

Study Guide for Exam I
Chapters 1-6

Some of the following questions will be on Exam I, others will be covered in multiple choice or fill question format. You should know all “Key Terms” as identified in the margins of each chapter, as well as “Questions for Inquiry” at the beginning of each chapter.

- 1) List and explain four (4) of Beccaria’s six (6) principles from which the Classical School of Criminology emerged. How did Beccaria’s ideas influence correctional practices at that time?
- 2) Contrast the Pennsylvania System of prisons with the Auburn (New York) System. What are the benefits and drawbacks to each?
- 3) Explain what rights prisoners have in U.S. prisons. What is the foundation for those rights? Explain how the concepts of “compelling state interest”, “clear and present danger” and “rational basis test” apply to prison administration and prisoner’s rights.
- 4) What are the various alternatives available to inmates with complaints about their incarceration? What are the pros and cons of each option?
- 5) Should inmates be allowed to sue correctional officials over perceived violations of their constitutional rights? Explain two cases covered in Chapter 5, using them to support your position.
- 6) Explain the difference between determinate, indeterminate, and mandatory sentences. What is the purpose and function of each?
- 7) Explain the “three strikes and you’re out law”. What was the objective of this law? What are some of the unintended consequences some jurisdictions have discovered in using these laws?
- 8) Briefly describe the selection process used throughout the criminal justice system, and how this process filters certain kinds of cases out of the system. How does this process impact the correctional system, and how does it affect the institution’s ability to achieve its goals?
- 9) Of the 9 types of offenders profiled in Chapter 6, which is the most difficult for the Corrections System to deal with? Why? Which is the most dangerous to society? How does that, or should that, effect correctional policy?
- 10) Key issues in classifying offender include overlap and ambiguity in classification, classification and correctional programming, behavioral probabilities, sociopolitical

pressures, and distinctions in classification criteria. Explain each issue and its impact on correctional administration.

- 11) What elements of the Cincinnati Declaration were incorporated into the Reformatory? Which of those elements are still present in the American prison today?
- 12) Key issues in corrections today include managing the correctional organization's goals, funding, bureaucracy, and interagency coordination. Explain why these 4 issues pose such a challenge for corrections professionals.
- 13) You are expected to be familiar with the court cases covered in chapter 5. They are explained in detail on the Court Case handout available online. You should be able to explain the issues in the case and what impact the court's ruling had on correctional administration. The following will be covered in an essay type question, although the others may appear elsewhere in the exam: *Procunier v. Martinez*, *Turner v. Safley*, *Thornburgh v. Abbott*, *Gittlemacker v. Prasse*, *Theriot v. Prasse*, *O'Lone v. Estate of Shabazz*, *Cooper v. Pate*, *Ruffin v. Commonwealth*, *Bell v. Wolfish*, *Lee v. Downs*, *Hudson v. Palmer*, *Ruiz v. Estelle*, *Rhodes v. Chapman*, *Wolf v. McDonnell*, *Estelle v. Gamble*.
- 14) Explain the elements of the Positivist School of Criminology and its influence on corrections in America.