

Sixth Edition

CORRECTIONS

AN INTRODUCTION

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BRIEF CONTENTS

Preface xiii
Acknowledgments xix
About the Author xxi

PART I Putting Corrections in Perspective

Chapter 1 The History of Crime and Corrections 1
Chapter 2 Sentencing and the Correctional Process 32

PART II Correctional Policy and Operations

Chapter 3 Jails 67
Chapter 4 Probation and Intermediate Sanctions 95
Chapter 5 Prison Systems 130
Chapter 6 Parole and Prisoner Reentry 165

PART III Correctional Clients

Chapter 7 The Clients of Adult Correctional Agencies 205
Chapter 8 The Juvenile Correctional System 234
Chapter 9 Special Offenders 264

PART IV Prison Life

Chapter 10 The Management of Prisons 300
Chapter 11 Prison Life for Inmates 335
Chapter 12 The World of Prison Staff 365
Chapter 13 Custody within a Prison 394
Chapter 14 Treatment and Programs within a Prison 420

PART V Issues in Corrections

Chapter 15 Legal Issues and the Death Penalty 448
Chapter 16 Current and Future Issues in Corrections 481

Endnotes 513
Glossary 537
Index 545

CONTENTS

Preface xiii
Acknowledgments xix
About the Author xxi

PART I Putting Corrections in Perspective

Chapter 1 The History of Crime and Corrections 1

Introduction 2
Defining Corrections 2
 What Is Corrections? 2
 The Mission of Corrections 3
 Corrections as a Part of the Criminal Justice System 4
 The Correctional Funnel and Correctional Policy 6
Why Study Corrections? 7
Theories of Crime and Punishment 10
Early Responses to Crime 12
The Development of the Prison 14
 The Walnut Street Jail 15
 The Pennsylvania System 15
 The Auburn System 16
Prisons throughout the Last Two Centuries 17
The Sentencing Goals of Corrections 21
 Punishment 21
 Deterrence 22
 Incapacitation 23
 Rehabilitation 24
 Restitution 25
Politics and Policy 26
Chapter Review 30
 Summary 30
 Key Terms 30
 Review Questions 31
 You Make the Decision... 31

Chapter 2 Sentencing and the Correctional Process 32

Introduction 33
Pretrial Correctional Activities 33
 Diversion from the Criminal Justice System 34
 Pretrial Detention in Jail 36
 Release from Pretrial Detention on Bail 37
 Alternatives to Bail 38
 Pretrial Service Programs 39
The Role of Plea Bargaining and Sentencing 41
Presentencing Correctional Activities 42
 Purposes of the PSI 43
 Collecting Information for the PSI 43
 Contents of the PSI 44

- The Sentencing Decision 46
 - Sentencing Options* 46
 - Sentencing Models* 49
 - Discretion in Sentencing* 51
 - You Make the Decision...* 51
- Reforming Sentencing 56
 - Sentencing Policies and Incarceration Rates* 56
 - Re-examining Sentencing Policies* 57
- Creative Sentencing Options 61
 - Drug Courts* 62
 - Mental Health and Other Specialty Courts* 63
- Chapter Review 64
 - Summary* 64
 - Key Terms* 65
 - Review Questions* 66
 - You Make the Decision...* 66

PART II Correctional Policy and Operations

Chapter 3 Jails 67

- Introduction 68
- The History of Jails 68
- Current Jail Operations 69
 - Role and Functions of Jails* 69
 - The Organization of Jails* 70
 - Jail Populations* 70
 - The Increasing Use of Jails* 73
 - Admissions and Length of Stay* 74
 - The Jail Process and Daily Operations* 74
 - Jail Classification* 76
 - Jail Staffing* 77
- Design and Supervision in Jails 79
 - Creating a Secure Setting inside the Jail* 80
- Issues in Jails 83
 - Responding to Jail Crowding* 85
 - Legal Issues for Jails* 88
 - Dealing with Mentally Ill Offenders* 89
 - Preventing Suicides* 90
- Chapter Review 93
 - Summary* 93
 - Key Terms* 93
 - Review Questions* 94
 - You Make the Decision...* 94

Chapter 4 Probation and Intermediate Sanctions 95

- Introduction 96
- The History of Probation 96
- Modern Probation Operations 97
 - Organization of Probation* 98
 - Characteristics of Probationers* 99
 - Supervision* 100
 - Conditions of Probation* 103
 - Revocation of Probation* 104

Issues Regarding Probation	106
<i>A Changing Style of Supervision</i>	106
<i>Effectiveness</i>	109
<i>Reforming Probation</i>	110
<i>Probation Classification Systems</i>	112
Intermediate Sanctions	116
<i>Defining Intermediate Sanctions</i>	116
<i>Types of Intermediate Sanctions</i>	117
<i>The Effectiveness of Intermediate Sanctions</i>	126
Chapter Review	127
<i>Summary</i>	127
<i>Key Terms</i>	128
<i>Review Questions</i>	128
<i>You Make the Decision...</i>	129

Chapter 5 Prison Systems 130

Introduction	131
Current Status of Prisons in the United States	131
<i>The Role and Mission of Prisons</i>	133
<i>Growth of the Prison Population</i>	135
Federal and State Prison Systems	138
<i>The Federal Prison System</i>	139
<i>State Prison Systems</i>	146
<i>You Make the Decision...</i>	147
Other Public Correctional Systems	156
Private Correctional Institutions	158
<i>Private Correctional Companies</i>	161
A Question of Policy	162
Chapter Review	163
<i>Summary</i>	163
<i>Key Terms</i>	163
<i>Review Questions</i>	164
<i>You Make the Decision...</i>	164

Chapter 6 Parole and Prisoner Reentry 165

Introduction	166
The History of Parole	166
<i>Maconochie and the Mark System</i>	167
<i>Walter Crofton and the Irish System</i>	168
Parole Begins in the United States	168
<i>Parole and the Medical Model</i>	170
<i>Attacks on the Medical Model and Parole</i>	171
New Models for Release Decisions	173
<i>Problems with Moving Away from Indeterminate Sentences</i>	176
Current Status of Parole in the United States	176
Operations of Parole	177
<i>The Organization of Parole Boards</i>	180
<i>The Parole Hearing</i>	180
<i>Supervision and Conditions of Parole</i>	182
Terminating Parole Supervision	186
<i>Revoking Parole</i>	187
<i>Legal Issues Regarding Revocation</i>	189

Effectiveness of Parole	190
Prisoner Reentry: A Changing Phenomenon	193
<i>Changes Over the Past Three Decades</i>	194
<i>Issues Faced by Offenders Returning to the Community</i>	195
<i>Recent Progress in Prisoner Reentry</i>	196
What Else Can Be Done to Improve Prisoner Reentry?	198
<i>A Systems Approach to Prisoner Reentry</i>	199
Chapter Review	202
<i>Summary</i>	202
<i>Key Terms</i>	202
<i>Review Questions</i>	203
<i>You Make the Decision...</i>	203

PART III Correctional Clients

Chapter 7 The Clients of Adult Correctional Agencies 205

Introduction	206
Overview of Adult Offenders	207
<i>Gender, Race, and Ethnicity</i>	208
<i>Age of Offenders</i>	213
<i>Types of Offenses and Lengths of Confinements</i>	214
Male Offenders	215
<i>Male Offenders and Violence</i>	216
<i>Male Prisoners</i>	218
Female Offenders	218
<i>Women in Prison</i>	221
<i>Special Issues and Needs of Female Inmates</i>	221
<i>Legal Issues Regarding Parity for Female Inmates</i>	231
Chapter Review	232
<i>Summary</i>	232
<i>Key Terms</i>	232
<i>Review Questions</i>	233
<i>You Make the Decision...</i>	233

Chapter 8 The Juvenile Correctional System 234

Introduction	235
The Problem of Juvenile Crime	235
<i>Development of the Juvenile Justice System</i>	238
<i>Waiver of Juvenile Offenders</i>	240
Categories of Juvenile Offenders	240
The Juvenile Justice Process	243
<i>Steps in the Juvenile Justice Process</i>	243
Juvenile Residential Facilities	250
Juvenile Offenders in the Community	253
Legal Issues Affecting the Juvenile Justice System	254
Issues in Juvenile Corrections	257
<i>Juvenile Gangs and Juvenile Crime</i>	257
<i>Juvenile Competency and Mental Health Issues</i>	258
<i>Responding to Juvenile Drug Crime</i>	259
Chapter Review	261
<i>Summary</i>	261

Key Terms 262
Review Questions 262
You Make the Decision... 263

Chapter 9 Special Offenders 264

Introduction 265
Juvenile Offenders in Adult Criminal Courts 265
Prisoners with Substance Abuse Needs 268
Mentally Ill Offenders 272
Aging Offenders 276
Transgender Inmates 279
Violent Offenders 282
 Operation and Controversies of Supermax Prisons 285
Sex Offenders 287
 Treatment and Management of Sex Offenders 288
 Sex Offender Recidivism 289
 Civil Commitment of Sexually Violent Predators 290
Offenders with Infectious Diseases 293
 HIV/AIDS 293
 Tuberculosis 295
 Hepatitis C 297
Chapter Review 298
 Summary 298
 Key Terms 299
 Review Questions 299
 You Make the Decision... 299

PART IV Prison Life

Chapter 10 The Management of Prisons 300

Introduction 301
The Organization of Prisons 301
 State Departments of Corrections 302
 Functions of the Office of Director 303
Prison Staff Organization 309
Unit Management 313
Controlling Inmate Behavior 315
 Policies and Procedures 316
 Inmate Classification 318
 Inmate Discipline 321
The Role of Staff in a Prison 326
 Recruiting, Hiring, and Retention of Correctional Staff 326
 Collective Bargaining within Correctional Agencies 330
Chapter Review 332
 Summary 332
 Key Terms 333
 Review Questions 333
 You Make the Decision... 334

Chapter 11 Prison Life for Inmates 335

- Introduction 336
- Prison Life for Male Offenders 336
- Prison Culture and the Inmate Code 338
- Violence in Prisons 341
- Gangs in Prisons 343
- Homosexual Behavior in Male Prisons 349
- Drugs in Prisons 352
 - The Function of Humor in Prison* 354
- Prison Life for Female Offenders 357
 - The History of Women's Prisons* 358
- Culture in Women's Prisons 359
- Chapter Review 362
 - Summary* 362
 - Key Terms* 362
 - Review Questions* 364
 - You Make the Decision...* 364

Chapter 12 The World of Prison Staff 365

- Introduction 366
- The Jobs of Prison Staff 367
- The Organization of Prisons 368
 - Prison Chain of Command* 369
- The Warden 369
 - The Role of Modern Wardens* 370
- Life for a Correctional Officer 373
 - The Daily Grind* 374
 - Stress and Danger* 376
 - Correctional Officer Careers* 377
 - Recruiting and Retaining Correctional Officers* 381
- The Roles of Other Prison Staff 382
 - Other Security Personnel* 382
 - Treatment and Program Staff* 383
 - Services Staff* 384
- The Prison Culture for Staff 384
- Female Correctional Officers in Men's Prisons 387
- Chapter Review 391
 - Summary* 391
 - Key Terms* 392
 - Review Questions* 392
 - You Make the Decision...* 393

Chapter 13 Custody within a Prison 394

- Introduction 395
- Security and Custody within a Prison 395
- Security and Custody Functions 397
 - Staff and Setting the Tone* 398
 - Inmate Accountability* 401
 - Control of Contraband* 406
 - Special Housing Units* 410

Inmate Riots and Disturbances	412
<i>Planning for Emergency Situations</i>	414
<i>Emergency Response Teams</i>	416
Chapter Review	418
<i>Summary</i>	418
<i>Key Terms</i>	419
<i>Review Questions</i>	419
<i>You Make the Decision...</i>	419

Chapter 14 Treatment and Programs within a Prison 420

Introduction	421
Treatment and Programs within a Prison	421
Identifying Inmate Treatment Needs	423
Types of Prison Programs	424
<i>Academic and Vocational Programs</i>	424
Mental Health Programs	430
Substance Abuse Programs	434
Other Types of Prison Programs	436
<i>Prison Work Programs</i>	436
<i>Counseling and Therapy Programs</i>	439
<i>Religious Programs</i>	440
<i>Recreation Programs</i>	441
Effectiveness of Treatment Programs	443
Chapter Review	446
<i>Summary</i>	446
<i>Key Terms</i>	447
<i>Review Questions</i>	447
<i>You Make the Decision...</i>	447

PART V Prison Life

Chapter 15 Legal Issues and the Death Penalty 448

Introduction	449
Legal Issues Regarding Inmates	449
<i>The Development of Inmate Legal Rights</i>	450
The Bill of Rights and Congressional Actions Providing Inmate Rights	451
Specific Rights of Prisoners	453
<i>Conditions of Confinement</i>	453
<i>Religious Freedom</i>	455
<i>Medical Care</i>	457
<i>First Amendment Rights</i>	458
<i>Access to the Courts</i>	459
<i>Fourth Amendment Rights</i>	460
<i>Inmate Discipline</i>	461
Limiting Litigation by Inmates	462
Capital Punishment	464
The History of Capital Punishment in the United States	464
Legal and Statutory Provisions for the Death Penalty	465
Current Statistics and Methods of Capital Punishment	469

<i>Death Row Prisoners</i>	469
<i>Executions</i>	470
<i>Operational Problems</i>	472
Reasons for and Against Capital Punishment	473
<i>Deterrence</i>	473
<i>Retribution</i>	475
<i>Incapacitation</i>	476
<i>Cost</i>	476
<i>The Potential for Error</i>	477
Public Opinion Regarding the Death Penalty	478
Chapter Review	479
<i>Summary</i>	479
<i>Key Terms</i>	480
<i>Review Questions</i>	480
<i>You Make the Decision...</i>	480

Chapter 16 Current and Future Issues in Corrections 481

Introduction	482
Prison and Jail Populations	485
The Impact of Budgets on Correctional Policy	489
Mass Incarceration	495
Private Prisons	497
<i>How Private Prisons Function</i>	498
<i>Issues in Prison Privatization</i>	499
<i>The Future of Private Corrections</i>	504
Recent Controversies with Solitary Confinement	504
Corrections as a Career	508
Chapter Review	510
<i>Summary</i>	510
<i>Key Terms</i>	511
<i>Review Questions</i>	511
<i>You Make the Decision...</i>	511

Endnotes 513

Glossary 537

Index 545

PREFACE

As an author, I am very excited about this introductory textbook on corrections. Having spent most of my life working in the correctional field, I have had the opportunity to work in many different situations and with many dedicated people. I am pleased to be able to pass on some of the experiences and information gathered over thirty years to students studying corrections and perhaps considering corrections as a career.

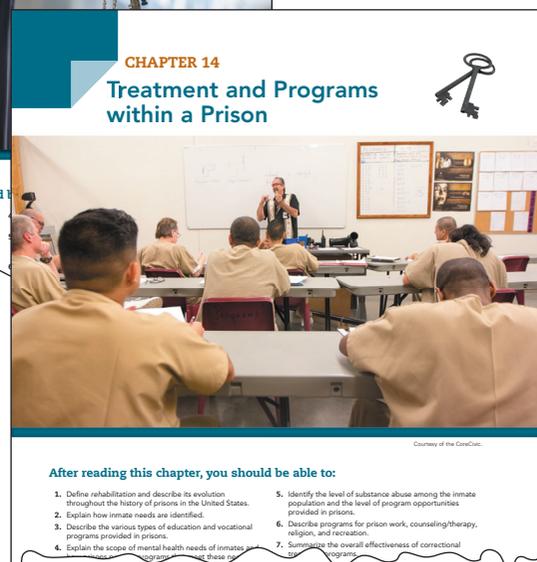
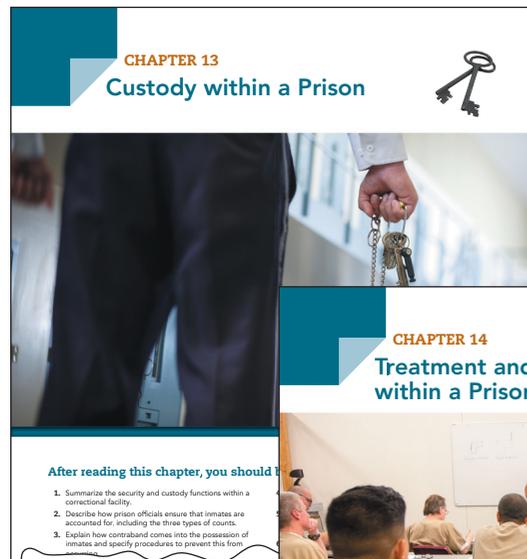
As such, the goal of this textbook is to provide students with a practical understanding of today's operations of corrections. The text includes correctional history and theory; however, the text concentrates on what we do in corrections, why we do it, and what challenges face contemporary correctional staff and administrators. The text also presents case studies, information on careers, and real examples of situations to provide students with an understanding of the practical aspects of working in corrections.

New to This Edition

Updated Information

The sixth edition of *Corrections: An Introduction* has been updated to provide faculty and students with state-of-the-art information on the operations of the various elements of corrections and the issues faced by correctional policymakers and practitioners. These updates include the most recent data regarding correctional populations, costs, and new research and findings that impact correctional policy. For example, updates have been made to the following material:

- References to federal court decisions that affect current practices. Although references to court cases have been updated throughout the text, the updates are most significant in Chapter 15 in significant decisions impacting inmate rights and the death penalty.
- The impact of budgets on correctional policy. Because budget issues continue to have a major impact on correctional policy, further updates, activities, and implications have been added.
- Coverage of the challenge of getting and using drugs required in the protocols for administering the death penalty.
- Updated information regarding the continuing problem of jail suicides.
- New information regarding parole effectiveness and inmate reentry.



- Updates on the use of and controversies surrounding supermax prisons and solitary confinement.
- Recent issues and controversies in the operation of private prisons.
- Treatment program effectiveness and their impact on reducing recidivism.

Coverage of Sentencing Policy Reforms

Over the past few years, there have been several reforms of sentencing policy. This edition contains new material that examines state-by-state incarceration rates and addresses these policy decisions. Included as well are the efforts to reduce costs and the resultant impact on correctional budgets.

Expanded Coverage of Current and New Topics

In Chapter 4, there is a new section regarding “reforming probation,” and how efforts to improve probation effectiveness and save money serve as a way to reduce violations and sentencing to prison. Chapter 10 includes new issues and information regarding the challenges of recruitment and retention of correctional staff. Chapter 5 includes a new section regarding Federal Prison Industries, a critical work program of the federal prison system. This chapter also describes approaches to prison design by state correctional agencies and trends for state prison populations. Chapter 9 regarding special offenders includes a new section and case study regarding transgender inmates. Chapter 11 has an interesting new case study regarding prison “currency.” Chapter 12 includes new information regarding employment of correctional officers, the stress of their work, and recent development regarding union membership. Chapter 14 has new information regarding a pilot program to test the use of Pell Grants for prisoners. Chapter 16 includes updated information on the state of correctional budgets, changes in prison and jail populations, a new interview with a private prison company CEO, as well as important and timely new sections regarding mass incarceration and solitary confinement.

Features of This Text

To give students a realistic and practical understanding of modern corrections, this textbook includes several features and approaches that are designed to heighten the learning process and make it interesting for students. Chapters include realistic experiences and insights into the real world of today’s correctional operations. Key features include the following:

Practical Focus

Each chapter includes a brief segment on history and theory, but focuses on the actual operations of prisons, community corrections, and jails. Students are able to experience the challenges that correctional workers face and the practical applications they use to meet these challenges.

A Look Into . . .

Several chapters include boxed case studies about real issues that have confronted staff members who try to manage today’s correctional populations. These examples provide insight into the world of prisons, jails, and community corrections. Some of these describe how certain people look at their jobs or issues facing

A Look Into . . .

Prison Reforms through the Twentieth Century



T. Don Hutto is a legend in prison administration and reform from the 1960s through the 1990s. He started as a correctional officer in Texas in 1964, and three years later was the warden of the VWRamsey Unit, one of the largest Texas prisons. At the age of thirty six, he became director of the Arkansas Department of Corrections,

just after the incidents around its operation led to the movie *Brubaker*. Hutto moved to reform both the Ramsey Unit and the Arkansas prison system, ending racial segregation and the use of building tenders (inmates who acted as armed guards over other inmates). He also dealt with reforms needed to move Arkansas from the unconstitutional system it was found to be in *Holt v. Siver*.

busy redefining our charges as “convicts,” “prisoners,” “inmates,” “offenders,” “detainees,” “residents,” “patients,” and even “students.”

And, oh yes! We were at various times in the business of “reform,” “rehabilitation,” “punishment,” “incarceration,” “treatment,” and of course, “reintegration.” “Reform” has been a buzzword regarding prisons and corrections for as long as I, and probably any of you, can remember. The *New Oxford American Dictionary* says that reform means to “make changes in order to improve something.” “Reform” is a useful catchword, as, according to someone or some group, just about every societal or cultural institution, needs to be “reformed.” Today, the word “change” is more in vogue but “change” means making something different, not necessarily better. The term “change” is neutral and can be either positive or negative. Transform, on the other hand, means to make a thorough or dramatic change, and the radical changes which have taken place in Southern corrections in the last fifty years suggest that “transformed” is the word

them, and others are a brief interview with someone working in the field described in the chapter.

Your Career in Corrections

Every chapter includes descriptions of jobs that students may carry out as a specific correctional application. For instance, in a discussion of halfway houses, there is a career box that notes the types of jobs available to staff entering this field, what they do, the requirements of the job, and the possible pay and work conditions they will face.

Your Career in Corrections

Policy Analysts

It may seem odd to start out the "Your Career in Corrections" boxes by describing the job of a policy analyst. Students seldom have heard of this job, and few think about it as a way to begin their career track. However, it is very important to good government that correctional policy be thoughtfully considered with full information regarding cost, effectiveness, and impact. In 2012, American taxpayers contributed over \$80 billion to operate our correctional system, while much of what we do is not based on a thorough analysis of cost and impact.² This textbook emphasizes the policy choices that must be made as we reform, modify, and update correctional practices, and policy analysts can play a key role in this process.

A policy analyst who works on correctional issues can work for a variety of agencies. Most state (and some large county) correctional departments have a policy and research unit. Its job is to conduct research and gather information to receive grants to conduct correctional research and employ researchers and analysts to examine an issue and write reports as requested by the funding agencies.

There are no reports regarding how many people work in these areas. However, at any one time, easily more than a thousand people are doing the work we have described. Depending on the sophistication of the issue, some will have a doctorate and be experts in research methodology, possibly with some educational emphasis in corrections or criminal justice research. Many others have a master's degree in sociology, criminal justice, business, or public administration and have skills to develop research and policy analysis criteria to be able to provide answers to questions regarding effectiveness or budget impact.

These jobs are not highly visible, yet can have a tremendous impact on the development of sound public policy and

Case Studies

There are several case studies that provide real situations and approaches that help explain and make clearer some of the policy challenges that confront correctional officials, staff, and offenders. These case studies are both timely and interesting descriptions that further make this book practical for the student and instructors that use it.

You Make the Decision...

Rating the Importance of Correctional Goals

No jurisdiction has to formally rate the importance of the five goals of corrections; however, the following exercise asks students to do just that. It can be done individually, but will be more fun and a better learning exercise in a small group.

Your instructions are to consider each of the five goals of sentencing and create a list of the favorable and unfavorable consequences of focusing on each one. For instance, someone might suggest that focusing on punishment can slowly undermine society's emphasis on fair and just treatment. Or, emphasizing incapacitation may result in positively affecting the crime rate, as incapacitated offenders cannot commit crimes in the community. After creating and discussing the

each goal, go about the difficult task of rating the importance of each goal. There are no guidelines as to what "importance" means, and this should be a very individual decision. Does one person believe that the most important purpose of a criminal sanction is to punish an offender, whereas another believes it should first focus on rehabilitation? Each person should create his or her list, and then the group should discuss the lists and come to a group conclusion about the rating of goals by importance to society. The discussions, debates, and even arguments that result from this exercise should be both fun and a valuable learning opportunity.

You Make the Decision...

At the end of every chapter, this feature presents real situations that someone working in the field may encounter. For instance, in a discussion of probation, students have to struggle with the decision as whether to revoke a probationer for failing to follow all conditions of supervision. The chapter regarding parole presents several scenarios for prisoners appearing before the parole board, and students must make a decision whether to recommend parole or not.

A Question of Policy

A valuable learning approach of the book is to focus on the policy implications of different theories and perspectives regarding corrections. All chapters address the practical issues of modern correctional policy development, and some chapters include a box entitled "A Question of Policy." By addressing policy, students receive insight into the critical policy challenges that result from today's practice of corrections. This box presents dilemmas that elected officials and correctional administrators face in creating a policy that is most effective and efficient and that contributes significantly to the accomplishment of correctional goals.

Quality Assurance of Policy

Two activities used to ensure consistent implementation of prison policies are monitoring policy compliance and ACA accreditation. The method most commonly used to monitor policy compliance by staff is an active auditing program to determine the extent to which policy is effectively carried out and contributes to the mission of the prison. Prisons use a variety of auditing procedures to monitor compliance with operational policies. One of these, a **policy audit**, determines whether broad agency policy is in place at the prison. Policy audits match agency-required policy with local prison implementation procedures to ensure that procedures are in place at each prison to address each agency policy. In most states, the central headquarters dictates broad policy with which each prison in the state must comply. An example of a statewide policy regarding keeping contraband from entering the prison is that "all vehicles, carts, and boxes or packages must be thoroughly inspected before being allowed to enter or exit a prison." Each prison is required to develop and implement operational procedures to affect the required statewide policy. In this example, the prison describes how it will inspect the vehicles, carts, and boxes or packages, including where it will be done, who will do it, and what equipment will be necessary. A policy audit is valuable to begin an overall review of security operations, but only identifies whether the required scope of written, authorized, and mandated policies at the prison exists. It does not determine compliance with implementation consistency in practice or thoroughness of procedures.

policy audit
a review to ascertain whether broad agency policy is in place at the prison

An Interview With...

To provide a variety to perspectives from other key players in the correctional system, a feature entitled “An Interview With...” provides personal accounts of correctional administrators, correctional officers, and inmates. These interviews are very valuable, as they add real and practical insights into the issues and operations of corrections.

An Interview With ...

A Jail Administrator



Herbert L. Bensen
Herb Bensen.

Administrators of large urban jails face many serious challenges in trying to manage their facilities. Herbert L. Bensen is Director of the St. Louis County Department of Justice Services (DJS), which oversees the St. Louis County Jail. He has worked for DJS since 1972, and served as a probation/parole officer, superintendent of the maximum and medium security correctional institutions, Intake Manager, and Assistant Director. He became Director in 2009. He is a certified Jail Manager by the American Jail Association, and has a national reputation as a knowledgeable and professional jail administrator.

education and work experience that lends itself to the qualities that are needed in this facility. These include dependability, discipline, and the ability to communicate and work with others. Most importantly, individuals must have good skills in communicating with individuals from a variety of backgrounds, and the ability to not only work under supervision, but also independently, being able to think on their feet and make decisions in line with the mission and philosophy we want to achieve.

Question: How do you find people with the abilities to perform well in a jail setting?

Mr. Bensen: You have to put the jail out there, in a variety of places where those individuals that are apt to become interested may see or hear about you. You have to do more than just advertise; you have to explain the organization, how it operates professionally, and the critical skills you are looking for. We are looking for more than what the public perceives as a correctional officer, and you emphasize the talent and skill required and the career opportunities that exist. You look at uni-

It is the author’s hope that students enjoy this textbook and find it easy to read and study, and that the practical perspectives motivate students to consider a career in corrections. Even if students decide that corrections is not a career opportunity for them, corrections is such an important component in today’s criminal justice system that an understanding of how programs operate and how much they cost is important to taxpayers who must support their operation.

Supplements

The sixth edition of *Corrections: An Introduction* is supported by a complete package of instructor and student resources.

Instructor Supplements

Instructor’s Manual with Test Bank. Includes content outlines for classroom discussion, teaching suggestions, and answers to selected end-of-chapter questions from the text. This also contains a Word document version of the test bank.

TestGen. This computerized test generation system gives you maximum flexibility in creating and administering tests on paper, electronically, or online. It provides state-of-the-art features for viewing and editing test bank questions, dragging a selected question into a test you are creating, and printing sleek, formatted tests in a variety of layouts. Select test items from test banks included with TestGen for quick test creation, or write your own questions from scratch. TestGen’s random generator provides the option to display different text or calculated number values each time questions are used.

PowerPoint Presentations. Our presentations are clear and straightforward. Photos, illustrations, charts, and tables from the book are included in the presentations when applicable. To access supplementary materials online, instructors need to request an instructor access code. Go to www.pearsonhighered.com/irc, where you can register for an instructor access code. Within 48 hours after registering, you will receive a confirming e-mail, including an instructor access code. Once you have received your code, go to the site and log on for full instructions on downloading the materials you wish to use.

Alternate Versions

eBooks. This text is also available in multiple eBook formats. These are an exciting new choice for students looking to save money. As an alternative to purchasing the printed textbook, students can purchase an electronic version of the same

content. With an eTextbook, students can search the text, make notes online, print out reading assignments that incorporate lecture notes, and bookmark important passages for later review. For more information, visit your favorite online eBook reseller or visit www.mypearsonstore.com.

Revel Corrections: An Introduction, 6e by Seiter

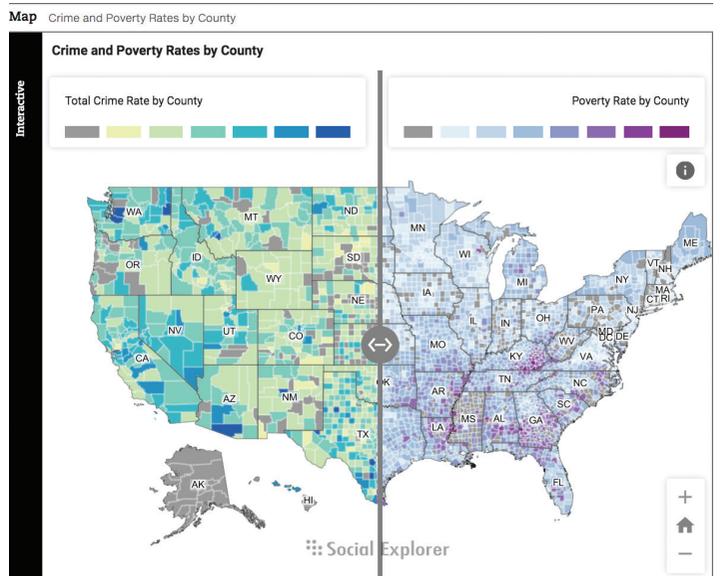
Designed for How You Want to Teach – and How Your Students Want to Learn

Revel is an interactive learning environment that engages students and helps them prepare for your class. Reimagining their content, our authors integrate media and assessment throughout the narrative so students can read, explore, and practice, all at the same time. Thanks to this dynamic reading experience, students come to class prepared to discuss, apply, and learn about criminal justice — from you and from each other.



Revel seamlessly combines the full content of Pearson's bestselling criminal justice titles with multimedia learning tools. You assign the topics your students cover. Author Explanatory Videos, application exercises, and short quizzes engage students and enhance their understanding of core topics as they progress through the content.

Instead of simply reading about criminal justice, students are empowered to think critically about key topics. For example, Point/Counterpoint videos explore different views on controversial issues such as search and seizure, profiling, prisoner rights, and the Patriot Act. New Social Explorer Maps integrated into the narrative ask students to examine crime and corrections data correlated with socio-economic and other criminal justice data across the USA.



Survey Criminal Justice and Basic Fairness

Interactive

The American criminal justice system is generally fair and in most cases results in the appropriate handling and adjudication of cases.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

PREVIOUS PAGE 1 OF 1 SUBMIT

New Student Survey Questions appear within the narrative asking students to respond to questions about controversial topics and important concepts. Students then see their response versus the responses of all other students who have answered the question in the form of a bar chart. We provide the instructor with a PowerPoint deck with links to each survey and map, making it easy to pull these items up in class for discussion.

Through its engaging learning experience, Revel helps students better understand course material while preparing them to meaningfully participate in class.

Track Time-On-Task throughout the Course

The Performance Dashboard allows you to see how much time the class or individual students have spent reading a section or doing an assignment, as well as points earned per assignment. This data helps correlate study time with performance and provides a window into where students may be having difficulty with the material.

Learning Management System Integration

Pearson provides Blackboard Learn™, Canvas™, Brightspace by D2L, and Moodle integration, giving institutions, instructors, and students easy access to Revel. Our Revel integration delivers streamlined access to everything your students need for the course in these learning management system (LMS) environments.

The Revel App

The Revel mobile app lets students read, practice, and study—anywhere, anytime, on any device. Content is available both online and offline, and the app syncs work across all registered devices automatically, giving students great flexibility to toggle between phone, tablet, and laptop as they move through their day. The app also lets students set assignment notifications to stay on top of all due dates. Available for download from the App Store or Google Play. Visit www.pearson-highered.com/revel/ to learn more.

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I also prepare and dedicate this edition to the memory of my parents, Paul and Rosemary Seiter, who blessed me with a work ethic and encouraged my continued education and learning.

Thanks to all of you. You made the sixth edition of *Corrections: An Introduction* a reality.

ABOUT THE AUTHOR



Richard P. Seiter is a career correctional professional, having worked in prisons and for correctional agencies for more than thirty years. Following receipt of his PhD in Public Administration from the Ohio State University (OSU), he was a research associate and Assistant Director of the Crime and Delinquency Center at OSU. In 1976, he began a career with the BOP and worked in two federal prisons (the Federal Correctional Institution in Dublin, California, and the U.S. Penitentiary in Leavenworth, Kansas). He was Director of the BOP Staff Training Center in Denver, Colorado, and became the first Chief of the NIC National Academy of Corrections in Boulder, Colorado. He served as warden of two federal prisons (the Federal Prison Camp in

Allenwood, Pennsylvania, and the Federal Correctional Institution in Greenville, Illinois). He also served as both Assistant Director for Industries, Education, and Training and Chief Operating Officer of Federal Prison Industries, with sales of over \$400 million per year of prison-made products.

Seiter was Director of the Ohio Department of Rehabilitation and Correction for almost six years. In this position, he was responsible for all Ohio prisons, the parole board and parole supervision, and many community correctional programs. He managed an annual budget of \$400 million and a staff of 8,000, and he oversaw the construction of more than 10,000 prison beds at a cost of \$500 million.

For five years after retiring from the BOP, he was a faculty member at Saint Louis University (SLU). He received tenure and promotion to Full Professor, as well as serving as Director of Criminal Justice. During this time, he wrote two textbooks, published several articles, and expanded the program and course offerings at SLU.

From 2005 until 2011, he was Executive Vice President of Corrections Corporation of America (now CoreCivic), the largest private prison company in the United States. In this position, Seiter oversaw the operation of the sixth largest prison system in the country, with sixty-three prisons, 17,000 staff members, and 75,000 inmates.

Sixth Edition

CORRECTIONS

AN INTRODUCTION

