a system that benefits the rich. In the process, the poor are denied access to economic opportunities and are therefore prevented from improving their social standing. Thus, the wide economic gap between the social classes is increased and perpetuated with each successive generation. In general, the injurious acts committed by the poor and powerless are defined as

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crime, but the injurious acts committed by the rich and powerful are not brought within the reach of the criminal law.

Learning Objective: 2-4: Apply criminological theories to different correctional processes.

Cognitive Domain: Comprehension

Answer Location: Conflict Criminology

Difficulty Level: Medium

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