The Practice of Research in Criminology and Criminal Justice 7th edition Bachman Test Bank

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CHAPTER 2: The Process and Problems of Research of Criminological Research

Test Bank

Multiple Choice

1. There are several steps to critically reviewing previous research. Which of the following is NOT an example of critically reviewing previous research listed in your book?
a. Dr. Smith collected research articles on domestic violence and read only the abstracts.
b. A research assistant located several articles for later review.
c. A graduate student decided on using some “descriptors” to search for literature.
d. Erica assessed each article separately and then conducted an integrated review.
Ans: D
Learning Objective: 2-1. Describe the importance of theory to research.
Cognitive Domain: Application
Answer Location: Critically Review Research
Difficulty Level: High

2. Which is the correct order of steps to developing a research question?
a. identify; refine; evaluate
b. identify; evaluate; refine
c. evaluate; identify; refine
Ans: A
Learning Objective: 2-1. Describe the importance of theory to research.
Cognitive Domain: Comprehension
Answer Location: Where to Start?
Difficulty Level: Medium

3. In your textbook, which of the following is NOT a suggestion on best practices for searching the research literature?
a. create a list of search items and then narrow your search
b. identifying approprioate databases to search
c. examining newspaper and magazine articles
d. specifiying your research question
Ans: C
Learning Objective: 2-1. Describe the importance of theory to research.
Cognitive Domain: Comprehension
Answer Location: Searching the Literature
Difficulty Level: Medium

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4. It is often a good idea to narrow your literature search by requiring that abstracts contain combinations of words or phrases that include more of the specific details of your research question. What is this tactic called in your book?
a. locating the articles
b. using Boolean search logic
c. using appropriate subject descriptors
d. creating a tentative list of search terms
Ans: B
Learning Objective: 2-1. Describe the importance of theory to research.
Cognitive Domain: Analysis
Answer Location: Searching the Literature
Difficulty Level: High

5. Dr. Smith's newly developed theory on criminal behavior cannot be tested. His research is in violation of which of the following requirements of theory?
a. theoretical constructs
b. feasability
c. critical review
d. falsifiability
Ans: D
Learning Objective: 2-1. Describe the importance of theory to research.
Cognitive Domain: Application
Answer Location: The Role of Theory
Difficulty Level: Medium

6. Theory and data have a two-way, mutually reinforcing relationship. Researchers may make this connection by starting with a social theory and then testing some of its implications with data. What is this process called?
a. deductive reasoning
b. assessing feasability
c. inductive reasoning
d. clarifying social importance
Ans: A
Learning Objective: 2-2. Discuss the difference between deductive and inductive reasoning.
Cognitive Domain: Comprehension
Answer Location: Social Research Strategies
Difficulty Level: Medium

7. Dr. Williams used the theory of *differential association* (theory that focuses on how associating and learning from delinquent peers influences crime) to collect and interpret data on vandalism committed in groups and individually. He invoked which type of process in conducting his research?
a. inductive reasoning
b. assessing feasability
c. deductive reasoning

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Ans: C
Learning Objective: 2-2. Discuss the difference between deductive and inductive reasoning.
Cognitive Domain: Application
Answer Location: Social Research Strategies
Difficulty Level: High

8. A graduate student collected qualitative data on domestic violence and used the data to develop a theory that explained the patterns in her data. Which type of process did she use in conducting her research?
a. deductive reasoning
b. theory testing
c. assessing feasability
d. inductive reasoning
Ans: D
Learning Objective: 2-2. Discuss the difference between deductive and inductive reasoning.
Cognitive Domain: Application
Answer Location: Social Research Strategies
Difficulty Level: Medium

9. Unexpected patterns in data, which stimulate new ideas or theoretical approaches are commonly referred to as _____.
a. serendipitous findings
b. deductive findings
c. anomalous Findings
Ans: A
Learning Objective: 2-2. Discuss the difference between deductive and inductive reasoning.
Cognitive Domain: Knowledge
Answer Location: Social Research Strategies
Difficulty Level: Low

10. A tentative statement about empirical reality involving the relationship between two or more variables is called a(n) _____.
a. assertion
b. hypothesis
c. research question
d. construct
Ans: B
Learning Objective: 2-3. Describe the difference between a research question and a research hypothesis.
Cognitive Domain: Knowledge
Answer Location: The Research Circle
Difficulty Level: Low

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11. Which of the following is NOT an example of a hypothesis?
a. The higher the level of poverty in a community, the higher its rate of crime.
b. The more liquor stores in a community, the higher its rate of crime.
c. Will a community with higher crime rates also have a high level of poverty?
d. The older the person, the less crime they will commit over time.
Ans: C
Learning Objective: 2-3. Describe the difference between a research question and a research hypothesis.
Cognitive Domain: Application
Answer Location: The Research Circle
Difficulty Level: Medium

12. A _____ is a characteristic or property that can vary, whereas a _____ has a fixed characteristic or property.
a. variable; constant
b. constant; variable
c. hypothesis; question
Ans: A
Learning Objective: 2-3. Describe the difference between a research question and a research hypothesis.
Cognitive Domain: Knowledge
Answer Location: The Research Circle
Difficulty Level: Low

13. In a study examining type of crime committed in an all-male prison, what should gender be considered?
a. a variable
b. a constant
c. a construct
Ans: B
Learning Objective: 2-4. Explain how the research circle is really a research spiral.
Cognitive Domain: Application
Answer Location: The Research Circle
Difficulty Level: Medium

14. A research assistant wanted to see whether or not poverty predicted crime rates. In this example, what term represents crime rates?
a. *independent variable*
b. *dependent variable*
c. *constant*
d. *predictor variable*
Ans: B
Learning Objective: 2-5. Identify the difference between an independent variable and a dependent variable.
Cognitive Domain: Application

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Answer Location: The Research Circle
Difficulty Level: Medium

15. A research assistant found that as an individual's self-control increased, their criminal activity decreased. This is an example of what type of relationship between self-control and criminal activity?
a. negative relationship
b. null relationship
c. positive relationship
Ans: A
Learning Objective: 2-4. Explain how the research circle is really a research spiral.
Cognitive Domain: Application
Answer Location: The Research Circle
Difficulty Level: Medium

16. A researcher hypothesized that as liquor sales increased, so would the crime rate in areas near those liquor stores. What type of relationship between liquor sales and crime rates did this researcher hypothesis?
a. a negative relationship
b. a positive relationship
c. an inverse relationship
d. a constant relationship
Ans: A
Learning Objective: 2-3. Describe the difference between a research question and a research hypothesis.
Cognitive Domain: Application
Answer Location: The Research Circle
Difficulty Level: Medium

17. A researcher had evidence that unemployed spouse abusers recidivate (i.e., reoffend). So, when he conducted an interview with Joe, an unemployed spouse abuser, he concluded that Joe would most likely recidivate. What type of reasoning did this researcher use to make his conclusion?
a. inductive reasoning
b. deductive reasoning
c. overgeneralization
d. selective observation
Ans: B
Learning Objective: 2-2. Discuss the difference between deductive and inductive reasoning.
Cognitive Domain: Application
Answer Location: Social Research Strategies
Difficulty Level: Medium

18. According to your text, empirical generalizations refer to statements that describe _____.

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a. findings
b. precision
c. feasability
d. importance
Ans: A
Learning Objective: 2-4. Explain how the research circle is really a research spiral.
Cognitive Domain: Comprehension
Answer Location: The Research Circle
Difficulty Level: Medium

19. Crime is lower in those communities where the police patrol on foot is an example of a _____.
a. assertion
b. hypothesis
c. research question
d. research statement
Ans: B
Learning Objective: 2-3. Describe the difference between a research question and a research hypothesis.
Cognitive Domain: Comprehension
Answer Location: The Research Circle
Difficulty Level: Medium

20. A researcher engaged in a small-scale study to examine a new policing strategy to address domestic violence, but because they were worried about the generalizability of their results, they conducted replications of their study in other locations. Which of the following best describes the type of study in which the researcher engaged?
a. the research circle
b. inductive research
c. deductive research
d. the research method
Ans: A
Learning Objective: 2-4. Explain how the research circle is really a research spiral.
Cognitive Domain: Application
Answer Location: The Research Circle
Difficulty Level: Medium

21. A researcher wanted to examine if vandalism of a school decreased if the school had and enforced policies against vandalism. What is the dependent variable?
a. youth caught vandalizing the school
b. the school's policies
c. vandalism of a school
Ans: C
Learning Objective: 2-5. Identify the difference between an independent variable and a dependent variable.
Cognitive Domain: Application

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Answer Location: The Research Circle
Difficulty Level: Medium

22. When someone is measuring the consequence of a proposed influence, the consequence is called the _____.
a. dependent variable
b. constant
c. independent variable
d. direction of association
Ans: A
Learning Objective: 2-5. Identify the difference between an independent variable and a dependent variable.
Cognitive Domain: Comprehension
Answer Location: The Research Circle
Difficulty Level: Medium

23. A positive relationship was found between youth with low self-control and their criminal behavior. Self-control is considered the _____.
a. dependent variable
b. constant
c. independent variable
d. direction of association
Ans: C
Learning Objective: 2-5. Identify the difference between an independent variable and a dependent variable.
Cognitive Domain: Comprehension
Answer Location: The Research Circle
Difficulty Level: Medium

24. Once we formulate a research question and choose a theory, we start the process of moving from the general to the specific. This is called _____.
a. assessing feasability
b. inductive reasoning
c. scientific method
d. deductive reasoning
Ans: D
Learning Objective: 2-2. Discuss the difference between deductive and inductive reasoning.
Cognitive Domain: Knowledge
Answer Location: Social Research Strategies
Difficulty Level: Low

25. Indicate which of the following examples does NOT represent inductive reasoning.
a. Specific data are used to develop a general explanation.
b. It starts at bottom of the research cycle.
c. Data is explored for patterns.

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d. Data is created by theory to explain a pattern.
Ans: D
Learning Objective: 2-2. Discuss the difference between deductive and inductive reasoning.
Cognitive Domain: Comprehension
Answer Location: The Research Circle
Difficulty Level: Medium

26. Which of the following statements is NOT true about hypotheses?
a. Theory can lead to hypotheses.
b. Hypotheses are basically the same as research questions.
c. Hypotheses can be tested.
d. Tests derived from hypotheses can be replicated.
Ans: B
Learning Objective: 2-3. Describe the difference between a research question and a research hypothesis.
Cognitive Domain: Comprehension
Answer Location: The Research Circle
Difficulty Level: High

27. Starting with a specific idea and moving to a more general one is an example of _____ reasoning.
a. deductive reasoning
b. assessing feasability
c. inductive reasoning
d. clarifying social importance
Ans: C
Learning Objective: 2-2. Discuss the difference between deductive and inductive reasoning.
Cognitive Domain: Comprehension
Answer Location: Social Research Strategies
Difficulty Level: Medium

28.. Deductive reasoning is mostly used in _____ research, whereas inductive reasoning is mostly used in _____ research.
a. quantitative; qualitative
b. qualitative; quantitative
c. exploratory; explanatory
Ans: A
Learning Objective: 2-2. Discuss the difference between deductive and inductive reasoning.
Cognitive Domain: Application
Answer Location: Social Research Strategies
Difficulty Level: High

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29. A graduate student conducted qualitative interviews with 30 people on their experience of illegal drug use. She learned about a factor related to illegal drug use that had not been considered in previous studies. As such, she developed a theory with this new information and created a quantitative survey to assess her new hypotheses. This is an example of which of the following?
a. forming hypotheses
b. the reserach circle
c. identifying a research question
d. direction of association
Ans: B
Learning Objective: 2-4. Explain how the research circle is really a research spiral.
Cognitive Domain: Application
Answer Location: The Research Circle
Difficulty Level: Medium

30. According to your text, research circle comprises of three main research strategies. Which of the following is NOT one of these strategies?
a. descriptive research
b. inductive research
c. deductive research
d. evaluative research
Ans: D
Learning Objective: 2-4. Explain how the research circle is really a research spiral.
Cognitive Domain: Knowledge
Answer Location: The Research Circle
Difficulty Level: Low

31. A researcher that found a correlation between alcohol and crime predicted that crime rates were affected by the number of bars in an area. Which of the following was most likely her hypothesis?
a. The more bars in an area, the higher the rate of crime.
b. The higher the crime rate, the more bars in an area.
c. The higher the crime rate, the higher percentage of people drinking alcohol.
Ans: A
Learning Objective: 2-3. Describe the difference between a research question and a research hypothesis.
Cognitive Domain: Application
Answer Location: The Research Circle
Difficulty Level: High

32. _____ is stressed by researchers who focus attention on the subjective dimension of the social world and refers to an understanding of a social process or social setting is one that reflects fairly the various perspectives of participants in that setting.
a. Authenticity
b. Measurement validity
c. Generalizability

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d. Causal validity
Ans: A
Learning Objective: 2-6. Define the different types of validity and generalizability.
Cognitive Domain: Knowledge
Answer Location: Authenticity
Difficulty Level: Low

33. Whereas _____ generalizability refers to whether findings about one group hold for other groups, _____ generalizability refers to whether findings based on a subset of the population hold true for that population.
a. internal; external
b. cross-population; sample
c. sample; cross-population
d. internal; measurement
Ans: B
Learning Objective: 2-6. Define the different types of validity and generalizability.
Cognitive Domain: Comprehension
Answer Location: Generalizability
Difficulty Level: Medium

34. A study conducted in Minneapolis found that those arrested for domestic violence did not respond the same way as those arrested for the same crime in different cities. As such, the findings were not considered _____.
a. internally valid
b. generalizable
c. reliable
Ans: B
Learning Objective: 2-6. Define the different types of validity and generalizability.
Cognitive Domain: Comprehension
Answer Location: Social Research Standards
Difficulty Level: Medium

35. Cross-population generalizability can also be referred to as which of the following?
a. sample generalizability
b. internal validity
c. external validity
d. measurement validity
Ans: C
Learning Objective: 2-6. Define the different types of validity and generalizability.
Cognitive Domain: Knowledge
Answer Location: Generalizability
Difficulty Level: Low

36. Sometimes political pollsters may study a sample of likely voters and then generalize their findings to the entire population of likely voters. This is an example of _____ generalizability that social scientists try to avoid.

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a. cross-population
b. sample
c. valid
d. external
Ans: B
Learning Objective: 2-6. Define the different types of validity and generalizability.
Cognitive Domain: Comprehension
Answer Location: Generalizability
Difficulty Level: Medium

37. If we seek to describe the frequency of domestic violence in families, we need to develop a valid procedure in defining what we intend to measure. This is an example of _____ validity.
a. measurement
b. external
c. internal
d. generalizable
Ans: A
Learning Objective: 2-6. Define the different types of validity and generalizability.
Cognitive Domain: Application
Answer Location: Measurement Validity
Difficulty Level: Medium

38. We have reached the goal of _____ when our statements or conclusions about empirical reality are correct.
a. authenticity
b. generalizability
c. validity
Ans: C
Learning Objective: 2-6. Define the different types of validity and generalizability.
Cognitive Domain: Knowledge
Answer Location: Social Research Standards
Difficulty Level: Low

39. Researchers avoid coming up with conclusions that people will like or conclusions that suit their personal preferences. This refers to them establishing which of the following?
a. truth
b. validity
c. observations
Ans: B
Learning Objective: 2-6. Define the different types of validity and generalizability.
Cognitive Domain: Comprehension
Answer Location: Social Research Standards
Difficulty Level: Medium

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40. The goal of _____ is to reflect fairly the perspectives of participants in a setting that we study.
a. authenticity
b. reliability
c. validity
d. observations
Ans: A
Learning Objective: 2-6. Define the different types of validity and generalizability.
Cognitive Domain: Knowledge
Answer Location: Authenticity
Difficulty Level: Low

True/False

1. A research question is a question about some aspect of crime, criminals, or the criminal justice system, the answer to which is sought through collection and analysis of the firsthand, verifiable, empirical data.
Ans: T
Learning Objective: 2-1. Describe the importance of theory to research.
Cognitive Domain: Knowledge
Answer Location: Where to Start?
Difficulty Level: Low

2. Refereed journals refer to a group of published papers based on newspaper or magazine articles that have been reviewed by researchers on their importance and relevance to social scientists.
Ans: F
Learning Objective: 2-1. Describe the importance of theory to research.
Cognitive Domain: Comprehension
Answer Location: Searching the Literature
Difficulty Level: Medium

3. Imagine you read 30 articles on youth violence and you start to write your literature review. You know that you must discuss each article that you read.
Ans: F
Learning Objective: 2-1. Describe the importance of theory to research.
Cognitive Domain: Comprehension
Answer Location: Searching the Literature
Difficulty Level: Medium

4. Theoretical constructs refer to parts of a theory that describe what is important to look at to understand, explain, predict, and “do something about” the subject.
Ans: T
Learning Objective: 2-1. Describe the importance of theory to research.
Cognitive Domain: Knowledge

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Answer Location: The Role of Theory
Difficulty Level: Low

5. We cannot test an idea fairly unless we use deductive reasoning, stating our expectations in advance and then designing a way to test the validity of our claims.
Ans: T
Learning Objective: 2-2. Discuss the difference between deductive and inductive reasoning.
Cognitive Domain: Comprehension
Answer Location: Social Research Strategies
Difficulty Level: Medium

6. A graduate student that began her study at the bottom of the research circle and worked upward, engaged in deductive research.
Ans: F
Learning Objective: 2-4. Explain how the research circle is really a research spiral.
Cognitive Domain: Knowledge
Answer Location: The Research Circle
Difficulty Level: Low

7. The research circle is really a spiral.
Ans: T
Learning Objective: 2-4. Explain how the research circle is really a research spiral.
Cognitive Domain: Knowledge
Answer Location: The Research Circle
Difficulty Level: Low

8. In a hypothesis predicting the relationship between two variables, the direction of association can be either positive or negative.
Ans: T
Learning Objective: 2-3. Describe the difference between a research question and a research hypothesis.
Cognitive Domain: Knowledge
Answer Location: Social Research Strategies
Difficulty Level: Low

9. One concern about inductive research is that it may not be generalizable.
Ans: T
Learning Objective: 2-4. Explain how the research circle is really a research spiral.
Cognitive Domain: Comprehension
Answer Location: Social Research Strategies
Difficulty Level: Medium

10. Dr. Williams found that youth who participated in a program to reduce bullying in schools were less likely to bully or be bullied. The prevalence of bullying in youth was the dependent variable.

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Ans: T
Learning Objective: 2-5. Identify the difference between an independent variable and a dependent variable.
Cognitive Domain: Application
Answer Location: The Research Circle
Difficulty Level: Medium

11. A researcher using a theory that asserted feelings of real or perceived strain was associated with criminal activity developed a hypothesis and then carried out a research study. This research utilized deductive reasoning.
Ans: T
Learning Objective: 2-2. Discuss the difference between deductive and inductive reasoning.
Cognitive Domain: Application
Answer Location: Social Research Strategies
Difficulty Level: Medium

12. Hypotheses with a categorical independent variable simply state that one category of the independent variable is associated with higher (or lower) values of the dependent variable.
Ans: T
Learning Objective: 2-3. Describe the difference between a research question and a research hypothesis.
Cognitive Domain: Comprehension
Answer Location: The Research Circle
Difficulty Level: Medium

13. Reanalysis of data qualifies as inductive research, because the hypotheses were derived from theory and then tested with the data.
Ans: F
Learning Objective: 2-3. Describe the difference between a research question and a research hypothesis.
Cognitive Domain: Knowledge
Answer Location: The Research Circle
Difficulty Level: Low

14. A research predicted that youth in a risk-reduction program were less likely to engage in criminal activity. The independent variable in this case was whether youth were in the risk-reduction program.
Ans: T
Learning Objective: 2-5. Identify the difference between an independent variable and a dependent variable.
Cognitive Domain: Application
Answer Location: The Research Circle
Difficulty Level: Medium

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15. A variable can change, but a constant remains the same.
Ans: T
Learning Objective: 2-5. Identify the difference between an independent variable and a dependent variable.
Cognitive Domain: Knowledge
Answer Location: The Research Circle
Difficulty Level: Low

16. One way to make sure that measurement validity is addressed is by creating clear definitions of what we intend to measure.
Ans: T
Learning Objective: 2-6. Define the different types of validity and generalizability.
Cognitive Domain: Comprehension
Answer Location: Measurement Validity
Difficulty Level: Medium

17. It is common practice to assume that results from a small sample of people from one community would be the same results among individuals in a different community.
Ans: F
Learning Objective: 2-6. Define the different types of validity and generalizability.
Cognitive Domain: Comprehension
Answer Location: Generalizability
Difficulty Level: Medium

18. “Battered women serve as experts of their own lives” is an example of authenticity.
Ans: T
Learning Objective: 2-6. Define the different types of validity and generalizability.
Cognitive Domain: Application
Answer Location: Authenticity
Difficulty Level: Medium

19. Generalizability is more concerned with validity of claims being made one group to another, whereas measurement validity is more concerned with what terms and definitions are used as measures in research.
Ans: T
Learning Objective: 2-6. Define the different types of validity and generalizability.
Cognitive Domain: Comprehension
Answer Location: Social Research Standards, Measurement Validity and Generalizability
Difficulty Level: Medium

20. Causal validity is also known as external validity.
Ans: F
Learning Objective: 2-6. Define the different types of validity and generalizability.
Cognitive Domain: Comprehension
Answer Location: Causal Validity

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Difficulty Level: Medium

Short Answer

1. List and describe the three ways researcher's should evaluate their research questions.
Ans: (1) Feasibility: You must be able to conduct your study within the time frame and resources you have and must be able to access the people or groups you want to study. (2) Social Importance: Focus on a substantive area that you feel is important and consider whether the research question is important to other people. (3) Scientific Relevance: Questions should be grounded in the existing empirical literature. The research must be informed by what others have done on the topic.
Learning Objective: 2-1. Describe the importance of theory to research.
Cognitive Domain: Comprehension
Answer Location: Evaluating Research Questions
Difficulty Level: Medium

2. Define *theory* and *theoretical constructs*. Then describe the relationship between them. Provide one example of a theory and one of its theoretical constructs provided in the textbook.
Ans: Theory is a logically interrelated set of propositions about empirical reality and theoretical constructs are parts of a theory that describe what is important to look at to understand, explain, predict, and "do something about" the subject. An example is differential association theory. A theoretical construct of this theory is "definitions unfavorable or favorable to the violation of the law."
Learning Objective: 2-1. Describe the importance of theory to research.
Cognitive Domain: Analysis
Answer Location: The Role of Theory
Difficulty Level: High

3. Define *inductive* and *deductive reasoning*. Then, indicate the type of reasoning is typically associated with quantitative and qualitative methods.
Ans: Deductive reasoning: The type of reasoning that moves from the general to the specific.
Inductive reasoning: The type of reasoning that moves from the specific to the general. Deductive is typically associated with quantitative research, whereas inductive is typically associated with qualitative methods.
Learning Objective: 2-2. Discuss the difference between deductive and inductive reasoning.
Cognitive Domain: Comprehension
Answer Location: Social Research Strategies
Difficulty Level: Medium

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4. A researcher wanted to examine whether or not an individual's self-reports of violence was influenced by the number of friends they reported that were violent. Indicate the dependent and independent variables. Then provide a hypothesis on the relationship between these two variables.
Ans: The individual's self-reports of violence is the dependent variable and the number of friends they reported that were violent is the independent variable. As the number of friends that were violent goes up, an individual's self-reports of violence will go up too.
Learning Objective: 2-5. Identify the difference between an independent variable and a dependent variable.
Cognitive Domain: Analysis
Answer Location: The Research Circle
Difficulty Level: High

5. Use the following example to answer a set of questions:
If the discrepancy between one's aspirations and expectations is high, then the level of perceived strain is high.
Considering this is an "if-then" hypothesis, what is the original hypothesis? What is the independent variable and dependent variable in this study? What direction of association does this hypothesis predict?

Ans: (1) As the discrepancy between one's aspirations and expectations increases, one's level of strain increases. (2) Perceived strain is the dependent variable and the discrepancy between one's aspirations and expectations is the independent variable. (3) The direction of association is positive.
Learning Objective: 2-5. Identify the difference between an independent variable and a dependent variable.
Cognitive Domain: Comprehension
Answer Location: The Research Circle
Difficulty Level: High

6. Use the following example to answer a set of questions:
Tom wants to examine the causes of domestic violence. He wants to start with social theory and then test some of its implications with data. He would like to explain the causes of domestic violence using independent variables derived from previous research.
Erica wants to explore factors related to domestic violence of Latino immigrants, where barely any research has been done. She wants to start with interview data she collected and then identify patterns in her data. She would like to inform future studies with this information.
Which researcher utilized deductive reasoning and which used inductive reasoning? Which type of research (qualitative or quantitative) and (explanatory or exploratory) did Tom and Erica conduct? Provide two differences between their studies.
Ans: Tom—deductive; Erica—inductive. Tom—quantitative and explanatory; Erica—qualitative and exploratory. One difference is that whereas Tom started with social theory to test its usefulness in examining the causes of domestic violence, Erica began with data. Second, whereas Erica's data may be less generalizable than Tom's, since

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she is focused specifically on Latino immigrants, her research could be used in future deductive studies.
Learning Objective: 2-4. Explain how the research circle is really a research spiral.
Cognitive Domain: Analysis
Answer Location: The Research Circle
Difficulty Level: High

7. Sometimes the research circle is better described as a research spiral. Explain why this is the case. Explain this using the terms of inductive research, deductive research, and hypothesis.
Ans: A research circle can be a research spiral because many times researchers go from one research project to the next, while they solidify their arguments. However, many times this can take multiple renditions for researchers making it so that they have a never ending process of research. For example, they may begin with deductive research and then realize that maybe their theory is incomplete. Then they may conduct inductive research to let their data guide their research. After that they would refine their hypotheses.
Learning Objective: 2-4. Explain how the research circle is really a research spiral.
Cognitive Domain: Application
Answer Location: The Research Circle
Difficulty Level: High

8. A graduate student utilized differential association theory in her research and examined an independent variable of personal beliefs favorable to committing crime on the dependent variable of self-reported crime. She found that this was not the case for all individual's that self-reported crime and she chose to refine her hypotheses and develop a new study. Describe what type of research she could engage in to use her data to develop new theoretical constructs. Then explain how this is representative of the research circle.
Ans: She could engage in inductive research to examine her data to find new patterns and potentially new theoretical constructs. This is representative of the research circle because many researchers start with one type of study and then move to the next type of study to refine and solidify their arguments.
Learning Objective: 2-4. Explain how the research circle is really a research spiral.
Cognitive Domain: Application
Answer Location: The Research Circle
Difficulty Level: High

9. Explain the concept of authenticity. What type of research is associated with authenticity? Provide an example of a way a researcher could pay attention to authenticity.
Ans: Authenticity is when the understanding of a social process or social setting is one that reflects fairly the various perspectives of participants in that setting. Qualitative research is typically associated with researchers paying to authenticity. For example, instead of examining the variables related to domestic violence, a researcher concerned

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with domestic violence may interview women living in domestic violence shelters to capture their lived experiences so that her research is authentic.
Learning Objective: 2-4. Explain how the research circle is really a research spiral.
Cognitive Domain: Application
Answer Location: The Research Circle
Difficulty Level: Medium

10. Explain the difference between cross-population generalizability and sample generalizability.
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. They are different because one is focused on using data from a sample to mimic the population and the other is concerned with data and findings from one population can be generalized to another group, population or setting.
Learning Objective: 2-6. Define the different types of validity and generalizability.
Cognitive Domain: Comprehension
Answer Location: Generalizability
Difficulty Level: Medium

Essay

1. Provide the definition of *theory* and describe at least three ways theory helps us in social science research. Then, apply these three ways theory can help us to the example of youth violence.
Ans: Answers will vary based on the ways that they choose how theory can help us. Theory: A logically interrelated set of propositions about empirical reality. Theory can help us explain phenomenon, it can help us interpret our empirical findings, and it can help us guide public policy. For youth violence, theory can help explain why age is related to the incidence of youth violence. It can help us interpret the fact that a vast majority of youth violence occurs in groups rather individually. Finally, it can help us decide one which types of public policy efforts to be made to address it.
Learning Objective: 2-1. Describe the importance of theory to research.
Cognitive Domain: Analysis
Answer Location: The Role of Theory
Difficulty Level: High

2. Both deductive reasoning and inductive reasoning are essential to criminologists. However, sometimes we cannot always make useful predictions for every social situation or research problem that we seek to investigate. We may find unexpected patterns in the data we collect. What is the term used to describe this? Define that term. Then provide some suggestions on the process a researcher could invoke in order to make sense of their unanticipated findings.

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Ans: Serendipitous findings or anomalous findings. Definition: Serendipitous findings (anomalous findings): Unexpected patterns in data, which stimulate new ideas or theoretical approaches. Researchers that run into this problem can try to reason inductively to make sense as to why those unanticipated findings came up. That is, they could think of additional constructs or relationships between those constructs that were not accounted for initially. Then they could return to deductive reasoning and create a new plan of study to formally test their new ideas.
Learning Objective: 2-2. Discuss the difference between deductive and inductive reasoning.
Cognitive Domain: Analysis
Answer Location: Social Research Strategies
Difficulty Level: High

3. Compare and contrast inductive and deductive research. Describe the main motives for each of these types of research and then explain how they could be used within the same research study demonstrating your knowledge of the research circle.
Ans: Both inductive and deductive research are forms of the "research circle" in that they are both research strategies. Deductive research is proceeds from theorizing to data collection and then back to theorizing and in essence a specific expectation is deduced from a general premise and then tested. Inductive research, on the other hand, begins with specific data which are then used to develop (induce) a general explanation (a theory) to account for the data. Deductive research is motived by a desire to test theories and explain or evaluate. Inductive research is more exploratory in nature. Inductive research could be strengthened if deductive research follows from the patterns identified in the inductive research. Whereas, deductive research may be strengthened in case the findings do not align with what was expected and more exploration is necessary. In this way, this represents a circle—going from one type of research to the next and then back.
Learning Objective: 2-4. Explain how the research circle is really a research spiral.
Cognitive Domain: Analysis
Answer Location: The Research Circle
Difficulty Level: High

4. Come up with a research question and a hypothesis on a topic related to criminology. Then explain the difference between a research question and a hypothesis. After that, indicate what your dependent and independent variables are, as well as a constant (if you have one), and what direction of association your hypothesis assumes.
Ans: Answers will vary. Do youth with delinquent friends commit more crime? I hypothesize that younger youth are more likely to commit crime if they have delinquent friends. A hypothesis asserts that there is a relationship between two variables, whereas a research question is simply proposing a topic of interest to study. The dependent variable, in this case would be crime and the independent variable is whether they have delinquent friends. The constant is youth. The direction of association I assume is that there will be a positive relationship with delinquent friends and a youth's criminal activity.

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Learning Objective: 2-3. Describe the difference between a research question and a research hypothesis.
Cognitive Domain: Application
Answer Location: The Research Circle
Difficulty Level: Medium

5, As your book discusses, as social scientists, we need to be concerned with three aspects of validity. List and define each of these. Then provide two reasons why establishing validity is important.
Ans: The three different types of measurement validity, generalizability, and causal validity. Measurement validity refers to the type of validity that is achieved when a measure measures what it is presumed to measure. Generalizability refers to the type of validity that is achieved when a conclusion holds true for the population, group, or groups that we say it does, given the conditions that we specify. Causal/internal validity: The type of validity that is achieved when a conclusion that one phenomenon leads to or results in another phenomenon—or doesn't lead to or result in another—is correct. One reason they are important is because, as social scientists, we want to make sure that we are making claims that are as true as we possibly can and validity plays a huge role in this. Another reason it is important is because we need to make sure that we are not making mistakes such as assuming something from one sample is true of all types of people, contexts, or cultures. Generalizability plays a role here.
Learning Objective: 2-6. Define the different types of validity and generalizability.
Cognitive Domain: Comprehension
Answer Location: Social Research Standards
Difficulty Level: Medium

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