

Test Bank

Chapter 1

1. _____ is a type of thinking that scrutinizes knowledge claims using the criteria of reason and evidence.
 - a. crime and justice research
 - b. knowledge–power dynamic
 - c. critical thinking
 - d. crime and justice phenomena

2. _____ is the idea that knowledge generates power and, conversely, power generates knowledge.
 - a. crime and justice research
 - b. knowledge–power dynamic
 - c. critical thinking
 - d. crime and justice phenomena

3. _____ include all topics, activities, issues, questions, and trends that revolve around crime, crime control, and the criminal justice system.
 - a. crime and justice research
 - b. knowledge–power dynamic
 - c. critical thinking
 - d. crime and justice phenomena

4. _____ as a collection of social science methods applied systematically to generate knowledge about crime and justice phenomena.
 - a. crime and justice research
 - b. knowledge–power dynamic
 - c. critical thinking
 - d. crime and justice phenomena

5. _____ is knowledge not pursued for any instrumental purpose, but merely for the sake of making ethical, intellectual, and theoretical sense of our world.
 - a. disinterested knowledge
 - b. knowledge–power dynamic
 - c. critical thinking
 - d. crime and justice phenomena

6. Expert witness research is research conducted for the purpose of presenting it to the courts as a part of some legal proceeding.
 - a. true
 - b. false

7. NCVS is the acronym for the National Crime Victimization Survey, which is the primary source of information on criminal victimization in the United States.

- a. true
- b. false

8. Qualitative research as using numerically based data,

- a. true
- b. false

9. Quantitative research as using text, language, and visually based data.

- a. true
- b. false

10. _____ is a method that divides people being studied into two or more groups, applying a treatment to one of the groups, and determining if there are any differences in the reactions of the groups over a set period of time.

- a. experimental research
- b. survey and interview research
- c. nonreactive research
- d. content analysis

11. _____ uses a written questionnaire or formal interview to gather quantitative data on the backgrounds, behaviors, beliefs, or attitudes of a large number of people or agencies.

- a. experimental research
- b. survey and interview research
- c. nonreactive research
- d. content analysis

12. _____ the researcher studies crime and justice phenomena without affecting it.

- a. experimental research
- b. survey and interview research
- c. nonreactive research
- d. content analysis

13. _____ is a nonreactive technique used to examine the content, or information and symbols, contained in written documents or other communication media (e.g., photographs, movies, song lyrics, advertisements).

- a. experimental research
- b. survey and interview research
- c. nonreactive research
- d. content analysis

14. _____ strives for an up close, personal, and highly detailed understanding of its research subject's culture. It requires time, patience, resourcefulness, and caution.

- a. ethnographic field research
- b. qualitative document analysis
- c. historical research
- d. academic legal research

15. _____ attempts to make theoretical sense of documents by analyzing their cultural meaning. The content of documents is generally seen as its "text," but recently this genre of inquiry includes visual images as well (still pictures and video images).

- a. ethnographic field research
- b. qualitative document analysis
- c. historical research
- d. academic legal research

16. _____ examines past events systematically in an effort to accurately describe and account for what has happened in the past. It involves the collection and analysis of historical facts, dates, figures, and events in order to tell a story—one that is accurate; identifies the driving forces at play; details the individual personalities of key figures; and captures the social, political, and/or cultural circumstances surrounding the phenomenon studied.

- a. ethnographic field research
- b. qualitative document analysis
- c. historical research
- d. academic legal research

17. _____ is the systematic collection and analysis of legal-related documents in order to generate knowledge about a given crime and justice subject.

- a. ethnographic field research
- b. qualitative document analysis
- c. historical research
- d. academic legal research

18. _____ , is the mixture of quantitative and qualitative techniques in a single study or series of studies on the same topic.

- a. applied research
- b. evidence-based practice
- c. mixed methods research
- d. exploratory research

19. _____ addresses a specific concern or to offer solutions to a problem.
- applied research
 - evidence-based practice
 - mixed methods research
 - exploratory research
20. _____ is the notion that justice practices should be based on research-generated knowledge.
- applied research
 - evidence-based practice
 - mixed methods research
 - exploratory research
21. _____ investigates new crime and justice territory such as new research methods, or the feasibility of undertaking a more in-depth study.
- applied research
 - evidence-based practice
 - mixed methods research
 - exploratory research
22. _____ presents a detailed picture of a situation, social setting, or relationship and is found in scholarly journals, or used for making policy decisions.
- explanatory research
 - descriptive research
 - exculpatory research
 - evaluation research
23. _____ builds on exploratory and descriptive research and goes on to identify the reason something occurs.
24. _____ attempts to determine the effectiveness of a program, policy, or method. It is the most widely used type of research conducted for, and used in, criminal justice bureaucracies.
- applied research
 - evidence-based practice
 - mixed methods research
 - exploratory research
25. Dissecting this type of knowledge claim is essential for the closely related benefit of becoming a critical consumer of research.
- true
 - false

26. In exploratory research, the researcher begins with a well-defined subject and conducts research to describe it accurately.

- a. true
- b. false

27. A great deal of applied research is conducted in criminal justice agencies, social service agencies, interest groups, and educational institutions.

- a. true
- b. false

28. Crime and justice studies produce foundational knowledge refuting or supporting theories that explain crime, theorize major historical and contemporary shifts in our reaction to crime, and examine how both fit into our social structure and culture.

- a. true
- b. false

29. Criminology/criminal justice has a no real literature on the history of crime and the various components of the criminal justice system.

- a. true
- b. false

30. The most comprehensive body of experimental research in criminology/criminal justice examined the deterrent effect of mandatory arrest for domestic violence offenders, commissioned by the NIJ.

- a. true
- b. false

31. Explain how the knowledge-power dynamic relates to criminological/criminal justice research.

32. Describe the various categories of researchers.

33. What is the difference between basic and applied research?

Chapter 2

1. When we accept something as being true just because someone in a position of authority says it is true, we are using _____ as a basis of knowing.
 - a. Personal experience knowledge
 - b. common sense knowledge
 - c. Tradition knowledge
 - d. authority knowledge

2. _____ means you accept something as being true because it's the way things have always been.
 - a. Personal experience knowledge
 - b. common sense knowledge
 - c. Tradition knowledge
 - d. authority knowledge

3. We know a lot about the social world from ordinary reasoning or _____ .
 - a. Personal experience knowledge
 - b. common sense knowledge
 - c. Tradition knowledge
 - d. authority knowledge

4. _____ is a basis of knowledge in which we rely on our own lived experiences.
 - a. Personal experience knowledge
 - b. common sense knowledge
 - c. Tradition knowledge
 - d. authority knowledge

5. _____ occurs when we have some evidence that we believe and then assume that it applies to many other situations.
 - a. overgeneralization
 - b. selective observation
 - c. premature closure
 - d. halo effect

6. _____ occurs when we take special notice of people or events and generalize from them.
 - a. overgeneralization
 - b. selective observation
 - c. premature closure
 - d. halo effect

7. _____ occurs when we feel we have all the answers and do not need to listen, seek information, or raise questions any longer.
 - a. overgeneralization
 - b. selective observation

- c. premature closure
- d. halo effect

8. _____ comes in various forms, but it says we overgeneralize from what we believe to be highly positive or prestigious sources of knowledge.

- a. overgeneralization
- b. selective observation
- c. premature closure
- d. halo effect

9. _____ can be defined as a system of interconnected ideas that condenses and organizes knowledge for purposes of understanding and/or explanation.

- a. data
- b. empirical evidence
- c. theory
- d. hypothesis

10. _____ are the empirical evidence or information that one gathers carefully according to rules or procedures.

- a. data
- b. empirical evidence
- c. theory
- d. hypothesis

11. _____ refers to observations that people experience through the senses—touch, sight, hearing, smell, and taste.

- a. data
- b. empirical evidence
- c. theory
- d. hypothesis

12. Consistent with the norm of _____, scientists should judge research only on the basis of its scientific merit.

- a. disinterestedness
- b. universalism
- c. research honesty
- d. communalism

13. Following _____, scientists are detached and take results, including from their own research, as being tentative.

- a. disinterestedness
- b. universalism
- c. research honesty

d. communalism

14. _____ is the scientific norm that says that producing knowledge is a public act and the findings should be available for all to use. In order for it to be accepted into the community, it must be rigorously reviewed.

- a. disinterestedness
- b. universalism
- c. research honesty
- d. communalism

15. _____ is the scientific norm that demands utmost honesty in all aspects of the research process; dishonesty, fraud, or cheating is a major taboo.

- a. disinterestedness
- b. universalism
- c. research honesty
- d. communalism

16. Researchers using _____ examine features of people or other units at more than one point in time.

- a. cross-sectional research
- b. time-series research
- c. panel study
- d. longitudinal research

17. _____ is any study that examines information on many cases at one point in time.

- a. cross-sectional research
- b. time-series research
- c. panel study
- d. longitudinal research

18. _____ is a longitudinal study in which the same type of information is collected on a group of people or other units across multiple time periods.

- a. cross-sectional research
- b. time-series research
- c. panel study
- d. longitudinal research

19. A _____ is longitudinal research in which information is about the identical cases or people in each of several time periods.
- cross-sectional research
 - time-series research
 - panel study
 - longitudinal research
20. A _____ is longitudinal research in which information about a category of cases or people that shared a common experience at one time period is traced across subsequent time periods.
- cross-sectional research
 - time-series research
 - cohort study
 - longitudinal research
21. Kuhn's progression of knowledge is the idea that scientific knowledge does not progress in a simple linear and cumulative fashion; rather, knowledge progresses in the context of a community, meaning that professional, personal, and cultural interests play important roles.
- true
 - false
22. Academic freedom is the existence of an open and largely unrestricted atmosphere for the free exchange of ideas and information.
- true
 - false
23. Political funding in criminology/criminal justice does not have a significant impact on its research agenda.
- true
 - false
24. The media knowledge does not uncritically feed off the information provided to them by government agencies and politicians, and vice versa.
- true
 - false
25. The social sciences, such as anthropology, psychology, political science, education, criminal justice criminology, and sociology, involve the study of people—their beliefs, personalities, behavior, interaction, cultures, institutions, and so forth.
- true
 - false
26. Scientists may argue intensely with one another and tear apart a research report as part of the norm of organized skepticism.

- a. true
- b. false

27. Scientists should accept new ideas or evidence in a carefree, uncritical manner.

- a. true
- b. false

28. Scientists should aspire to be neutral, impartial, receptive, and open to unexpected observations or new ideas.

- a. true
- b. false

29. Like a magazine or newspaper author who is paid for writing, researchers are paid for publishing in scholarly journals.

- a. true
- b. false

30. Like the quantitative researcher, a qualitative researcher will select a topic, design a study, collect data, analyze data, and interpret data. However, the qualitative researcher often collects, analyzes, and interprets data simultaneously, or goes back and forth between these steps.

- a. true
- b. false

31. What are the alternatives to research based knowledge?

32. Describe the quantitative research process.

33. Explain the norms of scientific research.

Answer Key

Chapter 1

1. c
2. b
3. d
4. a
5. a
6. a
7. a
8. b
9. b
10. d
11. c
12. b
13. a
14. a
15. b
16. c
17. d
18. c
19. a
20. b
21. d
22. b
23. a
24. d
25. a
26. b
27. a
28. a
29. b
30. a
- 31.

- Research-based knowledge, if perceived as legitimate and accurate, holds tremendous capacity to influence others.
- With regard to power generating knowledge, the government helps to pay for the research.
- The trends and issues we research are highly contested and loaded with vested interests: the causes and pains of violence against children, the state execution of convicted murderers, the recent history of terrorism and how to control it, the use and distribution of illegal drugs, and the rapid growth in the number of criminal laws.
- Our field of study possesses tremendous potential to shed much needed empirical light on these types of topics and issues. The knowledge–power dynamic, however, instructs us on the importance of generating credible knowledge only through the most rigorous social scientific methods, independent, the extent possible, of dominant interests.
- Research holds tremendous power to influence, yet the researcher must be diligent to resist being unduly influenced by those in power.

32.

- Many crime and justice academics also work as paid consultants and as pro bono researchers for the government, NGOs, and even special-interest groups. A common arrangement is paid-for consulting work, where an academic researcher is hired by an agency or organization to research a particular topic.
- Governments also conduct a great deal of crime and justice research at the federal, state, local, and even international levels. In fact, generating scientifically based knowledge has been a centerpiece of attempts at criminal justice reform worldwide.
- Criminal justice practitioners generate on a daily basis, sometimes with the assistance of academics, massive amounts of data and analysis in areas such as family violence, violent youth crime, arrests, illegal drug use among arrestees, gangs, prison disciplinary infractions, and probation revocations.
- Journalists also conduct crime and justice research. They dig deep to understand what they are studying using multiple field research techniques. They also collect and analyze quantitative data, oftentimes obtaining sensitive documents from government officials using the Freedom of Information Act.
- Advances in information technology enable nearly any student to engage in meaningful, quality crime and justice research.

33.

- Basic research generates knowledge for the sake of knowledge and generating knowledge is an end in and of itself. It has no utility beyond making us more knowledgeable.
- The traditional notion of a university was that it was a place where scholars pursued knowledge only for the purpose of better understanding humans, society, or the natural environment.
- Applied research can also build new knowledge, but for a different purpose. Those involved in applied research conduct a study to address a specific concern or to offer solutions to a problem. Applied researchers rely on studies usually conducted over a short time period designed to yield practical results that people can use.
- Although instructive, the basic–applied distinction has its shortcoming in organizing our particular field of study. There are two general audiences for applied research in our field. The first is those agencies sponsoring an applied study. We discussed earlier how many academics contracted out by agencies, and practitioners themselves, conduct research to solve or shed light on an immediate organizational problem.
- The second audience for applied research is other academics, and only indirectly for practitioners. Crime and justice research emphasizes the importance of publishing applied research in academic journals as a means to develop the field’s body of practical knowledge

Chapter 2

1. d
2. c
3. b
4. a
5. a
6. b
7. c
8. d
9. c
10. a
11. b
12. b
13. a
14. d
15. c
16. d
17. a
18. b
19. c
20. c
21. a
22. a
23. b
24. b
25. a
26. a
27. b
28. a
29. b
30. a
- 31.

- We gain knowledge from parents, teachers, and experts as well as from books, television, and other media. When we accept something as being true just because someone in a position of authority says it is true, we are using authority knowledge as a basis of knowing. Relying on the wisdom of authorities is a quick, simple, and cheap way to learn something. Authorities often spend time and effort to learn something, and you can benefit from their experience.
- People sometimes rely on tradition for knowledge. Tradition is a special case of authority—the authority of the past. Tradition knowledge means you accept something as being true because it's the way things have always been.
- Television shows, movies, and newspaper and magazine articles are important sources of information about social life. For example, most people who have no contact with criminals or the criminal justice system learn about crime and justice by watching television shows and movies, and by reading newspapers.
- If something happens to you, if you personally see it or experience it, most of us accept it

as true. Personal experience knowledge has a strong and lasting impact. It is a forceful source of knowledge, so much so that an academic's professional research interests can sometimes be traced back to childhood experiences.

32.

- Quantitative researchers typically start with a general area of academic or professional interest, such as the effects of domestic violence, reasons for delinquency, or privatization of prisons.
- The researcher must narrow it down to, or focus on, a specific research question that can be addressed in the study. This requires a careful review of the research literature, exploratory trips into the field, and developing testable research ideas that come from an awareness of crime and justice theory.
- Designing the study, the next step, requires making decisions about the type of cases or sample to select, the time frame of the research (cross-sectional or longitudinal; see below), how to measure what's being studied (discussed later as *variables*), and what research technique (e.g., questionnaire, experiment) to employ.
- After designing the study, a researcher begins to collect data using the research method selected. A quantitative researcher will very carefully record and verify the data and then transfer these data into computer-readable format.
- Once the data are organized, the researcher begins the fifth step—statistical analysis. This involves manipulating the data or numbers using computer software to create charts, tables, graphs, and statistics.
- The researcher next has to give meaning to or interpret the data. By looking at the analyzed data, using theoretical knowledge on the research topic and question, and drawing on previous published research, a researcher attempts to shed light on the original research question. A researcher also considers alternative interpretations of the data, compares the results of this study with previous studies, and draws out its wider implications.
- Informing others means writing a report about the study in a specific format and presenting a description of the study and its results to professional audiences in an academic publication. In addition, it often entails recommendations for practice based on the researcher's findings.

33.

- Regardless of who conducts research (e.g., old or young, male or female) and regardless of where it was conducted (e.g., United States or France, Harvard or Unknown University), the research is to be judged only on the basis of scientific merit.
- Scientists should not accept new ideas or evidence in a carefree, uncritical manner. They should challenge and question all evidence and subject each study to intense scrutiny. The purpose of their criticism is not to attack the individual but to ensure that the methods and ideas used in research can stand up to close, careful examination.
- Scientists should aspire to be neutral, impartial, receptive, and open to unexpected observations or new ideas. They should not be rigidly wedded to a particular idea or

point of view. They should accept, even look for, evidence that runs against their positions and should honestly accept all findings based on high-quality research.

- Scientific knowledge must be shared with others; it belongs to everyone. Creating scientific knowledge is a public act, and the findings are public property, available for all to use. The way in which the research is conducted must be described in detail. New knowledge is not formally accepted until other researchers have reviewed it and it has been made publicly available in a special form and style.
- This is a general cultural norm, but it is especially strong in scientific research. Scientists demand honesty in all research; dishonesty or cheating in scientific research is a major taboo.