1. The death penalty was used quite frequently during the Middle Ages.
   1. True
   2. False

*ANSWER:* True

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Remember

1. Another name for the historical period commonly referred to as the Age of Reason is “The Resurrection.”
   1. True
   2. False

*ANSWER:* False

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Remember

1. Corrections in colonial America followed English ideas and practices.
   1. True
   2. False

*ANSWER:* True

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Remember

1. Not all U.S. states use capital punishment as a sanction for those convicted of first-degree murder.
   1. True
   2. False

*ANSWER:* True

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. The most frequently used form of criminal punishment in the United States is incarceration.
   1. True
   2. False

*ANSWER:* False

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. The death penalty is the ultimate example of the punishment goal referred to as incapacitation.
   1. True
   2. False

*ANSWER:* True

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. Critics say that the retributive focus of today’s criminal justice system denies the victim’s need to be acknowledged and isolates community members from the conflict between offender and victim.
   1. True
   2. False

*ANSWER:* True

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. Deterrence assumes that people think rationally before they act.
   1. True
   2. False

*ANSWER:* True

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. The concept of restorative justice is that the punishment design should reform and rehabilitate the offender.
   1. True
   2. False

*ANSWER:* False

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. Fines and restitution are examples of determinate sanctions.
   1. True
   2. False

*ANSWER:* False

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. If released, nonviolent inmates convicted under “three­strikes” laws will return to prison at high rates.
   1. True
   2. False

*ANSWER:* False

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. Indeterminate sentences require a minimum and maximum amount of time for offenders to serve in prison.
   1. True
   2. False

*ANSWER:* True

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. Sentencing guidelines are an instrument used by judges in some jurisdictions as means of determining what a typical sentence should be for a particular crime based on a previously determined sentencing range.
   1. True
   2. False

*ANSWER:* True

*REFERENCES:* The Sentencing Process

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.04 - Explain the types of sentences that judges hand down.

*KEYWORDS:* Bloom's: Remember

1. “Three-strikes” laws have had a major impact on reducing crime rates throughout the United States.
   1. True
   2. False

*ANSWER:* False

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.04 - Explain the types of sentences that judges hand down.

*KEYWORDS:* Bloom's: Remember

1. Only juries in the United States are responsible for sentencing offenders whom they have found guilty of a crime.
   1. True
   2. False

*ANSWER:* False

*REFERENCES:* The Sentencing Process

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.04 - Explain the types of sentences that judges hand down.

*KEYWORDS:* Bloom's: Remember

1. Felony courts hear about 90% of all criminal cases.
   1. True
   2. False

*ANSWER:* False

*REFERENCES:* The Sentencing Process

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.04 - Explain the types of sentences that judges hand down.

*KEYWORDS:* Bloom's: Remember

1. Indeterminate sentencing reduces “sentencing disparity.”
   1. True
   2. False

*ANSWER:* False

*REFERENCES:* Unjust Punishment

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.05 - Discuss the problem of unjust punishment.

*KEYWORDS:* Bloom's: Remember

1. Sentencing disparities occur when no justification is given for imposing very different penalties on offenders with similar criminal histories who committed the same offense.
   1. True
   2. False

*ANSWER:* True

*REFERENCES:* Unjust Punishment

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.05 - Discuss the problem of unjust punishment.

*KEYWORDS:* Bloom's: Remember

1. Cesare Beccaria and Jeremy Bentham were proponents of which major goal of punishment?
   1. incapacitation
   2. deterrence
   3. retribution
   4. rehabilitation

*ANSWER:* b

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Remember

1. Before the 1200s in Europe, a crime was determined to be a private affair with vengeance to be carried out by the victim or the victim’s family on the offender. This principle of punishment was centered on the idea of *lex talionis*, meaning the law of \_\_\_\_\_\_\_\_\_.
   1. punishment
   2. equality
   3. justice
   4. retaliation

*ANSWER:* d

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Remember

1. The earliest known forms of codified law were the Sumerian Laws of Mesopotamia (3100 b.c.e.) and the \_\_\_\_\_\_\_, developed by the King of Babylon in 1750 b.c.e.
   1. Roman Twelve Tables
   2. Law of Moses
   3. Draconian Code
   4. Code of Hammurabi

*ANSWER:* d

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Remember

1. is known as the founder of what is now referred to as the classical school of criminology.
   1. Jeremy Bentham
   2. Cesare Beccaria
   3. John Howard
   4. William Penn

*ANSWER:* b

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Remember

1. is a philosophy built upon the idea of the “greatest pleasure while bringing the least pain,” an idea that inspired English reformer Jeremy Bentham to advocate for a new philosophy of punishment that focused upon crime prevention.
   1. Wergild
   2. Enlightenment
   3. Classicalism
   4. Utilitarianism

*ANSWER:* d

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Remember

1. slavery was a form of criminal punishment used in the Middle Ages in which men were forced to row large ships all over the world, with some men being chained in these ships until their death.
   1. Transportation
   2. Wergild
   3. Corporal
   4. Galley

*ANSWER:* d

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Remember

1. Which of the following is NOT a principle that underlies the reforms that Beccaria advocated?
   1. The basis of all social action must be the utilitarian concept of the greatest good for the greatest number of

people.

* 1. Crime must be considered an injury to society, and the only rational measure of crime is the extent of injury.
  2. The accused have a right to speedy trials and to humane treatment before trial, as well as every right to bring

forward evidence on their behalf.

* 1. Imprisonment should be more widely employed, with worse quarters to deter offenders.

*ANSWER:* d

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Remember

1. Which of the following is NOT one of the four commonly accepted goals of criminal sanctions in the United States?
   1. rehabilitation
   2. retribution
   3. deterrence
   4. incarceration

*ANSWER:* d

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. The biblical expression “\_\_\_\_\_\_\_” is often used to illustrate the underlying premise of the punishment goal of retribution.
   1. sinners never sleep
   2. eye for an eye
   3. blood in blood out
   4. pound of flesh

*ANSWER:* b

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. is a goal of punishment that focuses on the notion that both an individual and society as a whole can be discouraged from committing similar crimes through the effective use of certain types of punishments.
   1. Restoration
   2. Deterrence
   3. Retribution
   4. Rehabilitation

*ANSWER:* b

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. The goal of punishment that focuses on physically depriving that individual from committing future crimes is commonly referred to as .
   1. incarceration
   2. retribution
   3. incapacitation
   4. deterrence

*ANSWER:* c

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. A new goal of punishment that has emerged over the last decade is called justice. This process advocates a type of punishment that is designed to repair losses to the victim and the community while attempting to keep the offender connected to society.
   1. retributive
   2. restorative
   3. reconstructive
   4. restrictive

*ANSWER:* b

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. The concept of selective incapacitation centers upon which of the following ideas?
   1. The most serious offenders require shorter periods of incarceration.
   2. Small numbers of offenders are responsible for a disproportionate number of violent and property crimes.
   3. Costs of incarceration can be decreased by housing only serious and repetitive offenders.
   4. Crime rates will remain relatively stable if serious felons are incarcerated for long periods.

*ANSWER:* b

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. The goal of rehabilitation is oriented mainly toward the and does not imply any consistent relationship between the severity of the punishment and the gravity of the crime.
   1. state
   2. victim
   3. offender
   4. law

*ANSWER:* c

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. According to Herbert Packer, which of the following is NOT an element of punishment?
   1. an offense
   2. the infliction of pain because of the commission of the offense
   3. use of community justice tactics to deter the offender
   4. a dominant purpose to prevent further offenses or to inflict pain on the offender

*ANSWER:* c

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. The goal of punishment referred to as asserts that a person who has infringed the rights of others deserves to be penalized or punished.
   1. deterrence
   2. retribution
   3. incapacitation
   4. rehabilitation

*ANSWER:* b

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. Punishment of criminals that is intended to be an example to the public and to discourage the commission of offenses by others is known as\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   1. specific deterrence
   2. specific retribution
   3. general deterrence
   4. general retribution

*ANSWER:* c

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. involves the participation of the offender, the victim, and the community.
   1. Restorative justice
   2. Rehabilitation
   3. Victim justice
   4. Community justice

*ANSWER:* a

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. If the judge says “I am imposing this sentence because you deserve to be punished for the crimes committed against a woman who trusted you,” then the goal of this punishment is \_\_\_\_\_\_\_\_.
   1. restoration
   2. retribution
   3. deterrence
   4. incapacitation

*ANSWER:* b

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. remains the standard punishment for people who commit serious crimes.
   1. Probation
   2. Incarceration
   3. Corporal punishment
   4. Parole

*ANSWER:* b

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. sentences are usually reserved for certain types of offenders, including violent and serious drug offenses and habitual offenders.
   1. Determinate
   2. Presumptive
   3. Mandatory
   4. Indeterminate

*ANSWER:* c

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. Fines, forfeiture of illegally gained assets, and restitution to victims are all examples of what form of punishment?
   1. intermediate sanctions
   2. determinate sanctions
   3. indeterminate sanctions
   4. restrictive sanctions

*ANSWER:* a

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. A(n) \_\_\_\_\_\_\_ sentence is a fixed period of incarceration and is often associated with the concept of retribution.
   1. indeterminate
   2. determinate
   3. intermediate
   4. presumptive

*ANSWER:* b

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. More than 80% of all executions that have taken place in the United States since the death penalty was reinstated by the Supreme Court in 1976 have taken place in what region of the country?
   1. East
   2. West
   3. North
   4. South

*ANSWER:* d

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. Excluding fines, the most frequently applied form of criminal sanction is \_\_\_\_\_\_\_.
   1. probation
   2. parole
   3. community service
   4. incarceration

*ANSWER:* a

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. According to the text, which of the following is NOT an “invisible punishment”?
   1. restricting access to public libraries
   2. denying felons the right to vote
   3. restricting access to certain occupations
   4. allowing termination of parental rights

*ANSWER:* a

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. Punishments less severe than prison but more restrictive than traditional probation are \_\_\_\_\_\_\_ sanctions.
   1. definitive
   2. indeterminate
   3. determinate
   4. intermediate

*ANSWER:* d

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. Good-time credit \_\_\_\_\_\_\_.
   1. is not allowed
   2. provides an incentive for prisoners to follow institutional rules
   3. creates more avenues for prison violence
   4. cannot be given to drug offenders

*ANSWER:* b

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. \_\_\_\_\_\_\_ has the largest death row population of any state.
   1. Texas
   2. California
   3. New York
   4. Florida

*ANSWER:* b

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. Which of the following is NOT a purpose of home confinement?
   1. rehabilitation
   2. retribution
   3. incapacitation
   4. deterrence

*ANSWER:* a

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. The \_\_\_\_\_\_\_ report is a summary prepared by a probation officer who investigates the background of a convicted offender in order to help the judge select an appropriate punishment.
   1. prearraignment
   2. prerelease
   3. pretrial
   4. presentence

*ANSWER:* d

*REFERENCES:* The Sentencing Process

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.04 - Explain the types of sentences that judges hand down.

*KEYWORDS:* Bloom's: Remember

1. The presentence report is prepared by a \_\_\_\_\_\_\_\_\_.
   1. probation officer
   2. judge
   3. prosecuting attorney
   4. court clerk

*ANSWER:* a

*REFERENCES:* The Sentencing Process

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.04 - Explain the types of sentences that judges hand down.

*KEYWORDS:* Bloom's: Remember

1. Which of the following is NOT a factor influencing the sentencing process?
   1. the attitudes of the judge
   2. the administrative context
   3. the purpose of punishment
   4. the presentence report

*ANSWER:* c

*REFERENCES:* The Sentencing Process

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.04 - Explain the types of sentences that judges hand down.

*KEYWORDS:* Bloom's: Remember

1. When an innocent person is found guilty by plea or verdict it is known as a \_\_\_\_\_\_\_\_\_.
   1. wrongful conviction
   2. sentencing disparity
   3. mandatory sentence
   4. misrepresented sentence

*ANSWER:* a

*REFERENCES:* Unjust Punishment

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.05 - Discuss the problem of unjust punishment.

*KEYWORDS:* Bloom's: Remember

1. The Fair Sentencing Act eliminates the five-year mandatory minimum sentences for \_\_\_\_\_\_\_.
   1. all drug offenses
   2. possession of crack cocaine with the intent to distribute
   3. possession of powder cocaine with the intent to distribute
   4. possession of methamphetamine with the intent to distribute

*ANSWER:* b

*REFERENCES:* Unjust Punishment

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.05 - Discuss the problem of unjust punishment.

*KEYWORDS:* Bloom's: Remember

Three men were arrested by police. Sal committed a crime when wrongs were avenged in accordance with *lex talionis*. Sal’s brother Hal committed a crime and was forced to row a ship as punishment. Their friend Cal was moved to another region of the country as punishment for his offense.

1. What time period was Sal sentenced in?
   1. middle ages
   2. twentieth century
   3. reform era
   4. crime control era

*ANSWER:* a

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Apply

1. What principle was practiced when Sal was sentenced?
   1. “An eye for an eye.”
   2. “You plant corn, you get corn.”
   3. “You win some, you lose some.”
   4. “Three strikes and you’re out.”

*ANSWER:* a

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Apply

1. What punishment was used in sentencing Hal?
   1. *lex talionis*
   2. banishment
   3. rehabilitation
   4. galley slavery

*ANSWER:* d

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Remember

1. What punishment practice was used in sentencing Cal?
   1. transportation
   2. *lex talionis*
   3. gallery slavery
   4. rehabilitation

*ANSWER:* a

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Apply

Tracy and Stacy have the same criminal history and were both sentenced for a criminal sexual conduct offense. Tracy received a probation sentence and Stacy was sent to prison for 20 months. Six months later, it was determined that Stacy was not involved in the offense. It was actually her twin sister Lacy. This was determined after blood evidence was re-examined.

1. The sentences Tracy and Stacy received are an example of \_\_\_\_\_\_\_.
   1. sentencing disparity
   2. good sentencing practices
   3. “you do the crime, you do the time”
   4. justice

*ANSWER:* a

*REFERENCES:* Unjust Punishment

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.05 - Discuss the problem of unjust punishment.

*KEYWORDS:* Bloom's: Apply

1. What happened to Stacy is an example of \_\_\_\_\_\_\_\_
   1. a wrongful conviction
   2. a fair sentence
   3. the risk you take when you commit crimes
   4. the reality of having a twin sister

*ANSWER:* a

*REFERENCES:* Unjust Punishment

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.05 - Discuss the problem of unjust punishment.

*KEYWORDS:* Bloom's: Apply

1. Most likely, how was it determined Lacy committed the offense?
   1. DNA testing
   2. MAP testing
   3. EBP testing
   4. MCA testing

*ANSWER:* a

*REFERENCES:* Unjust Punishment

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.05 - Discuss the problem of unjust punishment.

*KEYWORDS:* Bloom's: Apply

Before Judge Jones sentences offenders, she reviews a report that allows her to learn more about the offender. Then she considers the severity level of the offense and the offender’s criminal history to determine the appropriate sentence.

1. Who prepared the report for the court used to learn more about the offender?
   1. probation officer
   2. defendant
   3. defense attorney
   4. clerk

*ANSWER:* a

*REFERENCES:* The Sentencing Process

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.04 - Explain the types of sentences that judges hand down.

*KEYWORDS:* Bloom's: Apply

1. What is the report the judge used called?
   1. presentence investigation
   2. postsentence investigation
   3. sentencing guidelines report
   4. biography of the defendant

*ANSWER:* a

*REFERENCES:* The Sentencing Process

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.04 - Explain the types of sentences that judges hand down.

*KEYWORDS:* Bloom's: Apply

1. The judge considered the defendant’s criminal history and severity level of the offense when determining a sentence. What sentencing structure did she use?
   1. sentencing guidelines
   2. gut feel
   3. mandatory sentencing
   4. sentencing disparity

*ANSWER:* a

*REFERENCES:* The Sentencing Process

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.04 - Explain the types of sentences that judges hand down.

*KEYWORDS:* Bloom's: Apply

1. The law of retaliation, or “an eye for an eye, a tooth for a tooth” is also known as \_\_\_\_\_\_\_.

*ANSWER: lex talionis*

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Remember

1. During the Age of Reason, or the , traditional assumptions were challenged and replaced by new ideas based on rationalism, the importance of the individual, and limitations of government.

*ANSWER:* Enlightenment

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Remember

1. The “tough on crime” policies date back to \_\_\_\_\_\_\_’s theory of utilitarianism.

*ANSWER:* Bentham

*REFERENCES:* Punishment from the Middle Ages to the American Revolution

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.01 ­ Know about the “Age of Reason” and its effect on

corrections.

*KEYWORDS:* Bloom's: Remember

1. *\_\_\_\_\_\_\_\_\_\_* assumes that society can remove an offender’s physical ability to commit further crimes by detention

in prison or by execution.

*ANSWER:* Incapacitation

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. The punishment goal of \_\_\_\_\_\_\_ centers upon the idea of treatment of the offender.

*ANSWER:* rehabilitation

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. Punishments imposed by the courts that are \_\_\_\_\_\_\_ have been purposely designed to repair the damage done to

the victim and community by an offender’s criminal act.

*ANSWER:* restorative

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. Jeremy Bentham, eighteenth-century English law reformer and social activist, sought to change criminal law so that it emphasized the punishment goal of \_\_\_\_\_\_\_, meaning that prevention, not vengeance, should be emphasized to change a person’s behavioral patterns.

*ANSWER:* deterrence

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. The punishment of criminals that is intended to be an example to the general public and to discourage crime by others is known as \_\_\_\_\_\_\_\_\_\_\_\_ deterrence.

*ANSWER:* general

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. To be an effective deterrent, punishment must be perceived as fast, certain, and \_\_\_\_\_\_\_.

*ANSWER:* severe

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. With Restorative Justice, the \_\_\_\_\_\_\_ must take responsibility for the offense.

*ANSWER:* offender

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. Money paid to the victim by the offender is called \_\_\_\_\_\_\_.

*ANSWER:* restitution

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. A convicted offender who is imprisoned for a fixed period of time has been given a(n) *\_\_\_\_\_\_\_\_\_\_* sentence.

*ANSWER:* determinate

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. A presumptive sentence is a sentence in which the \_\_\_\_\_\_\_ or a commission sets a minimum and maximum range of months or years.

*ANSWER:* legislature

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. Rooted in the idea of treatment of the convicted, a(n) *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* sentence gives correctional officials and parole boards significant control over the amount of time an offender serves.

*ANSWER:* indeterminate

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. \_\_\_\_\_\_\_ is a type of punishment in which the offender is sentenced first to a short time in jail or prison and then is resentenced to a term of probation.

*ANSWER:* Shock probation

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. \_\_\_\_\_\_\_ remains the standard punishment for people who commit violent crimes.

*ANSWER:* Incarceration

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. Under the approach of \_\_\_\_\_\_\_, the amount and kind of punishment are calibrated to discourage a criminal from deciding to commit a crime in the future.

*ANSWER:* specific deterrence

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. A reduction of an inmate’s prison sentence at the discretion of the prison administrator is called \_\_\_\_\_\_\_.

*ANSWER:* good time

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Remember

1. A \_\_\_\_\_\_\_ report is a document prepared by a probation officer, who investigates a convicted offender’s

background to help the sentencing judge select an appropriate sentence.

*ANSWER:* presentence

*REFERENCES:* The Sentencing Process

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.04 - Explain the types of sentences that judges hand down.

*KEYWORDS:* Bloom's: Remember

1. Sentencing guidelines have helped to shift discretion from the judge to the *\_\_\_\_\_\_\_\_\_\_\_*. *ANSWER:* prosecutor

*REFERENCES:* The Sentencing Process

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.04 - Explain the types of sentences that judges hand down.

*KEYWORDS:* Bloom's: Remember

1. The scientific/forensic development of \_\_\_\_\_\_\_ has enabled many who have been wrongfully convicted and imprisoned to be exonerated.

*ANSWER:* DNA

*REFERENCES:* Unjust Punishment

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.05 - Discuss the problem of unjust punishment.

*KEYWORDS:* Bloom's: Remember

1. Who was Cesare Beccaria? Please list and explain at least three major ideas he gave the world with respect to justice and punishment.

*ANSWER:* N/A

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Understand

1. Please list, explain, and give examples of the four major goals of punishment.

*ANSWER:* N/A

*REFERENCES:* The Purpose of Corrections

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.02 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Understand

1. What is meant by “invisible punishments”? List and explain four of these invisible punishments. Why are these

considered to be excessively punitive for the convicted offender?

*ANSWER:* N/A

*REFERENCES:* Forms of the Criminal Sanction

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.03 - Be familiar with the different criminal sanctions that are used.

*KEYWORDS:* Bloom's: Understand

1. Please define and then compare and contrast determinate and indeterminate sentencing strategies.

*ANSWER:* N/A

*REFERENCES:* The Sentencing Process

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.04 - Explain the types of sentences that judges hand down.

*KEYWORDS:* Bloom's: Understand

1. Explain what a presentence report is and how it is used in sentencing.

*ANSWER:* N/A

*REFERENCES:* The Sentencing Process

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.04 - Explain the types of sentences that judges hand down.

*KEYWORDS:* Bloom's: Understand

1. Discuss and provide examples of unjust punishments.

*ANSWER:* N/A

*REFERENCES:* Unjust Punishment

*LEARNING OBJECTIVES:* ACIB.CLEA.17.02.05 - Discuss the problem of unjust punishment.

*KEYWORDS:* Bloom's: Remember