American
CORRECTIONS
Theory, Research, Policy, and Practice
THIRD EDITION

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To criminal justice enthusiasts.
—Matt

To scholars, practitioners, and students of criminal justice.
—Peter
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## Capital Punishment and Civil Commitment

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The correctional system has a difficult job to do. It must provide monitoring, supervision, punishment, and treatment for the range of offenders who are convicted of violations of the law. This range of offenders is tremendous. It spans those whose only violations of the law include relatively minor traffic crimes such as speeding, driving with an expired license, or driving with an expired registration to those convicted of predatory crimes such as murder, kidnapping, and rape. The correctional system imposes punishments such as diversion and deferred sentences where there is effectively no sentence to situations where the state lawfully kills the offender. Correctional clients range from upstanding citizens with strong ties to the community to the most disadvantaged and pathological. Across these variations, the correctional system must perform its functions with the ideal of balanced justice in mind.

Although there are problems and negative aspects of the correctional system, the American correctional system does an admirable job of providing appropriate justice to the correctional clients that it serves. The logic of American Corrections: Theory, Research, Policy, and Practice, Third Edition is consistent with the triage system used in the medical community: The most serious cases demand the most immediate and serious treatment and the less serious cases must wait.

The text is divided into four parts. Part I, The Foundation of Corrections, provides a general overview of the correctional system and its place in the criminal justice system, the philosophy and history of the correctional system in the United States, and the laws that govern the ability of the state to correct criminal offenders. As you will see, many philosophies have been used to determine the best way to supervise criminal offenders, and some of these are conflicting and even difficult to reconcile.

Part II, Corrections: The Management of Offender Risk, delves into the triage approach beginning with the various sentences that the criminal courts impose on offenders and the ways that the correctional system classifies offenders according to the various risks they exemplify. From there, a continuum of sentences is used to meet the diverse risks and needs of the offenders. In severity, the continuum of sentences is generally representative of the continuum of offenders.

Part III, Prison and Offender Reentry, explores one of the most serious parts of the correctional system: prison. In this section, the journey of prisoners as they navigate prison, parole, and ultimate reentry into society is examined.

Part IV, Special Topics in Corrections, examines three somewhat special populations of offenders: juveniles, women, and the small portion of offenders who receive the most severe treatment by the system—namely capital punishment and civil commitment.

The text offers 15 chapters of useful information based on scholarship from the social and behavioral sciences. It is a comprehensive, student-friendly text for introductory corrections courses at the community college and university levels. It does not stray into material that is more suitable for other courses (e.g., criminal justice, corrections management, etc.), and it does not present a point of view. American Corrections: Theory, Research, Policy, and Practice, Third Edition does not lionize the criminal offender and malign the system, and it does not pretend that the correctional system is beyond reproach. Instead, in a fun, scholarly, and student-friendly way, the text explores the correctional system in the United States. Many exciting improvements have been made in this third edition, including:

- Discussion or citation of more than 100 new studies
- Updated or redesigned figures and tables
- New box feature on the societal burden of the most antisocial offenders
- New box feature on Holt v. Hobbs
- New box feature on the Obama administration and commutations
- New box feature on supermax confinement
- New box feature on the Des Moines Community Corrections Program
- New box feature on offenders’ assessments of jail
- New box feature on diversion and sentencing alternatives in the federal courts
- New box feature on home visits from the offender's perspective
- New box feature on probationer recidivism and the power of antisocial history
- New box feature on psychopathology in a probation cohort
- New box feature on mobster released at age 100
- New box feature on minimal risk offenders in the federal correctional system
- New box feature on the costs of parolees and other released prisoners
- New box feature on transformation narratives and offender reentry
- New box feature on adverse childhood experiences and juvenile justice involvement
- New box feature on Lost Causes
- New box feature on the long shadow of juvenile detention
- New box feature on serious, chronic, and violent female juvenile offenders
- New box feature on trajectories of misconduct in women's prisons
- New box feature on correctional programs for women and their effectiveness
- New box feature on capital juror disqualification
- New box feature on revisiting the white victim effect in capital punishment sentencing
- Expanded discussion of Miller v. Alabama
- New discussion of Montgomery v. Louisiana
- New discussion of Johnson v. United States
- New discussion of Welch v. United States
- Updated Critical Thinking Questions
- New content on restorative justice restitution programs
- New content on good time and the Sentencing Reform Act of 1984
- New content on the federal Post Conviction Risk Assessment (PCRA)
- Greatly expanded coverage of effectiveness of various correctional programs and sanctions
- New content on risk, protective, and interactive protective factors
- New coverage of technical violations
- New coverage of social support theory and offender reentry
THE STUDENT EXPERIENCE

This text is assembled with a pragmatic, critical, and multidisciplinary approach. It includes many learning tools and features to help engage readers, emphasize key topics, and assist with studying.

Part Structure: As discussed in the Preface, the text is divided into four major parts. This helps to focus students' attention and provide context as their course moves through the American correctional system. Each part opens with a brief outline to prepare readers for the upcoming topics.

Learning Objectives: Each chapter opens with a list of Objectives to help students hone in on the key topics presented in the chapter. They can also be used as a helpful study tool.
**Block Quotes:** Relevant quotes from cited literature are emphasized throughout the text.

Squandering our scarce correctional treatment program resources on low-risk offenders that do not need them is a waste of those resources.

(Trusson, 2007, p. 29)

It seems likely, therefore, that a major barrier to the rehabilitation of the adult criminal in a maximum security prison is to be attributed not only to the "sensationalism" of his social environment and the lack of scientifically tested therapeutic devices but also to the corruption of the guard's authority in maintaining custody and discipline. Since these functions have long been held to be opposed to the aim of reformation, it would appear that a profound reevaluation of the importance of these functions for the rehabilitation of the adult criminal is needed.

(Sykes, 1956, p. 282)

**Bold Key Terms:** Key terms and concepts are identified in bold to help students understand new terminology and focus on important ideas. Definitions for all key terms are provided at the end of each chapter.

**Boxed Features:** Boxes highlight interesting and relevant sidebars on a variety of topics related to corrections in each chapter. Box themes include Corrections in the News, Corrections Focus, Corrections Controversy, Corrections History, Corrections Research, and Corrections Brief.
**Wrap Up:** All chapters end with a *Wrap Up* section that can be used as a study guide. Wrap Ups include a Chapter Summary to review the topics covered, Key Terms and definitions to help with learning new vocabulary and concepts, Critical Thinking Questions to help stretch students understanding and can be used for study or as assignments, and References that provide information on the sources cited and can help jumpstart research.
TEACHING TOOLS

To assist you in teaching this course and supplying your students with the best in teaching aids, Jones & Bartlett Learning has worked with the authors to prepare a complete ancillary package available to all adopters of the text. Additional information and review copies of any of the following items are available through your Jones & Bartlett Learning Sales Representative:

- **Instructor’s Manual**, providing you with complete, ready-to-use lecture outlines that cover all of the topics from the text. Lesson plans can be edited and modified to fit your course.
- **Test Bank**, containing more than 500 multiple choice, true/false, and essay questions. These questions allow you to create tailor-made classroom tests and quizzes quickly and easily by selecting, editing, organizing, and printing a test along with an answer key that includes page references to the text.
- **Lecture Outlines in PowerPoint format**, providing you with a powerful starting point to make presentations that are both educational and engaging. Slides can be modified and edited to meet your needs.
Matt DeLisi, Ph.D. is Professor and Coordinator of Criminal Justice Studies and Affiliate with the Center for the Study of Violence at Iowa State University. Professor DeLisi is one of the most prolific and highly cited criminologists in the world and is the author of nearly 400 scholarly publications, mostly in the areas of pathological criminality, psychopathy, self-control, offender/inmate behavior, corrections, and the genetics of antisocial behavior. In 2012, Dr. DeLisi received the prestigious Fellow Award from the Academy of Criminal Justice Sciences. He has provided expert services and consulted on capital murder and multiple-homicide offender cases in multiple federal and state jurisdictions. Professor DeLisi has provided testimony to the U.S. Senate Judiciary Committee and has consulted on criminal justice policy to a variety of federal stakeholders, including the U.S. Attorney General, U.S. Probation and Pretrial Services, the Federal Bureau of Investigation, and others.

Peter J. Conis, Ph.D. is Professor in the Department of Sociology at Des Moines Area Community College. Academia is his second career. Previously, Dr. Conis was the Program Director for the S.T.O.P. Violence Against Women project at the Iowa Law Enforcement Academy (ILEA). In this capacity, he served as a member of the Lt. Governor’s S.T.O.P. Violence Against Women Coordinating Council, the S.T.O.P. Violence Against Women Grant Review Committee, the Iowa Domestic Abuse Death Review Team, the Dependent Adult Abuse Conference Steering Committee, the Iowa Coalition Against Sexual Assault Grant Review Committee, the Healthy Iowans 2010 Team, and as the Committee Director for the S.T.O.P. Violence Against Women Annual Conference. Before joining the ILEA staff, Dr. Conis served 22 years as a law enforcement officer, working both rural and urban jurisdictions in Iowa, and 1 year as an investigator for the Story County Prosecuting Attorney’s Office.

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