dedication

To nephews Joseph Hunter Allen, Jr.; Craig Allen; and Forrest Allen

Harry Allen

To my family—Sally, Amy, Jennifer, Michael, Allison, and Denise, for always being there for me

Edward Latessa

To James and Gertrude Watts and my grandfather Warren White for providing the intellectual guidance to excel

Bruce S. Ponder
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new to this edition

The field of corrections is undergoing rapid and significant changes, occasioned by court decisions, changes in correctional populations, the fiscal crises in many states, and legislative demands. Sentencing smarter and introducing evidence-based practices have exerted important impacts on practice, policies, and personnel. The results are problems unforeseen in the history of corrections. In this edition, we identify those major change factors and the effects they are having on the field. In addition, we have attempted to provide projections through the next three years. These improvements are designed to enhance student understanding and learning about this dynamic field. They include the following:

- About 25 percent of the research cited is new.
- Photographs have been updated.
- New or expanded coverage is included on such issues as prison recidivism rates, effects of court decisions on correctional practices, new techniques to improve community supervision, a leveling off of prison populations, strategies and innovative solutions for decreasing prison overpopulation, what works in corrections, security threat groups, and major problem-solving courts.
- Approximately 80 percent of the charts, graphs, and figures are new or updated, and most are projected to 2015.
- The Glossary has grown to include definitions and descriptions of all key words in this edition.
- Correctional careers have been identified and described in a new Appendix.

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End of Chapter Questions and Critical Thinking Exercises. These essay-style questions can be assigned and used to measure students’ understanding of the chapter material on a deeper level and challenge their writing skills. The Critical Thinking exercises will require students to compare and contrast, reference newspapers, conduct interviews, as well as look at articles and websites.
Assign discussion questions on the most recent current events videos, articles, and educational media with CJ Search. Designed for quick and easy access in and out of the classroom, our media search tool, CJ Search, organizes current CJ-related videos, news articles and other media from the Internet. Critical-thinking questions have been created for each of these media resources, allowing you to assign current videos to your students for assessment.

Help students investigate controversial issues in CJ with Point/CounterPoint Videos. In these video assignments, 2 individuals present opposing cases for or against 21 issues such as marijuana legalization, violent video games, death penalty, three strikes laws, etc. A writing space research assignment prompt and grading rubric for each issue asks the student to take a position on the issue and support it. For each assignment, the pro/con scripts and a list of references are included to assist student research. These videos can also be accessed for in class use from the Multimedia Library.

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We would like to acknowledge the great assistance of the people who merit special recognition in the fifteenth edition of *Corrections in America*. Instructors, former students, colleagues, and doctoral graduates were generous in pointing out the strengths and weaknesses of the thirteenth edition, and they made considerable suggestions for improving the textbook. Fortunately, we took them seriously and have benefited from their expertise. Our formal reviewers heaped praise where there might be praise and uniformly agreed on subjects deserving more attention, such as the chapter on security threat groups and problem-solving courts. (The identities of the reviewers for the fifteenth edition are unknown to the authors.) We would like to thank these conscientious reviewers: We are also very pleased to welcome Gary Bauer as our new editor. He was very responsive to our needs and is a great editor with whom to work. A special thanks as well goes to Elisa Rogers, who took on the job of assisting with the original manuscript, tables, charts, and figures and manuscript preparation chores, and to Susan Hannahs at Pearson and Vinolia Benedict Fernando at S4Carlisle Publishing Services, who handled the production of the work. Gary’s team contributed in many ways to the improvement of the fourteenth edition of this work, the longest continuously published textbook on corrections in the nation.

Finally, we acknowledge our families, who endured our absences, humored us, handled our human needs, bolstered us in despondency, and were there when we needed them. We could not have done it without you.

Harry E. Allen
Edward J. Latessa
Bruce S. Ponder
Harry E. Allen is Professor Emeritus in the Justice Studies Department at San Jose State University. Before joining San Jose State University in 1978, he served as director of the Program for the Study of Crime and Delinquency at The Ohio State University. Previously, he served as executive secretary of the Governor’s Task Force on Corrections for the State of Ohio after teaching at Florida State University in the Department of Criminology and Corrections.

Professor Allen is the author or coauthor of numerous articles, chapters in books, essays, and textbooks, including the first 10 editions of *Corrections in America* with Clifford E. Simonsen, the 11th edition with Drs. Simonsen and Edward J. Latessa, and the last four with Professor Latessa and Bruce S. Ponder. He also coauthored the first three editions of *Corrections in the Community* with Edward J. Latessa. He has been very active in professional associations and was the first criminologist to serve as president of both the American Society of Criminology (1982) and the Academy of Criminal Justice Sciences (1994). He received the Herbert Block Award for service to the American Society of Criminology and the Founder’s Award for contributions to the Academy of Criminal Justice Sciences. He is a fellow in both the Western and the American Society of Criminology and was the most frequently cited criminologist in the field of correctional textbooks. He was a Humana Scholar at the University of Louisville (2001) and for the past 15 years has been designing and instructing online courses for the University of Louisville in the areas of corrections, ethics, substance abuse, community corrections, terrorism, alternatives to incarceration, and capital punishment.

Edward J. Latessa received his PhD from Ohio State University and is Director and Professor of the School of Criminal Justice at the University of Cincinnati. Dr. Latessa has published over 170 works in the area of criminal justice, corrections, and juvenile justice. He is co-author of eight books, including *What Works (and Doesn’t) in Reducing Recidivism, Corrections in the Community*, and *Corrections in America*. Professor Latessa has directed over 195 funded research projects, including studies of day reporting centers, juvenile justice programs, drug courts, prison programs, intensive supervision programs, halfway houses, and drug programs. He and his staff have also assessed over 1,000 correctional programs throughout the United States, and he has provided assistance and workshops in forty-eight states. Dr. Latessa served as President of the Academy of Criminal Justice Sciences (1989-90). He has also received several awards, including William T. Rossiter Award from the Forensic Mental Health Association of California (2017), Marguerite Q. Warren and Ted B. Palmer Differential Intervention Award presented by the Division of Corrections and Sentencing of the American Society of Criminology (2010), Outstanding Community Partner Award from the Arizona Department of Juvenile Corrections (2010), Maud Booth Correctional Services Award in recognition of dedicated service and leadership presented by the Volunteers of America (2010), Community Hero Award presented by Community Resources for Justice (2010), the Bruce Smith Award for outstanding contributions to criminal justice by the Academy of Criminal Justice Sciences (2010), the George Beto Scholar, College of Criminal Justice, Sam Houston State University (2009), the Mark Hatfield Award for Contributions in public policy research by The Hatfield School of Government at Portland State University (2008), the Outstanding Achievement Award by the National Juvenile Justice Court Services Association (2007), the August Vollmer Award from the American Society of Criminology (2004), the Simon Dinitz Criminal Justice Research Award from the Ohio Department of Rehabilitation and
Correction (2002), the Margaret Mead Award for dedicated service to the causes of social justice and humanitarian advancement by the International Community Corrections Association (2001), the Peter P. Lejins Award for Research from the American Correctional Association (1999), ACJS Fellow Award (1998), ACJS Founders Award (1992), and the Simon Dinitz award by the Ohio Community Corrections Organization. In 2013, he was identified as one of the most innovative people in criminal justice by a national survey conducted by the Center for Court Innovation in partnership with the Bureau of Justice Assistance and the U.S. Department of Justice.

Bruce S. Ponder grew up in part on the raj of the Maharaja of Dharbhanga and in Europe. He was a professional race car driver in the 1970s, winning major competitions, including the “12 Hours of Sebring” (1972). He was formally trained in political science, computer information systems, and computer sciences. He also studied terrorism extensively and team-taught in-service training programs at the Southern Police Institute. Currently, he is Internet coordinator/online course developer and team instructor in a variety of courses at the Justice Administration Department at the University of Louisville, particularly in terrorism, intelligence and homeland security, and corrections.