1. Webster, R.G., & Vermeulen, S.C. (2011). Tolerance for law violations and social projection among offenders and nonoffenders. *Criminal Justice and Behavior*, 38, pp. 1028–1041. [<http://cjb.sagepub.com/cgi/reprint/38/10/1028?ijkey=dYcNEv.S8NQE6&keytype=ref&siteid=spcjb>]

How were norm violations measured in this study?

@ Learning Objective: 2-4: Compare and contrast norm violations and ethical violations

a. The Psychopathy Checklist–Revised

b. Trauma Exposure Recency and Severity Subscale

c. Neuroticism-Extroversion-Openness Inventory

\*d. The Tolerance for Law Violations Scale

2. Webster, R.G., & Vermeulen, S.C. (2011). Tolerance for law violations and social projection among offenders and nonoffenders. *Criminal Justice and Behavior*, 38, pp. 1028–1041. [<http://cjb.sagepub.com/cgi/reprint/38/10/1028?ijkey=dYcNEv.S8NQE6&keytype=ref&siteid=spcjb>]

The authors’ study found support for offenders’ false belief that

@ Learning Objective: 2-4: Compare and contrast norm violations and ethical violations

\*a. everybody breaks the law.

b. good people don’t commit crime.

c. most victims deserve it.

d. breaking the law is necessary to get ahead in life

Type: E

3. Webster, R.G., & Vermeulen, S.C. (2011). Tolerance for law violations and social projection among offenders and nonoffenders. *Criminal Justice and Behavior*, 38, pp. 1028–1041. [<http://cjb.sagepub.com/cgi/reprint/38/10/1028?ijkey=dYcNEv.S8NQE6&keytype=ref&siteid=spcjb>]

Briefly summarize the results of the study.

\*a. As predicted, offenders scored higher on the Tolerance for Law Violations Scale than did nonoffenders. That is, offenders believe it is relatively more acceptable to break or bend rules and the law.

@ Learning Objective: 2-4: Compare and contrast norm violations and ethical violations

4. Castellano, R. (2007). Becoming a Nonexpert and Other Strategies for Managing Fieldwork Dilemmas in the Criminal Justice System. doi: 10.1177/0891241607303529 *Journal of Contemporary Ethnography*, 36, pp. 704-730. [<http://jce.sagepub.com/cgi/reprint/36/6/704?ijkey=MkhLlTUxgBVyI&keytype=ref&siteid=spjce>]

Which strategy for managing role conflict helps the researcher minimize subjectivity and bias?

@ Learning Objective: 2-6: Determine the types of research methods used in scholarly criminal justice studies

a. Participating

b. Anchoring

\*c. Distancing

d. Fielding

5. Castellano, R. (2007). Becoming a Nonexpert and Other Strategies for Managing Fieldwork Dilemmas in the Criminal Justice System. doi: 10.1177/0891241607303529 *Journal of Contemporary Ethnography*, 36, pp. 704-730. [<http://jce.sagepub.com/cgi/reprint/36/6/704?ijkey=MkhLlTUxgBVyI&keytype=ref&siteid=spjce>]

How did the author establish trust and rapport with informants?

@ Learning Objective: 2-6: Determine the types of research methods used in scholarly criminal justice studies

a. She changed her appearance.

b. She engaged in minor criminal activity.

c. She recorded her conversations with judges.

\*d. She became a nonexpert.

6. Castellano, R. (2007). Becoming a Nonexpert and Other Strategies for Managing Fieldwork Dilemmas in the Criminal Justice System. doi: 10.1177/0891241607303529 *Journal of Contemporary Ethnography*, 36, pp. 704-730. [<http://jce.sagepub.com/cgi/reprint/36/6/704?ijkey=MkhLlTUxgBVyI&keytype=ref&siteid=spjce>]

In what way did the author take a stand in her work at Open Door?

@ Learning Objective: 2-6: Determine the types of research methods used in scholarly criminal justice studies

a. She allowed herself to be drug–tested.

b. She refused to carry out her pretrial release duties.

\*c. She provided feedback regarding organizational problems.

d. She ignored the aggressive behavior of the inmates.

Type: E

7. Castellano, R. (2007). Becoming a Nonexpert and Other Strategies for Managing Fieldwork Dilemmas in the Criminal Justice System. doi: 10.1177/0891241607303529 *Journal of Contemporary Ethnography*, 36, pp. 704-730. [<http://jce.sagepub.com/cgi/reprint/36/6/704?ijkey=MkhLlTUxgBVyI&keytype=ref&siteid=spjce>]

Briefly describe the three barriers the author encountered during her fieldwork in the criminal justice system.

\*a. Answers may vary. She encountered barriers to participation in tasks that involved physical and political risk, barriers to open observation because people were sensitized to her presence, and she had to confront challenges to her credibility as a researcher and participant.

@ Learning Objective: 2-6: Determine the types of research methods used in scholarly criminal justice studies

8. Wodahl, E., Ogle, R., Kadleck, C., & Gerow, K. (2013). Offender perceptions of graduated sanctions. *Crime & Delinquency*, 59, pp. 1185–1210. [<http://cad.sagepub.com/cgi/reprint/59/8/1185?ijkey=jVSEksjQ/VEGw&keytype=ref&siteid=spcad>]

Who were the subjects in the study?

@ Learning Objective: 2-7: Evaluate the strengths and weaknesses of common criminal justice research strategies

a. Students at a large Midwestern college

b. Parole officers who had at least five years of professional experience

c. Administrators and inmates at a supermax prison

\*d. Offenders under active supervision in the Wyoming Department of Corrections

9. Wodahl, E., Ogle, R., Kadleck, C., & Gerow, K. (2013). Offender perceptions of graduated sanctions. *Crime & Delinquency*, 59, pp. 1185–1210. [<http://cad.sagepub.com/cgi/reprint/59/8/1185?ijkey=jVSEksjQ/VEGw&keytype=ref&siteid=spcad>]

How did the authors code their survey data?

@ Learning Objective: 2-7: Evaluate the strengths and weaknesses of common criminal justice research strategies

\*a. The converted them into equivalency ratios.

b. They converted them into binary numbers.

c. They used Chi-square analyses.

d. They used regression analyses.

Type: E

10. Wodahl, E., Ogle, R., Kadleck, C., & Gerow, K. (2013). Offender perceptions of graduated sanctions. *Crime & Delinquency*, 59, pp. 1185–1210. [<http://cad.sagepub.com/cgi/reprint/59/8/1185?ijkey=jVSEksjQ/VEGw&keytype=ref&siteid=spcad>]

What were the three themes of the authors’ results?

\*a. Answers may vary. (1) Offenders do not view jail sanctions as being substantially more punitive than community-based sanctions. (2) Offenders view treatment-oriented sanctions as more punitive than other types of graduated sanctions. (3) The punitive effect of jail diminishes as the length of the jail sanction increases.

@ Learning Objective: 2-7: Evaluate the strengths and weaknesses of common criminal justice research strategies