Test Bank for Fundamentals of Research in Criminology and Criminal Justice 4th Bachman

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Chapter 2: The Process and Problems of Criminological Research

TEST BANK

MULTIPLE CHOICE

1. Dr. Petranek is testing whether an individual's attitudes about homosexuality vary by frequency of attendance at religious services. The dependent variable is: (2-7)
A) Individual
B) Attitudes about homosexuality
C) Frequency of attendance at religious services
D) Inverse (negative)

ANS [C]
LOC: The Research Circle
TIP: Deductive Research
LO [5]
COG: Application
DIF: Medium

2. In a review of the average teacher salaries across school districts, Ms. Godfrey found a range from $35,000 to $65,000, with teachers in urban school districts generally earning more than those in rural and suburban school districts. Ms. Godfrey has done what: (2-8)
A) Made an empirical generalization
B) Constructed a theory
C) Tested a theory
D) All of the above

ANS [A]
LOC: The Research Circle
TIP: Inductive Research
LO [2]
COG: Analysis
DIF: Hard

3. Deductive theory begins with which element of the research circle? (2-7)
A) Social theory
B) Hypothesis testing
C) Empirical generalization
D) Descriptive research

ANS [A]
LOC: The Research Circle
TIP: Deductive Research

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LO [2]
COG: Knowledge
DIF: Easy

4. According to the text, King, Keohane, and Verba (1994) assert that social scientists evaluate research questions based on which of the following? (2-3)
A) Feasibility
B) Social importance
C) Scientific relevance
D) All of the above are criteria for social research questions

ANS [D]
LOC: Evaluating Criminological Research Questions
TIP: Evaluating Criminological Research Questions
LO [3]
COG: Comprehension
DIF: Medium

5. A logically interrelated set of propositions about empirical reality is a (2-5)
A) construct
B) mediating interaction
C) deterrent strategy
D) theory

ANS [D]
LOC: The Role of Theory
TIP: The Role of Theory
LO [1]
COG: Knowledge
DIF: Easy

_____6. One of the theoretical assumptions that arise from _____ is that people's behavior is shaped by calculations of the costs and benefits of their actions. (2-5)
A) Symbolic Interactionism
B) Rational Choice theory
C) Deterrence theory
D) None of the above

ANS [C]
LOC: The Role of Theory
TIP: The Role of Theory
LO [1]
COG: Synthesis
DIF: Hard

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_____7. _____ reasoning begins from the general and moves to the specific. (2-6)
A) Inductive
B) Generalizable
C) Deductive
D) Strategic

ANS [C]
LOC: Social Research Strategies
TIP: The Research Circle
LO [2]
COG: Comprehension
DIF: Medium

_____8. The process of conducting research using the deductive process begins with _____.
A) Hypotheses
B) Empirical generalizations
C) Data
D) Theory

ANS [D]
LOC: Social Research Strategies
TIP: The Research Circle
LO [2]
COG: Comprehension
DIF: Easy

_____9. The variable that is hypothesized to cause or lead to variation in another variable is known as the _____ variable. (2-8)
A) Inductive
B) Independent
C) Deductive
D) Dependent

ANS [B]
LOC: The Research Circle
TIP: Deductive Research
LO [5]
COG: Application
DIF: Medium

_____10. "If self-control is higher, then the number of delinquent acts is lower" is a(n): (2-7)
A) Independent variable

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B) Dependent variable
C) Feminist conjecture
D) Hypothesis

ANS [D]
LOC: The Research Circle
TIP: Deductive Research
LO [3]
COG: Application
DIF: Hard

_____11. Inductive reasoning often enters into deductive research when unexpected findings in the data are found. These unexpected patterns are called (2-11)
A) Systematic differences
B) Anomalous findings
C) Serendipitous findings
D) Both B and C

ANS [D]
LOC: The Research Circle
TIP: Deductive Research
LO [3]
COG: Application
DIF: Hard

_____12. Causal validity is also known as (2-15)
A) Face validity
B) Internal validity
C) Measurement validity
D) Content validity

ANS: B
ANS [D]
LOC: The Research Circle
TIP: Deductive Research
LO [3]
COG: Application
DIF: Hard

_____13. The two aspects of generalizability are sample generalizability and _____ generalizability. (2-17)
A) Internal
B) Cross-Population
C) Causal
D) Measurement

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Ans: [B]
LOC: Social Research Standards
TIP: Generalizability
LO [6]
COG: Comprehension
DIF: Hard

_____14. Several different standards have been proposed as being uniquely suited to qualitative research, including _____ which means that it fairly reflects the perspectives of the participants in a study setting. (2-18)
A) Generalizability
B) Causal Validity
C) Authenticity
D) All of the above

Ans: [C]
LOC: Social Research Standards
TIP: Authenticity
LO [6]
COG: Application
DIF: Hard

_____15. The first step in formulating a criminal justice research question is to _____ it. (2-2)
A) Refine
B) Identify
C) Evaluate
D) Determine its role in research

Ans: [B]
LOC: Criminological Research Questions
TIP: Identifying Criminological Research Questions
LO [3]
COG: Knowledge
DIF: Knowledge

_____16. Research which proceeds from data collection to theorizing is (2-8)
A) Authentic
B) Constant
C) Inductive
D) Deductive

Ans: [C]

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LOC: The Research Circle
TIP: The Research Circle
LO [2]
COG: Knowledge
DIF: Easy

_____17. Research that begins at the bottom of the research circle and works upward around the circle is (2-7)
A) Authentic
B) Constant
C) Inductive
D) Deductive

Ans: [C]
LOC: Social Research Standards
TIP: Authenticity
LO [6]
COG: Application
DIF: Hard

_____18. Sherman and Berk used which type of reasoning to conductive research described in the text on domestic violence? (2-9)
A) Deductive
B) Inductive
C) Both A and B
D) None of the above

Ans: [C]
LOC: Social Research Standards
TIP: Authenticity
LO [6]
COG: Application
DIF: Hard

_____19. When a research study is conducted again using the same research methods to answer the same question to determine if the original findings occur again is called (2-10)

A) Repeatedness
B) Replication
C) Unnecessary
D) None of the above

Ans: [B]
LOC: A History of Investigating the Effects of Arrest for Intimate Partner Violence: The Research Circle in Action

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TIP: Phase 1: Deductive Research
LO [3]
COG: Application
DIF: Medium

_____20. Which of the following is one of the guidelines that are particularly useful to criminologists? (2-14)
A) Plan and carry out investigations systematically
B) Document all procedures and disclose them publicly
C) Replicate research and accumulate knowledge
D) All of the above

ANS [D]
LOC: The Research Circle
TIP: Deductive Research
LO [3]
COG: Application
DIF: Hard

_____21. Which of the following aspect of validity is the same as causal validity? (2-15)
A) External validity
B) Intrinsic validity
C) Internal validity
D) Extrinsic validity

ANS [C]
LOC: Social Research Standards
TIP: Causal Validity
LO [6]
COG: Knowledge
DIF: Easy

_____22. The type of validity that is achieved when a measure measures what it is presumed to measure is (2-15)
A) Presumption validity
B) Measurement validity
C) Achievement validity
D) All of the above are correct

ANS [B]
LOC: Social Research Standards
TIP: Measurement Validity
LO [6]
COG: Knowledge
DIF: Easy

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_____23. Which of these exists when the understanding of a social process or social setting is one that reflects the perspectives of the participants in the setting?(2-18)
A) Fairness
B) Exthenticity
C) Independence
D) Authenticity

ANS [D]
LOC: Social Research Standards
TIP: Authenticity
LO [3]
COG: Comprehension
DIF: Medium

_____24. Inductive reasoning often enters into deductive research when we find (2-11)
A) Systematic patterns
B) Unexpected patterns
C) Hypothetical patterns
D) Implemented patterns

ANS [B]
LOC: Social Research Standards
TIP: Social Research Standards
LO [2]
COG: Synthesis
DIF: Hard

_____25. In the Domestic Violence Experiment described in your text, it is argued that the research circle is really a(n) (2-11)
A) Anomalous pattern
B) Research spiral
C) Research discrepancy
D) Research replication

ANS [B]
LOC: A History of Investigating the Effects of Arrest for Intimate Partner Violence: The Research Circle in Action
TIP: Phase 2: Adding Inductive Reasoning to Deductive Research
LO [4]
COG: Application
DIF: Medium

_____26. Phase 4 of the Sherman and Berk (1984) study regarding intimate partner violence was (2-12)

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A) Conducting deductive research
B) Adding deductive reasoning to inductive research
C) Adding explanatory deductive research to the process
D) Adding exploration to try to make sense of the social phenomenon

ANS [D]
LOC: A History of Investigating the Effects of Arrest for Intimate Partner Violence: The Research Circle in Action
TIP: Phase 1: Deductive Research
LO [2]
COG: Synthesis
DIF: Hard

_____27. Which of the guidelines for conducting research deals with the goal of elaborating on individual cases to understand the social patterns that characterize many individuals? (2-14)
A) Maintaining a skeptical stance toward current knowledge
B) The search for regularities or patterns
C) Testing ideas against empirical reality without become personally invested in a particular outcome
D) Documentation of all procedures and disclosing them publicly

ANS [B]
LOC: Guidelines for Criminologists
TIP: Scientific Guidelines
LO [3]
COG: Synthesis
DIF: Medium

_____28. In general, we have reached the goal of validity when our statements or conclusions about (2-15)
A) empirical replications are good
B) empirical reality are correct
C) research is substantially correct
D) invalid knowledge about the world is correct

ANS [B]
LOC: Social Research Standards
TIP: Social Research Standards
LO [6]
COG: Knowledge
DIF: Easy

_____29. The generalizability of a study is the (2-17)
A) Information about the persons, places, or events in our study
B) Usefulness a current study can provide in discovering how to better serve

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our clients
C) Extent to which it can be used to inform us about persons, places, or events that were not studied
D) None of the above

ANS [C]
LOC: Social Research Standards
TIP: Generalizability
LO [6]
COG: Application
DIF: Medium

_____30. Cross-population validity can also be referred to as (2-17)
A) Sample generalizability
B) Internal population validity
C) External validity
D) Causal validity

ANS [C]
LOC: Social Research Standards
TIP: Generalizability
LO [3]
COG: Knowledge
DIF: Easy

TRUE/FALSE

____ 1. A prediction that is falsifiable means that it is capable of being proven wrong; that is, having the capacity to be empirically tested and falsified. (2-5)
A) True
B) False

ANS [A]
LOC: The Role of Theory
TIP: The Role of Theory
LO [3]
COG: Comprehension
DIF: Medium

____ 2. Measurement validity exists when a conclusion that A leads to or results in B is correct. (2-16)
A) True
B) False

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ANS [B]
LOC: Social Research Standards
TIP: Measurement Validity
LO [6]
COG: Analysis
DIF: Medium

____ 3. When evaluating a criminological research question, one should evaluate it based on three criteria: feasibility, social importance and scientific relevance. (2-3)
A) True
B) False

ANS [A]
LOC: Criminological Research Questions
TIP: Evaluating Criminological Research Questions
LO [3]
COG: Knowledge
DIF: Easy

____ 4. The second stage of selecting a criminological research question is that the topic should be important to the discipline or for public policy. (2-3)
A) True
B) False

ANS [A]
LOC: Evaluating Criminological Research Questions
TIP: Social Importance
LO [3]
COG: Knowledge
DIF: Easy

____ 5. Theories help criminologists make predictions about the criminological world. (2-4)
A) True
B) False

ANS [A]
LOC: The Role of Theory
TIP: The Role of Theory
LO [3]
COG: Comprehension
DIF: Easy

____ 6. It is not important that a theory be testable, or what's known as falsifiable, as long as it is interesting to the discipline. (2-5)

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A) True
B) False

ANS [B]
LOC: The Role of Theory
TIP: The Role of Theory
LO [1]
COG: Comprehension
DIF: Easy

____ 7. A prediction of rational choice theory (about the effect of arrest for domestic assault) could be that an abusing spouse, having seen the costs of abuse (namely arrest) may abuse more often. (2-6)
A) True
B) False

ANS [A]
LOC: The Role of Theory
TIP: Two Social Theories and Their Predictions About the Effect of Arrest for Intimate Partner Violence
LO [1]
COG: Analysis
DIF: Medium

____ 8. Inductive reasoning is the most often used strategy used in quantitative methods. (2-6)
A) True
B) False

ANS [B]
LOC: Social Research Strategies
TIP: Social Research Strategies
LO [2]
COG: Comprehension
DIF: Medium

____ 9. A social scientist should document all procedures in research, and disclose them publicly. (2-14)
A) True
B) False

ANS [A]
LOC: Guidelines for Criminologists
TIP: Scientific Guidelines
LO [2]
COG: Comprehension

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DIF: Easy

____ 10. Regardless of the research method utilized, the researcher should clarify assumptions in the research. (2-14)
A) True
B) False

ANS [A]
LOC: Guidelines for Criminologists
TIP: Scientific Guidelines
LO [3]
COG: Comprehension
DIF: Easy

____ 11. A general skepticism about current knowledge stimulates researchers to improve validity of current research results. (2-14)
A) True
B) False

ANS [A]
LOC: Guidelines for Criminologists
TIP: Scientific Guidelines
LO [6]
COG: Comprehension
DIF: Medium

____ 12. Causal validity is also known as external validity. (2-15)
A) True
B) False

ANS [B]
LOC: Social Research Standards
TIP: Causal Validity
LO [6]
COG: Knowledge
DIF: Medium

____ 13. Sample generalizability exists when a conclusion based on the subset of a larger population holds true for the general population. (2-17)
A) True
B) False

ANS [A]
LOC: Social Research Standards
TIP: Generalizability

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LO [6]
COG: Knowledge
DIF: Easy

____ 14. Patterns in data are summarized as empirical generalizations. (2-8)
A) True
B) False

ANS [A]
LOC: The Research Circle
TIP: Inductive Research
LO [3]
COG: Knowledge
DIF: Easy

____ 15. A specific implication deduced from the more general theory is known as a constant. (2-7)
A) True
B) False

ANS [B]
LOC: The Research Circle
TIP: Deductive Research
LO [2]
COG: Knowledge
DIF: Easy

____ 16. The first phase of Sherman and Berk's (1984) study was designed to induce a general explanation to account for the data. (2-10)

A) TRUE
B) FALSE

ANS [B]
LOC: A History of Investigating the Effects of Arrest for Intimate Partner Violence: The Research Circle in Action
TIP: Deductive Research
LO [1]
COG: Application
DIF: Medium

____ 17. Social researchers must plan and carry out investigations systematically. (2-14)

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A) TRUE
B) FALSE

ANS [A]
LOC: Guidelines for Criminologists
TIP: Scientific Guidelines
LO [3]
COG: Comprehension
DIF: Easy

____ 18. Scientists must be concerned with three aspects of validity, one of which is measurement validity. (2-15)

A) TRUE
B) FALSE

ANS [A]
LOC: Guidelines for Criminologists
TIP: Social Research Standards
LO [6]
COG: Knowledge
DIF: Easy

____ 19. Authenticity exists when the understanding of a social process or social setting is one that reflects fairly the various perspectives of participants in the setting. (2-18)

A) TRUE
B) FALSE

ANS [A]
LOC: Social Research Standards
TIP: Authenticity
LO [3]
COG: Comprehension
DIF: Medium

____ 20. Criminological researchers can find many questions to study, but not all questions are equally worthy. (2-18)
A) TRUE
B) FALSE
ANS [A]
LOC: Conclusion
TIP: Conclusion
LO [3]
COG: Evaluation

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DIF: Medium

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ESSAY

1. The guidelines followed by social researchers fall into two categories: those that help keep research scientific and those that help keep research ethical. Both types of guidelines are essential for a field of inquiry that seeks empirical generalizations about human society. Name and describe three of the guidelines from your text.
ANS:
1. Scientific Guidelines – applicable to any type of scientific research, especially to criminologists.
a. Test ideas against empirical reality without becoming too personally invested in a particular outcome
b. Plan and carry out investigations systematically
c. Document all procedures, and disclose them publicly
d. Clarify assumptions
e. Specify the meaning of all terms
f. Maintain a skeptical stance toward current knowledge
g. Replicate research and accumulate knowledge
h. Maintain an interest in theory
i. Search for regularities or patterns

LOC: Guidelines for Criminologists
TIP: Scientific Guidelines
LO [1]
COG: Application
DIF: Easy

2. Name and describe three aspects of validity. (2-15)
ANS:
1) Measurement validity – achieved when a measure measures what it is presumed to measure

2) Generalizability – two aspects to generalizability:

a. sample generalizability – ability to generalize from sample to population itself (exists when a conclusion based on a sample or subset of a larger population holds true for that population
b. cross-population generalizability – (AKA External Validity) – ability to generalize from findings about one group, population, or setting, to other groups, populations, or settings. . Exists when findings about one group, population, or setting, hold true for other groups, populations, or settings.

3) Causal Validity – AKA Internal Validity – refers to truthfulness of an assertion that A causes B.

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LOC: Social Research Standards
TIP: Measurement Validity
LO [6]
COG: Evaluation
DIF: Hard

3. Describe the importance of theory to research. (2-4)
ANS:

✓ They help us explain or understand things, such as why some people commit crimes or commit more crimes than others, why some people quit committing crimes and others continue, and what the expected effect of good families, harsh punishment, or other factors might be on crime.
✓ They help us make predictions about the criminological world: "What would be the expected effect on the homicide rate if we employed capital punishment rather than life imprisonment?" "What would be the effect on the rate of property crimes if unemployment were to substantially increase?"
✓ They help us organize and make sense of empirical findings in a discipline.
✓ They help guide future research.
✓ They help guide public policy: "What should we do to reduce the level of domestic violence?"
LOC: The Role of Theory
TIP: The Role of Theory
LO [1]
COG: Application
DIF: Medium

4. What is the difference between deductive and inductive reasoning? (2-6)
ANS:

Researchers may make this connection by starting with a social theory and then testing some of its implications with data. This is the process of deductive reasoning; it is most often the strategy used in quantitative methods. Alternatively, researchers may develop a connection between social theory and data by first collecting the data and then developing a theory that explains the patterns in the data. This is inductive reasoning and is more often the strategy used in qualitative methods. As you'll see, a research project can draw on both deductive and inductive strategies.

LOC: Social Research Strategies
TIP: Social Research Strategies
LO [2]
COG: Analysis
DIF: Medium

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5. Describe the difference between a research question and a research hypothesis. (2-7)
ANS:
A criminological research question is a question about some aspect of crime or deviance that the researcher seeks to answer through the collection and analysis of firsthand, verifiable, empirical data. The types of questions that can be asked are virtually limitless.
A hypothesis, which is a specific implication deduced from the more general theory. Researchers actually test a hypothesis, not the complete theory itself, because theories usually contain many hypotheses. A hypothesis proposes a relationship between two or more theoretical constructs or variables.
LOC: The Research Circle
TIP: Deductive Research
LO [2]
COG: Analysis
DIF: Hard

6. Explain how the research circle is really a research spiral. (2-11)
ANS:

Researchers can traverse the research circle several times, a process perhaps better described as a spiral (see Exhibit 2.7). The first two times, the researchers had traversed the research circle in a deductive, hypothesis-testing way. They started with theory and then deduced and tested hypotheses. The third time, they were more inductive: They started with empirical generalizations from the data they had already obtained and then turned to a new theory to account for the unexpected patterns in the data. At this point, they believed that deterrence theory made correct predictions, given certain conditions, and that another theory, control theory, might specify what these conditions were.

LOC: A History of Investigating the Effects of Arrest for Intimate Partner Violence: The Research Circle in Action
TIP: Phase 2: Adding Inductive Reasoning to Deductive Research
LO [4]
COG: Analysis
DIF: Hard

7. What is the difference between an independent and dependent variable? (2-8)
ANS:

Variables are of critical importance in research because, in a hypothesis, variation in one variable is proposed to predict, influence, or cause variation in the other variable. The proposed influence is the independent variable; its effect or consequence is the dependent variable. Another way to think about this distinction is to say “the dependent variable ‘depends’ on the independent

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variable." After the researchers formulate one or more hypotheses and develop research procedures, they collect data with which to test the hypothesis.
LOC: The Research Circle
TIP: Deductive Research
LO [5]
COG: Comprehension
DIF: Medium

8. What is the difference between validity and generalizability?
ANS:

We must be concerned with three aspects of validity: measurement validity, generalizability, and causal validity (also known as internal validity). Each of these three aspects of validity is essential: Conclusions based on invalid measures, invalid generalizations, or invalid causal inferences will themselves be invalid. We will also be concerned with the goal of authenticity, a concern with reflecting fairly the perspectives of participants in a setting that we study.

Generalizability has two aspects. Sample generalizability refers to the ability to generalize from a sample, or subset, of a larger population to that population itself. This is the most common meaning of generalizability. Cross-population generalizability refers to the ability to generalize from findings about one group, population, or setting to other groups, populations, or settings. Cross-population generalizability can also be referred to as external validity. (Some social scientists equate the term external validity to generalizability, but in this book we restrict its use to the more limited notion of cross-population generalizability.)

LOC: Guidelines for Criminologists
TIP: Scientific Guidelines
LO [6]
COG: Analysis
DIF: Hard

9. What are the three stages in formulating a criminological research question? (2-3)
ANS:
Formulating a research question is often an intensely personal process in addition to being a scientific or professional one. Curiosity about the social world may emerge from your "personal troubles," as Mills (1959) put it, or personal experiences. Examples of these troubles or experiences could range from how you feel about injustices raised against you in your past or present to an awareness you may have that crime is not randomly distributed within a city but that there seem to be "good" or safe parts of town and "bad" or unsafe areas. Can you think of other possible research questions that flow from your own experience in the world?
The experience of others is another fruitful source of research questions.

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Knowing a relative who was abused by a partner, seeing a TV special about violence, or reading a gang member's autobiography can stimulate questions about general criminological processes. Can you draft a research question based on a relative's experiences, a TV show, or a book?
The primary source of research questions for many researchers is theory. Many theoretical domains are used to inform research questions in our discipline, including sociological, psychological, and criminological theories. Some researchers spend much of their careers conducting research intended to refine an answer to one central question. For example, you may find rational choice theory to be a useful approach to understanding diverse forms of social behavior, such as crime, because you think people seem to make decisions on the basis of personal cost-benefit calculations. So you may ask whether rational choice theory can explain why some people commit crimes and others do not or why some people decide to quit committing crimes while others continue their criminal ways.
Finally, some research questions adopt a very pragmatic rationale concerning their research design. You may focus on a research question posed by someone else because doing so seems to be to your professional or financial advantage. For instance, some researchers conduct research on specific questions posed by a funding source in what is termed a request for proposals (RFP). (Sometimes the acronym RFA is used, meaning request for applications.) Or you may learn that the public defenders in your city are curious as to whether they are more successful in getting their clients acquitted of a criminal charge than private lawyers.
LOC: Criminological Research Questions
TIP: Identifying Criminological Research Questions
LO [3]
COG: Analysis
DIF: Hard

10. According to King, Keohane and Verba (1994), what are the three criteria for good social research questions? (2-3)
ANS:

In the third stage of selecting a criminological research question, you evaluate the best candidate against the criteria for good social research questions: feasibility given the time and resources available, social importance, and scientific relevance (King, Keohane, & Verba, 1994).
LOC: Criminological Research Questions
TIP: Evaluating Criminological Research Questions
LO [3]
COG: Application
DIF: Medium

11. Diagram and describe the Research Circle. (2-7)

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ANS:
The process of conducting research, moving from theory to data and back again or from data to theory and back again, can be characterized as a research circle. Exhibit 2.3 depicts this circle. Note that it mirrors the relationship between theory and data shown in Exhibit 2.2 and comprises three main research strategies: deductive research, inductive research, and descriptive research.
LOC: The Research Circle
TIP: The Research Circle
LO [4]
COG: Comprehension
DIF: Medium

12. What are the nine guidelines for scientific research? (2-14)
ANS:
The following nine guidelines are applicable to any type of scientific research, but they are particularly useful to criminologists and to those who read about criminology and criminal justice. Adherence to these guidelines will reduce the temptation "to project on what is observed whatever [one] want[s] the world to be for [one's] own private purposes" (Hoover, 1980, p. 131).
1. Test ideas against empirical reality without becoming too personally invested in a particular outcome. This testing approach is reflected in the research process and is implicit in the goal of validity. Empirical testing requires a neutral and open-minded approach: Scientists are personally disinterested in the outcome and not swayed by the popularity or the social status of those who would prefer other outcomes. This does not mean that the researchers are not personally involved or interested in the research—they must be; rather, the point is that they cannot have so much invested in a research project personally or professionally that they try in subtle or not-so-subtle ways to affect the outcome.
2. Plan and carry out investigations systematically. Social researchers have little hope of conducting a careful test of their ideas if they do not think through in advance how they should go about the test and then proceed accordingly. But a systematic approach is not always easy. For example, Sherman and Berk (1984) needed to ensure that spouse abusers were assigned to be either arrested or not on a random basis rather than on the basis of the police officers' personal preferences. So the researchers devised an elaborate procedure using randomly sequenced report sheets in different colors. But the researchers found that police officers did not always follow this systematic procedure. Subsequently, in some replications of the study, the researchers ensured compliance with their research procedures by requiring police officers to call in to a central number to receive the experimentally determined treatment.
3. Document all procedures, and disclose them publicly. Social researchers who disclose the methods on which their conclusions rest allow others to evaluate for themselves the likely soundness of these conclusions. Such disclosure is a key feature of science. Again, Sherman and Berk (1984) provide a compelling example. In their research report, after describing the formal research plan, they described at length the apparent slippage from this plan, which

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occurred primarily because some police officers avoided implementing the random assignment procedure.

4. Clarify assumptions. No investigation is complete unto itself; whatever the researcher's method, the research rests on some background assumptions. Research to determine whether arrest has a deterrent effect assumes that potential law violators think rationally, that they calculate potential costs and benefits prior to committing crimes. When a researcher conducts an election poll, the assumption is that people actually vote for the candidate they say they will vote for. By definition, research assumptions are not tested, so we do not know whether they are correct. By taking the time to think about and to disclose their assumptions, researchers provide important information for those who seek to evaluate the validity of their conclusions.

5. Specify the meaning of all terms. Words often have multiple or unclear meanings. Strain, differential association, social disorganization, subculture of violence, problem-oriented policing, and so on can mean different things to different people. Thus, the terms used in scientific research must be defined explicitly and used consistently.

6. Maintain a skeptical stance toward current knowledge. Scientists may feel very confident about interpretations of the social or natural world that have been supported by repeated investigations, but the results of any particular investigation must be examined critically. A general skepticism about current knowledge stimulates researchers to improve the validity of current research results and expand the frontier of knowledge.

7. Replicate research and accumulate knowledge. No one study can be viewed as definitive in itself; usually at least some plausible threats to the validity of the conclusions exist. In addition, no conclusion can be understood adequately apart from the larger body of knowledge to which the study is related. Scientific investigations may begin with a half-baked or off-the-wall idea, but a search of the literature for other relevant work must be conducted in short order. The other side of the coin is that the results of scientific research must be published to serve as a foundation for others who seek to replicate or extend the research.

8. Maintain an interest in theory. Theories organize the knowledge accumulated by numerous investigations into a coherent whole and serve as a guide to future inquiries. Even though much research is purely descriptive, this research can still serve as a basis for others to evaluate different theories. The Minneapolis Domestic Violence Experiment was devised initially as a test of the competing predictions of deterrence and labeling theory, but the researchers extended their attention to control theory to help them explain unanticipated findings. These theoretical connections make the research much more relevant to other criminologists working to understand different types of crime and social control.

9. Search for regularities or patterns. Science is concerned with classes rather than with individuals (except inasmuch as individuals are representatives of a class). Scientists assume that the natural world has some underlying order of relationships and that every event and individual is not so unique that general principles cannot be discerned (Grinnell, 1992, pp. 27–29). The goal of

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elaborating on individual cases is to understand social patterns that characterize many individuals.

LOC: Guidelines for Criminologists
TIP: Scientific Guidelines
LO [4]
COG: Analysis
DIF: Medium

13. What does measurement validity tell us? (2-16)
ANS:
Measurement validity is our first concern in establishing the validity of research results, because without having measured what we think we've measured, we really don't know what we're talking about. Measurement validity is the type of validity that is achieved when a measure measures what it is presumed to measure.
The first step in achieving measurement validity is to specify clearly what it is we intend to measure. Patricia Tjaden and Nancy Thoennes (2000) identified this as one of the problems with research on domestic violence: "definitions of the term vary widely from study to study, making comparisons difficult" (p. 5). To avoid this problem, Tjaden and Thoennes (2000) presented a clear definition of what they meant by intimate partner violence.

LOC: Social Research Standards
TIP: Measurement Validity
LO [6]
COG: Application
DIF: Medium

14. Name and describe the two types of generalizability described in the textbook. (2-17)
ANS:

Generalizability has two aspects. Sample generalizability refers to the ability to generalize from a sample, or subset, of a larger population to that population itself. This is the most common meaning of generalizability. Cross-population generalizability refers to the ability to generalize from findings about one group, population, or setting to other groups, populations, or settings. Cross-population generalizability can also be referred to as external validity. (Some social scientists equate the term external validity to generalizability, but in this book we restrict its use to the more limited notion of cross-population generalizability.)

LOC: Social Research Standards
TIP: Generalizability
LO [6]
COG: Knowledge

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DIF: Easy

15. What does it mean to say that the researcher has achieved Authenticity with his/her research? (2-18)
ANS:
The goal of authenticity is to fairly reflect the perspectives of the participants in a study setting and is stressed by researchers who focus attention on the subjective dimension of the social world. An authentic understanding of a social process or social setting is one that reflects fairly the various perspectives of participants in that setting (Gubrium & Holstein, 1997). Authenticity is one of several different standards proposed by some as uniquely suited to qualitative research; it reflects a belief that those who study the social world should focus first and foremost on how participants view that social world, not on developing a unique social scientists' interpretation of that world. Rather than expecting social scientists to be able to provide a valid mirror of reality, this perspective emphasizes how our recognition of participants' own reality can help us as researchers to uncover a more nuanced truth (Kvale, 2002).

LOC: Social Research Standards
TIP: Authenticity
LO [3]
COG: Comprehension
DIF: Medium

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