**CHAPTER 1**

Early History (2000 B.C. to A.D. 1800)

**Chapter 1 Multiple Choice**

Choose the best answer for each of the following.

1. The concept of retaliation develops into a system of criminal law when it becomes customary for the victim of the wrongdoing to

a. take revenge on the person who wronged them.

b. start a vendetta against the wrongdoer’s family.

c. report the crime to the proper authorities.

d. accept something else instead of blood vengeance.

Answer: d

Objective: Summarize early responses to crime prior to the development of prisons.

Page number: 4

Level: Intermediate

2. Lex talionis is more commonly known as

a. the “mark of the slave.”

b. penal servitude.

c. “an eye for an eye.”

d. the death penalty.

Answer: c

Objective: Define terms related to the introduction to corrections.

Page number: 5

Level: Basic

3. Criminal law typically requires \_\_\_\_\_\_\_\_\_ action against a wrongdoer.

a. public

b. retaliatory

c. aggressive

d. fair

Answer: a

Objective: Define terms related to the introduction to corrections.

Page number: 5

Level: Intermediate

4. The first people to allow their citizens to prosecute an offender in the name of an injured party were the

a. Babylonians.

b. Sumerians.

c. Romans.

d. Greeks.

Answer: d

Objective: Summarize early responses to crime prior to the development of prisons.

Page number: 6

Level: Basic

5. Which of the following statements was not a belief held by tribunals at the time of the Inquisition?

a. Punishment was necessary to establish guilt or innocence.

b. Torture and brutal treatment was a necessary method of questioning.

c. Sexual offenses received less intense punishment than witchcraft.

d. Heresy was an intolerable crime.

Answer: c

Objective: Summarize early responses to crime prior to the development of prisons.

Page number: 6

Level: Intermediate

6. The basis for modern penal philosophy was established in the

a. Babylonian society.

b. Middle Ages.

c. Age of Enlightenment.

d. 19th century.

Answer: c

Objective: Summarize sentencing goals and primary punishment philosophies.

Page number: 10

Level: Basic

7. Jail fever was a common term for

a. mental illness.

b. typhoid.

c. claustrophobia.

d. psychosis.

Answer: b

Objective: Define terms related to the introduction to corrections.

Page number: 11

Level: Basic

8. “Innocent until proven guilty” was an idea conceived by

a. Voltaire.

b. Montesquieu.

c. Diderot.

d. Beccaria.

Answer: d

Objective: Summarize sentencing goals and primary punishment philosophies.

Page number: 12

Level: Basic

9. All of the following are among John Howard’s principles for a penitentiary system except

a. systematic inspection.

b. hard physical labor.

c. a reformatory regime.

d. abolition of fees.

Answer: b

Objective: Summarize sentencing goals and primary punishment philosophies.

Page number: 13

Level: Intermediate

10. In England, a gaol was a(n)

a. jail.

b. Bridewell.

c. Mamertime Prison.

d. asylum.

Answer: a

Objective: Define terms related to the introduction to corrections.

Page number: 14

Level: Basic

11. The deportation of criminals to America from England between 1596 and 1776 was known as

a. restitution.

b. exoneration.

c. transportation.

d. inquisition.

Answer: c

Objective: Define terms related to the introduction to corrections.

Page number: 14

Level: Basic

12. The deportation of criminals to America from England stopped because of

a. persistent complaints filed against the monarchy.

b. the beginning of the American Revolution.

c. a decision to redirect transportation to Australia.

d. the increasingly expensive cost of the voyages.

Answer: b

Objective: Summarize early response to crime prior to the development of prisons.

Page number: 14-15

Level: Intermediate

13. Maison de Force was a

a. workhouse.

b. hospital.

c. jail.

d. hulk.

Answer: a

Objective: Define terms related to the introduction to corrections.

Page number: 16

Level: Basic

14. The Hospice of San Michele exclusively handled

a. the elderly.

b. the criminally insane.

c. juveniles.

d. the terminally ill.

Answer: c

Objective: Define terms related to the introduction to corrections.

Page number: 16

Level: Basic

15. Concepts carried over from the earliest cellular institutions do NOT include

a. withholding food.

b. community-centered labor.

c. individualized sleeping areas.

d. silence and expiation.

Answer: a

Objective: Summarize early response to crime prior to the development of prisons.

Page number: 16

Level: Difficult

16. The man who developed both the Maison de Force and the Hospice of San Michele was

a. Montesquieu.

b. Voltaire.

c. Villain.

d. Beccaria.

Answer: c

Objective: Outline the development of the prison.

Page number: 16

Level: Basic

17. A system of prison discipline that utilized total isolation was known as the

a. Great Law.

b. English Anglican Code.

c. Quaker Code.

d. Pennsylvania System.

Answer: d

Objective: Define terms related to the introduction to corrections.

Page number: 18

Level: Basic

18. Which of the following led to the ultimate failure of the Walnut Street Jail?

a. Too many prisoners revolted.

b. Isolation proved detrimental.

c. There were not enough inmates.

d. Disease became too rampant.

Answer: b

Objective: Outline the development of the prison.

Page number: 18

Level: Intermediate

19. Which of the following is a recurring theme throughout the history of penology?

a. enlightenment

b. compassion

c. deterrence

d. overcrowding

Answer: d

Objective: Outline the development of the prison.

Page number: N/A

Level: Difficult

20. Bentham’s “hedonistic calculus” was developed from the belief that

a. the effectiveness of deterrence can be calculated mathematically.

b. math and science are interconnected.

c. crime can be controlled through statistical analysis.

d. behavior can be influenced by science.

Answer: d

Objective: Summarize sentencing goals and primary punishment philosophies.

Page number: 13

Level: Difficult

21. Which of the following shows a correct historical sequence in the development of correctional philosophies?

a. corporal punishment, penal servitude, workhouses, penitentiaries

b. corporal punishment, workhouses, penal servitude, penitentiaries

c. penal servitude, corporal punishment, workhouses, penitentiaries

d. workhouses, corporal punishment, penal servitude, penitentiaries

Answer: c

Objective: Outline the development of the prison.

Page number: 5, 7, 13, 18

Level: Difficult

22. Prison reform in early 19th-century America could best be described as

a. developing.

b. uninspired.

c. stagnant.

d. militant.

Answer: a

Objective: Outline the development of the prison.

Page number: 19

Level: Intermediate

**Chapter 1 True-False**

Choose whether each statement is true or false.

1. In primitive times, personal retaliation was discouraged by tribal members.

a. True

b. False

Answer: False

Objective: Summarize early responses to crime prior to the development of prisons.

Page number: 4

Level: Basic

2. Early in history, personal revenge was often considered obligatory.

a. True

b. False

Answer: True

Objective: Summarize early responses to crime prior to the development of prisons.

Page number: 4

Level: Intermediate

3. In primitive tribal societies, an offender was often kept imprisoned in the center of a village.

a. True

b. False

Answer: False

Objective: Summarize early responses to crime prior to the development of prisons.

Page number: 5

Level: Basic

4. The concept of lex talionis first appears in the Bible.

a. True

b. False

Answer: False

Objective: Define terms related to the introduction to corrections.

Page number: 5

Level: Intermediate

5. Thousands of people were banished from their countries during the Spanish and Holland Inquisitions.

a. True

b. False

Answer: False

Objective: Summarize early responses to crime prior to the development of prisons.

Page number: 6

Level: Basic

6. Civil death was an early name for capital punishment.

a. True

b. False

Answer: False

Objective: Summarize early responses to crime prior to the development of prisons.

Page number: 5-6

Level: Intermediate

7. Corporal punishment has been the universal form of punishment over the centuries.

a. True

b. False

Answer: False

Objective: Summarize sentencing goals and primary punishment philosophies.

Page number: 7

Level: Intermediate

8. Religious beliefs had little impact on the emergence of secular law in the early 14th century.

a. True

b. False

Answer: False

Objective: Describe how secular law emerged.

Page number: 9

Level: Intermediate

9. In the early days of secular law, extremely severe punishment did not curtail the volume of crime.

a. True

b. False

Answer: True

Objective: Describe how secular law emerged.

Page number: 10

Level: Intermediate

10. Originally, imprisonment was just used as a means to hold the accused until an official punishment was handed out.

a. True

b. False

Answer: True

Objective: Summarize early responses to crime prior to the development of prisons.

Page number: 10

Level: Difficult

11. In the Middle Ages, corporal and capital punishment were the rule, rather than the exception.

a. True

b. False

Answer: True

Objective: Summarize early responses to crime prior to the development of prisons.

Page number: 11

Level: Basic

12. Transportation and deportation are one and the same.

a. True

b. False

Answer: True

Objective: Define terms related to the introduction to corrections.

Page number: 14

Level: Basic

13. William Penn brought the concept of more humane treatment for criminals in England.

a. True

b. False

Answer: False

Objective: Summarize sentencing goals and primary punishment philosophies.

Page number: 16

Level: Basic

14. Capital and corporal punishment were not employed in Colonial America.

a. True

b. False

Answer: False

Objective: Summarize early responses to crime prior to the development of prisons.

Page number: 16

Level: Intermediate

15. The Pennsylvania system called for solitary confinement after a long day of hard labor.

a. True

b. False

Answer: False

Objective: Outline the development of the prison.

Page number: 18

Level: Intermediate

16. The Walnut Street Jail program was a breakthrough in penology.

a. True

b. False

Answer: True

Objective: Outline the development of the prison.

Page number: 18

Level: Intermediate

**Chapter 1 Fill in the Blank**

Fill in the correct answer each of the following.

1. Civil death is otherwise known as \_\_\_\_\_\_\_\_\_\_\_\_\_.

Answer: penal servitude

Objective: Summarize early responses to crime prior to the development of prisons.

Page number: 5

Level: Difficult

2. Offenders were told to \_\_\_\_\_\_\_\_\_\_\_\_\_ in order to atone and repent for their sins.

Answer: “get right with God”

Objective: Summarize early responses to crime prior to the development of prisons.

Page number: 6

Level: Intermediate

3. The main contribution of the medieval church to the study of corrections was the concept of \_\_\_\_\_\_\_\_\_\_\_\_\_.

Answer: free will

Objective: Summarize sentencing goals and primary punishment philosophies.

Page number: 7

Level: Difficult

4. A popular form of punishment in early America was \_\_\_\_\_\_\_\_\_\_\_\_\_ humiliation.

Answer: public

Objective: Summarize early responses to crime prior to the development of prisons.

Page number: 7

Level: Basic

5. Criminology looks at the reasons for and \_\_\_\_\_\_\_\_\_\_\_\_\_ of crime.

Answer: consequences

Objective: Summarize sentencing goals and primary punishment philosophies.

Page number: 9

Level: Difficult

6. A sanctuary in the early Christian church was a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_ where the wrongdoer was held.

Answer: asylum

Objective: Define terms related to the introduction to corrections.

Page number: 10

Level: Intermediate

7. In the Hospice of San Michele, prisoners were forced into a life of hard work and the relentless study of \_\_\_\_\_\_\_\_\_\_\_\_\_.

Answer: scripture

Objective: Outline the development of the prison.

Page number: 16

Level: Difficult

8. \_\_\_\_\_\_\_\_\_\_\_\_\_ is the removal of a person from a state or country.

Answer: Banishment

Objective: Define terms related to the introduction to corrections.

Page number: 14

Level: Basic

9. The predecessor to slavery in America was \_\_\_\_\_\_\_\_\_\_\_\_\_ labor.

Answer: convict

Objective: Define terms related to the introduction to corrections.

Page number: 14

Level: Difficult

10. The Quaker belief that hard labor was the most effective way to deal with criminals was known as \_\_\_\_\_\_\_\_\_\_\_\_\_.

Answer: the Great Law

Objective: Outline the development of the prison.

Page number: 17

Level: Intermediate

11. The first true \_\_\_\_\_\_\_\_\_\_\_\_\_ institution in America, the Walnut Street Jail, was located in Philadelphia, Pennsylvania.

Answer: correctional

Objective: Outline the development of the prison.

Page number: 18

Level: Basic

12. The \_\_\_\_\_\_\_\_\_\_\_\_\_ was the system of discipline used in the Walnut Street Jail.

Answer: Pennsylvania system

Objective: Outline the development of the prison.

Page number: 18

Level: Intermediate

**Chapter 1 Matching**

1. Match the following terms with their meanings.

|  |  |
| --- | --- |
| 1. Inquisition | a. An act designed to get revenge. |
| 2. Retaliation | b. An early process of religious redemption. |
| 3. Reformation | c. The act of banishing an offender to another country. |
| 4. Transportation | d. An investigation conducted with little regard for individual rights. |

1. \*d

2. \*a

3. \*b

4. \*c

Objective: Define terms related to the introduction to corrections.

Page number: 4, 6, 14

Level: Basic

2. Match the following terms with their meanings.

|  |  |
| --- | --- |
| 1. wergild | a. The Latin name for the custom of atonement for wrongs against a victim by payment to appease the victim’s family. |
| 2. friedensgeld | b. A prolonged series of retaliatory acts. |
| 3. lex salica | c. The European word for the concept of lex salica. |
| 4. vendetta | d. The practice of paying restitution for crime to both the victim and the Crown. |

1. \*c

2. \*d

3. \*a

4. \*b

Objective: Define terms related to the introduction to corrections.

Page number: 4

Level: Difficult

3. Match the following terms with their meanings.

|  |  |
| --- | --- |
| 1. lex eternal | a. The belief of “an eye for an eye.” |
| 2. lex naturalis | b. Laws enacted by humans. |
| 3. lex humana | c. The theory that there are laws that occur inherently across cultures. |
| 4. lex talionis | d. The final law; a law that cannot be changed by humans. |

1. \*d

2. \*c

3. \*b

4. \*a

Objective: Define terms related to the introduction to corrections.

Page number: 5, 9

Level: Difficult

**Chapter 1 Essay**

Answer the following questions.

1. Discuss the evolution of penal institutions throughout early history.

Answer: Answers should first make mention of the earliest types of prisons – cages, stone quarries, dungeons, the Mamertime prison (a system of dungeons), prison chambers, asylums, and abandoned buildings. As time went on, institutions such as workhouses, houses of correction, and gaols were built, though they were not much more humane than some of the earliest attempts. Vilain brought the idea of the workhouse to a more humane and structured level by classifying and separating prisoners according to age and sex. Finally, the prototype for the modern prison system was born with the construction of the Walnut Street Jail. Though it ultimately failed, the concept was born.

Objective: Outline the development of the prison.

Page number: N/A

Level: Difficult

2. Describe how secular law emerged.

Answer: Answers should include the notion that as secular leaders (monarchs) became more powerful they wanted to pull away from the church in order to exert more comprehensive authority in the punishment of offenders. Prior to this, the church had long been dominant in the realm of crime and punishment. References could be made to ideas put forth by Thomas Aquinas and Sir Thomas More, both of whom felt strongly that the church and the state should be separate entities.

Objective: Describe how secular law emerged.

Page number: 9

Level: Difficult

3. Describe how the Age of Enlightenment changed penal philosophy.

Answer: Answers should identify that it was during this time in history that philosophers began to recognize and embrace the idea of humane treatment for offenders and to reform the ideas that the early penal institutions had put into place. Prior to this time, penal philosophy was geared toward punishment with no care for the dignity of the imprisoned person. Punishment could be extremely torturous and brutal, early prison conditions terribly inhumane. The Age of Enlightenment steered penal institutions toward more dignified, compassionate incarceration and treatment.

Objective: Summarize sentencing goals and primary punishment philosophies.

Page number: 11-13

Level: Difficult

4. Name at least three of Cesare Beccaria’s proposals regarding crime and social policy.

Answer: Answers may include references to the following ideas put forth by Beccaria: crime is to be considered an injury to society; prevention of crime is more important than punishment; torture should be abolished; society should strive for the happiness of its people; punishment’s purpose is deterrence; there should be no capital punishment; imprisonment should be widely used but with improved conditions; an individual is innocent until proven guilty; an individual cannot testify against himself; an individual should have the right to counsel, and an individual should have the right to a trial by jury.

Objective: Summarize sentencing goals and primary punishment philosophies.

Page number: 11, 12

Level: Difficult

5. How has society historically dealt with prison overcrowding?

Answer: Answers should include references to deportation (transportation), the building of more facilities, and the use of hulks.

Objective: Summarize early responses to crime prior to the development of prisons.

Page number: 14-15

Level: Intermediate

**Chapter 1 Critical Thinking**

Answer the following questions.

1. Explain whether a Bridewell-type facility employing the concept of the Great Law of the Quakers would be effective in the modern-day United States.

Answer: Answers will vary but should demonstrate a solid understanding of what a Bridewell is as well as what the Great Law said. Students should apply this understanding to the modern-day United States and make a clear choice as to whether or not this kind of facility might be effective.

Objective: Summarize sentencing goals and primary punishment philosophies.

Page number: 10, 11

Level: Difficult

2. What can we learn from studying the history of corrections?

Answer: Answers will vary. As with the study of any type of history, we are able to examine what has worked and what hasn’t over time and circumstances. This examination can help us to apply the wisdom of past philosophers and enable us to apply it to our lives today. It will help us try to reduce crime, keep society safe, better understand criminals, rehabilitate redeemable offenders, and more successfully run correctional institutions.

Objective: All

Page number: 3, 4

Level: Difficult