



Preface

Corrections, when seen as the control and punishment of convicted offenders, has been an important part of organized society from the earliest days of civilization. It has not always had a proud past, however. In premodern times, atrocious physical punishment, exile, and unspeakable torture were the tools used all too often by those called upon to enforce society's correctional philosophies—especially the strongly felt need for vengeance.

Important changes in correctional practice began around the time of the American Revolution, when the purposes of criminal punishments were closely examined by influential reformers. More recently, corrections has become an important field of study in which scientific techniques are valued and reasoned debate is encouraged.

The best, however, is yet to come. It is only within the past 30 years that conscientious corrections practitioners have begun to embrace the notion of professionalism—wherein ethics, a sense of high purpose, a personal long-term career commitment, a respect for the fundamental humanity of those supervised, and widely agreed-upon principles and standards guide the daily work of correctional personnel. Corrections professionalism, while not yet as well-known as police professionalism, has garnered support from policymakers and is winning respect among the public. It serves as this textbook's organizing principle. *Corrections in the 21st Century*:

- provides an in-depth look at the past, present, and future of corrections;
- identifies the many *subcomponents* of modern-day corrections;
- highlights the *process* of modern-day corrections;
- focuses on the *issues* facing the correctional enterprise today;
- provides an appreciation for contemporary real-world correctional *practice*;
- examines the opportunities represented by new and developing corrections *technologies*; and
- points students in the direction of the still-emerging ideal of corrections *professionalism*.

It is our belief that a new age of corrections is upon us. It is an age in which the lofty goals of corrections professionalism will take their place alongside the more traditional components of a still-developing field. It is our hope that this textbook will play at least some small part in helping to bring about a new and better correctional enterprise—one that is reasonable and equitable to all involved in the justice process.

THE SECOND EDITION

The second edition of *Corrections in the 21st Century* has been extensively reorganized. The book's new table of contents illustrates that reorganization at a glance. All 16 chapters have been re-ordered to better reflect the corrections process, and chapters are now grouped into 5 parts, which are described in detail below. We have also added a chapter to this edition—Chapter 12, “Special Prison Populations: The Elderly, HIV/AIDS, and the Mentally Challenged”—to focus attention on correctional groups that require resources beyond those needed by the general population.

In addition to reorganizing material and including the new chapter on special-needs inmates, the second edition of *Corrections in the 21st Century* contains a number of new and exciting elements. Among these are feature articles provided by *Corrections Connection Network News* (CCNN) exclusively for this textbook, and *Reflections on the Future* essays written specifically for this edition by well-known corrections practitioners and scholars. (See pages xvi and xviii for a complete listing of these articles and essays.)

The new edition also contains updated material on the goals of punishment, the impact of terrorism on facility management, criminal sentencing, jails, prison classification systems, prison reform, professional credentialing, ethics, prisoner reentry, mentoring services for parolees, correctional technologies, prison security threat groups (gangs),

social diversity in corrections (including the imprisonment of women and minorities), capital punishment, and faith-based correctional programs. The discussions dealing with sentencing reform and restorative and retributive justice have been significantly expanded.

High-profile events and cases taken from today's headlines are used to introduce each chapter, encouraging students to read on. Some of the cases incorporated are

- John Walker Lindh's trial and imprisonment for supporting militant Islamic fundamentalists during the 2002 U.S. war in Afghanistan;
- actor Charlie Sheen's drug convictions and resulting court-ordered probation;
- the arrest of actress Winona Ryder for shoplifting and the intermediate sanctions to which she was sentenced;
- boxer Mike Tyson's prison and parole time;
- young Mary Vincent's victimization at the hands of Larry Singleton that left her without arms; and
- the release from death row of Kirk Bloodsworth—the first person in the United States to be cleared of a capital murder charge after DNA testing proved his innocence.

A number of recent court decisions, especially those of the U.S. Supreme Court, have been incorporated into this new edition. A complete list of cases appears at the end of the text, but some of the most recent cases now covered are

- *Apprendi v. New Jersey* (U.S. Supreme Court, 2000), which brought into question the fact-finding authority of judges in making sentencing decisions;
- *Atkins v. Virginia* (U.S. Supreme Court, 2002), which held that executing mentally retarded people violates the Constitution's ban on cruel and unusual punishment;
- *Booth v. Churner* (U.S. Supreme Court, 2001), which upheld a requirement under the Prison Litigation Reform Act (PLRA) that state inmates must "exhaust such administrative remedies as are available" before filing a suit over prison conditions;
- *Correctional Services Corp. v. Malesko* (U.S. Supreme Court, 2001), which limited the ap-

plicability of federal civil liability standards to private corporations acting under color of federal law;

- *Ewing v. California*, (U.S. Supreme Court, 2003), a three-strikes case in which the Court found that a 25-year-to-life sentence following a conviction for felony grand theft of three golf clubs was not cruel or unusual punishment;
- *Gerber v. Hickman* (9th U.S. Circuit Court of Appeals, 2001), which held that a prison inmate does not have a constitutional right to procreate;
- *Lockyer v. Andrade* (U.S. Supreme Court, 2003), a three-strikes case in which the Court held that consecutive 25-year-to-life sentences following two petty theft with priors convictions did not violate the Eighth Amendment's proscription against cruel or unusual punishment; and
- *Porter v. Nussle* (U.S. Supreme Court, 2002), which held that the Prison Litigation Reform Act's "exhaustion requirement" applies to all inmate suits about prison life, whether they involve general circumstances or particular episodes and whether they allege excessive force or some other wrong.

ORGANIZATION

As mentioned, this book is organized into five parts. Part One, "Introduction to Corrections," provides an understanding of corrections by explaining the goals underlying the correctional enterprise and by describing the how and why of criminal punishments. Part One identifies professionalism as the key to managing successfully correctional personnel, facilities, and populations. Standard-setting organizations such as the American Correctional Association, the American Jail Association, the American Probation and Parole Association, and the National Commission on Correctional Health Care are identified, and the importance of professional ethics for correctional occupations and correctional administrators is emphasized.

Part Two, "Community Corrections," explains what happens to most convicted offenders, including diversion (the suspension of formal crimi-

nal proceedings before conviction in exchange for the defendant's participation in treatment), probation, and intermediate sanctions.

Part Three, "Institutional Corrections," provides a detailed description of jails, prisons, and parole. The reentry challenges that ex-inmates released from prisons face are explained. Education, vocational preparation, and drug treatment programs that are intended to prevent reoffending are also explored.

Part Four, "The Prison World," provides an overview of life inside prison from the point of view of both inmates and staff. Part Four also describes the responsibilities and challenges surrounding the staff role. A new chapter, Chapter 12, now focuses attention on special correctional populations, including the elderly, HIV/AIDS-infected inmates, and the mentally and physically challenged. We have chosen to integrate our coverage of women in corrections—including information about the important new NIC report entitled "Gender Response Strategies: Research, Practice, and Guiding Principles for Women Offenders"—throughout the body of the text rather than isolating it in Chapter 12.

Part Five, "Issues in Corrections," explores some of the most controversial topics in contemporary corrections. Prison crowding, capital punishment, the conditional rights of prisoners, and juvenile corrections can all be found in this section of the text. Victims' rights and the role that correctional authorities can play in protecting and advancing those rights are also explored.

PEDAGOGICAL AIDS

Working together, the authors and editor have developed a learning system designed to help students excel in the Corrections course. In addition to the many changes already mentioned, we have included a wealth of new photographs to make the book even more inviting and relevant for students. To this same end, our real-world chapter-opening vignettes give the material a fresh flavor intended to motivate students to read on; our photo captions, which raise thought-provoking questions, actively engage students in the learning process; and our marginal quotes spotlight intriguing details being discussed and draw students into those discussions. Redesigned and carefully

updated tables and figures highlight and amplify the text coverage. And chapter outlines, objectives, reviews, marginal definitions, and an end-of-book glossary all help students master the material.

The Schmallegger/Smykla learning system goes well beyond these essential tools, however. As mentioned, *Corrections in the 21st Century* offers a unique emphasis on corrections professionalism, an emphasis that has prompted us to create a number of innovative new learning tools that focus on the real world of corrections:

- *Reflections on the Future*—contributed essays from some of the field's most respected scholars and practitioners that offer insights into the future of sentencing, jails, parole, and other institutions in American corrections. See page xviii for a complete list of these essays.
- *Corrections Connection Network News*—exclusive feature articles from a popular website for corrections practitioners, that lend a real-world air to the text. See page xvi for a complete list of *Corrections Connection Network News* articles.
- *Career Profiles*—enlightening minibiographies of corrections professionals, such as a parole officer, a victim advocate, a corrections officer, a youth counselor, and a substance abuse manager. See page xvii for a complete list of *Career Profiles*.
- *Offender Speaks and Staff Speaks*—intriguing interviews with offenders and practitioners that provide a balance of perspectives and further expand on the text's real-world emphasis.
- *Ethical Dilemmas*—challenging issues confronted by corrections professionals on the job.
- *Appendix: Careers in Corrections*—an appendix which presents the steps involved in career planning, developing employability and job readiness, and finding the right job.

In addition to the features we have developed to further our goal of creating a uniquely practical, professionally oriented text, we have also included end-of-chapter review material to help students master the concepts and principles developed in the chapter:

- *Chapter Summary*—a valuable learning tool organized into sections that mirror the chapter-opening objectives exactly; the summary restates all of the chapter's most critical points.
- *Key Terms*—a comprehensive list of the terms defined in margins of the chapter, complete with page references to make it easy for students to go back and review further.
- *Questions for Review*—objective study questions that allow students to test their knowledge and prepare for exams.
- *Thinking Critically About Corrections*—broad-based questions that challenge students to think critically about chapter concepts and issues and Internet-based exercises that are ideal for today's net-oriented learner.
- *On-the-Job Decision Making*—unique experiential exercises that enable students to apply what they have learned in the chapter to the daily work of correctional personnel.
- *Corrections on the Web*—Internet-based exercises that are ideal for today's web-oriented learner.

SUPPLEMENTS PACKAGE

As a full-service publisher of quality educational products, McGraw-Hill does much more than just sell textbooks. The company creates and publishes an extensive array of print, video, and digital supplements for students and instructors. This edition of *Corrections in the 21st Century* is accompanied by an extensive, comprehensive supplements package:

For the Student

- *Making the Grade CD-ROM*—a free electronic study guide packaged with every text that includes chapter quizzes with feedback indicating why each answer is right or wrong, an Internet guide, a study skills primer, and much more.
- *Online Learning Center Website*—an innovative, text-specific Website featuring PowerWeb (online access to articles from the popular and scholarly press, weekly updates, and daily newsfeeds) as well as flashcards that can be used to master vocabulary, quizzes with feed-

back that students can use to study for exams, downloadable state supplements, and more.

For the Instructor

- *Instructor's Resource CD*—a single CD with an easy-to-use interface providing access to a wide array of important ancillaries:
 - *Instructor's Manual/Testbank*—detailed chapter outlines, key terms, overviews, lecture notes, and a complete testbank.
 - *Computerized Testbank*—easy-to-use computerized testing program for both Windows and Macintosh computers.
 - *PowerPoint Slides*—complete, chapter-by-chapter slide shows featuring text, art, and tables.
- *Online Learning Center Website*—password-protected access to downloadable state supplements and other important instructor support materials and resources.
- *Videotapes*—access to a wide variety of videotapes from the *Films for the Humanities and Social Sciences* series.
- *Course Management Systems Cartridges*—whether you use WebCT, Blackboard, e-College, or another course management system, we can provide a cartridge that enables you to either conduct your course entirely online or to supplement your lectures with online material. If your school does not yet have one of these course management systems, we can provide you with PageOut, an easy-to-use tool that allows you to create your own course Web page and provide access to all material on the Online Learning Center.
- *Primis Online*—a unique database publishing system that allows instructors to create their own custom text from material in this text or elsewhere and deliver that text to students electronically as an e-book or in print format via the bookstore.

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