

Fifteenth Edition

Corrections in America

AN INTRODUCTION



**WILEY
BANK**

Harry E. Allen
Edward J. Latessa
Bruce S. Ponder

Contents

To the Instructor	iv
--------------------------	----

Course Syllabi

10-Week Course Syllabus	v
16-Week Syllabus	viii

Chapters

PART I: HISTORICAL PERSPECTIVES

1	Early History (2000 B.C. to A.D. 1800)	1
2	Prisons (1800 to the Present)	8
3	Correctional Ideologies: The Pendulum Swings	14
4	The Sentencing and Appeals Process	20

PART II: ALTERNATIVES TO IMPRISONMENT

5	Probation	26
6	Diversion and Intermediate Sanctions	33

PART III: INSTITUTIONAL CORRECTIONS

7	Custody Functions	40
8	Security Threat Groups and Prison Gangs	48
9	Management and Treatment Functions	53
10	Jails and Detention Facilities	59
11	Prison Systems	66
12	Private-Sector Systems	72
13	The Death Penalty	79
14	Parole and Reentry	85

PART IV: CORRECTIONAL CLIENTS

15	Appeals and Offender Rights	93
16	Male Offenders	103
17	Female Offenders	109
18	Juvenile Offenders and Facilities	116
19	Special-Category Offenders	127

Test Bank	136
------------------	------------

To the Instructor

The adoption of a textbook is always a major decision. The authors thank you for choosing the Fifteenth edition of *Corrections in America: An Introduction* to use in your course. We are confident that this revamped and improved edition will meet all your needs in providing timely and comprehensive information in this rapidly changing sector of the criminal justice system. In conjunction with your expertise, the text will provide your students with a solid foundation in the exciting field of corrections.

The Instructor's Manual has been carefully designed to assist you, the faculty, in presenting the material contained in the text by adding new features to make classes and lectures more interesting, effective, and "instructor friendly." Here is a list of features:

- Suggested Course Syllabus for ten-and sixteen-week courses
- Chapter Overview
- Chapter Objectives
- Lecture Outline
- Video Suggestions
- Types of Guest Lecturers
- Sources of Additional Information Resources
- Lecture Notes
- Class Activities
- Thematic Questions
- Homework
- Review Question Answers

These above-mentioned items, along with the pedagogical features contained in the main text, can be combined to construct quizzes, midterm examinations, and comprehensive examinations. They can be mixed together in unlimited combinations by using the Test Bank, which accompanies this book.

Thus, this Instructor's Manual provides you with efficient and effective means for management of your lectures (classroom or online), ensuring that key points are being learned, and maximizing effective student interaction. The authors always welcome your comments and recommendations for improvement of future editions.

Syllabi

10-WEEK SYLLABUS

University _____
Department of Justice Administration
_____ Quarter, 20____-20____

INTRODUCTION TO CORRECTIONS

Instructor: _____ **Phone:** _____ Email: _____
Office Hours: _____ Office: _____
Section 01: _____
Section 02: _____

INTRODUCTION

A multidisciplinary study of corrections from the early 1800's to the present. Significant studies relating to the role of corrections and the methods of community treatment, and analysis of current model and practices. Three units.

This course focuses on the roles of corrections of offenders and society. It starts with an historical and philosophical view of the development of corrections (post-adjudication processing of criminal offenders) focusing on adult offenders. Later topics include administrative and operational components of corrections, criminals in confinement, post-adjudication procedures and problems, and community corrections.

OBJECTIVES

There are six objectives of this course, representing what students can reasonable expect to achieve, assuming active study and participation.

1. Comprehend the relationship between society and the offender.
2. Understand the philosophical bases by which offenders are treated.
3. Comprehend the broader forces at work in institutional and community corrections.
4. Differentiate between corrections of misdemeanants and felons.
5. Understand the current correctional systems in the nation.
6. Understand the historical development of corrections in America.

INSTRUCTOR'S EXPECTATIONS OF STUDENTS

1. Attend class regularly.
2. Read assignments before coming to class.
3. Participate in discussions.
4. Complete all assignments on time.

TEXTBOOK

- a) Allen, Latessa and Ponder. *CORRECTIONS IN AMERICA*: An Introduction, 15/e. ISBN-10: 0-13-476258-4. Prentice Hall

GRADING

There will be three examinations. Each examination will contain multiple-choice, matching, and true-false questions. The final will contain only multiple-choice and true-false questions. Each examination will count for 1/3 of your grade.

NOTE TO INSTRUCTOR: A Final Report (Term Paper) may also be required.

Course Schedule

IN ADDITION TO THE ASSIGNMENTS BELOW, PLEASE REVIEW THE POWERPOINTS THAT ACCOMPANY EACH CHAPTER

HISTORICAL PERSPECTIVES

1. **Week One Assignments:** Read Chapters 1 & 2
Early History (2000 B.C. to A.D. 1800)
Prisons (1800 to the Present)
2. **Week Two Assignments:** Read Chapters 3 & 4
Correctional Ideologies: The Pendulum Swings
The Sentencing and Appeals Process

ALTERNATIVES TO IMPRISONMENT

3. **Week Three Assignments:** Read Chapters 5 & 6
Probation
Diversion and Intermediate Sanctions

NOTE: The first examination will be in week four, date TBA. The examination material will cover chapters 1-6 of the textbook.

INSITUTIONAL CORRECTIONS

- | | |
|--|-----------------------|
| 4. Week Four Assignments:
Custody Functions
Security Threat Groups and Prison Gangs | Read Chapters 7 & 8 |
| 5. Week Five Assignments:
Management and Treatment Functions
Jails and Detention Facilities | Read Chapters 9 & 10 |
| 6. Week Six Assignments:
Prison Systems
Private-Sector Systems | Read Chapters 11 & 12 |
| 7. Week Seven Assignments:
The Death Penalty
Parole and Reentry | Read Chapters 13 & 14 |

NOTE: The second examination will be in week seven, date TBA. The examination material will cover chapters 7-14 of the textbook.

CORRECTIONAL CLIENTS

- | | |
|--|-----------------------|
| 8. Week Eight Assignments:
Appeals and Offender Rights
Male Offenders
Delivery of Term Paper | Read Chapters 15 & 16 |
| 9. Week Nine Assignments:
Female Offenders
Juvenile Offenders and Facilities | Read Chapters 17 & 18 |
| 10. Week Ten Assignments:
Special-Category Offender | Read Chapter 19 |

NOTE: The third examination will be in week ten, date TBA. The examination material will cover chapters 14-19 of the textbook.

FINAL EXAMINATION: Date and Time TBA

SUGGESTED COURSE SYLLABUS

16-WEEK SYLLABUS

University _____

Department of Justice Administration

FALL _____ SPRING _____ SUMMER _____, 20____-20____

INTRODUCTION TO CORRECTIONS

Professor: _____

Phone: _____

Office Hours: _____

Email: _____

Section 01: _____

Office: _____

Section 02: _____

INTRODUCTION

A multidisciplinary study of corrections from the early 1800's to the present. Significant studies relating to the role of corrections and the methods of community treatment and analysis of current model and practices. Three units.

This course focuses on the roles of corrections of offenders and society. It starts with an historical and philosophical view of the development of corrections (post-adjudication processing of criminal offenders) focusing on adult offenders. Later topics include administrative and operational components of corrections, criminals in confinement, post-adjudication procedures and problems, and community corrections.

OBJECTIVES

There are six objectives of this course, representing what students can reasonable expect to achieve, assuming active study and participation.

1. Comprehend the relationship between society and the offender.
2. Understand the philosophical bases by which offenders are treated.
3. Comprehend the broader forces at work in institutional and community corrections.
4. Differentiate between corrections of misdemeanants and felons.
5. Understand the current correctional systems in the nation.
6. Understand the historical development of corrections in America.