

PUNISHMENT IN *THE SLAMMER*:
PENAL SPECTATORSHIP AMONG COLLEGE STUDENTS

by

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Abstract

This thesis focuses on how citizens engage in the punishment of criminals in their everyday lives through means that seem neutral and largely invisible. It is at a distance that citizens are able to voyeuristically make sense of punishment, while using their position of privilege to engage in individualistic judgment. The consumption of punishment by everyday citizens is often experienced in a variety of forms, such as watching television, navigating the internet, playing video games, reading periodicals, and touring prisons. These experiences amount to a set of practices that tend to both exclude and punish. Each of these practices provide opportunities for the researcher interested in understanding penal spectatorship to observe the everyday consumption of punishment. The focus of this research project seeks to untangle the extent to which citizens engage in multiple forms of penal spectatorship in their everyday lives. One media form which encompasses aspects of the penal spectatorship theory is a mug shot newspaper called *The Slammer*. This project asks specific questions about *The Slammer*, in addition to more general questions about penal spectatorship. Specifically, I utilize content analysis to provide a descriptive context regarding the perceived gender and race among mug shots on the front cover of the magazine. Second, a survey was administered to 15,000 undergraduate students at Kansas State University for the purposes of measuring their exposure to mug shot newspapers, understanding of how citizens perceive the legitimacy of mug shot newspapers, their overall engagement in penal spectatorship avenues, whether the citizen feels punishment is justified and necessary for individuals who commit crimes, and finally citizen's opinions regarding the media portrayal of life in prisons and criminals and their crimes. In addition, the survey is comprised of three versions in order to conduct an experiment. Depending on the version of the survey, respondents were either given accurate, inaccurate, or no information pertaining to the mug shot individuals name and charged crime. The experiment seeks to measure respondents' perceptions of the individuals portrayed in *The Slammer* mug shots and the factors that may influence their perceptions. Furthermore, I work to develop composite indicators of key theoretical concepts developed among cultural criminologists. The results provide empirical evidence consistent with theorized overall growth in penal spectatorship.

Table of Contents

List of Figures	vi
List of Tables	vii
Acknowledgements.....	x
Dedication.....	xi
Chapter 1 - Introduction and Statement of Purpose.....	1
Chapter 2 - Literature Review.....	6
Penal Spectatorship.....	6
Social Control	7
Fear of Crime/Rise of the Victim/Collectivity	10
Representations in the Media.....	11
Racial Formation.....	15
Gender Theory	17
An Overview.....	18
Chapter 3 - <i>The Slammer</i> Background.....	20
Chapter 4 - Methodology	23
Content Analysis.....	23
Axio Survey	24
Sample and Survey Implementation	24
Survey Design and Questions	26
Post Survey	29
Next Chapters.....	33
Chapter 5 - Data Analysis and Findings	34
Analysis of the Content Analysis.....	34
Analysis of the Axio Survey	36
Engagement with Mug Shot Newspapers and General Perceptions.....	39
Engagement in Punitive Media and Related Social Interaction.....	40
Perceptions of Crime Prevalence and the Justification for Punishment	41
Penal Spectatorship: Interest in Imprisonment and Criminality	43

Summary of Analysis of the Axio Survey	46
Effects of Race, Hispanic Origin, and Gender on Penal Spectatorship Indices	50
Justification of Punishment.....	51
Thompson’s Support for Punitive Policies	52
Engagement in Punitive Media and Related Social Interaction.....	52
Interest in Imprisonment	53
Interest in Criminality	53
Legitimacy of The Slammer	54
Summary of Indices by Race, Hispanic Origin and Gender	55
Mug Shot Comparison Analysis	55
Survey Version One	56
Survey Version Two	61
Survey Version Three	66
Chapter 6 - Discussion and Conclusion	71
Limitations of the Current Research	75
Guide for Future Research	76
References.....	77
Appendix A - Content Analysis Request Letter	80
Appendix B - Content Analysis Front Covers	81
Appendix C - Tables for Percent Agreement for Race, Gender, and Race/Gender.....	89
Appendix D - Table Frequencies for Each Front Cover	92
Appendix E - IRB Exemption Notification	93
Appendix F - E-mail Notifications for Survey Participation	94
Appendix G - Crime and Punishment Survey Codebook	98
Appendix H - Mug Shot Comparison Cross Tabs and Significance Tests.....	197
Appendix I - Summary of Indices by Race, Hispanic Origin, and Gender	215
Appendix J - Significance Tests for Indices by Race, Hispanic Origin, and Gender	216

List of Figures

Figure 1: <i>The Slammer</i> Front Cover 1	81
Figure 2: <i>The Slammer</i> Front Cover 2	82
Figure 3: <i>The Slammer</i> Front Cover 3	83
Figure 4: <i>The Slammer</i> Front Cover 4	84
Figure 5: <i>The Slammer</i> Front Cover 5	85
Figure 6: <i>The Slammer</i> Front Cover 6	86
Figure 7: <i>The Slammer</i> Front Cover 7	87
Figure 8: <i>The Slammer</i> Front Cover 8	88

List of Tables

Table 1: Summary of Interrator Reliability	35
Table 2: Summary of Variable Descriptives For All Front Covers According to Race, Gender and Race/Gender	35
Table 3: Percent Comparison of Survey Respondents to Kansas State Population by Gender, Race, Academic College, and Year in College	38
Table 4: Percent of Respondents Who Are Familiar with Mug Shot Style Newspapers	39
Table 5: Percentage of Respondent Perceptions of <i>The Slammer</i>	40
Table 6: Percent of Respondent Engaged in Punitive Television Shows	41
Table 7: Percent of Respondent Engaged in Punitive Media and Related Social Interaction	41
Table 8: Percent of Respondents Who Perceive Crime as a Major Problem.....	42
Table 9 Percent of Respondent Perceptions Regarding the Justification for Punishment.....	43
Table 10: Percentage of Respondents Who Support Rehabilitation, Protection of Private Information, and Crime Political Measures	43
Table 11: Percentage of Respondents Interested in Imprisonment.....	44
Table 12: Percentage of Respondents Interested in Criminality.....	46
Table 13: Summary of Percent Respondents Interested in <i>The Slammer</i>	47
Table 14: Summary of Percent Respondents Engaged in Punitive Television Shows	47
Table 15: Summary of Percent Respondents Engaged in Punitive Media and Related Social Interaction	47
Table 16: Summary of the Percentage of Respondent Perceptions of Crime Prevalence and the Justification for Punishment	48
Table 17: Summary of Percent Respondents Interested in Imprisonment.....	49
Table 18: Summary of Percent Respondents Interested in Criminality.....	49
Table 19: Summary of Index Descriptives	50
Table 20: Summary of Indices by Low, Medium, and High Values	51
Table 21: Summary of Respondent Perceptions to Version One Comparison One	56
Table 22: Summary of Respondent Perceptions to Version One Comparison Two.....	57
Table 23: Summary of Respondent Perceptions to Version One Comparison Three.....	58

Table 24: Summary of Respondent Perceptions to Version One Comparison Four	58
Table 25: Summary of Respondent Perceptions to Version One Comparison Five.....	59
Table 26: Summary of Respondent Perceptions to Version One Comparison Six.....	60
Table 27: Summary of Respondent Perceptions to Version Two Comparison One.....	62
Table 28: Summary of Respondent Perceptions to Version Two Comparison Two	62
Table 29: Summary of Respondent Perceptions to Version Two Comparison Three	63
Table 30: Summary of Respondent Perceptions to Version Two Comparison Four.....	64
Table 31: Summary of Respondent Perceptions to Version Two Comparison Five	64
Table 32: Summary of Respondent Perceptions to Version Two Comparison Six	65
Table 33: Summary of Respondent Perceptions to Version Three Comparison One.....	67
Table 34: Summary of Respondent Perceptions to Version Three Comparison Two	67
Table 35: Summary of Respondent Perceptions to Version Three Comparison Three	68
Table 36: Summary of Respondent Perceptions to Version Three Comparison Four.....	69
Table 37: Summary of Respondent Perceptions to Version Three Comparison Five	69
Table 38: Summary of Respondent Perceptions to Version Three Comparison Six	70
Table 39: Percent Agreement Between Coders for Race.....	89
Table 40: Percent Agreement Between Coders for Gender.....	90
Table 41: Percent Agreement Between Coders for Race/Gender.....	91
Table 42: Frequencies for Race, Gender and Race/Gender for <i>The Slammer</i> Front Covers	92
Table 43: Cross Tabs for Version One Mug Shot Comparison One	197
Table 44: Significance Test for Version One Mug Shot Comparison One	197
Table 45: Cross Tabs for Version One Mug Shot Comparison Two.....	198
Table 46: Significance Test for Version One Mug Shot Comparison Two.....	198
Table 47: Cross Tabs for Version One Mug Shot Comparison Three.....	199
Table 48: Significance Test for Version One Mug Shot Comparison Three.....	199
Table 49: Cross Tabs for Version One Mug Shot Comparison Four	200
Table 50: Significance Test for Version One Mug Shot Comparison Four	200
Table 51: Cross Tabs for Version One Mug Shot Comparison Five.....	201
Table 52: Significance Test for Version One Mug Shot Comparison Five.....	201
Table 53: Cross Tabs for Version One Mug Shot Comparison Six.....	202
Table 54: Significance Test for Version One Mug Shot Comparison Six.....	202

Table 55: Cross Tabs for Version Two Mug Shot Comparison One.....	203
Table 56: Significance Test for Version Two Mug Shot Comparison One.....	203
Table 57: Cross Tabs for Version Two Mug Shot Comparison Two.....	204
Table 58: Significance Test for Version Two Mug Shot Comparison Two.....	204
Table 59: Cross Tabs for Version Two Mug Shot Comparison Three.....	205
Table 60: Significance Test for Version Two Mug Shot Comparison Three.....	205
Table 61: Cross Tabs for Version Two Mug Shot Comparison Four.....	206
Table 62: Significance Test for Version Two Mug Shot Comparison Four.....	206
Table 63: Cross Tabs for Version Two Mug Shot Comparison Five.....	207
Table 64: Significance Test for Version Two Mug Shot Comparison Five.....	207
Table 65: Cross Tabs for Version Two Mug Shot Comparison Six.....	208
Table 66: Significance Test for Version Two Mug Shot Comparison Six.....	208
Table 67: Cross Tabs for Version Three Mug Shot Comparison One.....	209
Table 68: Significance Test for Version Three Mug Shot Comparison One.....	209
Table 69: Cross Tabs for Version Three Mug Shot Comparison Two.....	210
Table 70: Significance Test for Version Three Mug Shot Comparison Two.....	210
Table 71: Cross Tabs for Version Three Mug Shot Comparison Three.....	211
Table 72: Significance Test for Version Three Mug Shot Comparison Three.....	211
Table 73: Cross Tabs for Version Three Mug Shot Comparison Four.....	212
Table 74: Significance Test for Version Three Mug Shot Comparison Four.....	212
Table 75: Cross Tabs for Version Three Mug Shot Comparison Five.....	213
Table 76: Significance Test for Version Three Mug Shot Comparison Five.....	213
Table 77: Cross Tabs for Version Three Mug Shot Comparison Six.....	214
Table 78: Significance Test for Version Three Mug Shot Comparison Six.....	214
Table 79: Summary of Indices by Race, Hispanic Origin, and Gender.....	215
Table 80: Index Significance Test by Race.....	216
Table 81: Index Significance Test by Hispanic Origin.....	216
Table 82: Index Significance Test by Gender.....	217

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To my beloved pet, Ace. I love you and miss you always.

Chapter 1 - Introduction and Statement of Purpose

In February of 1893, African American, Henry Smith was accused of the murder of white, four year-old, Myrtle Vance in Paris, Texas. The facts of the death of Myrtle were exaggerated evoking public support for Smith's immediate and violent death. The white community claimed that Smith had brutally assaulted Myrtle before he allegedly killed her, but individuals who had seen Myrtle's body reported observing minimal abrasions and discoloration. The strategy had prevailed because "the white Christian people of Paris, Texas and the communities thereabout had deliberately determined to lay aside all forms of law and inaugurate an entirely new form of punishment for the murder" (Wells 1892: 88). People came from nearest counties to "to see the unparalleled punishment for an unparalleled crime" (Wells 1892: 97). Once Smith was captured, he was transported back to Paris to await his fate at the hands of his accusers and their supporters gathered into a crowd of over 10,000, "in a wild frenzy of excitement" (Wells 1892: 90). Smith was positioned upon a scaffold, within the view of massive crowd. He was then tortured with red hot iron bands on all parts of his body, drenched in kerosene, and set on fire. As Smith groaned in agony, the crowd responded with cheers. "The people were capable of any new atrocity now, and as Smith's yells became more and more frequent, it was difficult to hold the crowd back, so anxious were the savages to participate in the sickening tortures" (Wells 1892: 103). Even children were present for the lynching and tried to push through the crowd for a better view.

This public torture of Henry Smith and the large crowd that assembled to witness and cheer on the incident is only one example of how citizens practice what Michelle Brown has called, "penal spectatorship;" the consumption of punishment of another individual but from a distance (Brown 2009: 4). Opportunities for the engagement in punishment have been abundant in the everyday lives of citizens throughout much of modern history, yet typically have required that one be proximate to the punished. The proliferation of crime and punishment into the media sphere has allowed law-abiding citizens to keep a safe distance as they leer with fascination into this realm traditionally kept invisible to most citizens. The use of media sources has allowed citizens to quickly engage in the voyeuristic land of criminality and punishment. Films, television, games, the internet, and printed media are just a few examples of media forms citizens use to construct their understanding of crime and punishment from a distance. By believing they

are truly glimpsing inside a real world, penal spectators unintentionally reinforce misconceptions about crime and ultimately substantiate policy measures and other initiatives driven by fear (Brown 2009).

According to this theory, this exaggerated fear of crime may contribute to legitimating our national commitment to mass incarcerate and may exclude individuals who are labeled as the “other” and as the “dangerous class” of society. Further, fear and anger of being the victim or having a family member or friend experience victimization by a criminal ignites citizens. It becomes easy and natural to lose trust in others, especially if those others are distant, unknown individuals who are seen as suspicious (Brown 2009). Importantly, these experiences yield an “us versus them” mentality which quickly becomes engraved into the normative views and opinions of citizens. The result is citizen encouragement and support for tough security measures in combating crime even though by nearly all measures crime, particularly violent crime, has decreased (Brown 2009). This thesis aims to do two things. On the one hand, I work to provide empirical evidence directly relating to the theoretical concepts of penal spectatorship. Then, I examine one particular and readily available form of penal spectatorship, *The Slammer*, a weekly newspaper bejeweled with mug shots of those recently arrested in the area. In particular, I ask questions about who is depicted and how people experience *The Slammer* as part of their lurid diet of consuming punishment. Such questions speak to larger matters that surround the rising culture of punishment and the development of disproportionately aggressive incarceration strategies to address crime.

Among scholars of the US criminal justice system, it certainly comes as no surprise that the United States has the highest rate of imprisonment of all post-industrialized countries. While, most western European countries have experienced increases in their incarceration rates, none come close to the rate in the United States (Western 2006). This massive growth is worth reviewing, however, as it stands as a mountain of empirical evidence that there is a rising punitive culture. Recent scholarship has shown that American prisons in the last third of the century experienced dramatic increases in population following paramount transitions within the criminal justice system. For example, following a 12 percent population decrease in state and federal penitentiaries in the 1960s, prison populations skyrocketed beginning in the 1970s. So, while in 1970, the state and federal penitentiaries had populations under 200,000 (Wacquant 2009), by 2009, state and federal penitentiaries housed just over 1.6 million prisoners. This

nearly 800 percent increase in the prison population was not, however, a response to rising crime (Bureau of Justice Statistics 2010a).

Rather, most research indicates that the explosion of incarceration rates had more to do with ideological matters than actual crime (Garland 2001). In fact, as much of this research shows, the primary targets of the new aggressive imprisonment policies were what we might think of as “castaway categories” of people that are presumed to be inherently criminal. These groups labeled as castaways are often of the lower class, racial minorities, immigrants, delinquents, the mentally ill, with many residing in inner city neighborhoods. African Americans have been most affected by the mass imprisonment strategies emerging since the 1970s. Between 1970 and 1995, black prisoner population statistics increased sevenfold, despite experiencing a seven percent decrease in prison population in the 1960s. For some, the most likely explanation rests in the deindustrialization that occurred in our inner cities beginning in 1970. During this process unskilled men suffered when urban labor markets took a beating. Following the relocation of jobs away from inner cities, many young men found themselves either unemployed or drawn into informal economies including the drug trade. The combination of unemployment and drug involvement made it easier for law enforcement to supervise those that lingered among the streets (Wacquant 2009). Also within the criminal justice system, previously popular rehabilitation efforts were increasingly seen as unsuccessful. With the abandonment of rehabilitation efforts, the warehousing of prisoners soon became the norm (Wacquant 2009).

This “war on crime” as it came to be called, emerged during the 1970s and was politically feasible in part because of the movement of working-class white citizens toward the Republican Party. For some this was a reaction against the perceived connection between civil rights activism and Blacks who took part in violence in the inner cities. Prior to the 1970s, Blacks were not systematically supervised nor incarcerated by the criminal justice system. However, the era of mass incarceration, which began in 1975, produced a harsh reality for black Americans, whom at the end of the twentieth century were eight times more likely to be incarcerated than their white counterparts (Wacquant 2009) despite being only 13 percent of the United States population (US Census Bureau 2000). The systematic incarceration of black males has created a pathway for which imprisonment is a more common life trajectory milestone than serving in the military or completing a college education (Western 2006). In 2009, black inmates accounted for about 40 percent of prison and jail populations and were incarcerated at a rate of

4,749 per 100,000 US residents. Hispanics have also been subjected to intense criminal justice focus. In 2009, Hispanics represented about a fifth of the prison and jail population and were incarcerated at a rate of 1,822 per 100,000 US residents. The least affected are white inmates, who were incarcerated at a rate of 708 per 100,000 US. At only 33 percent, the white prison population is far from being equivalent to its 77 percent proportion of the US population (US Census Bureau 2000; Bureau of Justice Statistics 2010c).

The authority of the state to enforce extensive punishment in the form of mass incarceration provides evidence of power and inequality. The enforcers of punishment tend to be those of the majority in race and class and the recipients of punishment often times are marginal and minority in race and class. These marginal and minority groups are seen as disposable and deserving of isolation from society through imprisonment. The rationalization stems from majority classes who perceive minority groups as being involved in disproportionate amounts of serious crime in the United States (Brown 2009).

This thesis will describe how a certain type of media is being used to encourage penal spectatorship, by providing opportunities for the consumption of punishment. I first begin my discussion by explaining the theory of penal spectatorship and how it relates to, and serves as, a mechanism of social control. Then, I present a discussion about how the fear of crime and the rise of the victim have been used to create a perception of the need for increased social control mechanisms. I discuss how the extension of media sources impact the way citizens see crime and punishment. I introduce the concept of racial formation and how race has become a meaningful category in its consequences for those who are not seen as White. I will discuss how race is formulated and how the consequence of racialized othering leads to prejudice attitudes. Finally, I introduce gender theory and utilization in understand crime.

In the Chapter 3 methods section, I describe my study of a modern tabloid newspaper, *The Slammer*, which displays local offender mug shots as a form of entertainment and information. I describe a multi-method approach that will be used to identify the appearance of meaningful categories and citizens reactions to these categories on the front cover of *The Slammer*. Content analysis will be used to analyze *The Slammer's* mug shots. I will be coding based on the categories of gender and race in order to provide descriptive context on who is generally displayed in these newspapers. The survey section will focus primarily on measuring citizen's engagement in the punishment of offenders. A variety of questions will expand on

topics such as citizen's extent of exposure to mug shot newspapers, citizen's overall reactions to mug shot newspapers, to what degree do citizens engage in media centered around crime and punishment, whether the citizen feels punishment is justified and necessary for individuals who commit crimes, and finally citizen's opinions regarding the media portrayal of life in prisons and criminals and their crimes. Also within the survey was an experiment that called for a three-version survey design. Depending on the version of the survey, respondents were either given accurate, inaccurate, or no information pertaining to the mug shot individuals name and charged crime. The experiment sought to measure the respondents' perception of the individuals portrayed on *The Slammer* and to untangle whether the severity of the crime governed their responses or whether race and gender may have been contributing factors. Overall, I build on Michelle Brown's work and argue that these mug shot newspapers represent a case of penal spectatorship through which citizens consume offenders' punishments, much like the frequent lynching events at the end of the nineteenth century and beginning of the twentieth century, but from a distance (Brown 2009).

In Chapter 4, I analyze the results of the content analysis. Next, a comprehensive analysis of the Axio Survey will be completed. Frequency results will be presented according to the major topics represented in the survey, cross tabs will be used to disentangle how the affects of race, Hispanic origin, and gender influence respondent's opinions on topics of punishment and criminality. Then finally, the third section of the analysis will provide an overview of the results from the mug shot comparison study.

Finally in Chapter 5, I provide conclusions drawn from the analysis of the research project and how these results can be utilized to understand the concept of penal spectatorship.

Chapter 2 - Literature Review

Penal Spectatorship

In *The Culture of Punishment*, Michelle Brown provides a definition of the prison culture as “a society committed to the construction of prisons and the warehousing of mass numbers of people with little regard for the complexities of their lives, the lives of those hired to confine them, and the communities that surrounded them” (Brown 2009: 3). The rise of the prison culture has reflected an increase in punitivity of criminal offenders within the criminal justice system and within free society, so much that there are increasing opportunities for everyday citizens to consume punishment outside the traditional formal institutions. The consumption of punishment by everyday citizens is often experienced in a variety of forms, such as watching television, navigating the internet, playing video games, reading periodicals, and touring prisons. These experiences amount to a set of practices that tend to both exclude and punish. Each of these practices provide opportunities for the researcher interested in understanding penal spectatorship to observe the everyday consumption of punishment. Such practices are ways in which citizens engage in the punishment of criminals outside the prison context and within public social spheres that appear inherently neutral and free from the direct punishment associated with formal institutions (Brown 2009).

Through these practices, Americans are entangled with punishment but from a distance. People are able to construct knowledge about the “reality” of punishment through the use of these practices but yet do not directly experience the “social realities and the social facts that define mass incarceration” (Brown 2009: 4). The distance afforded to these citizens allows them to be a penal spectator, an observer, and for some a voyeur, who is capable of making judgments regarding the punishment of penal subjects due to their privilege and authority. Penal spectators use positions of authority, power, and legitimacy to define the worth of other individuals by deciding to dominate their vulnerability through displacement mechanisms. For spectators, it becomes seemingly hard to pull one’s focus away from the pain of those being punished. Brown cites John Urry in explaining how the tourist gaze is based on the fascination of viewing experiences that are different than their own. According to Urry, tourists classify these experiences as alien and unfamiliar. This act of viewing the “other” is intended and encouraged

to be a one-way interaction, where the spectator is distanced from the possibility of encountering a reciprocated glance (Brown 2009).

Penal spectators can observe punishment in a variety of fashions. Spectators may choose to “stare curiously or reflectively, peer sideways from her peripheral vision, or gape and gawk directly” at a person experiencing punishment or pain (Brown 2009: 21). The act of looking at the punishment of another individual has come to be “fascination, fetishism, amusement, and dread” (Smith, 2008: 1). The people, places, and things wrapped up in crime and punishment, according to Urry, are chosen as spectacle objects because they are “transformed into faceless and disembodied objects or spectacle” (Brown 2009: 107). It is easier for spectators to view punished individual as objects when the individual being punished is stripped of their humanistic qualities. This is not wholly new, certainly, there has almost always been a fascination with observing those labeled as the “dangerous class” because they are seen something different and capable of objectification (Brown 2009).

This opportunity is different from earlier eras because punishment can now be consumed from a distance. That is, citizens who engage in penal spectatorship are increasingly distanced from one of the central characteristics of punishment—the infliction of pain upon the wrongdoer. New techniques for inflicting pain have moved to the forefront as both acceptable and necessary reactions to crime (Brown 2009). According to Sarat and Kearns, citizens’ acceptance of the law and the use of violence develop from the fear of an absence of government control in preventing others from aimlessly seeking power (Sarat and Kearns 1991). The rise of the governmental executive power and the rise in punishment are evidence of how violence and punishment become legitimate and acceptable for application in criminal justice sanctions. The underlying premise is rooted in the establishment of social control and the vengeance for victims (Brown 2009).

Social Control

According to Durkheim, criminal acts are understood as violations of the collective conscience. The result is societal disapproval of the offender and the criminal act. Offenders of the law are seen as deserving of punishment by citizens in order to emphasize and reestablish the shared moral boundaries of the culture. Thus, infliction of pain through punishment mechanisms is seen as an acceptable reaction for maintaining social solidarity and subduing the threat to

stability. Durkheim claims the goal of punishment “is to maintain inviolate the cohesion of society by sustaining the common consciousness in all its vigour” (Durkheim 1997[1983]:63). Overall, punishment is deemed a critical component of social control because it influences citizens to adhere to the shared moral boundaries.

In contrast, Zygmunt Bauman explains social control and regulation as developing from the establishment of norms and sanctions intended to keep citizens in abidance. For Bauman, social control relies on “separation, amputation, excision, expurgation, [and] exclusion” by those in positions of power (Bauman 2000: 206). These actions isolate and stigmatize those individuals whose actions are prohibited within society. Therefore, punishment is the representation of the collectivities desire to nonchalantly support pain and violence for those marginalized groups of society, to whom they believe threaten their interests (Bauman 2000).

In *The Culture of Punishment*, Brown connects the rise of incarceration as a practice of othering through the regulation of minority groups in terms of race and class. In this way, the increasing intensity of punishment and its usage emerges to allow punishment to become an inclusive process authorizing society to effect the exclusion of an offender through social control practices. Brown further cites Scheper Hughes to establish that the extension of social control has lead to “the refusal of social support and humane care to vulnerable and stigmatized social groups seen as social parasites...; the militarization of everyday life...; social polarization and fear...; reversed feelings of victimization as dominant social groups and classes demand violent policing to put offending groups in their place” (Brown 2009: 34). Thus, anger and fear directed at minority groups leads to support for increased punitive mechanisms for maintaining social stability (Brown 2009).

Within sociology this is not entirely new, of course. In *Discipline and Punish*, Foucault extends Bentham’s “cruel, ingenious cage,” the panopticon, as being a perfect form of social control wrapped up in rational techniques of surveillance, classification, and discipline. The panopticon becomes symbolic of the continuous process of enforcing obedience to the law for law abiding citizens and reinforcing obedience for law breaking criminals (Smith 2008). In extension, Foucault presents the argument that punishment has moved away from public punishment and inflicting direct pain to the body, toward a variety of institutions distant from the prison such as school, work, and the family. As modern society has progressed, increases in monitoring, surveillance, and discipline have enabled individuals in society to engage in self-

control and self-discipline in order to maintain social control in society. According to Foucault, society begins to recognize social control and punishment as natural and legitimate (Foucault 1977). John Bender explains the extension of prisons and other penal icons has come to a point where “the penitentiary does not need to be accessible to visitors, or even physically present to view...because its rules are one and the same as those that govern consciousness itself. Citizens largely function, in their imaginations, as the beholders of penitentiary punishment, picturing themselves at once as the objects of supervision and as impartial spectators enforcing reformation of character on the isolated other” (Bender 1987: 228). In this way, citizens are capable of exercising judgment and punishment in their everyday lives.

Smith takes a slightly different angle on the panopticon. By referring back to Bentham, Smith claims Foucault’s characterization of the panopticon as a locus of control, misses Bentham’s original perspective. According to Smith, Bentham’s approach shows that the panopticon also worked to communicate messages to society about punishment and conformity to moral boundaries. Smith contends that he and other cultural criminologists see punishment as taking on the form of meaningful or symbolic activities capable of communicating a distinctive message. The meaning embedded in punishment creates a “narrative” for the on-looking audience. The messages of punishment transmit information about the nature of society, the qualities of the offender, the characteristics of a good society, the immorality of crime, and properties of the criminal justice system. Furthermore, Bentham, like Foucault, deemed it necessary for the panopticon to be public and therefore open to the community. Bentham saw public spectacle as necessary component in keeping the power of the state in check and for influencing community deterrence. The panopticon was not “an observatory for the cold eye of one over the many, but rather a theater and spectacle where the multitude could look upon a few for both entertainment and edification” (Smith 2008: 106). Bentham’s vision of the panopticon relates to Durkheim’s perspective of punishment being open to and a reflection of the collective consciousness (Smith 2008).

Thus, Bentham’s panopticon concept can be used to understand the justification behind the engagement in penal spectatorship. Citizens who practice penal spectatorship are receiving messages about what is meaningful to understand regarding crime and punishment, especially in the media. These messages translate information about what is immoral and why citizens should refrain from engaging in criminality. Yet they also convey messages about the nature of

criminality that may not be particularly accurate. Such messages fuel a sense of fear, further justifying the use of punishment.

Fear of Crime/Rise of the Victim/Collectivity

Despite the majority of the U.S. population not having any direct experience with crime, members of society still remain wary of crime and the potential for victimization (Potter and Kappeler 2006). Jonathan Simon states that from 1960 to the present, crime has increasingly been seen as one of the biggest problems the government has to address. The governance of crime can be characterized by two major components, the punishment and control of individuals and the pursuit of national security and justice. Punishment, in the hopes of establishing social control, has taken the form of governance by addressing the “fear of crime” through various laws and regulations implemented in Congress and state legislatures (Simon 2007). In a similar way, “...the insecurities and the social isolation of our time have made us preoccupied with uncertainty, danger, and risk. Modern crime control and penal policies accordingly are concerned above all to identify, quantify, and reduce risk or the perception of risk. Insecurity is so profound and pervasive that traditional concerns about fairness, justice, and equality have become unaffordable luxuries” (Tonry 2004: 23).

The state of society under these conditions can be described through the concept of moral panics. Coined by Stanley Cohen, a moral panic describes societies heightened awareness and reaction against a certain activity or group of individuals that are perceived to be a threat to the security of society. The result is society identifying and organizing their fear toward these activities and individuals for the purpose of maintaining a secure society. Any deviation from established moral boundaries, therefore, becomes noticeable and subject to judgment. Criminal justice officials, politicians, and media agents are just some of the societal actors who respond to the moral panic. Many times they work to reaffirm the importance of understanding the moral panic and also respond with potential solutions for putting an end to the threat of societal instability (Cohen 1980).

The growing increase in proximity between individuals has permitted them to gather together to discuss issues relating to protection from crime. The product of their collectivity is a sense of unity, cohesion, and a shared culture (Greer 2004). In a wide variety of media forms, one of the spaces for collectivity, citizens are encouraged to identify and sympathize with crime

victims. People are encouraged “to see what they are seeing and feel what they are feeling; to become involved emotionally and join in the condemnation and punishment of the offender, who is increasingly portrayed as evil and beyond redemption” (Greer 2004: 113). Evoking citizen’s emotions by emphasizing rampant fear and vulnerable victims has shown to produce emotionally charged conceptions of crime. It is suggested that when people see or read about crime in the media they may respond with personal outrage and possibly feel connected to others in an “imagined community” whom are also outraged (Katz 1987). For example, crime involving the sexual assault on a child frequently gains public outcry and results in the widespread admonition of the criminal (Greer 2004).

Simon states citizens have gradually gained a new identity that refers to themselves as victims of potential crimes. Through this identification and increased crime consciousness, citizens gain a collective understanding of what political measures are necessary to combat the threat of crime and preserve personal safety. As the focus of attention switches to the protection of the victim, a similar transition must be made that commits us to programs geared toward being tough on crime. The rationale relies on the zero-sum premise that one cannot be for the victim if he is also for the criminal. For Simon, it is important to recognize that not all citizens equally see themselves as victims and capable of affecting political measures. Instead, it is white, middle class citizens who, awash in a culture of punishment that distorts real threat, find themselves at the forefront of battling the threat of crime and initiation penal legislation (Simon 2007).

Representations in the Media

The prevalent use of technology has allowed the dissemination of information to be available to be consumed by almost any individual across the world but also has allowed it to be distributed at flashing rates that were once imagined impossible (Potter and Kappeler 2006). Therefore, what society knows and understands about crime and crime control is not generally represented by statistical data on crime rates or arrest records, but rather society gains its understanding from “symbolic display, cultural interpretation and representational negotiation” (Ferrell et al. 2004: 4). Because most citizens will not directly experience imprisonment, they gain their understanding or knowledge through media representations (Brown 2009).

Significant for this study is that recent audiences have experienced an extension of crime and punishment into the media sphere. This transformation and expansion is distributed through multiple media such as films, television shows and series, online and printed news media, iPhone applications, and recently entire television networks. The portrayal of images, ideas, and narratives of crime and punishment in the media has affected the way people think about crime and punishment. Through the media, people are conditioned to identify behaviors that should be criminalized, who should be punished; how they should be punished, and what the roles of criminal justice authorities should assume (Rafter 2007). According to Ray Surette, “people use knowledge they obtain from the media to construct a picture of the world, an image of reality on which they base their actions. This process is called ‘the social construction of reality’” (Surette 1992: 1). Thus, the social construction of reality is created by people’s experiences and knowledge from social interactions. These perceived social realities do not always reflect the objective reality. The accepted view of social reality stems from a collective groups agreed upon understanding of how to see the world. In other words, how people perceive social reality depends on cultural and social trends, despite objective reality. The media plays an important element in constructing social reality because the media is able to select which social reality to convey. The construction of reality often reported by media sources are those that correspond with the special interest of powerful groups, those that are dramatic, and those that align with cultural and social trends. Therefore, competing constructions of reality are often filtered out of the media and unable to gain legitimacy (Surette 2011).

When social constructions are already developed, frames are utilized. Frames allow people to easily organize experiences and events into groups and react in an appropriate manner, usually in favor of a policy measure. When crimes can be placed into an established frame, people are able to understand the cause of the crime, why it occurred, and the appropriate response. Thus, frames allow people to simplify their understanding of how to deal with crime. Politicians often rely on frames to garner support for policy measures. For example, the “faulty criminal justice system frame” claims crime is a result of leniency and inefficiency in the criminal justice system. The response of politicians to addressing these issues is advocating for “tough on crime” measures (Surette 2011:38).

Representations of crime and punishment in the media have been frequently transformed into an entertainment commodity that has been selected, transformed, and marketed to the public.

Presenting crime in an informative and entertaining manner has become successful because audiences have become more voyeuristic and in demand of entertainment. However, there is a distinct boundary that exists and should be maintained regarding media sources providing information about crime and punishment and media sources seeking to entertain their audiences about crime and punishment. The combination of seeking to provide information and entertainment in the media can be problematic if these boundaries are blurred. Ray Surette explains that when crime plays the part of information and entertainment, an infotainment product emerges. Infotainment persuades audiences to believe they are receiving true and accurate accounts about crime, when in truth the portrayals are actually “a highly stylized rendition of a narrow, edited slice of the world” (Surette 2011:19). These edited depictions of crime and punishment are often packaged with a realistic and entertainment component, influencing audiences to accept them as authentic and realistic (Dowler, Fleming, and Muzzati 2006). Stuart Hall explains that old views of representation of reality used to consist of teasing out the true meaning from its representation. The new views of representation of reality neglect to find the true meaning and instead accept the representation as the true meaning. Therefore, we are left with an inaccurate representation of crime. This is problematic because the new view of the representation of reality is a source for the shaping of public discourse on crime (Hall et al. 1978). The images within the media reflect and provide new meaning to the new trends and concerns of society that are wrapped up in crime, punishment, and justice. Of course, the conceptualization of crime since the 1970s is that crime is out of control, citizens are at risk of being victims, and tough penal measures are necessary to combat the spiraling epidemic (Potter and Kappeler 2006).

The reality still remains, however, that serious crime rates have been on the decline since the 1970s and that since 1991 overall crime rates have declined (Kappeler and Potter, 2005). The average citizen would not expect these crime trends to be accurate given the persistent media distortion of crime frequency and the types of crimes being committed. The frequency and the manner in which media sources represent different types of offenders and victims have shown to have potential in shaping public opinion. So, if certain offenders and victims are overrepresented in the media, the consuming audience may develop stereotypes and hostility for those offending groups deemed as dangerous; or, the audience may develop an understanding of who is vulnerable and should fear crime (Dixon, Azocar, and Casas 2003).

The common theme reproduced in the media is that the more uncommon a crime is, the more attention the media will be likely to cover the story. This is especially true in news reporting. Despite most people's perceptions that news reporting consisting of objective information, news reporting is often formatted to provide its audiences a voyeuristic experience consisting of abnormal criminal events (Surette 2011). To capitalize on the fears, both real and imagined, of its audience, media sources present information on shocking and violent crime that is likely to create an outraged reaction among the public. For example, news reporting has been shown to favor reporting on violent crimes such as murder, sexual crimes, gang violence, and drug violence. Even news stories about crimes against children and wealthy white women come to the forefront regardless of their low victimization rates. A further example is the depiction of strangers preying on victims, despite that victims often experience violence at the hands of someone they know (Feld, 2003). Overall, the media tends to overlook and not relay information about common everyday crime because, according to the public, these are not seen as "real crime." For example, the media fails to pay sufficient attention on corporate and white collar crime. Another example can be found in news stories involving instances of rape that are frequently biased in reporting a stranger as the perpetrator, when statistics show that the majority of all rapes occur at the hands of a family member, a romantic partner, or some other acquaintance (Potter and Keppeler 2006).

Although research results are somewhat varied, Kenneth Dowler found that local crime reporting is saturated with racial images wrapped in criminality and victimization. Minority offenders were more likely to be represented in ways so as to reinforce the black stereotypes held by white citizens. Minority victims, on the other hand, are less likely to gain any attention at all. If and when minority victims do receive such attention in news reporting, the attention is significantly less than their white victim counterparts (Dowler 2004). In extension, Chiricos and Escholz conclude in their analysis that minority groups, particularly Blacks and Hispanics, are more likely to be portrayed in a threatening manner than Whites in crime related news stories (Chiricos and Escholz 2002).

Likewise, media representations of victims and offenders according to gender have consistently been disproportionate. There has been an overwhelming depiction of males as offenders (Sacco 1995) and females as victims in crime news (Surette 2011). More specifically, women who are White, young, and good looking often become idealized by the media. In

contrast, women who do not meet the idealized victim image are often blamed for their victimization (Humphries and Caringella-MacDonald 1990). Nevertheless, women are consistently portrayed as in need of protection from men as the result of their vulnerability and subordination (Surette 2011). This representation is believed to structure and amplify women's fear of crime and the possibility of victimization (Madriz 1997).

Taken together, research has shown that there is a correlation between the fear of crime and media exposure. In George Gerbner's research, conclusions about the affects of frequent television watching were related to increased concerns about the fear of crime, the perceived incline of crime rates, the possibility of personal victimization, the lack of safety in their own neighborhood, and maintaining "get tough on crime" and other anti-crime measures for combating crime. These individuals also were more likely to take anti-crime measures in their own hands by purchasing guns and other safety devices (Gerbner, 1994). In addition, research in this area has shown that frequent television watching lead individuals to perceive that others cannot be trusted (Carlson 1985).

Racial Formation

The disparity in racial representation in the media would be explained by Omni and Winant as being empirical evidence that the United States is "racially structured from the top to bottom" (Omni and Winant 1994:50). Despite claims of advancing forward from blatant forms of oppression and discrimination from the past, the history of race has continued to shape the life experiences of individuals in the United States. The ability to identify what is race and how it is constructed has been problematic and often arbitrary. For the common citizen, race is likely thought of as a biological characteristic that is permanently fixed to an individual; however, this is not true. According to Omni and Winant, racial formation is a "sociohistorical process by which racial categories are created, inhabited, transformed, and destroyed" (Omni and Winant 1994:55). The way individuals make sense of race and structurally organize race into society is manifested in racial projects. Thus, racial projects when combined together lead toward the formation of race (Omni and Winant 1994).

Since the history of the US has largely demonstrated that nonwhites have been deterred and excluded from politics, the US has secured a racial dictatorship. The consequences of the

racial dictatorship include labeling those who are considered American as white and labeling nonwhites as racialized others. This resulted in the creation of the “color line,” where race became a fundamental category for dividing the country. Consequently, the color line has provoked one type of racial project to be practiced in our everyday experiences. This racial project is visible as we meet new people. One of the first things we notice, either consciously or subconsciously, is their race. Pinpointing a person’s race has become a meaningful indicator in identifying who a person is. The ability of individuals to draw conclusions about who a person is depends upon individuals believing in the racial social structure. Individuals come to expect that others will act according to preconceived racial identifies (Omni and Winant 1994)

The connection of racial projects to racist intentions can only be established if it “creates or reproduces structures of domination based on essentialist categories of race” (Omni and Winant 1994: 71). In fact, all of the rationalizations, prejudice, stereotypes, and discrimination acts linked to systemic racism are characteristic of a “white racist worldview” (Feagin 2000: 99), where Whites are superior and Blacks are inferior. In other words, racist ideology is evidence of Whites working to maintain their power and privilege. The employment of stereotypes is often used to rationalize racist behavior and prejudice attitudes but through false or exaggerated generalizations. These racist attitudes are commonly reproduced through the images and writing of white elites, who intentionally portray Blacks in a negative manner and Whites in a positive manner. Furthermore, stereotypes keep Blacks from fully overcoming their oppression by advocating negative images to be attached to black individuals. Black men have become commonly viewed as inherently violent and criminal and black women as welfare dependents and overly sexual deviant. Overall, black individuals have been marked by the white population as being lazy, immoral, and not attractive (Feagin 2000).

The history of white racist attitudes in the US reveals that for centuries most whites were open about their negative views regarding Blacks. National opinion surveys in the 1930’s reveal many Whites were supportive of segregative policies involving residential areas, transportation, the armed forces, the workplace, restaurants, and hospitals. For example, 80% of respondents indicated support for keeping Blacks out of white neighborhoods. In the 1960’s, white racist attitudes still prevailed despite decreasing support for Jim Crow practices. Despite over half of respondents supporting the improvement in voting rights and employment practices, the majority of Whites still maintained opposition to black residents entering white neighborhoods and Blacks

marrying a family member or close friend. Today, research polls indicate that white racist attitudes have decreased compared to previous decades and that Americans are significantly moving away from encompassing racist views against Blacks. However, there remains the question of whether actual racist attitudes have declined or whether whites have become less likely to report their racist attitudes in polls and surveys. The latter explanation for the decrease in reporting of attitudes has shown to be the most likely explanation. Some studies have found that many white respondents are less forthcoming in providing their opinion on racist matters because they hope to be perceived as unprejudiced or socially acceptable. In a one study, survey results indicated less racist attitudes among respondents. But once respondents were interviewed on the same set of questions, many of the respondent's answers indicated signs of prejudice but many times the respondent would provide a rationale that tried to neutral their opinion. Nevertheless, many surveys still are able to conclude that Whites hold a significant level of negative thinking about Blacks. In 1994, for example, over half of all respondents to a NORC survey answered one question that indicated an anti-black stance (Feagin 2000).

Gender Theory

Similar to popular discourse relating to racial differences, gender differences are social constructions and are not natural or biological (West and Zimmerman 1987). According to Robert Connell, idealized images of gender have been created and embedded in society through many institutions, especially the media. Hegemonic masculinity accentuates the subordination of women, authority, aggression, and technical intellect. Emphasized femininity, on the other hand, defines women as dependent, sexual, and having motherly qualities (Connell 1987).

Since aggression is deeply linked with masculinity, female aggression is often forgotten about due to its rarer occurrence. When female aggression becomes visible, it is interpreted in a different manner than how male aggression is interpreted. Female aggression is understood as a lack of self control, a cry for help, or a fear for a disintegrating relationship. For males, aggression is seen as a mark *of* control over others, a self-esteem booster, or in response to preventing failure (Campbell 1993).

Nevertheless, tradition has shown that women have been sanctioned for their aggressive behavior. Female aggression and violence is seen by society as an act that betrays the traditional female role in society (Shapiro 1996). Female aggression is labeled as unnatural and the women

who commit the acts of violence are rejected as women. To accept female criminality would go against societies traditional roles assigned to women and the discourse that women are truly different than men (Grindstaff & McCaughey 1996). In all, females are taught that aggression for women is shameful and males are thought that aggression is good and is a signifying act of their manhood (Campbell 1993).

As a consequence, women have attained the identity of victim. The social construction of women as victims serves as a fundamental source of social control over women. The perceived threat of victimization encourages women to fear crime, adhere to traditional gender roles and that inappropriate women's behavior should be sanctioned (Meyers 1997). In contrast, for some men "doing crime" is a form of "doing masculinity" (Messerschmidt 1993) and that their masculinity is defined by the oppression of women and other men (Collier 1998).

An Overview

In conclusion, this literature review has described penal spectatorship as the consumption of an offender's punishment through mechanisms that, while they collapse the real distance between the two, allow the spectator to view the offender and symbolically participate in his or her punishment. The legitimacy of punishment reflects a culture of punishment in which we find an increasingly normative embracing of the use of social control mechanisms to keep citizens from committing crimes and to hold offenders accountable for any transgression. The consequences of social control mechanisms are evident in the unforgiving penal policies driven by fear of crime and the protection of victims. Media sources, too, have capitalized on fear of crime and the protection of victims when presenting visual images and messages on crime and punishment. Problems compound when media sources move from being primarily informative toward entertaining their audience. The result is the misrepresentation of crime and punishment by the media but with audiences still perceiving these images and messages as accurate depictions of reality. The concept of racial formation is introduced to tie together how minorities, and Blacks more specifically, have become a target of racist attitudes and racial discrimination. Finally, a brief overview of gender theory is presented to describe how hegemonic masculinity and emphasized femininity influence societies understanding of crime.

The following methods section lays the foundation for measuring penal spectatorship in the mug shot newspaper, *The Slammer*, and in measuring the attitudes about punishment, and

more broadly as experienced among college students. The purpose of analyzing *The Slammer* is to uncover its underlying use of social control in promoting citizen deterrence and offender accountability by way of displaying the offender's mug shot and their alleged crime. The present study will focus on the images being displayed for audiences in *The Slammer* and how the audience perceives the offender and their current state of punishment. The analysis will also demonstrate the extent to which respondents to the survey engage in punitive media and how they justify the use of punishment for criminals. Finally, cross-tabs will reveal how a respondents race, Hispanic origin, and gender may be factors influencing respondents opinions of about arrested individuals and their direct involvement in a punitive culture.

Chapter 3 - *The Slammer* Background

To explore patterns of consumption among readers and the portrayal of those arrested, this study will use a multi-method approach to study the front cover mug shot images on a weekly newspaper called *The Slammer* and to describe citizen's reactions to the presence of crime and punishment in the media, especially printed media like *The Slammer*. *The Slammer* describes itself as "an informative and entertaining weekly newspaper that focuses on local crime in a straightforward, humorous and revealing manner" (The Slammer 2010). By identifying the newspaper as a straightforward and revealing account of relaying information on local crime, the newspaper aims to display and disclose relevant information in an upfront and honest manner. The other descriptor of the newspaper, being humorous, suggests that looking at offender mug shots and reading about real instances of crime should bring citizens to laughter and insight feelings of amusement. These three descriptors – straightforward, revealing, and humorous – together propose that within *The Slammer* one will find a creditable depiction of the realities of crime and punishment that is additionally hilarious. This is precisely the configuration of mixed purposes that Surette has cautioned against. Its presence, though, affords an opportunity to explore how it is consumed and how it presents reality to entice consumers. There is a considerable amount that we do not know about penal spectatorship. For example, we do not know exactly what citizens reactions are to *The Slammer*. How do people perceive those who are represented on the cover? Do these perceptions vary according to race or gender? We also do not know the extent to which citizens engage in punitive media and related social interaction and to what extent do citizens begin to justify the use of punishment for criminals. This study aims to begin exploring these and other questions by examining how *The Slammer* stands as an example of penal spectatorship-wrapped in citizen's engagement of offender punishment.

During a respectable interview with the publisher of *The Slammer*, I was able to acquire information regarding when and why *The Slammer* was founded, how *The Slammer* currently operates, and the extent of the success of *The Slammer* measured by growth revenue and number of copies sold in 2010. The publisher revealed that the idea of *The Slammer* was influenced by an article he read about the man who founded the idea of a mug shot newspaper during his incarceration. This concept of a "mug shot newspaper" fascinated the now-publisher and soon

after, in July 2007 *The Slammer* business was organized and by October 2007 the first issue of *The Slammer* was published in Charlotte, North Carolina. Further, the publisher identifies the parent company of *The Slammer* as the for-profit corporation, CorMedia LLC. Currently, CorMedia publishes thirteen editions of *The Slammer* in eight states – Arizona, Arkansas, Florida, Kansas, Missouri, North Carolina, Ohio, and Texas. In 2010, *The Slammer* sold approximately 3.5 million copies across the United States for a gross revenue of \$2.4 million. When the publisher was asked about *The Slammer*'s targeted audience, his response was “anyone with \$1 and an interest in local crime.” In fact, the publisher has observed people from all demographics purchasing *The Slammer* and he reasons the breadth of interest in *The Slammer* is likely due to

...a multitude of reasons; a general interest in local crime, a desire to identify persons known to the reader that have been arrested, schadenfreude, voyeurism, to identify criminal perpetrators, to identify sex offenders, [and] satiate curiosity.

Therefore, the broad curiosity of audiences in identifying criminals and veering into the realm of criminality are some of the reasons given to explain the success of the newspaper. The publisher goes on to explain why he believes *The Slammer* has been so successful.

The Slammer has been very successful in its mission to inform the public on matters of crime and public safety. Throughout the course of history humanity has been fascinated with crime and punishment and that interest has yet to wane. *The Slammer* allows people in a community to see exactly who among them is being charged with committing crimes, from the most heinous felonies to the simplest misdemeanors. Crime represents a significant source of fear of most Americans and a source of entertainment for many; *The Slammer* allows a reader to hold and appraise the face of crime safely from a distance and contemplate their thoughts and feelings about the human condition in its relation to crime.

In connection to the publisher's statement about the longevity in citizen's interest of crime and punishment, *The Slammer* is expecting to improve its design and expand into new markets nationwide in the near future. The physical design of the newspaper has already undergone multiple improvements due to increased availability of resources. *The Slammer* website is also following improvement plans to enhance its presentation and the content displayed among their website. Perhaps the most significant expansion of *The Slammer* is currently be negotiated. The publisher states, "CorMedia is in discussions with television producers about a possible Slammer-based television program." Only time will tell whether *The Slammer* is able join the ever-expanding television media focused on crime and punishment (Cornetti, Issac. 2011. Personal Interview, March 31).

Chapter 4 - Methodology

Content Analysis

The first method I utilized in the current research study to untangle the complexity surrounding our current culture of punishment was content analysis. Content analysis is characterized as “a careful, detailed, systematic examination and interpretation of a particular body of material in an effort to identify patterns themes, biases, and meanings (Berg, 2009: 338). In addition, content analysis has become a popular research method used to examine content among the media (Wimmer and Dominick 2006). Thus, the goal of the current content analysis was to describe the context from which readers of *The Slammer* are exposed. More specifically, the main focus was to provide a simplistic description of individuals portrayed in the mug shots based on race, gender, and the intersectionality of race and gender.

I began the content analysis by searching for online versions of *The Slammer* from *The Slammer* website. Under the “Previous Issues” tab on the website, I randomly selected one of the eleven locations to represent the edition to be used in the coding process. The chosen location was the edition dedicated to the Triangle counties of North Carolina: Wake, Johnston, and Durham. When I accessed *The Slammer* website on January 31, 2011 the timeframe of the online editions available for the Triangle counties of North Carolina were August 20, 2010 to October 15, 2010. Each of the eight Triangle county editions were downloaded in PDF format.

Since the front cover of almost any printed media is crucial in luring potential readers, I decided to apply the coding scheme to mug shots on the eight front covers. Each of the eight editions displayed sixteen mug shots on their front cover. This excludes any mug shots or portraits in the major headlines. Taken together, a total of 128 mug shots were available for coding and were used as the unit of analysis. Using Adobe PhotoShop, I numbered each of the mug shots from one to sixteen and added the words “Race” and “Gender” to the space below each mug shot to represent the variable being measured for each mug shot. Refer to appendix B to see the layout of the front covers.

To obtain interrater reliability I was assisted by nine volunteer coders. The ten coders, including myself, were chosen based on their background in qualitative research. Nine of them were graduate students and one coder was an assistant professor. Among the coders were six

females and four males. According to race, five were White and five were non-White. Each coder was asked to separately code each of the eight front cover of *The Slammer* based on two variables: race and gender. The coders were instructed to code each unit of analysis, the mug shot image, according to how the average reader of *The Slammer* would categorize the person in the mug shot image based on gender and race (See Appendix A). At the conclusion of the analysis of each front cover, I compared the codings to one another. Differences of opinion were expected to emerge, but the goal was to present a summary categorization of the mug shot images, while still allowing for differences. The underlying reason behind the summary categorization of the mug shot images is to draw boundaries around the context from which the readers of *The Slammer* are likely to draw their opinions. In Chapter 4, I reveal the results of the content analysis and computation of interrater reliability.

Axio Survey

The other method implemented in the research project was an online survey. Online surveys have been frequently used as a means of surveying groups because of cost savings related to printing and mailing survey instruments and transforming the survey data into electronic format (Cobanoglu, Warae, and Morec 2001). The survey instrument I used was Kansas State University's Axio Survey. Axio Survey is a free online survey and reporting tool used for academic research that is available to any faculty, staff, or student at Kansas State University. The Axio Survey instrument is designed to distribute online surveys to a sample of identified respondents through access in an e-mail. Once I was able to gain access to the Axio Survey through the Information Technology Assistance Center approval process, I was able to import my survey questions into Axio Survey. The objective of the survey questions was to measure respondent's engagement in penal spectatorship through analyzing their opinions relating to the use of punishment for criminal acts and the respondents own personal engagement in punishment in mediated sources.

Sample and Survey Implementation

The target population for the Axio Survey was full-time undergraduate students attending Kansas State University in Manhattan and Salina. As of Fall 2010, Kansas State University had a 17,080 full-time undergraduate student enrollment. Of these, 52.4% are males and 47.6% are

females. Race demographics of the full-time student population include 82.1% White, 4.6% Hispanic, 3.9% Black, 1.0% Asian, 0.4% Hawaiian/Pacific Islander, 0.1% American Indian, 1.8% multiracial, 5.6% Nonresident Alien, and 0.3% unknown. The academic college breakdown for the full-time undergraduate students are as follows: 34.1% Arts and Sciences; 16.5% Engineering; 13.4% Business Administration; 11.8% Agriculture; 9.8% Human Ecology; Education; 7.8% Architecture, Planning and Design; and 2.5% Technology and Aviation. Seniors represent the largest proportion of students at 28.9%, followed by freshmen (27.0%), juniors, (22.2%), sophomores (21.7%), and then special or non-degree students (0.5%).

Since my research involved obtaining responses from human subjects, an IRB application was submitted and later determined to be exempt from further IRB Review (See Appendix E). Following the IRB exemption, the next step was to gain access to the e-mail addresses for undergraduate students. I was instructed to complete two forms –the “Request for Populating an AXIO Survey Form” from Computing and Network Services and the “Data Access Request Form” from the Data and Information Administration. The Associate Director of Mediated Education then was able to populate a 15,035 stratified sample. The sample was stratified according to academic college: Arts and Sciences (34.75%); Engineering (16.46%); Business Administration (13.83%); Agriculture (11.45%); Human Ecology (10.16%); Education (7.71%); Architecture, Planning and Design (2.95%); and Technology and Aviation (2.69%). Once the survey construction was finalized, the associate director of the Office of Mediated Education divided each academic college into thirds. Then by taking a third of each academic college, e-mail addresses were then imported into one of the versions of the survey instrument. This procedure was completed for the three versions of the survey. Therefore, each version of the survey was represented by an equal proportion of students from each academic college. The list of e-mail addresses was made private and made available for authorized staff in order to enhance the anonymity and confidentiality of the survey results.

All three versions of the Axio Survey were distributed on March 15, 2011 to each undergraduate student’s e-mail address drawn from the sample. Students received an e-mail invitation to complete the survey and were provided a unique hyperlink to access a separate survey webpage (See Appendix F for the e-mail template sent to the undergraduate students). Since each undergraduate student in the sample was provided a unique hyperlink to the survey, the potential for outsider access to the survey was limited. Access to the survey was only

possible through the hyperlink provided in the e-mail. This helped maximize the probability that access to the survey and the completion of survey questions was done only by the students identified in the sample.

To ensure ample opportunities for completion of the online survey, the end date of the survey was April 10, 2011, a total duration of 27 days. In addition to the initial survey invitation, three additional reminder e-mails were sent to the students who had not completed the survey at the time the reminder e-mail was sent (See Appendix F for the e-mail reminder). The e-mail reminders were sent at seven day intervals. In the email, students were encouraged to complete the survey before the ending date and informed they were still allowed to access the online survey in the hyperlink provided. Students who had started the survey but had not fully completed it were also given the opportunity to re-access the online survey and to begin at the point where they left off. All previous responses were carried over from the initial attempt to take the online survey.

In hopes of boosting completion rates of the Axio Survey, respondents were given the incentive of being placed in a drawing for a chance to win a brand new iPod Touch. An optional prize distribution feature was available to assist in randomly selecting a winner of the prize. This feature allowed the prize distribution to be possible without gaining access to the winning respondent's survey answers.

Survey Design and Questions

In the first section of the survey, questions focused on the respondent's interaction with and opinions about mug shot newspapers. More specifically, respondents were asked whether they have come across, looked through, or purchased a mug shot newspaper, whether they are interested in viewing more of the mug shot newspaper, and also whether they consider mug shot newspapers to be a valuable tool for addressing local crime.

Next in the second section of the survey, respondents were then asked a series of questions regarding their perceptions about the individuals presented in a mug shot in comparison to another individual in a mug shot. Only for this part of the survey, does the content of the survey deviate from uniformity. Thus, three versions of the survey were designed to carry out an experiment. The experiment aimed to explain how the race and gender of an arrested individual influences respondents perceptions of the arrested individual and the need for

punishment. One would expect that respondents would be unbiased in their opinions about the need for punishment and that knowledge of an arrested individual's specific crime would influence respondent's opinions regarding the need for punishment. However, it may be possible that the presence of race and gender, together or separately, has the authority to influence ones opinions, regardless of the crime committed. The goal of the experiment across the three versions was to untangle these assumptions.

In all three versions of the Axio Survey, respondents were asked to evaluate six pairs of mug shots. To measure the affects of gender and race on respondent's perceptions of individuals in mug shots, mug shot individuals were chosen based on the severity of their alleged crime and whether they fall under particular gender and race categories. In the first mug shot comparison, a white male who was alleged to have committed a less severe crime was paired with a white female who alleged to have committed a severe crime. In the second mug shot comparison, a white male who was alleged to have committed a less severe crime was paired with a non-white female who was alleged to have committed a severe crime. Next, in the third mug shot comparison, a non-white female who was alleged to have committed a severe crime was paired with a non-white male who was alleged to have committed a less severe crime. Then, in the fourth mug shot comparison, a non-white male who was alleged to have committed a less severe crime was paired with a white female who was alleged to have committed a severe crime. In the fifth mug shot comparison, a white male who was alleged to have committed a severe crime was paired with a non-white male who was alleged to have committed less severe crime. Finally, in the sixth mug shot comparison, a non-white female who was alleged to have committed a severe crime was paired with a white female who was alleged to have committed a less severe crime.

In general, since males are commonly seen as more threatening than females and non-Whites more threatening than Whites, females and non-Whites were chosen when their crime was more severe than the male and white counterpart to whom they were compared to. This paradox was utilized to test whether survey respondents were likely to utilize gender and race stereotypes despite knowledge or lack of knowledge of an alleged crime. Therefore, when individuals of the same race were being compared, the female was chosen when her alleged crime was perceived more dangerous than the male individual. When individuals of the same gender were being compared, the white individual was chosen when his/her alleged crime was more severe than the non-white individual. In the instances when individuals in the mug shots

did not share race or gender, commonly held biases were still applied and tested. When a non-white male was paired with a white female, the white female was chosen to represent the individual with the most severe crime because biases have shown that non-white males are perceived as more dangerous than white females. When a white male was paired with a non-white female, the white male was chosen when their crime was more severe because one could argue that non-white females are commonly associated with higher levels of stigma than white males.

More specifically, in the first version of the survey, respondents were allowed to see the individual's name and their alleged committed crime. If gender and race were not a factor influencing ones perceptions of an arrested individual, one would expect harsher opinions to fall on individuals who allegedly committed the most severe crime(s). Due to the design of the survey, harsher opinions were expected to fall upon females when paired against males and white individuals when paired against non-white individuals because females and Whites with more serious crimes were chosen to represent the mug shot with the most severe crime. It is imperative, however, to compare the results from this first version with the results to the second version.

The second version of the survey employs deception in determining whether the race and/or gender of an individual displayed in a mug shot influences the opinions of survey respondents. The respondents were presented with the same set of mug shots as those in the first version but instead, the crime(s) presented below each mug shot was inaccurate. The correct alleged crime for an individual was switched with the individual to whom they were being compared with in the survey questions. Depending on their original crime, individuals who were alleged to have committed a more severe crime were now represented with a less severe crime. Therefore, females and Whites were represented with the less severe crime despite in truth being alleged to committing a severe crime. One would expect that if physical characteristics, such as race and gender, were insignificant in determining ones opinions about arrested individuals, then the individual in the mug shot with the most severe crime would be perceived in an overall less positive manner.

In the third version, respondents were asked to evaluate the same pairs of mug shots as the first and second group of survey respondents; however, these respondents were not afforded information about the name of the individual in the mug shot nor their alleged crime. Therefore,

the respondents were left to evaluate the mug shots based on physical characteristics alone. If race and gender are not factors in influencing ones perceptions, then one would expect the distribution of opinions on any given question to be spread relatively equally for each individual presented in the mug shot.

By comparing the results of versions one, two, and three, I hoped to measure the extent to which respondents utilize race and gender biases in judging arrested individuals. If the average responses from version one indicate harsher opinions for males and non-Whites despite females and Whites having alleged to committing a harsher crime and the average responses to version two indicate the same harsher attitudes for males and non-Whites, then there may be evidence to conclude that the offender's race or gender was a significant factor in determining ones perceptions of an arrested individual. The same assumption could be made if the average opinions to version three are skewed toward harsher attitudes toward the same individual receiving harsher attitudes in versions one and two.

Moving on, following the mug shot comparisons was the third section of questions that focused on citizen's engagement in crime and punishment through media and social interaction. Next in the fourth section, questions were directed toward measuring whether citizens consider punishment to be justified and necessary for individuals who commit crimes, and finally citizen's opinions regarding the media portrayal of life in prisons and criminals and their crimes. Finally, the fifth section asked the survey respondents to answer demographic questions (Refer to the code book in Appendix G for a list of the final questions used in the survey).

Post Survey

After the survey concluded, the three versions of the survey were merged into one dataset in SPSS. Each question was assigned a variable name, variables were recoded when appropriate, discrete values were entered into the dataset for missing responses, and several new variables were formulated to assist in the categorization of responses to already answered questions.

Since penal spectatorship is particularly difficult to measure since it cannot be directly observed, composite indicators, were formed by combining key survey questions that underlie some of the theoretical concepts of penal spectatorship. The following are a list of composite indicators measured in the survey:

- Justification of punishment

- Thompson's Support for Punitive Policies
- Engagement in Punitive Media and Related Social Interaction
- Interest in Imprisonment
- Interest in Criminality
- Legitimacy of *The Slammer*

The Justification of Punishment Index

The justification of punishment is the first composite indicator measured in the survey. Under penal spectatorship, people recurrently strive toward a sense of security in a world where they perceive crime and fear as rampant. This leads citizens to become conditioned to think crime is normal and that punishment is a natural response. Therefore, punishment is perceived as an effective way to ensure that criminals are held accountable. Individuals are able to symbolically engage in individualistic judgment in order to make sense of the punishment for a criminal (Brown 2009). From this theoretical background, a five item index was formed consisting of the following questions on an agreement/disagreement scale: 'It is important to punish criminals whose crime involves a victim.' 'Punishment is necessary to teach criminals that breaking the law does not pay.' 'The punishment of criminals does improve the security of everyday citizens.' 'Punishment is the most important part in achieving justice.' 'All things being equal, criminals deserve the punishment they get.' Response options for the questions ranged from 1=Strongly Agree to 6=Strongly Disagree. The index ranged from 5 to 30, with lower values on the index indicate higher justifications for punishment.

Thompson's Support for Punitive Policies Index

Next, Thompson's (2006) punitivity index was utilized to measure the growing support for punitive policies. Over the past several decades, the focus on the "get tough on crime" movement has lead toward multiple unforgiving crime policies including three strikes laws, truth in sentencing, drug criminalization, and the push to try juvenile offenders in adult court. The questions utilized by Thompson to measure this underlying support of "get tough on crime" policies include: 'Do you favor or oppose sentencing a criminal to life in prison if he or she has committed three violent felonies?' Response options ranged from 1= 'strongly favor' to 4='strongly oppose'. 'When it comes to granting parole to people in prison, should parole boards be more strict, less strict, or the same as they are now?' Respondents who chose 'more strict'

were coded 1, 'same as they are now' were coded 2, and 'less strict' was coded 3. 'Juveniles between the ages of fourteen and seventeen accused of violent crimes should be tried and sentenced in adult courts rather than juvenile courts?' The response options ranged from 1= 'strongly agree' to 4= 'strongly disagree'. 'In general, what do you think about current penalties for people who commit violent crime are too harsh, too light, or just right?' The response 'too light' was coded 1, 'about right' was coded 2, and 'too harsh' was coded 3. Since the all of these indicators do not have the same range of response categories, the indicators were standardized into z scores and then combined into an index. Scores for the standardized index ranged from -5.34 to 9.71, with lower values on the index indicate higher levels of support for punitive policies.

Engagement in Punitive Media and Related Social Interaction Index

The third index looks at specific types of engagement in penal spectatorship through punitive media and social interaction. Since the media is often times an avenue for the social construction of reality, citizens often engage with it to understand punishment. Media images focusing on penalty provide representations about punishment that traditionally have been distanced from the average citizen. It is here that people are able to interrogate and judge the legitimacy of punishment. The viewing of criminality and imprisonment via media sources are then used in understanding everyday crime (Brown 2009). The index measuring engagement in punitive media and social interaction consists of the following questions: 'In a typical week, how many shows about crime do you watch? Violence? Punishment? The criminal justice system?' Item responses ranged from 1= '6 or more' to 4='none'. 'In a typical week, how often do you read printed media related to crime, violence, and punishment?' 'Use the internet to search crime, violence and punishment?' 'Speak about or have a conversation about instances of crime, violence, and punishment?' In these three questions, item responses ranged from 1= 'frequently' to 4= 'never'. Taken together, the index ranged from 7 to 28. Lower values on the index indicate higher engagement in criminality and punishment through the media and social interaction.

Interest in Imprisonment Index and Interest in Criminality Index

In the fourth and fifth index general interest in criminality and imprisonment are measured. To the average citizen, the world of criminality and imprisonment are characterized by secrecy and invisibility and according to Brown, opportunities for citizens to view this world

lead to sheer spectacle and feelings of excitement. They further are afforded enough distance that prohibit them from direct engagement with those being punished. This masks their voyeuristic tendencies as they interrogate the legitimacy of punishment. The goal related to their on-looking is a search for particular truths and to discount uncertainties about punishment. From viewing criminality and imprisonment at a distance, the spectator claims authority and legitimacy in their observations (Brown 2009). Given this theoretical underpinning, an index measuring interest in imprisonment was formed. Seven questions from the survey were combined to measure the theoretical concept. They included an agreement or disagreement with the following statements: 'Being able to see inside prisons and jails seems exciting to me.' 'Prisons and jails are interesting because they are largely unknown to most of us.' 'Prisons and jails are interesting because the inmates are so different from the rest of us.' 'I am curious how inmates survive in prisons and jails.' 'I am interested in how justice is carried out in prisons and jails.' 'It is interesting to see how correctional officers maintain control over inmates in prisons and jails.' The item responses ranged from 1 to 6. Respondents who indicated 'strongly agree' were coded with a 1 and a value of 6 was coded for 'strongly disagree' responses. In total, scores on the index range from 6 to 36. Lower values in the index pertain to higher degrees of interest in imprisonment.

The six questions utilized to measure interest in criminality on an agreement/disagreement scale include: 'Being able to see inside the life of a criminal and their crime sounds exciting to me.' 'Criminals and their crimes are interesting because they are largely unknown to most of us.' 'Criminals are interesting because they are so different from the rest of us.' 'I am curious how criminals commit crimes.' 'I am curious why criminals commit crimes.' These response values ranged from 1 to 6. The value of 1 pertained to the response of 'strongly agree' and the value of 6 corresponded to 'strongly disagree.' The interest in criminality index ranged from 7 to 42, with lower values indicating higher degrees of interest in criminality.

Legitimacy of The Slammer Index

The sixth index constructed from the survey questions involves measuring citizen's perceptions about the legitimacy of *The Slammer* as a source of information about local crime. *The Slammer* identifies itself as an important tool in reducing crime, making communities safer, and providing leads for the capture of criminals. To measure the effectiveness, a five item scale was formed and consisted of the following agreement/disagreement questions: 'I am interested in

The Slammer because it seems like it provides valuable information about real criminals in the area.’ ‘I think it is important that people see pictures of local criminals as shown in *The Slammer*.’ ‘I think *The Slammer* is informative because it tells the truth about crime and criminality in the area.’ ‘I think newspapers like *The Slammer* reduce fear in the community.’ ‘I think newspapers like *The Slammer* prevent crime in the community.’ The item response range was 1 to 6. Respondents who indicated ‘strongly agree’ were coded with a 1 and those who answered ‘strongly disagree’ were coded 6. The index ranged from 5 to 30, with lower scores indicating higher legitimacy levels for *The Slammer*.

Next Chapters

In Chapter 4, I describe the analysis completed using SPSS. Statistics that will be calculated include frequencies for key questions within the survey, independent samples t tests for each index according to race, Hispanic origin, and gender, and a descriptive and cross tabs statistics from the mug shot comparison experiment. A discussion of the results and remaining conclusions are outlined in Chapter 5.

Chapter 5 - Data Analysis and Findings

Analysis of the Content Analysis

The purpose of the content analysis in this research study was to provide a descriptive breakdown of the individuals represented in the mug shots on the front cover of *The Slammer* based on race and gender. Nine coders, including myself, were asked to separately code each of the eight front covers of *The Slammer* based on race and gender. The coders were asked to code the mug shot image based on how the average reader of *The Slammer* would categorize the person in the mug shot imaged based on gender and race.

By knowing the race and gender of the mug shot individual, I would then be able to examine whether certain social groups according to race and gender were being overrepresented or underrepresented based on general prison population demographics. Also, high agreement among the coders regarding the race and gender of an individual was needed in selecting the mug shots that would be displayed within the Axio Survey in the mug shot experiment. In other words, since the race and gender of the mug shot individual was the factor being measured in the experiment, it was crucial that the chosen mug shots would be perceived consistently as belonging to a particular race or gender.

To ensure consistency was established among the ten coders and to determine whether the coding instrument was reliable, interrator reliability scores were calculated for variable and each coder combinations. More specifically, interrator reliability is the level of agreement between coders utilizing the same instrument to code the same content (Wimmer and Dominick 2006). In this study, interrator reliability was determined by Holsti's coefficient of reliability formula:

$$\text{Interrator reliability} = \frac{2M}{(N1+N2)}$$

In Holst's formula, M is the number of agreements between the two coders, N1 represents the number of decisions made by the first coder and N2 represents the number of decisions made by the second coder. The average interrator reliability across the two variables, gender and race, was 95.59%. More specifically, the interrator reliability for gender was 97.78% and 93.39% for race. The interrator reliability score of 91.08% was also calculated for the

intersectionality of race and gender. Table 1 summarizes the interrator reliability. A more detailed description of the frequency of agreements between each coder combination for each variable can be found in Appendix C.

Table 1: Summary of Interrator Reliability

Variable	Average Agreement Among Coders
Race	93.39%
Gender	97.78%
Race/Gender	91.08%

The frequency results derived from the coding process of the race and gender of the individuals presented in the mug shots reveal interesting findings. Across the eight front covers of *The Slammer*, 62.72% of the individuals in the mug shots were perceived as White and 38.25% were perceived as non-White. Based on gender, the distribution of mug shots perceived as male or female were almost equal, with males representing 51.56% off all mug shots across the front covers. Frequencies for the intersectionality of race and gender reveal 29.69% of all mug shots where white males, 32.03% white females, 21.88% non-white males, and 16.4062% non-white females. A summary of the variable descriptive can be found below in Table 2. A more detailed set of variable descriptives for each front cover can be found in Appendix D.

Table 2: Summary of Variable Descriptives For All Front Covers According to Race, Gender and Race/Gender

Variable	Category	Frequency	Percent %
Race	White	79	61.7187
	Non White	49	38.2812
Gender	Male	66	51.5625
	Female	62	48.4375
Race/Gender	White Male	38	29.6875
	White Female	41	32.0312
	Non White Male	28	21.875
	Non White Female	21	16.4062

Given the demographics of prison populations, with almost 91% of the inmate population comprising of males, the representation of gender among the front covers is overly biased toward representing female criminality and consequently, underrepresenting male criminality. The representation of white females among the front covers was even greater than the representation of white males. In other words, even though there is disproportionate representation among males and females among the eight front covers, the overall crime trend for Whites based on gender is inaccurate based on national prison populations.

Similarly, the representation of race on the front cover is also disproportionate to the general inmate population. In 2009, white inmate populations accounted for 34% of all the inmates held in custody but based on the portrayal of arrested individuals across eight front covers, white criminality is perceived as more dominant. One particular representation revealed in the mug shot content analysis that was significantly biased and misrepresented was the portrayal of white females in comparison to non-white males. Across the eight front covers that were analyzed, white females were shown more frequently than non-white males by about 10%.

Analysis of the Axio Survey

The Axio Survey used to measure respondents engagement in a culture of punishment through penal spectatorship was administered to a large sample of full-time undergraduate students at Kansas State University. The aggregate sample total was 15,035 full-time undergraduate students, stratified by academic college. Each of the three survey offerings were then composed of an equal proportion of students in each academic college. At the end completion of the online survey administration, the final access rate to the online survey was 22.7% and the final completion rate was 20.3%. The lower completion rate indicates that about 2.44% of the sample who had accessed the survey also dropped out at some point during the process. Looking more specifically at each of the three survey versions, version one had a completion rate of 21.63%, version two had a 20.75% completion rate, and version three had a completion rate of 18.35%.

Of those who accessed the survey, 53.1% were females and 46.9% were males. Whites represented the majority of the respondents at 86.0%, followed by respondents who identify themselves as biracial (6.0%), then Asians (3.1%), and then respondents who identify themselves as some other race (2.2%). Blacks made up 2.1% of the survey respondent population. Multi-

racial, American Indian or Alaskan Native, and Native Hawaiian or Pacific Islander respondents represented 1% of all survey respondents. The average age of respondents was 21.35 years. The political views of respondents to the survey indicate a 38.3% moderate view, 32.9% conservative view, and 17.2% liberal view.

Frequencies from college related variables reveal that senior students (29.9%) were more likely to respond to the survey question than to juniors (27.0%), sophomores (24.3%), and freshmen (18.8%). Furthermore, respondents to the survey were also representative of the percentage of undergraduates identified in the sample based on academic college: College of Arts and Sciences (30.8%), College of Engineering (19.1%), College of Business Administration (13.9%), College of Agriculture (11.4%), College of Human Ecology (9.0%), College of Education (7.5%), College of Architecture (4.5%), and College of Technology and Aviation (3.2%). A small number of respondents (0.5%) reported an open option.

A substantial number of US states and a fair distribution of international countries were represented in the survey. The top five states from which respondents reported as their hometown were Kansas (84.0%), Missouri at (3.6%), Texas (2.0%), Nebraska (1.2%), and California (1.2%), A total of forty-six US states had at least one respondent to the survey. Additionally, international students from twenty-eight different countries represented about 3.2% of survey respondents.

To ensure that the sample of survey respondents is representative to Kansas State full-time undergraduate student population, the survey respondent demographics were compared to the aggregate Kansas State demographics. No significant deviations according to gender, race, or academic college were found. However, based on a respondent's year in college it seems that our sample of survey respondents were skewed toward those with more years of education since there was an underrepresentation of freshmen and an overrepresentation of juniors in the survey.

Table 3: Percent Comparison of Survey Respondents to Kansas State Population by Gender, Race, Academic College, and Year in College

Variable	Category	Survey Respondents	Kansas State Population
Gender	Male	46.9	52.4
	Female	53.1	47.6
Race	White	86.0	82.1
	Black	2.1	3.9
	Hispanic	5.2	4.6
	Asian	3.1	1.0
	Hawaiian/Pacific Islander	0.1	0.4
	American Indian	0.4	0.1
	Other Race	2.2	-
	Bi-racial	6.0	-
	Multi-racial	0.8	1.8
	Non-resident Alien	-	5.6
	Unknown	-	0.3
Academic College	Arts and Sciences	30.8	34.1
	Engineering	19.1	16.5
	Business Administration	13.9	13.4
	Agriculture	11.4	11.7
	Human Ecology	9.0	9.8
	Education	7.5	7.8
	Architecture, Planning and Design	4.5	3.8
	Technology and Aviation	3.2	2.60
	Veterinary Medicine	-	0.3
	Open Option	0.5	-
Year in College	Freshmen	18.8	26.7
	Sophomore	24.3	21.7
	Junior	27.0	22.2
	Senior	29.9	28.9
	Non-degree or Special	-	0.5

Engagement with Mug Shot Newspapers and General Perceptions

Results from survey questions measuring student’s contact and perception of mug shot newspapers indicate an overall lack of engagement. Of the students who responded to the survey, only 9.9% of respondents have come across mug shot newspapers and consequently, only 3.2% have purchased this type of newspaper in the past. Respondents were asked to evaluate three front covers of *The Slammer*, a mug shot newspaper, based on their general interest in the content. For easier understanding the agree categories (strongly agree, moderately agree, and slightly agree) were collapsed. About 30% of respondents had some degree of interest in looking through the rest of the *The Slammer*, 29.1% respondents indicated *The Slammer* front cover was funny, while an increased number of respondents (40.3%) indicated *The Slammer* made them curious. Survey questions measuring student’s perceptions of *The Slammer*’s importance reveal that 43.5% recognize the newspaper as important because people see pictures of local criminals; however, only 34.4% perceive newspapers, like *The Slammer*, to be truthful. Therefore, respondent’s perceptions that the newspaper contribute towards positive outcomes relating to fear reduction and crime prevention in the community are minimal. About 13.5% of respondents felt that *The Slammer* reduces fear and 17.6% felt that the newspaper contributed toward reducing crime.

Table 4: Percent of Respondents Who Are Familiar with Mug Shot Style Newspapers

Question	Yes	No	Unsure
Ever come across mug shot newspaper	9.9	82.1	8.0
Ever looked through mug shot newspaper	5.6	92.5	1.9
Ever purchased mug shot newspaper	3.2	94.6	2.2

Table 5: Percentage of Respondent Perceptions of *The Slammer*

Question	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
Interest in rest of The Slammer	3.5	9.1	19.0	12.0	21.8	34.5
The Slammer is funny	4.7	9.9	14.5	12.6	19.6	38.7
The Slammer makes me curious	6.4	13.9	20.0	13.7	17.5	28.6
The Slammer is important	6.9	12.8	23.8	17.4	18.8	20.3
The Slammer tells the truth about crime	4.4	9.0	21.0	19.1	20.6	25.8
The Slammer reduces fear in the community	2.1	2.9	8.5	19.1	27.4	39.9
The Slammer prevents crime in the community	2.2	4.0	11.4	17.3	24.0	41.1

Engagement in Punitive Media and Related Social Interaction

In section three of the survey, citizens engagement and involvement with punitive media sources and their related social interactions were measured. The data reveal that 78.7% of survey respondents indicated that in a typical week they watch at least one television show relating to crime, violence, punishment, and the criminal justice system. While, 67.0% of respondents indicate some degree of engagement with printed media and almost half of all respondents indicated use of the internet to search about crime related topics. Furthermore, about 82.3% of all respondents indicated engaging in social interaction with a focus of talking about crime related topics. Taken together, 95.4% of survey respondents indicate some degree of engagement in topics of crime, violence, punishment, and the criminal justice system through media sources or social interaction.

Table 6: Percent of Respondent Engaged in Punitive Television Shows

Question	6 or more	3-5	1-2	None
Shows about crime do you watch	3.6	15.3	44.8	36.3
Shows about violence do you watch	2.2	10.5	35.9	51.5
Shows about punishment do you watch	0.9	5.3	28.9	64.9
Shows about criminal justice system do you watch	2.5	8.6	35.7	53.2

Table 7: Percent of Respondent Engaged in Punitive Media and Related Social Interaction

Question	Frequently	Occasionally	Seldomly	Never
Read printed media related to crime, violence, and punishment	7.8	21.3	37.9	33.0
Use the internet to search crime, violence, and punishment	6.6	11.8	31.5	50.1
Have a conversation about crime, violence, and punishment	9.4	32.8	40.1	17.7

Perceptions of Crime Prevalence and the Justification for Punishment

In section four of the survey, respondents were asked questions regarding their perceptions of the prevalence of crime and the need for punishment in response to criminality. Results show that 90.7% of respondents indicated that crime is a major problem in the US. Yet only about 50% of respondents reported that crime is a major problem in the Manhattan, Kansas area. Even less respondents indicate that crime in their neighborhood is problematic.

Table 8: Percent of Respondents Who Perceive Crime as a Major Problem

Question	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
Crime is a major problem in the US	30.5	39.1	21.1	5.6	2.6	1.0
Crime is a major problem in the Manhattan, KS area	2.8	13.6	33.8	29.0	16.3	4.5
Crime is a major problem in my community	4.4	10.1	23.0	24.2	24.0	14.3

Also, results from this survey section conclude that there is overwhelming support for punishment as a reaction to criminality yet there are some conditions when punishment is seen as less important. When a criminal act involves a victim, 94.0% of respondents stated that punishment is a necessary reaction. In addition, 88.8% and 80.5% of respondents, respectively, feel that punishment is necessary because it teaches criminals that crime does not pay and that punishment improves the security of citizens. In sum, 83.0% of respondents agree to some degree that criminals deserve the punishment that they receive, all other things being equal. Despite a heavy emphasis on the need for punishment as a response to criminality, respondents identify contexts in which punishment is less effective, such as 75.6% of respondents favoring rehabilitation over punishment as an important component in achieving justice. Further respondents expressed concern that too much emphasis on crime prevention interferes with other aspects of their private lives. For example, a significant proportion of the respondents indicated a strong disapproval (77.7%) for allowing law enforcement access to citizen’s private information. When support for “tough on crime” measures were weighed against the support for job creation, 75.9% of respondent disagreed that they would vote for a political candidate who put tough on crime policies as their priority over another political candidate who emphasized enhancing job creation strategies. This seems inconsistent given the conservative political orientation of the survey respondents.

Table 9 Percent of Respondent Perceptions Regarding the Justification for Punishment

Question	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
Important to punish criminals who's crime involves a victim	48.6	32.1	13.3	3.0	2.0	1.0
Punishment is necessary to show crime does not pay	38.3	31.8	18.7	6.4	3.3	1.6
Punishment improves security of citizens	22.8	30.8	26.9	11.2	5.7	2.6
Criminals deserve the punishment they get	22.7	32.9	27.4	10.7	4.4	2.0

Table 10: Percentage of Respondents Who Support Rehabilitation, Protection of Private Information, and Crime Political Measures

Question	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
Rehabilitation is the most important part in achieving justice	17.5	27.9	30.2	14.6	6.8	3.1
Law enforcement should have access to citizens private info	1.9	5.1	15.4	22.0	26.2	29.5
Vote for a candidate who puts crime as a top priority	2.8	5.8	15.5	26.3	23.0	26.6

Penal Spectatorship: Interest in Imprisonment and Criminality

Next, respondents were asked a series of questions related to their interest in the lives of inmates and the daily operations of prisons and jails. Almost 44% and about 40% of respondents, respectively, agreed that looking into a prison or jail seemed exciting and that media forms that focus on prisons and jails is a form of entertainment. The majority of respondents also were interested in how justice is carried out in prisons and jails (64.0%), how inmates survive within the institution (52.3%), and how correctional guards are able to maintain control over the inmates

(61.8%). In general, respondents perceived prisons and jails as interesting because the general structure and operations are largely unknown to the average citizen (62.2%). Although less than half (40.6%) of respondents believe reality television shows about life in prisons and jails are accurate, 66.3% still believe that these portrayals discourage criminal behavior and another 62.9% of respondents understand the portrayal of life in prison as a reminder that criminals have to pay for their crimes.

Table 11: Percentage of Respondents Interested in Imprisonment

Question	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
Seeing inside prisons and jails is exciting	7.3	12.2	24.4	16.4	19.1	20.6
Seeing life in prisons and jails is entertaining	5.5	9.7	25.1	20.8	17.9	21.1
Interested in how justice is carried out in prisons and jails	9.3	21.0	33.7	14.2	11.7	10.1
Curious how inmates survive in prisons and jails	6.4	14.8	31.1	17.2	16.3	14.3
Interested in how guards control inmates	8.1	23.3	34.9	18.2	8.8	6.7
Prisons and jails are largely unknown of most of us	9.9	20.2	32.1	11.8	13.4	12.5
Portrayals of prisons and jails on tv shows are mostly accurate	2.1	10.9	27.6	30.8	18.8	9.8
Seeing prisons and jails on tv shows discourages crime	8.1	23.3	34.9	18.2	8.8	6.7
Seeing the life in prisons and jails shows that criminals pay for their crime	5.5	9.7	25.1	20.8	17.9	21.1

Likewise, respondents then were asked about their interest in the lives of criminals and the commission of their crimes. About half of respondents indicated that seeing inside the life of a criminal and their crime sounded exciting and about 57.9% agreed to some degree that watching shows about criminals was entertaining. A large proportion of the survey respondents were curious about how criminals commit crimes (50.6%), why they commit crimes (78.6%), and were interested in seeing criminals being arrested by law enforcement (48.2%) and seeing how justice is carried out for arrested individuals (65%). Over half of respondents (56.9%) indicated criminals and their crimes are interesting because they are largely unknown to the general public. Similar to reality television portrayal of prisons and jails, almost 40% respondents agree that media depictions of criminals and their crimes are accurate. Nevertheless, about 68% of respondents believe that seeing the life of criminals and their crimes is valuable information in recognizing and preventing future crime.

Table 12: Percentage of Respondents Interested in Criminality

Question	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
Seeing the life of a criminal and their crime is exciting	9.0	16.1	26.4	15.8	14.7	18.0
Watching show about criminals and their crime is entertaining	8.3	16.8	32.8	17.5	10.9	13.7
Curious how criminals commit crimes	8.6	16.0	26.6	18.6	15.0	15.3
Curious why criminals commit crimes	22.0	29.5	27.1	9.7	5.8	5.9
Interesting to see criminals get arrested	7.1	12.8	28.3	20.6	16.7	14.5
Interesting to see how justice is carried out for criminals	8.1	19.7	37.2	16.4	9.6	8.9
Criminals and their crimes are largely unknown	7.7	17.4	31.5	16.7	12.3	14.5
Media depictions of criminals and their crimes are mostly accurate	1.8	9.1	29.0	29.7	18.3	12.1
Seeing the life of a criminal provides valuable information	10.2	21.1	37.0	16.1	8.9	6.7

Summary of Analysis of the Axio Survey

Based on the frequency results of the Axio Survey several interesting findings were revealed. Only 9.9% of the survey respondents have ever come across a newspaper style dedicated to publishing mug shots. Despite the vast majority of respondents having never engaged in these mug shot newspapers, when presented with a few front cover examples of the newspaper, 40.3% of respondents indicated they felt curious about the content and 31.6% were interested in looking through the rest of the newspaper. In addition, 43.5% of respondents thought the mug shot newspaper was important because it showed pictures of recently arrested individuals.

Table 13: Summary of Percent Respondents Interested in *The Slammer*

Question	Agree	Disagree
Interest in rest of <i>The Slammer</i>	31.6	68.3
<i>The Slammer</i> makes me curious	40.3	59.8
<i>The Slammer</i> is important	43.5	56.5

This significant proportion of survey respondents who are interested in *The Slammer* may come to little surprise given that 78.7% of survey respondents indicated watching at least one television show related to crime, violence, the criminal justice system, and punishment in a typical week. Other sources for engaging in punitive media is printed media and use of the internet. The most popular source for respondents to connect to this culture of punishment is through social interaction, with 82.3% of respondents reporting personal conversations centered around crime related topics. Taken together, almost an unanimous respondent pool (95.4%) indicated engagement in at least one of the previously mentioned avenues of punitivity.

Table 14: Summary of Percent Respondents Engaged in Punitive Television Shows

Question	More than One Show	None
Shows about crime, violence, punishment, and the criminal justice system do you watch	78.7	21.3

Table 15: Summary of Percent Respondents Engaged in Punitive Media and Related Social Interaction

Question	More than One Time	Never
Read printed media related to crime, violence, and punishment	67.0	33.0
Use the internet to search crime, violence, and punishment	49.9	50.1
Have a conversation about crime, violence, and punishment	82.3	17.7

By engaging in punitivity through media and related social interactions may be indicative of how respondents perceive the prevalence of crime in the US and the justification of punishment for deserving offenders. Nine in ten survey respondents indicated that crime is a major problem in the US. The survey results revealed that 94.0% of respondents felt punishment is a necessary response to a crime when a victim is involved, 88% felt that punishment is a reminder to criminals that deviant behavior does not pay, and 80.5% though punishment improves the security of punishment. Furthermore, little empathy was found in 83.0% of respondent answers when they indicated that criminals deserve the punishment they get.

Table 16: Summary of the Percentage of Respondent Perceptions of Crime Prevalence and the Justification for Punishment

Question	Agree	Disagree
Crime is a major problem in the US	90.7	9.2
Important to punish criminals who's crime involves a victim	94.0	6.0
Punishment is necessary to show crime does not pay	88.8	11.3
Punishment improves security of citizens	80.5	19.5
Criminals deserve the punishment they get	83.0	17.1

The final set of important findings directly relate to penal spectatorship in that respondents interest in prisons and inmates and criminals and their crimes are measured. About 44% of respondents thought looking into jails and prisons seemed exciting, 64.0% and 52.3%, respectively, were interested in how justice is carried out in prisons and jails and how inmates manage to survive. Respondents were also interested in how correctional guards are able to maintain control over inmates. The aspect of unknown also seemed to capture the interest of the majority of respondents. About 62% of respondents indicated prisons are interesting because they are largely unknown.

Table 17: Summary of Percent Respondents Interested in Imprisonment

Question	Agree	Disagree
Seeing inside prisons and jails is exciting	43.9	56.1
Interested in how justice is carried out in prisons and jails	64.0	36.0
Curious how inmates survive in prisons and jails	52.3	14.8
Interested in how guards control inmates	66.3	33.7
Prisons and jails are largely unknown of most of us	62.2	37.7

Similarly, the interest in criminals and their crimes was captured in several of the survey questions. About 51.5% of respondents indicated that seeing the life a criminal and their crime is exciting. Almost half of all respondents thought it would be interesting to directly see a criminal being arrested and 65.0% were curious how justice is carried out for arrested individuals. The majority of respondents (56.9%) thought criminals and their crimes were interesting because they are largely unknown to the public.

Table 18: Summary of Percent Respondents Interested in Criminality

Question	Agree	Disagree
Seeing the life of a criminal and their crime is exciting	51.5	48.5
Interesting to see criminals get arrested	48.2	51.8
Interesting to see how justice is carried out for criminals	65.0	34.9
Criminals and their crimes are largely unknown	56.6	43.5

The following section will incorporate several of the former questions to create five indices. The purpose of these indices is to provide a foundational understanding of what it means to engage in penal spectatorship and to begin to untangle the question regarding who engages in this behavior according to race, Hispanic origin, and gender

Effects of Race, Hispanic Origin, and Gender on Penal Spectatorship Indices

Since the literature on the penal spectatorship is limited and little is known empirically, this section of the findings will investigate whether gender, race, or Hispanic origin are influential factors pertaining to penal spectatorship. This will be done by utilizing six different indices constructed from various survey question items. These indices serve as a composite indicator for the underlying concept of penal spectatorship. The six indices represent the measurement of: the justification of punishment, Thompson’s support for punitive policies, engagement in punitive media and social interaction centered around crime and punishment, interest in imprisonment, interest in criminality, and the legitimacy of *The Slammer*. A descriptive summary of the indices are provided below in Table 19, followed by Table 20 with a more descriptive summary of the indices based on low, medium, and high scores. A descriptive summary of each index based on gender and race can be found in Appendix I. Independent sample t tests were calculated in SPSS to compare the means scores from the gender, race, and Hispanic origin variables in order to determine significant findings. The results from the t tests can be found in Appendix J.

Table 19: Summary of Index Descriptives

Index	N	# of Index Items	Index Minimum	Index Maximum	Mean	SD	Alpha
Justification of Punishment	3083	5	5	30	12.2	4.4	.796
Thompson’s Support for Punitive Policies	2984	4	-5.34	9.71	-.005	2.68	.596
Engagement in Punitive Media and Related Social Interaction	3167	7	7	28	22.3	3.5	.736
Interest in Imprisonment	3048	6	6	36	21.7	7.1	.904
Interest in Criminality	3006	7	7	42	24.5	7.7	.881
Legitimacy of <i>The Slammer</i>	3279	5	5	30	22.2	5.8	.882

Table 20: Summary of Indices by Low, Medium, and High Values

	Low		Medium		High	
	Range	%	Range	%	Range	%
Justification of Punishment	5 - 13	64.7	14 - 21	32.1	22 - 30	3.1
Thompson's Support for Punitive Policies	-5.34 – 0.38	56.3	0.41 – 3.22	31.3	3.35 – 9.71	12.3
Punitive Media and Social Interaction	7 - 13	1.4	14 - 21	35.4	22 - 28	63.2
Interest in Imprisonment	6 - 15	18.2	16 - 26	56.5	27 - 36	25.3
Interest in Criminality	7 - 18	21.2	19 - 30	56.9	31 - 42	21.9
The Slammer Legitimacy	5 - 13	7.8	14 - 21	35.6	22 - 30	56.6

Justification of Punishment

The justification of punishment index was designed to measure how people strive toward a sense of security in a world where they perceive crime and fear as rampant. In this way, punishment is viewed as an effective way to ensure that criminals are held accountable for their behaviors. The justification of punishment index consisted of five question items and index scores ranging from 5 to 30, with a respondent mean of 12.2. Lower score values indicate a respondents higher justification for punishment. About 64.7% of respondents had low scores on the index and another 32.1% had medium index scores, indicating about 96.8% of respondents had medium to high support for the justification of punishment. Race, Hispanic origin, and gender were tested for significance using independent sample t tests. The race variable was found to be significant, with white respondents more likely than non-white respondents to perceive punishment as a necessary response to criminal acts. Whites indicated higher levels of agreement compared to non-whites that it is important to punish criminals whose crime involves a victim, punishment is necessary in teaching criminals that breaking the law does not pay, punishment of criminals improves the security of citizens, punishment is an important part in achieving justice, and that criminals deserve the punishment they get. The Hispanic origin and gender variables were not found to be significant. The scales were restructured to determine if

the absence of a question in the index causes a change in significance level for any of the variables. At the conclusion, no changes were found.

Thompson's Support for Punitive Policies

The second index, Thompson's support for punitive policies index, is rooted in understanding how there has been a growing increase in approval for punitive policies related to crime. Some of these policies that have captured this growth in punitivity include the three strikes laws, truth in sentencing laws, drug criminalization, and the push to try juvenile offenders in adult court. Taken together, this index consisted of four standardized items from the survey relating to support for some of these policies. The scale ranged from -5.34 to 9.71, with lower values indicating stronger support and higher values indicated weaker support for punitive policies. The mean value of 0 provides preliminary indications that there is moderate support for punitive policies. In fact, 56.3% of respondents had high support and 31.3% had medium support for punitive policies.

The independent sample t tests revealed that Whites and females are more likely to support punitive policies compared to their counterparts. These results based on race are consistent compared to the results found in Thompson's punitivity index. Therefore, by including this measure of punitivity in the survey, we are able to establish criterion related validity. In other words, we can conclude that the results of our findings according to this index are accurate because it is equally comparable to Thompson's measure, which has already been demonstrated as valid.

Engagement in Punitive Media and Related Social Interaction

Next, the index of engagement with punitive media and social interaction centered around punishment was measured for significance. This index measures the extent to which citizens engage in media and other social interaction for the purposes of understanding punishment. These avenues provide opportunities for citizens to interrogate and incite judgment upon the legitimacy of punishment at a distance. This seven item scale had scores ranging from 7 (higher levels of engagement) to 28 (lower levels of engagement). The mean respondent score was 22.3. About 35% of respondents had medium levels of engagement with punitive media and related social interaction and about 63% had lower to no engagement in punitive media.

The variables of race and Hispanic origin were significant. Survey respondents of Non-White and Hispanic origin were more likely to indicate lower scores on the survey pertaining to higher levels of engagement with punitive media and social interaction. Gender was not a significant influence in the index. To ensure that no one question was a particularly influential factor in creating these results, each question was separately extracted to create a six item index. Subsequently, t tests were calculated for the index according to race, Hispanic origin, and gender. At the conclusion of this process, race and Hispanic origin still remained significant. But only when the question regarding ‘engagement with violent television shows’ was subtracted from the index did significant t tests show that females were more likely to engage in punitive media and related social interaction than males.

Interest in Imprisonment

The fourth index measured respondent’s interest in inmates and the prison that they occupy. The interest in imprisonment index focuses upon how the average citizen perceives the world of imprisonment as largely secretive and invisible. When citizens are afforded opportunities to view inside prisons and jails they are incited toward sheer spectacle and feelings of excitement. This five item index ranged from 6 to 36, with lower score values pertaining to higher interest in inmates and prisons. Across all respondents, the mean score was 21.7. Almost one in five survey respondents had low scores and over half of respondents had medium scores on the interest in imprisonment index. This indicates that about three in four respondents replied to having moderate to high interest in imprisonment. When independent sample t tests were conducted, race, Hispanic origin, and gender were not found to be significant. Therefore, we can conclude that race, indication of Hispanic origin, and gender are not influential factors in determining whether a respondent had interest in inmates and prisons. Even when the indices were restructured by eliminating each question at a time, t tests for each variable were not found significant.

Interest in Criminality

With a similar theoretical foundation, the interest in criminality index, consisted of seven items. The index ranged from 7 to 42, with the lower values indicating higher interest in criminality. The mean value across the survey respondents was 24.5. About 21% of respondents

indicated high levels of interest in criminality and another 56.9% had medium levels of criminality.

Interest in criminality was measured for significance across the three variables: race, Hispanic origin, and gender. It was concluded that males were more likely than females to be interested in criminals and their crimes based on their lower mean score on the index. The indication of Hispanic origin and race were not discovered to be significant based on the t test results. When the question ‘interest in how criminals commit their crimes’ was eliminated from the index, gender became insignificant and showed that males were no longer more likely to be interested in criminality compared to females. Further, t tests showed that race is significant, with Whites more likely than non-Whites to be interested in the criminality. Next, when the question regarding ‘interest in seeing criminals being arrested’ was extracted from the index, the gender variable became insignificant.

Legitimacy of The Slammer

The final index measured the legitimacy of *The Slammer*. Since *The Slammer* identifies itself as a useful source of information in reducing crime, making communities more safe, and providing leads for the capture of criminals, one would expect that lower scores on the index pertaining to these assumptions would indicate higher perceptions of legitimacy of *The Slammer*. The legitimacy of *The Slammer* index ranged from 5 to 30. By analyzing the mean score (22.2) of the index, it shows that the pattern of responses about legitimacy of *The Slammer* was not high. Over half of the respondents had high values indicating low perceptions of legitimacy and about two-thirds had moderate perceptions of legitimacy relating to *The Slammer*.

This scale was then analyzed for significance using independent samples t test to see if race, Hispanic origin, or gender were influential factors determining ones perceptions of *The Slammer*. Males were more likely than females, non-Whites were more likely than Whites, and Hispanics were more likely than non-Hispanics to report higher agreement among the questions in the index pertaining to the legitimacy of *The Slammer*. It is interesting that non-Whites and Hispanics have higher levels of agreement regarding the value and legitimacy of *The Slammer*, the scale was restructured to see if results would be consistent if one of the item questions were left out. This was done by subtracting a question from the index, making it a four item index. Then t tests were calculated on the new index to see if the absence of a particular question to the

index was an influential factor in producing the surprising results. In the end, the results remained significant for non-Whites and non-Hispanics to be more likely to perceive *The Slammer* as effective.

Summary of Indices by Race, Hispanic Origin and Gender

The initial interesting finding from the indices is rooted in respondent's perceptions of effectiveness of *The Slammer* and the engagement in punitive media and related social interaction. In our findings, we found non-Whites and Hispanics were more likely to view *The Slammer* as effective and were more likely to engage in punitive media and related social interaction. In contrast, white respondents were more likely to justify the use of punishment and to support punitive criminal policies.

Based on the original index for engagement in punitive media and related social media and the restructured index, conflicting results were found regarding the significant effects of gender. When the index was re-crafted, it became significant that females are more likely than males to engage in this behavior. Further complications in findings were found when the interest in criminality index was recreated in absence of one of the original questions. Removing two separate questions from the index made the gender significance unfounded. In addition, the race variable became significant. Therefore, it may be likely that Whites are more likely than non-Whites to be interested in criminality. Future research should try to tease out these discrepancies.

Mug Shot Comparison Analysis

In the mug shot comparison section of the survey, select individuals presented in mug shots were paired against one another to assess how survey respondents perceive the need for punishment. For this section of the survey, respondents received one of three versions. The different versions helped tease out the affects of an arrested individual's race, gender, and severity of crime on a respondent's opinions about punishment. Additionally, cross-tabs were used to identify significant relationships among the answers to each question and the variables of race, indication of Hispanic origin, and gender. In the following paragraphs, I report frequencies

for each key question across the three survey versions and identify statistically significant relationships.

Survey Version One

In version one of the survey, respondents were presented with a pair of mug shots that included the arrested individuals accurate alleged crime. Within the mug shot comparisons, one individual was charged with severe crime and the other individual was charged with a less serious offense. The purpose of the mug shot comparisons is to understand how respondents formulate their opinions regarding their need for punishment. Do respondents utilize information about the individual’s alleged crime or do they incorporate stereotypes about gender and race to determine punishment for an arrested individual?

In the first mug shot comparison, a white female with a more severe crime was compared to a white male with a less severe crime. The majority of respondents indicated the white male arrestee seemed more guilty and more dangerous compared to the white female. However, 57.7% of respondents indicated the white female arrestee should be punished most severely. The white female arrestee was viewed by about 80% of respondents as the individual most surprising to be charged with a crime. Cross-tabs revealed that Whites (82.1%) were more likely than non-Whites (72.6%) and non-Hispanics (81.7%) were more likely than Hispanics (68.8%) to be surprised that the white female was charged with a crime in comparison to the white male. In addition, Whites (58.9%) and non-Hispanics (58.2%) were more likely to indicate that the white female should be punished more severely. One should be reminded that the facial expressions of the mug shot individuals were considerably different, with the white male expressing a more menacing look with a raised eyebrow.

Table 21: Summary of Respondent Perceptions to Version One Comparison One

Question	White Male Image	White Female Image
Guilty	54.9	45.1
Dangerous	69.0	31.0
Surprised at Crime	19.5	80.5
Severe Punishment	42.3	57.7

In the second mug shot comparison, a white male with a more severe crime was paired with a non-white female who was alleged to have committed a less severe crime. The majority of respondents indicated the white male arrestee was perceived as more guilty (74.8%), more dangerous (83.1%), and most deserving of a severe punishment (86.0%). Perceptions regarding which arrested individual was most surprising to see charged with a crime was split but with 51.9% most surprised to see the non-white female charged with a crime. Cross-tabs of race, Hispanic origin, and gender for each question did not reveal any chi-square value significant at the 0.05 threshold level.

Table 22: Summary of Respondent Perceptions to Version One Comparison Two

Question	White Male Image	Non-White Female Image
Guilty	74.8	25.2
Dangerous	83.1	16.9
Surprised at Crime	48.1	51.9
Severe Punishment	86.0	14.0

Next, a non-white female with a more severe crime was compared to a non-white male with a less severe crime. The non-white female was viewed by the respondents as most guilty (62.6%), most surprising to be charged with a crime (65.2%), and as the individual who should be punished the most severely (75.6%). Despite a majority opinion relating to guilt and the need for punishment, the non-white male was perceived by 62.8% of survey respondents as the most dangerous individual. A significant relationship between a respondent's indication of Hispanic origin and their perceptions of dangerousness was uncovered by using cross-tabs. About 64% of respondents of non-Hispanic respondents perceived the non-white male to be more dangerous than the non-white female to whom he was compared. Unlike the general trend in non-Hispanic attitudes, a majority of Hispanic respondents (53.1%) perceived the non-white female to be more dangerous.

Table 23: Summary of Respondent Perceptions to Version One Comparison Three

Question	Non-White Female Image	Non-White Male Image
Guilty	62.6	37.4
Dangerous	37.2	62.8
Surprised at Crime	65.2	34.8
Severe Punishment	75.6	24.4

The fourth mug shot comparison was between a non-white male and white female. The white female represented the individual with the most severe crime. The white female was perceived as the most guilty and deserving of the most severe punishment. Almost three-fourths of respondents were more surprised to see the white female charged with a crime rather than the non-white male. In contrast, the non-white male was viewed to be most dangerous by just over half of the respondents. A significant relationship was found between perceptions of dangerousness and a respondent's race. White respondents (60.5%) were more likely than non-white respondents (48.5%) to perceive the non-white male as more dangerous. The cross-tabs also show that the non-white respondents were more likely to view the white female as more dangerous.

Table 24: Summary of Respondent Perceptions to Version One Comparison Four

Question	Non-White Male Image	White Female Image
Guilty	41.7	58.3
Dangerous	58.6	41.4
Surprised at Crime	27.1	72.9
Severe Punishment	34.7	65.3

In the fifth mug shot comparison, a white male was paired with a non-white male. The white male was alleged to have committed a more severe crime compared to the non-white male. Results from the survey found that respondents viewed the white male as being the most guilty (78.3%), most dangerous (75.7%), and most deserving of severe punishment (86.2%). The non-white male was also perceived as the most surprising individual being charge with a crime

(61.5%). Perceptions of guilt for an arrested individual and indications of severe punishment were shown to have a significant relationship with a respondent's race. Four-fifths of white survey respondents indicated the white male seemed more guilty compared to only 72.1% of non-white respondents. Likewise, white respondents (87.4%) were more likely than non-white respondents (78.5%) to indicate that the white male should be punished more severely. A significant relationship involving gender and perceptions of dangerousness indicate that males (79.6%) were more likely than females (73.4%) to perceive the white male as more dangerous. A final significant relationship found for the fifth mug shot comparison was between a respondent's indication of Hispanic origin and whom they perceived as the most surprising individual charged with a crime. Non-Hispanic respondents (62.3%) were more likely than Hispanic respondents (45.3%) to be surprised that the white male individual portrayed in the mug shot was charged with a crime. One should be reminded that the facial expression for the individuals in the mug shot comparisons were considerably different. The white male displayed a non-smiling expression, while the non-white male had a wide, almost laughing smile.

Table 25: Summary of Respondent Perceptions to Version One Comparison Five

Question	White Male Image	Non-White Male Image
Guilty	78.3	21.7
Dangerous	75.7	24.3
Surprised at Crime	61.5	38.5
Severe Punishment	86.2	13.8

Finally, a non-white female who was alleged to have committed a less severe crime was compared to a white female alleged of a more severe crime. Almost four-fifths of survey respondents indicated the white female seemed most guilty and most dangerous compared to the non-white female. In tandem, almost 90% of respondents thought the white female should be punished the most severely. The non-white female was viewed by almost 70% of respondents as being the most surprising individual to be charged with a crime. Significant relationships between these questions and a respondent's race, indication of Hispanic origin, and gender were not discovered after chi-square testing. In addition, it is important to recap the appearances of the individuals in the mug shot comparisons. It may be likely that the survey respondents

perceived the non-white female as belonging to a higher class than the white-female, since the non-white female has a more well-kept appearance.

Table 26: Summary of Respondent Perceptions to Version One Comparison Six

Question	Non-White Female Image	White Female Image
Guilty	20.0	80.0
Dangerous	18.2	81.8
Surprised at Crime	69.9	30.1
Severe Punishment	9.9	90.1

Summary of Survey Version One

As a whole in version one of the survey, the majority of respondents indicated that the individual with the most severe crime was the individual within the comparison to be most deserving of punishment. Across each mug shot comparisons, the individual with the most severe crime was individual perceived as the most guilty. The only exception is in the first mug shot comparison where the white male with the less severe crime was perceived as more dangerous than the white female with the more severe crime. Gender seemed to play a role in how respondents answered the question regarding who they perceived as the most surprising individual to be charged by a crime. Across all mug shot pairs, females were seen as the most surprising criminal, regardless of their alleged crime. When a white and non-white male were compared, the non-white male with the least severe crime was also perceived as most surprising. When two females were compared, White and non-White, the non-white female with the less severe crime was perceived as most surprising. Perceptions of dangerousness was not seen to be associated with crime severity but rather also appeared to influence perceptions of dangerousness. Among the mug shot comparisons, males were consistently seen as more dangerous. When a white male and a non-white male were compared, the white male with the more severe crime was perceived as more dangerous. When two females were compared, White and non-White, the white female with the most severe crime was perceived as more dangerous.

Interestingly, non-Hispanic and non-white respondents indicated that when compared to a non-white female the non-white male, with a less severe crime, seems more dangerous. In the mug shot comparison between a non-white male and white female, whites were also more likely

to perceive the non-white male as dangerous despite he being alleged of a less severe crime. Lastly, in the mug shot comparison between a white male accused of a severe crime and a non-white male accused of a less severe crime, significantly more non-Hispanic respondents compared to Hispanic respondents were surprised to see the white male being charged with a crime.

Survey Version Two

In version two of the survey, survey respondents were given the same questions as those asked in versions one and three of the survey but the content of the material presented was different. In version two, respondents were asked to analyze a series of mug shots where the alleged crime for the individual was switched with the individual to whom he or she was being compared. It was predicted that results found in version one of the survey should be different than those in version two since individuals who were truthfully accused of committing a more severe crime were now represented with a less severe crime. Therefore, if an arrested individuals race or gender is not an influential factor in determining the need of punishment and overall opinions about guilt and dangerousness, then the individual represented with the most severe crime in version two should now be identified as the most guilty, dangerous, and most deserving of punishment.

In the first mug shot, a white male was paired with a white female. The white male's less severe crime from version one was switched with the white female's more severe crime. Now, the white male represented the individual with the most severe crime. Given that the white male was now represented differently, the white male was now perceived by the majority of the survey respondents to be more guilty (64.7%), more dangerous (89.6%), and more deserving of severe punishment (80.9%) than the white female to whom he was compared with. Similar to version one of the survey, the majority of respondents (82.1%) of respondents thought the white female was the most surprising individual of the two to be charged with a crime. A significant relationship was found between perceptions of dangerousness and the respondent's race. White respondents (90.7%) were more likely than non-white respondents (81.0%) to perceive the white male in the mug shot as more dangerous. Furthermore, 81.7% of respondents from non-Hispanic origins compared to only 67.9% of respondents from Hispanic origins indicated the white male should be punished more severely than the white female.

Table 27: Summary of Respondent Perceptions to Version Two Comparison One

Question	White Male Image	White Female Image
Guilty	64.7	35.3
Dangerous	89.6	10.4
Surprised at Crime	17.9	82.1
Severe Punishment	80.9	19.1

Results from the second comparison, the white male and the non-white female, indicated harsher respondent opinions upon the non-white female who was now inaccurately represented with a more severe crime. Of the survey respondents, 66.4% thought the non-white female was more guilty, 70.5% perceived the non-white female as more dangerous and 82.1% indicated the non-white female should be punished most severely. These results show a reversal in patterns of attitudes compared to version one. In contrast to version one, the white male was identified as being the individual most surprising to be charged with a crime (69.2%). Additionally, patterns of opinions were found to have a significant relationship with the respondent's race. White respondents were more likely than non-white respondents to perceive the non-white female as dangerous and deserving of a severe punishment. Likewise, white respondents indicated a higher proportion of surprise in seeing the white male charged with a crime compared to non-white respondents.

Table 28: Summary of Respondent Perceptions to Version Two Comparison Two

Question	White Male Image	Non-White Female Image
Guilty	33.6	66.4
Dangerous	29.5	70.5
Surprised at Crime	69.2	30.8
Severe Punishment	17.9	82.1

A non-white female and a non-white male made up the third mug shot comparison. The non-white male had previously been represented with a less severe crime was now represented with the most severe crime. Consequently, respondents indicated a majority negative perception

of the non-white male. About 78% of respondents considered him to be the most guilty and 89% thought he was the most dangerous. An overwhelming majority (92.2%) choose the non-white male as the individual who should be punished the most severely. Compared to version one, the non-white female was still the individual who was most surprising to respondents as having committed a crime (84.1%). A gendered and racialized perception of dangerousness was also discovered. Using cross-tabs, White and male respondents were found to be more likely than non-white and female respondents to identify the non-white male as the most dangerous individual among the two mug shots.

Table 29: Summary of Respondent Perceptions to Version Two Comparison Three

Question	Non-White Female Image	Non-White Male Image
Guilty	22.1	77.9
Dangerous	11.0	89.0
Surprised at Crime	84.1	15.9
Severe Punishment	7.8	92.2

Next in the fourth mug shot comparison, like respondents in the first survey version, the respondents to the second version were asked to compare a non-white male and a white female. Different than the first version, the non-white male now was represented as having committed a more severe crime. Results from the survey respondents revealed that the majority perceived the non-white male to be most guilty (53.9%), more dangerous (75.9%), and most deserving of severe punishment (68.6%). Similar to version one, the white female was perceived as the most surprising individual to be charged with a crime (66.4%). Perceptions of dangerousness were found to have a significant relationship with a respondent’s race, indication of Hispanic origin, and gender. The non-white male arrestee was more likely to be recognized as dangerous by respondents who identified themselves as White, not of Hispanic origin, and male.

Table 30: Summary of Respondent Perceptions to Version Two Comparison Four

Question	Non-White Male Image	White Female Image
Guilty	53.9	46.1
Dangerous	75.9	24.1
Surprised at Crime	33.6	66.4
Severe Punishment	68.6	31.4

The fifth mug shot evaluation compared a white male and non-white male. In contrast to version one, the non-white male was now represented with the most severe crime between the two individuals. This resulted in a reversal of respondent’s opinions were revealed – 69.0% of respondents perceived the non-white male as most guilty, 79.1% thought the non-white male was most dangerous, and 86.8% indicated the non-white male should be punished the most severely. Unlike the results to version one, 80.7% of respondents were most surprised to see the white male having committed a crime. The race and Hispanic origin of a respondent was shown to affect ones attitude regarding the guilt and dangerousness of an individual. From the analysis, about 70% of white and non-Hispanic respondents identified the non-white male as more guilty. Opinions about dangerousness revealed that approximately 80% of Whites and non-Hispanics viewed the non-white male as more dangerous. In addition, white respondents (81.9%) were more likely than non-white respondents (73.0%) to be surprised that the white male was charged with a crime.

Table 31: Summary of Respondent Perceptions to Version Two Comparison Five

Question	White Male Image	Non-White Male Image
Guilty	31.0	69.0
Dangerous	20.9	79.1
Surprised at Crime	80.7	19.3
Severe Punishment	13.2	86.8

The last mug shot comparison in version two was a non-white female paired against a white female. The non-white female’s less severe crime from version one was now switched

with the white female’s severe crime, leaving the non-white female as being represented with the more severe crime. Outcomes from the mug shot comparison showed that the non-white female was now viewed as most guilty (59.2%), most dangerous (65.9%), and who should be punished the most severely (79.9%). Reversed opinions, compared to version one, were discovered regarding who respondents were most surprised to see charged with a crime, with the white female perceived as most surprising (57.1%). The significant relationship from this mug shot comparison involves the respondent’s race and their attitude regarding guilt. Analysis from the cross-tabs exposed that white respondents (61.1%) were more likely than non-white respondents (46.6%) to perceive the non-white female arrestee as more guilty.

Table 32: Summary of Respondent Perceptions to Version Two Comparison Six

Question	Non-White Female Image	White Female Image
Guilty	59.2	40.8
Dangerous	65.9	34.1
Surprised at Crime	42.9	57.1
Severe Punishment	79.9	20.1

Summary of Version Two

There are many relevant findings from the second survey version and several notable comparisons to the first version of the survey. In this second version, the majority of respondents consistently identified the individual represented with the most severe crime to be more guilty, dangerous, and deserving of punishment. The individual in the mug shot who was represented with the least serious offense corresponded was almost always perceived as the most surprising individual charged with a crime by the majority of respondents. Many times this individual was female. One exception was when a white male with a less severe crime was paired against a non-white female with a more severe crime. When both individuals were either male or female, the white individual with the less severe crime was perceived as most surprising.

Reoccurring trends pertaining to dangerousness were found between version one and version two. In the mug shot comparison between the white female and the white male, the white male was still perceived as dangerous. The non-white male was still identified as dangerous in the non-white female and the non-white male comparison and the non-white male and white

female comparison. A complete reversal in respondent perception patterns were found for the white male and non-white female comparison, the white male and non-white male comparison, and the non-white female and white female comparison.

Cross-tabs with race, Hispanic origin, and gender revealed important findings. White respondents were more likely to perceive the non-white female as more dangerous and deserving of punishment in comparison to the white male with the less serious crime in the second mug shot comparison. The non-white male was more likely to be perceived as dangerous by whites and males in the third (non-white female and non-white male) and fourth (non-white male and white female) mug shot comparison. White and non-Hispanic respondents were more likely than their counterparts to identify the non-white male more dangerous than the white male in the fifth mug shot comparison. Finally, white respondents were more likely than non-white respondents to perceive a non-white male arrestee as more guilty when compared to a white female arrestee.

Survey Version Three

The third and final version of the online survey was designed to measure the extent to which respondents formulate opinions about the arrested individuals despite any knowledge on the arrestee's alleged crime. Similar to versions one and two of the survey, respondents were asked the same questions pertaining to the same set of mug shot photographs but during the third version of the survey the identification of the individual's alleged crime was eliminated. It is expected that if the race and gender of an arrested individual is insignificant in determining ones perceptions about guilt, dangerousness, or the need for punishment then the distribution of responses for any given question should be evenly distributed across the two mug shots.

In the first mug shot comparison, white male and white female, the white male was generally perceived with more negative attitudes. The respondents identified the white male as being more guilty (52.0%), more dangerous (85.1%), and deserving a more severe punishment (69.9%). Survey respondents indicated the white female was most surprising to see charged with a crime (76.7). These results are comparable to those received in version two. Next, a respondent's race, indication of Hispanic origin, and gender were tested using cross tabs. Chi-square results indicated there were no significant relationships.

Table 33: Summary of Respondent Perceptions to Version Three Comparison One

Question	White Male Image	White Female Image
Guilty	52.0	48.0
Dangerous	85.1	14.9
Surprised at Crime	23.3	76.7
Severe Punishment	69.9	30.1

Again in the second mug shot comparison was a white male and the non-white female. More than half of respondents (54.9%) indicated the white male seemed more guilty, 68.1% perceived the white male was more dangerous, and almost 60% thought the white male should be punished the most severely. The majority of respondents (59.0%) were most surprised to see the white male being charged with a crime. The general trends from these mug shot comparison are similar to version one, except in version one respondents had a slight bias toward being surprised that the non-white female was charged with a crime. A respondent's race and indication of Hispanic origin was found to have a significant relationship with a respondent's opinions regarding guilt. Hispanic and non-white respondents were more likely to consider the white male as more guilty.

Table 34: Summary of Respondent Perceptions to Version Three Comparison Two

Question	White Male Image	Non-White Female Image
Guilty	54.9	45.1
Dangerous	68.1	31.9
Surprised at Crime	59.0	41.0
Severe Punishment	59.9	40.1

The same third set of mug shots used in version one and two were utilized in the third version, a non-white female and a non-white male. Respondent opinions to these mug shot comparisons are similar to version two – an overall negative perception of the non-white male in comparison to the non-white female. The majority of respondents identified the non-white male as most guilty (63.2), most dangerous (82.2%), and deserving a more severe punishment (75.6%). The individual identified by the majority (78.7%) of respondents as being most

surprising in having been charged with a crime was the non-white female. Significant relationships were uncovered relating to a respondent’s race and gender and their attitudes toward the individuals in the mug shots. White respondents were more likely than nonwhite respondents to perceive the non-white male as most likely to be guilty, more dangerous, and most deserving of punishment. Compared to non-white respondents (70.9%), white respondents (79.8%) were more surprised to see the non-white female charged with a crime. In addition, female respondents were more surprised than male respondents in the non-white female arrestee being charged with a crime.

Table 35: Summary of Respondent Perceptions to Version Three Comparison Three

Question	Non-White Female Image	Non-White Male Image
Guilty	36.8	63.2
Dangerous	17.8	82.2
Surprised at Crime	78.7	21.3
Severe Punishment	24.4	75.6

Next in the fourth mug shot comparison between a non-white male and a white female, overall respondent opinions were almost divided regarding who is perceived as most guilty and who should be punished the most severely. About 56% of respondents thought the white female seemed more guilty and almost 53% believed the non-white male should be punished the most severely. Excluding the marginal tendency for respondents to perceive the white female as guilty, the other two questions and their corresponding response trends were consistent with version two. The non-white male was perceived to be the most dangerous by 70.9% of respondents and 63.3% of respondents were surprised to see the white female charged with a crime. Cross-tabs discovered that Whites and non-Hispanics respondents are more likely to identify the non-white male as more dangerous and as more deserving of punishment. However, the majority of non-white and Hispanic respondents did not follow this trend of perceiving the non-white male as most deserving of punishment but rather identified the white female as the most deserving of severe punishment. In addition, non-Hispanic respondents (64.8%) were more likely than Hispanic respondents (50.0%) to identify the white female as the most surprising individuals charged with a crime.

Table 36: Summary of Respondent Perceptions to Version Three Comparison Four

Question	Non-White Male Image	White Female Image
Guilty	44.2	55.8
Dangerous	70.9	29.1
Surprised at Crime	36.7	63.3
Severe Punishment	52.6	47.4

The fifth mug shot comparison for the third survey version reveal findings similar to version one, except on one question. The white male was isolated by respondents as being the most guilty (66.6%), most dangerous (58.3%), and deserving of severe punishment (65.2%) in comparison to the non-white male. Unlike version one, 60.8% of respondents to version three of the survey were most surprised to see the white male charged with a crime. Chi-square results from the cross-tabs indicate a significant relationship between race and gender and ones attitude regarding who is most surprising to be charged with a crime. The results indicated that white and male respondents were more likely to identify the white male as the most surprising.

Table 37: Summary of Respondent Perceptions to Version Three Comparison Five

Question	White Male Image	Non-White Male Image
Guilty	66.6	33.4
Dangerous	58.3	41.7
Surprised at Crime	60.8	39.2
Severe Punishment	65.2	34.8

To conclude the mug shot comparisons across the survey versions was the pairing of a non-white female with a white female in version three. Consistent with results from the first version, the white female was perceived more negatively than the non-white female. Nearly 65% of the respondents considered the white female to be most guilty and most dangerous and 69.0% thought that the white female should be punished the most severely. The non-white female was viewed by 61.7% of respondents as the most surprising individual in the comparison to be

charged with a crime. Chi-square results concluded significant relationships involving race, indication of Hispanic origin, and gender were not present.

Table 38: Summary of Respondent Perceptions to Version Three Comparison Six

Question	Non-White Female Image	White Female Image
Guilty	35.6	64.4
Dangerous	34.7	65.3
Surprised at Crime	61.7	38.3
Severe Punishment	31.0	69.0

Summary of Version Three

Overall findings from the third survey version found instances when survey respondents seemed to utilize stereotypes about race and gender to formulate opinions. Males were consistently identified as most dangerous and deserving of punishment. When two females were compared to one another, the white female was seen as more deserving than the non-white female. Furthermore, the majority of the time males were identified as the most guilty, except when a non-white male was compared to a white female. The white male was identified as most the guilty when paired with the non-white male.

Significant findings from the cross-tabs with race, Hispanic origin, and gender also were revealing. The majority of white and non-Hispanic respondents indicated the white male was more guilty in comparison to the non-white female to whom he was compared. Harsher opinions were directed toward the non-white male when paired with a non-white female. White respondents were significantly more likely to perceive the non-white male as more guilty, dangerous and deserving of punishment. In the same comparison, white respondents were also more likely to perceive the non-white female as most surprising have been charged with a crime. The last significant finding from the third version of the survey found that despite being perceived as more guilty, dangerous, and deserving of punishment, white and male respondents felt the white male was more surprising to have charged with a crime in comparison to the non-white male.

Chapter 6 - Discussion and Conclusion

Based on the results of the Axio Survey administered to 15,035 full-time undergraduate students, I was able to derive some conclusions regarding the extent of penal spectatorship among the population of study. One source of penal spectatorship identified in this thesis is *The Slammer*. *The Slammer* is a weekly newspaper that is dedicated to publishing mug shot photographs of local criminals. Despite recent expansions of the market to Kansas, only about one in ten survey respondents have ever come across this style of newspaper in the past. Even fewer (3.2%) survey respondents have purchased a newspaper similar to *The Slammer*. In addition, perceptions of *The Slammer* seem to be mixed, with just less than half of survey respondents indicating *The Slammer* as important because it reveals pictures of local criminals to citizens. The ability of *The Slammer* to reduce fear and crime in communities was called into question by over three-fourths of survey respondents. T tests for the index regarding the legitimacy of *The Slammer* revealed that males were more likely than females, non-Whites were more likely than Whites, and Hispanics were more likely than non-Hispanics to report higher agreement among the questions pertaining to the legitimacy of *The Slammer*.

Despite questions of legitimacy, I would conclude that *The Slammer* does serve as a source of penal spectatorship for some citizens. With about 40% of respondents agreeing that *The Slammer* made them curious and about 44% legitimizing *The Slammer*'s mission to show mug shot photos of criminals, *The Slammer* is an establishment for privileged readers to voyeuristically gaze upon arrested local criminals and to formulate opinions about how punishment is carried out for arrested individuals.

Given the fair percentage of survey respondents indicating curiosity in *The Slammer*, general interest in imprisonment does not seem surprising. With over half of respondents interested in how inmates survive within prisons, how correctional guards maintain control within the prisons, and how justice is ultimately carried out for inmates, the potential for direct penal spectator engagement among the respondents is relatively high. The same is true for interest in criminality. The majority of survey respondents indicated they were curious how and why criminals commit crimes and were interested in how justice is carried out for arrested individuals. Almost half were interested in seeing criminals being arrested by law enforcement. The effects of gender on the index measuring interest in criminality found that men were more

likely than females to be interested in criminality. Taken together, it seems as though viewing various aspects of criminality and imprisonment is a source of authenticity for respondents and serves as a path toward truth about the punishment.

Other sources of penal spectatorship were analyzed in the survey questions. Respondents were asked how frequently they watched shows relating to crime, violence, punishment, and the criminal justice system. They were also asked about their use of printed media, the internet, and social interaction for the purposes of acquiring information about crime related topics. Taken together, 95.4% of survey respondents indicated some degree of weekly engagement in topics, violence, punishment, and the criminal justice system through media sources or social interaction. Most commonly, about four in five survey respondents engaged in social interaction and about three in four watched at least one television show pertaining to crime related topics. The index measuring engagement with punitive media and related social interaction showed that non-Whites and Hispanic respondents were more likely to engage in such activities.

This large proportionality of survey respondents that engage in punitive media and related social interaction can serve as evidence that penal spectatorship has a strong hold on citizen's daily lives. These representation in the media and the social interaction behaviors wrapped in punishment afford spectators a sizable distance from the punishment site. Furthermore, it is through these sources that citizens are able to interrogate and derive understanding about the proper narratives of punishment. Based on our sample data, it is evident that consuming punishment has a normative presence among today's college students.

As argued by Brown and substantiated in my research, punishment is seen as a necessary response in part because it is seen as a fair and effective method toward holding criminals accountable for their actions. According to Brown, without punishment, citizens fear the possibility of danger, insecurity, and victimization. As revealed in the survey data, survey respondents indicated high levels of support for the justification of punishment. The strongest support for punishment was rooted in vengeance for victims, ensuring security, and holding criminals responsible. Over nine out of ten survey respondents indicated that when a criminal act involves a victim punishment is a necessary reaction. About 80% of respondents felt that punishment was necessary to improve the security of citizens and 83% of respondents agree to some degree that criminals deserve the punishment that they receive. The composite indicator

representing the justification of punishment found that Whites were more likely than non-whites to justify punishment as a necessary response to crime.

In the mug shot comparison experiment, patterns of exclusion for various social groups were revealed across three versions of the survey. In the first version, respondents were given the accurate criminal charge for a set of individuals represented in mug shot photographs, one individual having a more severe crime than the other. Survey respondents tended to perceive the individual with the most severe crime as the most guilty and as most deserving of punishment. Therefore, the determination of guilt and punishment may be contingent upon the severity of the crime and not solely or even primarily influenced by the race or gender of the arrested individual.

Also in the first version, generally, when a white or non-white female was compared to a male arrestee, the female was perceived as the most surprising individual to be charged with a crime. Even when a female arrestee had been charged with the most severe crime, respondents still reported higher levels of surprise with her arrest. These findings infer that respondents are more likely to be surprised in female criminality because females are not traditionally viewed as being associated with criminal or violent behaviors. On the other hand, survey respondents unanimously selected the male arrestee as most dangerous arrestee, even in instances when his crime was less severe than the female arrestee to whom he was being compared. Again, it seems as though previous stereotypes about one's gender may have been used by respondents. In this case, males may have been perceived as more dangerous due to the normative understandings of masculinity, aggressiveness, and violence.

The next version of the mug shot comparison experiment contained switched charges for the mug shot individuals. According to the majority of respondents, the individual with the most severe crime was perceived as the most guilty, dangerous, and most deserving of punishment. The individual with the least severe crime was perceived as the most surprising individual charged with a crime. These results show that when a severe crime is paired with an individual who is traditionally perceived as criminal (non-Whites and males), it becomes less ambiguous for respondents to determine who seems guilty, dangerous, or deserving of punishment. Further, it shows that when a less severe crime corresponds to an individual who is seen as less threatening (Whites and females) that respondents become surprised in the individual's arrest.

When a respondent's race was analyzed to see if their perceptions were biased toward a particular arrestee, it was found that white respondents were more likely than non-white respondents to perceive non-white male and female arrestees as more dangerous when paired against a white male or female. This bias in attitudes may indicate that racial stereotypes about criminality and violence may weigh heavily on white respondent attitudes. It seems white respondents respond more harshly to non-white crime, especially when stereotypical scenarios are presented regarding non-white violent crime.

In comparison to version one and two of the survey, the third version had mixed results. This version removed any indication about arrested individual's alleged crime. Across the mug shot comparisons, on average, the male arrestee was perceived as most guilty, dangerous, and deserving of punishment, while females were generally viewed as most surprising to be charged with a crime. Therefore, the gender of an arrestee seemed to serve as an important indicator in determining opinions about punishment. When a white male arrestee was paired with another arrested individual, the white male was consistently perceived as the most guilty, dangerous, and deserving punishment. It was further found that white respondents were more likely to view non-white males as dangerous and deserving of punishment when paired with either a white or non-white female. Therefore, it appears that a respondent's race is an important factor shaping opinions about arrested individuals, especially when the arrestee is non-White and is compared to those social groups perceived as more vulnerable and more surprising to be charged with a crime.

As specified from Brown, the rise in punitivity and the act of penal spectatorship has particular consequences that make the work of punishment a dangerous cultural practice. What makes the present study significant, a willingness of the survey respondents to engage in punishment at a distance, is the ramifications rooted in public policy. For instance, the US government has committed itself to the project of mass incarceration. The practice of exclusion is fundamental for incarceration and punishment. This causes a hindrance to the unification of citizens and rather fuels the desire for a sense of security. Given the pattern of imprisonment, statistics reveal that certain subgroups according to race, class, and gender are disproportionately affected by incarceration. This allows privileged groups of people to subsume positions of distance and authority so they can incite and support public policy along lines of social inequality (Brown 2009).

As equally dangerous, citizens who engage in penal spectatorship fail to reflect upon their role in the formation of punishment and to carefully deliberate in their informal judgment decisions. Instead, fearful and angry citizens tend to respond to their anxiety by relinquishing basic freedoms by supporting punitive measures and by remaining unsympathetic toward others. Taken together, penal spectatorship calls into question the values we hold under democracy (Brown 2009).

Limitations of the Current Research

There are several limitations to the current research study that should be recognized and considered when reviewing the results. One of the limitations is rooted in trying to correctly identify important components of the theoretical research and implementing these factors directly into the survey. Since minimal research has attempted to measure this culture of punishment, the questions to be used in the online survey were carefully constructed based on Michelle Brown's theoretical foundation for understanding penal spectatorship. Due to restrictions on time and direct resources, the online survey was not pre-tested to a subset of the sample population. Therefore, extreme care and thoughtfulness was utilized to ensure the formatting, ordering, and wording of questions would be understood consistently across all survey respondents. Even though, the survey was scrutinized by other graduate students and faculty members, it remains unknown whether the sample of survey respondents were systematically biased by the formatting of the survey and the wording of the questions.

Furthermore, the construction of the composite indicators was an initial attempt to measure the main theoretical concept of penal spectatorship. Although one of the indices was an already pre-established measure of punitivity, the Thompson index for punitive policy support, all other indices included for analysis consisted of questions derived from the survey. Due to restrictions on time and resources, the items included in the composite indicators were not pre-tested to a sample of individuals. Even though the alpha levels for the indices indicate the acceptable levels of reliability among the items, it still remains to be known whether the index is valid and accurate in measuring the underlying theoretical concept.

A final limitation of the research relates to the selection of the individual to be represented in the mug shot comparisons. Some of the individuals in the mug shot comparisons deviate in appearance on factors besides gender and race. These differences may have been a

factor used by survey respondents in formulating their opinion. For example in the white male and white female comparison, the white male seemed more intimidating with his raised eyebrow look. In the white male and non-white male comparison, the non-white male seems less threatening in his appearance given his mid-laugh smile. A final discrepancy between the mug shot comparisons individuals was for the non-white female and the white female. It may be likely that the survey respondents perceived the non-white female as belonging to a higher class than the white-female, since the non-white female has a more well-kept appearance. Taken together, a more refined set of mug shots should have been selected for comparison in order to ensure that gender and race of an arrested individual are significant factors influencing respondents perceptions.

Guide for Future Research

To advance the findings from this survey, researchers could provide a more descriptive analysis of *The Slammer* with the purposes of explaining why the respondents may not have been overwhelmingly curious in the content of the material. Further researchers could seek to explain why newspapers like *The Slammer* are not perceived as truthful and consequently, not capable of reducing fear and preventing crime. In our findings, we found that non-whites and non-Hispanic respondents were more likely to perceive *The Slammer* as a legitimate source. Since this is contrary to our understandings about non-Whites and their perceptions about the criminal justice system, this finding should be investigated further.

As discussed in the limitations of the research, future research could replicate the mug shot comparison experiment but refine the choice in mug shot individuals so that the individuals only differ on the appearance of race and gender. Then, it may be worthwhile for the research design to include more open-ended questions in order to probe why respondents answered in a particular way.

Finally, the results of our survey are indicative of full-time undergraduate students attending Kansas State University. Given the restricted age of respondents skewed toward young adults, an overrepresentation of respondents growing up in Midwestern towns and cities, and a lack of respondents indicating liberal political attitudes, future research can explore how and why the results from this survey may differ across different demographics.

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Appendix A - Content Analysis Request Letter

Dear Research Coder,

I am currently working on my master's thesis that focuses on people's access to punishment for criminal offenders in their daily lives. I am actively collecting data from an online survey that looks at people's interest in and access to punishment through various media sources. More specifically, I hypothesize that people can access punishment through a mug shot newspaper called *The Slammer*. I would like to request your assistance in furthering my research project by coding eight front covers of *The Slammer*.

Based on the objective of my research topic, I am asking you to code each image based on two pieces of criteria: gender and race. Although I understand that it may be difficult to accurately determine a person's gender or race, please do your best in determining how the average reader of *The Slammer* is likely to perceive gender and race among the images.

Please write your response directly below the image in the space given.

How would the average reader of *The Slammer* categorize the person in the image based on gender? Is the person in the image male? Is the person in the image female?

How would the average reader of *The Slammer* categorize the person in the image based on race? Is the person in the image White? Is the person in the image non-White?

In total, there will be 128 images to code. The whole coding process should take you no longer than one hour. The coding of each image is meant to be a quick response. Do not spend too much time on any given image.

Please completely code each of the images among the eight front covers by **April 1st at 5:00pm**. You may save your responses to the Powerpoint file and attach the file to an email back to me.

If you have any questions, please feel free to call me at the following number: ###-###-#### or reach me at the following email address: cahill05@ksu.edu.

Thank you in advance for assisting in the success of my research project!

Sincerely,
Casey Hillgren

Appendix B - Content Analysis Front Covers

Figure 1: *The Slammer* Front Cover 1



Figure 2: *The Slammer* Front Cover 2

AUGUST 27 - SEPTEMBER 3, 2010

THE SLAMMER™

\$1

COVERING:

- WAKE
- JOHNSTON
- DURHAM

RECENT MUG SHOTS | LOCAL CRIME | MOST WANTED | CELEBRITY CRIME | SEX OFFENDERS | & MORE



BANK ROBBERY
LOOKS
FAMILIAR

SEE PAGE 3



Race: _____
Gender: _____ **1**



Race: _____
Gender: _____ **2**



Race: _____
Gender: _____ **3**



Race: _____
Gender: _____ **4**



Race: _____
Gender: _____ **5**



Race: _____
Gender: _____ **6**



Race: _____
Gender: _____ **7**



Race: _____
Gender: _____ **8**



Race: _____
Gender: _____ **9**



Race: _____
Gender: _____ **10**



Race: _____
Gender: _____ **11**



Race: _____
Gender: _____ **12**



Race: _____
Gender: _____ **13**



Race: _____
Gender: _____ **14**



Race: _____
Gender: _____ **15**



Race: _____
Gender: _____ **16**

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7 98304 00372 7

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THE SLAMMER






Figure 3: *The Slammer* Front Cover 3

SEPTMBER 3 - 10, 2010

COVERING:

- WAKE
- JOHNSTON
- DURHAM

THE SLAMMER \$1

RECENT MUG SHOTS | LOCAL CRIME | MOST WANTED | CELEBRITY CRIME | SEX OFFENDERS | & MORE

WORKPLACE CHILD PORN STASH IS UNCOVERED
SEE PAGE 2

HELL ON WHEELS
SEE PAGE 27

CORRECTION
A front-page photo caption in last week's edition stated incorrect charges. Please see our correction, explanation and apology on page 2 inside.

Race: Gender: 1

Race: Gender: 2

Race: Gender: 3

Race: Gender: 4

Race: Gender: 5

Race: Gender: 6

Race: Gender: 7

Race: Gender: 8

Race: Gender: 9

Race: Gender: 10

Race: Gender: 11

Race: Gender: 12

Race: Gender: 13

Race: Gender: 14

Race: Gender: 15

Race: Gender: 16

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Figure 4: *The Slammer* Front Cover 4

SEPTMBER 10 - 17, 2010

COVERING:

- WAKE
- JOHNSTON
- DURHAM

THE SLAMMER™ \$1

RECENT MUG SHOTS | LOCAL CRIME | MOST WANTED | CELEBRITY CRIME | SEX OFFENDERS | & MORE

ARMED TEENS IN FATAL SHOOTING
SEE PAGE 2

SOCIAL WORK PROS TOE THE LINE
SEE PAGE 27

				
Race: Gender:	Race: Gender:	Race: Gender:	Race: Gender:	
1	2	3		
				
Race: Gender:	Race: Gender:	Race: Gender:		
4	5	6		
				
Race: Gender:	Race: Gender:	Race: Gender:	Race: Gender:	Race: Gender:
7	8	9	10	11
				
Race: Gender:	Race: Gender:	Race: Gender:	Race: Gender:	Race: Gender:
12	13	14	15	16

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Figure 5: *The Slammer* Front Cover 5

SEPTEMBER 17 - 24, 2010

THE SLAMMER™

\$1

COVERING:

- WAKE
- JOHNSTON
- DURHAM

RECENT MUG SHOTS | LOCAL CRIME | MOST WANTED | CELEBRITY CRIME | SEX OFFENDERS | & MORE

FOUR TEENS SHOT AT RALEIGH PARK

SEE PAGE 2

Race: 1
Gender:

Race: 2
Gender:

Race: 3
Gender:

WANTED

\$1000 REWARD

SEE PAGE 18

DONTE COUSINS

WHAT'S SO SHOCKING?! THE MATCH GAME IS BACK

SEE PAGE 27

Race: 4
Gender:

Race: 5
Gender:

Race: 6
Gender:

Race: 7
Gender:

Race: 8
Gender:

Race: 9
Gender:

Race: 10
Gender:

Race: 11
Gender:

Race: 12
Gender:

Race: 13
Gender:

Race: 14
Gender:

Race: 15
Gender:

Race: 16
Gender:

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Figure 6: *The Slammer* Front Cover 6

SEPTEMBER 24 - OCTOBER 1, 2010

THE SLAMMER™

\$1

COVERING:

- WAKE
- JOHNSTON
- DURHAM

RECENT MUG SHOTS | LOCAL CRIME | MOST WANTED | CELEBRITY CRIME | SEX OFFENDERS | & MORE



'I SHOT HIM,' BROTHER TELLS 911

SEE PAGE 2



Race: 1
Gender:



Race: 2
Gender:



Race: 3
Gender:

U.S. MARSHALS

AMERICA'S POLICE FORCE



SEE PAGES 14 • 15

WANTED

\$1000 REWARD

DONTE COUSINS



SEE PAGE 19



Race: 4
Gender:



Race: 5
Gender:



Race: 6
Gender:



Race: 7
Gender:



Race: 8
Gender:



Race: 9
Gender:



Race: 10
Gender:



Race: 11
Gender:



Race: 12
Gender:



Race: 13
Gender:



Race: 14
Gender:



Race: 15
Gender:



Race: 16
Gender:

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Figure 7: *The Slammer* Front Cover 7

OCTOBER 1 - 8, 2010

COVERING:
 • WAKE
 • JOHNSTON
 • DURHAM

THE SLAMMER™

\$1

RECENT MUG SHOTS | LOCAL CRIME | MOST WANTED | CELEBRITY CRIME | SEX OFFENDERS | & MORE

ARRESTS MADE IN MURDER OF DOMINO'S MANAGER
See Page 2
Neang Ring, 1998 - 2010

HOW THEY ESCAPED FROM PRISON
See Pages 14 - 15

Race: Gender: 1	Race: Gender: 2	Race: Gender: 3		
Race: Gender: 4	Race: Gender: 5	Race: Gender: 6		
Race: Gender: 7	Race: Gender: 8	Race: Gender: 9	Race: Gender: 10	Race: Gender: 11
Race: Gender: 12	Race: Gender: 13	Race: Gender: 14	Race: Gender: 15	Race: Gender: 16

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Figure 8: *The Slammer* Front Cover 8

OCTOBER 8 - 15, 2010

COVERING:
 • WAKE
 • JOHNSTON
 • DURHAM

THE SLAMMER™

\$1

RECENT MUG SHOTS | LOCAL CRIME | MOST WANTED | CELEBRITY CRIME | SEX OFFENDERS | & MORE

WHO IS THIS MAN?
 6 BANK ROBBERIES ATTRIBUTED TO ONE SUSPECT
 SEE PAGE 2

TWISTED SIBLINGS
 WHEN MAMA'S RAISIN' GOES BAD
 SEE PAGES 14 - 15

				
Race: 1 Gender:	Race: 2 Gender:	Race: 3 Gender:		
				
Race: 4 Gender:	Race: 5 Gender:	Race: 6 Gender:		
				
Race: 7 Gender:	Race: 8 Gender:	Race: 9 Gender:	Race: 10 Gender:	Race: 11 Gender:
				
Race: 12 Gender:	Race: 13 Gender:	Race: 14 Gender:	Race: 15 Gender:	Race: 16 Gender:

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Appendix C - Tables for Percent Agreement for Race, Gender, and Race/Gender

Table 39: Percent Agreement Between Coders for Race

	Coder 1	Coder 2	Coder 3	Coder 4	Coder 5	Coder 6	Coder 7	Coder 8	Coder 9	Coder 10
Coder 1										
Coder 2	0.992188									
Coder 3	0.945313	0.9375								
Coder 4	0.929688	0.921875	0.90625							
Coder 5	0.96875	0.976563	0.945313	0.914063						
Coder 6	0.929688	0.9375	0.875	0.859375	0.914063					
Coder 7	0.921875	0.914063	0.929688	0.898438	0.9375	0.851563				
Coder 8	1	0.992188	0.945313	0.929688	0.96875	0.929688	0.921875			
Coder 9	0.953125	0.945313	0.945313	0.914063	0.953125	0.882813	0.9375	0.953125		
Coder 10	0.960938	0.96875	0.921875	0.90625	0.960938	0.9375	0.898438	0.960938	0.929688	

Table 40: Percent Agreement Between Coders for Gender

	Coder 1	Coder 2	Coder 3	Coder 4	Coder 5	Coder 6	Coder 7	Coder 8	Coder 9	Coder 10
Coder 1										
Coder 2	0.992188									
Coder 3	0.984375	0.976563								
Coder 4	0.96875	0.976563	0.953125							
Coder 5	0.96875	0.976563	0.953125	0.953125						
Coder 6	0.984375	0.992188	0.984375	0.96875	0.96875					
Coder 7	0.984375	0.976563	0.96875	0.96875	0.953125	0.96875				
Coder 8	0.984375	0.992188	0.96875	0.984375	0.96875	0.984375	0.984375			
Coder 9	0.992188	1	0.976563	0.976563	0.976563	0.992188	0.976563	0.992188		
Coder 10	0.984375	0.992188	0.984375	0.96875	0.96875	0.984375	0.96875	0.984375	0.992188	

Table 41: Percent Agreement Between Coders for Race/Gender

	Coder 1	Coder 2	Coder 3	Coder 4	Coder 5	Coder 6	Coder 7	Coder 8	Coder 9	Coder 10
Coder 1										
Coder 2	0.984375									
Coder 3	0.929688	0.914063								
Coder 4	0.898438	0.898438	0.859375							
Coder 5	0.929688	0.945313	0.890625	0.859375						
Coder 6	0.914063	0.929688	0.859375	0.828125	0.875					
Coder 7	0.90625	0.890625	0.898438	0.875	0.898438	0.820313				
Coder 8	0.984375	0.984375	0.914063	0.914063	0.929688	0.914063	0.90625			
Coder 9	0.945313	0.945313	0.921875	0.890625	0.929688	0.875	0.914063	0.945313		
Coder 10	0.945213	0.960938	0.90625	0.875	0.921875	0.921875	0.867188	0.945313	0.921875	

Appendix D - Table Frequencies for Each Front Cover

Table 42: Frequencies for Race, Gender and Race/Gender for *The Slammer* Front Covers

Magazine	Race		Gender		Race/Gender			
	White	Non White	Male	Female	White Male	White Female	Non White Male	Non White Female
Front Cover 1 8.20-8.27	10/16 62.5%	6/16 37.5%	9/16 56.25%	7/16 43.75%	6/16 37.5%	4/16 25%	3/16 18.75%	3/16 18.75%
Front Cover 2 8.27-9.3	10/16 62.5%	6/16 37.5%	8/16 50%	8/16 50%	4/16 25%	6/16 37.5%	4/16 25%	2/16 12.5%
Front Cover 3 9.3-9.10	9/16 56.25%	7/16 43.75%	8/16 50%	8/16 50%	5/16 37.5%	4/16 25%	3/16 18.75%	4/16 25%
Front Cover 4 9.10-9.17	11/16 68.75%	5/16 31.25%	9/16 56.25%	7/16 43.75%	6/16 37.5%	5/16 31.25%	3/16 18.75%	2/16 12.5%
Front Cover 5 9.17-9.24	9/16 56.25%	7/16 43.75%	9/16 56.25%	7/16 43.75%	4/16 25%	5/16 31.25%	5/16 31.25%	2/16 12.5%
Front Cover 6 9.24-10.1	10/16 62.5%	6/16 37.5%	6/16 37.5%	10/16 62.5%	4/16 25%	6/16 37.5%	2/16 12.5%	4/16 25%
Front Cover 7 10.1-10.8	8/16 50%	8/16 50%	8/16 50%	8/16 50%	3/16 18.75%	5/16 31.25%	5/16 31.25%	3/16 18.75%
Front Cover 8 10.8-10.15	12/16 75%	4/16 25%	9/16 56.25%	7/16 43.75%	6/16 37.5%	6/16 37.5%	3/16 18.75%	1/16 6.25%
Total	79/128 61.7187%	49/128 38.2812%	66/128 51.5625%	62/128 48.4375%	38/128 29.6875%	41/128 32.0312%	28/128 21.875%	21/128 16.4062%


Appendix E - IRB Exemption Notification



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Lower Mezzanine
Manhattan, KS 66506-1103
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Fax: 785-532-3278
www.k-state.edu/research/comply

TO: Spencer Wood
SASW
202-E Waters

Proposal Number: 5721

FROM: Rick Scheidt, Chair 
Committee on Research Involving Human Subjects

DATE: February 1, 2011

RE: Proposal Entitled, "Punishment in The Summer: Penal Spectatorship in Mugshot Newspapers"

The Committee on Research Involving Human Subjects / Institutional Review Board (IRB) for Kansas State University has reviewed the proposal identified above and has determined that it is EXEMPT from further IRB review. This exemption applies only to the proposal - as written - and currently on file with the IRB. Any change potentially affecting human subjects must be approved by the IRB prior to implementation and may disqualify the proposal from exemption.

Based upon information provided to the IRB, this activity is exempt under the criteria set forth in the Federal Policy for the Protection of Human Subjects, **45 CFR §46.101, paragraph b, category: 2, subsection: ii.**

Certain research is exempt from the requirements of HHS/OHRP regulations. A determination that research is exempt does not imply that investigators have no ethical responsibilities to subjects in such research; it means only that the regulatory requirements related to IRB review, informed consent, and assurance of compliance do not apply to the research.

Any unanticipated problems involving risk to subjects or to others must be reported immediately to the Chair of the Committee on Research Involving Human Subjects, the University Research Compliance Office, and if the subjects are KSU students, to the Director of the Student Health Center.

Appendix F - E-mail Notifications for Survey Participation

Initial Email Invitation

Dear < the recipient's name will be here > ,

You have been selected to participate in a K-State research survey and be entered into a drawing for a FREE iPad. There are no strings attached, we just want to thank you for your time. What's more, this survey is actually pretty interesting! Importantly, your responses are completely anonymous and will be kept confidential.

In the survey you will be asked to rate mug shots of arrested individuals and express your opinions about punishment and crime. All of the images were published in weekly newspapers featuring local arrests. What is most important is that your responses in this survey are very valuable for helping advance science and improve public policy. Your opinion matters.

The survey consists of nine short sections and should only take about 15 minutes. Your participation in the survey is entirely voluntary.

We appreciate your time and consideration in completing this survey. It is only through the help of students like you that we can improve our understanding of society.

Good luck with the drawing for the FREE iPad!

Sincerely,

Casey Hillgren
Graduate Student of Sociology
Kansas State University

Spencer D. Wood, Ph.D
Assistant Professor of Sociology
Kansas State University

Please click on the Web address (URL) below to complete and submit the survey by 04/10/11. All responses are kept confidential.

<https://surveys.ksu.edu/TS?key=xxxxxxxxx>

This Survey URL is for your use only. It cannot be used by anyone else.

If you cannot click on the Web address, please copy the underlined text and paste it into the address field of your Web browser.

If you experience any difficulties please contact Technical Support at (866) 282-8212 or (785) 532-0860, email: helpdesk@axiolearning.org

If you do not want to participate in this survey visit

<https://surveys.ksu.edu/TS?key=xxxxxxxxx&action=optOut>

to remove your email address.

If you have any questions contact helpdesk@axiolearning.org

Reminder Email Invitation

We recently sent you an email asking you to respond to a brief and confidential K-State research survey about punishment and crime and be entered into a drawing for a FREE iPad. This is actually an interesting survey and your participation is important. By participating, your voice will be joined with others regarding important policy decisions. The survey consists of nine short sections and should only take about 15 minutes.

If you have already completed the survey, we appreciate your participation. If you have not yet responded to the survey, we encourage you to take a few minutes and complete the survey. We plan to end the survey on April 10th so we wanted to email you to make sure you had a chance to participate.

Remember, that after completing the survey, you will be entered into a drawing to win a FREE iPad. There are no strings attached, it is just a way of saying thank you for providing your valuable time and opinions.

Thank you in advance for completing the survey. Your responses are important! We appreciate your time and consideration in completing this survey. It is only through the help of students like you that we can improve our understanding of society.

Good luck with the drawing for the FREE iPad!

Sincerely,

Casey Hillgren
Graduate Student of Sociology
Kansas State University

Spencer D. Wood, Ph.D
Assistant Professor of Sociology
Kansas State University

Please click on the Web address (URL) below to complete and submit the survey by 04/10/11. All responses are kept confidential.

<https://surveys.ksu.edu/TS?key=xxxxxxxxx>

This Survey URL is for your use only. It cannot be used by anyone else.

If you cannot click on the Web address, please copy the underlined text and paste it into the address field of your Web browser.

If you experience any difficulties please contact Technical Support at (866) 282-8212 or (785) 532-0860, email: helpdesk@axiolearning.org

If you do not want to participate in this survey visit

<https://surveys.ksu.edu/TS?key=xxxxxxxxx&action=optOut>

to remove your email address.

If you have any questions contact helpdesk@axiolearning.org

Appendix G - Crime and Punishment Survey Codebook

Crime and Punishment Online Survey User's Guide

Outline of Contents

- I. Introduction to the Crime and Punishment Online Survey and Dataset
 - A. Overview of Survey and Sample Population
 - Sampling Procedure
 - Methodology
 - B. Brief Description of Survey Versions, Response Rates, and Survey Components
 - Table 1: Summary of Crime and Punishment Online Survey Dataset Components
 - C. General Guidelines for Coding Responses
- II. Guide to Crime and Punishment Online Survey Instrument Indicators and Codes
 - A. Dataset Definitions for Questions in Crime and Punishment Online Survey asked to ALL Respondents
 - B. Dataset Definitions for Questions in Crime and Punishment Online Survey asked to Respondents to VERSION ONE ONLY
 - C. Dataset Definitions for Questions in Crime and Punishment Online Survey asked to Respondents to VERSION TWO ONLY
 - D. Dataset Definitions for Questions in Crime and Punishment Online Survey asked to Respondents to VERSION THREE ONLY
 - E. Summary of Special Recodes, Transformations, and Other Imputed Variables

Appendix A1: Crime and Punishment Version One

Appendix A2: Crime and Punishment Version Two

Appendix A3: Crime and Punishment Version Three

Appendix A4: Academic College Identifier Instrument

Introduction to the Crime and Punishment Online Survey and Dataset

A. Overview of Survey and Sample Population

The Crime and Punishment survey was administered by e-mail to a random stratified sample of full-time undergraduate students at Kansas State University in the spring of 2011. The goal of the survey was to measure the extent to which respondents engage in a culture of punishment through the engagement with the media. There were three versions to the survey. Although all of the questions to the survey were consist across the three versions, one section in was represented in a different context for each version of the survey. Upon completion of the survey, the data was coded, cleaned, and then combined from the three versions of the survey into one dataset.

Sampling Procedure

Since undergraduate students are increasingly encouraged to utilize their college e-mail accounts, an online survey was seen as a desirable technique to gather data from this group of students. A total of 15,035 full-time undergraduates at Kansas State University were chosen to partake in the online survey. The sample was stratified by academic college: 5225 students from the College of Arts and Sciences, 2475 students from the College of Engineering, 2079 students from the College of Business Administration, 1722 students from the College of Agriculture, 1528 students from the College of Human Ecology, 1159 students from the College of Education, 443 from the College of Architecture and 404 from the College of Technology and Aviation. Once the survey construction was finalized, the associate director of the Office of Mediated Education divided each academic college into thirds. Then by taking a third of each academic college, e-mail addresses were then imported into one of the versions of the survey instrument. This procedure was completed for the three versions of the survey. Therefore, each version of the survey was represented by an equal proportion of students from each academic college.

Methodology

The initial survey invitation, for all three versions, was sent March 15, 2011 to the students in the sample. In the e-mail invitation, students were provided a unique hyperlink to access the survey website. Each student was assigned their own hyperlink. This prevented outsiders to the sample from accessing the survey. Following the initial survey invitation, three

e-mail reminder messages were sent at seven day intervals to remaining non-respondents. Each e-mail reminder message included the hyperlink to the survey. The online survey concluded on April 10, 2011.

B. Brief Description of Survey Versions, Response Rates, and Survey Components

The Crime and Punishment dataset is derived from the responses to three versions of an online survey sent to full-time undergraduate students at Kansas State University. Version one, two, and three of the online survey was administered to a stratified sample, based on academic college, of full-time undergraduate students at Kansas State University. It should be noted the three survey versions contain significant overlap in content; however, for each version of the survey a set of questions were unique and only were asked to respondents of the respective survey version. Table 1 summarizes the survey versions, sample and response rate information, and dataset indicators that correspond to each survey version. A copy of the survey version, annotated with the dataset indicator names that correspond to each question, can be found in Appendices A1-A3.

In version one of the online survey, the sample size of version one of the survey was 5,011. The final access rate was 23.97% and the final completion rate was 21.63%. Indicators QA-QD and QG-QK represented to the questions asked of students to this version (see Appendix A1 for a reproduction of the online survey with annotated indicator codes).

Next, in version two of the online survey, the sample size of version two of the survey was 5,011. The final access rate was 23.47% and the final completion rate was 20.75%. Indicators QA-QC, QE, and QG-QK represented to the questions asked of students to this version (see Appendix A2 for a reproduction of the online survey with annotated indicator codes that specific to this version only).

Finally, in version three of the online survey, the sample size of version three of the survey was 5013. The final access rate was 20.65% and the final completion rate was 18.35%. Indicators QA-QC and QF-QK represented to the questions asked of students to this version (see Appendix A3 for a reproduction of the online survey with annotated indicator codes that are specific to this version only).

Table 1: Summary of Crime and Punishment Online Survey Dataset Components

Survey Title	Total Sample	Access Rate N	Access Rate %	Completion Rate N	Completion Rate %	Dataset Indicators for Survey	Survey with Annotated Indicator Codes
Crime and Punishment: All Versions	15,035	3,412	22.69%	3,044	20.25%		
Crime and Punishment: Version One	1,511	1,201	23.97%	1,084	21.63%	QA-QD, QG-QK	Appendix A1
Crime and Punishment: Version Two	1,1511	1,176	23.47%	1,040	20.75%	QA-QC, QE, QG-QK	Appendix A2*
Crime and Punishment: Version Three	1,513	1,035	20.65%	920	18.35%	QA-QC, QF-QK	Appendix A3**

*The questions provided in Appendix A2 are those that are specific to the second version of the survey only. The remaining questions for the second version can be found in Appendix A1.

**The questions provided in Appendix A3 are those that are specific to the third version of the survey only. The remaining questions for the second version can be found in Appendix A1.

C. General Guidelines for Coding Responses

The following is a helpful guide to assist in understanding the general coding rules followed in producing the dataset.

SPSS Indicator Protocol

All indicators derived directly from the survey begin with the letter Q. Recodes begin with the original indicator name and then end with the letter R. Z-scores begin with the original indicator name and then end with the letter Z. Other identification indicators are given their own unique names (e.g. VERSION, COLLEGE, SUMRACE, THOMPS).

Missing, Not-Applicable, and Not-Asked Values

Generally, in the dataset there were three values assigned for invalid responses. Missing responses on a question for which a respondent was eligible was coded with the value of 99. Next, a value of 88 was assigned to those questions in which respondents were never asked. This applied only to the questions specific to three survey versions. Finally, questions identified as non-applicable to a respondent were also declared missing and given a value of 77.

Ambiguous or Improper Question Responses

A conservative interpretive approach was followed in analyzing survey responses. Ambiguous or non-standard responses that were not discernable were coded as missing values.

I. Guide to Crime and Punishment Online Survey Instrument Indicators and Codes

A. Dataset Definitions for Questions in “Crime and Punishment” Online Survey asked to ALL Respondents

Following is a summary list of the SPSS definitions, missing value codes, and categorical definitions (except for continuous variables), for each question in the “Crime and Punishment” online survey that was asked to all respondents in the online survey. See Section B, C, and D for the list of questions asked only to survey respondents of versions one, two, and three of the survey, respectively.

		Position										
QA1	Current full-time undergraduate student Missing Values: 99	3										
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Value</th> <th style="width: 85%;">Label</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Yes</td> </tr> <tr> <td>2</td> <td>No</td> </tr> </tbody> </table>	Value	Label	1	Yes	2	No					
Value	Label											
1	Yes											
2	No											
QA2	Year in college Missing Values: 99	4										
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Value</th> <th style="width: 85%;">Label</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Freshmen</td> </tr> <tr> <td>2</td> <td>Sophomore</td> </tr> <tr> <td>3</td> <td>Junior</td> </tr> <tr> <td>4</td> <td>Senior</td> </tr> </tbody> </table>	Value	Label	1	Freshmen	2	Sophomore	3	Junior	4	Senior	
Value	Label											
1	Freshmen											
2	Sophomore											
3	Junior											
4	Senior											
QA3	Primary major Missing Values: 99	5										

QA4	Name of your hometown and state Missing Values: 99	9
QB1	Ever come across mug shot newspaper Missing Values: 99	14
	Value Label	
	1 Yes	
	2 No	
	3 Unsure	
QB2	Ever looked through mug shot newspaper Missing Values: 99	15
	Value Label	
	1 Yes	
	2 No	
	3 Unsure	
QB3	Ever purchased mug shot newspaper Missing Values: 99	16
	Value Label	
	1 Yes	
	2 No	
	3 Unsure	
QC1	Interest in rest of The Slammer Missing Values: 99	17
	Value Label	

- 1 Strongly Agree
- 2 Moderately Agree
- 3 Slightly Agree
- 4 Slightly Disagree
- 5 Moderately Disagree
- 6 Strongly Disagree

QC2 The Slammer provides valuable information 18
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QC3 The Slammer is funny 19
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QC4 The Slammer makes me curious 20
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QC5 The Slammer is important 21
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QC6 The Slammer tells the truth about crime 22
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QC7 The Slammer reduces fear in the community 23
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QC8 The Slammer prevents crime in the community 24
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QG1 Shows about crime do you watch 97
Missing Values: 99

Value	Label
1	None
2	1-2
3	3-5
4	6 or more

QG2 Shows about violence do you watch 99
Missing Values: 99

Value	Label
1	None
2	1-2
3	3-5
4	6 or more

QG3 Shows about punishment do you watch 101
Missing Values: 99

Value	Label
1	None
2	1-2
3	3-5
4	6 or more

QG4 Shows about the criminal justice system do you watch 103
Missing Values: 99

Value	Label
1	None
2	1-2
3	3-5
4	6 or more

QG5 Read printed media related to crime, violence, and punishment 106
Missing Values: 99

Value	Label
-------	-------

- 1 Frequently
- 2 Occasionally
- 3 Seldomly
- 4 Never

QG6 Use the internet to search crime, violence, and punishment 107
Missing Values: 99

- | Value | Label |
|-------|--------------|
| 1 | Frequently |
| 2 | Occasionally |
| 3 | Seldomly |
| 4 | Never |

QG7 Have a conversation about crime, violence, and punishment 108
Missing Values: 99

- | Value | Label |
|-------|--------------|
| 1 | Frequently |
| 2 | Occasionally |
| 3 | Seldomly |
| 4 | Never |

QH1 Crime is a major problem in the US 110
Missing Values: 99

- | Value | Label |
|-------|-------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |

- 5 Moderately Disagree
- 6 Strongly Disagree

QH2 Crime is a major problem in the Manhattan, KS area 111
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QH3 Crime is a major problem in my community 112
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QH4 Important to punish criminals whose crime involves a victim 113
Missing Values: 99

- | Value | Label |
|-------|------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |

- 3 Slightly Agree
- 4 Slightly Disagree
- 5 Moderately Disagree
- 6 Strongly Disagree

QH5 Punishment is necessary to show crime does not pay 114
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QH6 Punishment improves security of citizens 115
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QH7 Punishment does not improve security of citizens 116
Missing Values: 99

- | Value | Label |
|-------|-------|
|-------|-------|

- 1 Strongly Agree
- 2 Moderately Agree
- 3 Slightly Agree
- 4 Slightly Disagree
- 5 Moderately Disagree
- 6 Strongly Disagree

QH8 Punishment is the most important part in achieving justice 118
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QH9 Rehabilitation is the most important part in achieving justice 119
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QH10 Punishment is more effective in keeping communities safe 121
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QH11 Rehabilitation is more effective in keeping communities safe 122
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QH12 Criminals deserve the punishment they get 124
Missing Values: 99

1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QH13 Punishment for crime is too lenient in the US 125

Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QH14 Punishment for crime is too severe in the US 126
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QH15 Monitoring what citizens do is important in reducing crime 128
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QH16 Law enforcement should have access to citizens private info 129
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QH17 Citizens should not mind law enforcement access to private info 130
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QH18 Crime prevention is more important than job creation 131
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree

- 5 Moderately Disagree
- 6 Strongly Disagree

QH19 Vote for a candidate who puts tough on crime as a top priority 132
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QI1 Seeing inside prisons and jails is exciting 133
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QI2 Prisons and jails are largely unknown to most of us 134
Missing Values: 99

- | Value | Label |
|-------|------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |

- 3 Slightly Agree
- 4 Slightly Disagree
- 5 Moderately Disagree
- 6 Strongly Disagree

QI3 Inmates in prisons and jails are different from the rest of us 135
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QI4 Curious how inmates survive in prisons and jails 136
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QI5 Interested in how justice is carried out in prisons and jails 137
Missing Values: 99

- | Value | Label |
|-------|-------|
|-------|-------|

- 1 Strongly Agree
- 2 Moderately Agree
- 3 Slightly Agree
- 4 Slightly Disagree
- 5 Moderately Disagree
- 6 Strongly Disagree

QI6 Interested in how guards control inmates 138
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QI7 Majority of inmates in prisons and jails are guilty 139
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QI8 Seeing prisons and jails on tv shows discourages crime 140
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QI9 Portrayals of prisons and jails on tv shows are mostly accurate 141
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QI10 Nothing wrong with tv shows that reveal the lives of inmates 142
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QI11 Seeing the life in prisons and jails shows that criminals pay for their crime 143
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QI12 Seeing life in prisons and jails is entertaining 144
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QJ1 Seeing the life of a criminal and their crime is exciting 145
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree

6 Strongly Disagree

QJ2 Criminals and their crimes are largely unknown 146
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QJ3 Criminals are so different from the rest of us 147
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QJ4 Curious how criminals commit crimes 148
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree

- 4 Slightly Disagree
- 5 Moderately Disagree
- 6 Strongly Disagree

QJ5 Curious why criminals commit crimes 149
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QJ6 Interesting to see criminals get arrested 150
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QJ7 Interesting to see how justice is carried out for criminals 151
Missing Values: 99

- | Value | Label |
|-------|----------------|
| 1 | Strongly Agree |

- 2 Moderately Agree
- 3 Slightly Agree
- 4 Slightly Disagree
- 5 Moderately Disagree
- 6 Strongly Disagree

QJ8 Media depictions of criminals and their crimes are mostly accurate 152
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QJ9 Nothing wrong with crime tv shows 153
Missing Values: 99

- | Value | Label |
|-------|---------------------|
| 1 | Strongly Agree |
| 2 | Moderately Agree |
| 3 | Slightly Agree |
| 4 | Slightly Disagree |
| 5 | Moderately Disagree |
| 6 | Strongly Disagree |

QJ10 Seeing the life of a criminal provides valuable information 154
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QJ11 Watching shows about criminals and their crime is entertaining 155
Missing Values: 99

Value	Label
1	Strongly Agree
2	Moderately Agree
3	Slightly Agree
4	Slightly Disagree
5	Moderately Disagree
6	Strongly Disagree

QK1 Sex 156
Missing Values: 99

Value	Label
1	Male
2	Female

QK2 Age 157
Missing Values: 99

QK3 Hispanic, Latino, or Spanish origin 158
Missing Values: 99

Value	Label
1	No, not of Hispanic, Latino, or Spanish Origin
2	Yes, Mexican, Mexican American, Chicano
3	Yes, Puerto Rican
4	Yes, Cuban
5	Yes, another Hispanic, Latino or Spanish Origin

QK4A Race: white 159
Missing Values: 77, 99

Value	Label
1	White

QK4B Race: Black, African American, or Negro 160
Missing Values: 77, 99

Value	Label
1	Black, African American, or Negro

QK4C Race: American Indian or Alaskan Native 161
Missing Values: 77, 99

Value	Label
1	American Indian or Alaskan Native

QK4D Race: Asian Indian 162
Missing Values: 77, 99

Value	Label
1	Asian Indian

QK4E	Race: Chinese Missing Values: 77, 99	163
	Value Label 1 Chinese	
QK4F	Race: Filipino Missing Values: 77, 99	164
	Value Label 1 Filipino	
QK4G	Race: Japanese Missing Values: 77, 99	165
	Value Label 1 Japanese	
QK4H	Race: Korean Missing Values: 77, 99	166
	Value Label 1 Korean	
QK4I	Race: Vietnamese Missing Values: 77, 99	167
	Value Label 1 Vietnamese	

QK4J Race: Native Hawaiian 168
Missing Values: 77, 99

Value	Label
1	Native Hawaiian

QK4K Race: Guamanian or Chamorro 169
Missing Values: 77, 99

Value	Label
1	Guamanian or Chamorro

QK4L Race: Somoan 170
Missing Values: 77, 99

Value	Label
1	Somoan

QK4M Race: Other Asian 171
Missing Values: 77, 99

Value	Label
1	Other Asian

QK4N Race: Other Pacific Islander 172
Missing Values: 77, 99

Value	Label
1	Other Pacific Islander

QK4O Race: Some other race 173

Missing Values: 77, 99

Value	Label
1	Some other race

QK5 Total income before taxes in 2010 178
Missing Values: 99

Value	Label
1	Under \$25,000
2	\$25,000 - \$39,999
3	\$40,000 - \$49,999
4	\$50,000 - \$74,999
5	\$75,000 - \$99,999
6	\$100,000 - \$124,999
7	\$125,000 - \$149,999
8	Over \$150,000
9	Not sure

QK6 Political views 179
Missing Values: 99

Value	Label
1	Very Conservative
2	Conservative
3	Moderate
4	Liberal
5	Very Liberal

QK7 Opinion on the Arizona immigration law (SB 1070) 180
Missing Values: 99

Value	Label
1	Strongly Favor
2	Mostly Favor
3	Mostly Oppose
4	Strongly Oppose

QK8 Opinion on the death penalty 181
 Missing Values: 99

Value	Label
1	Strongly Favor
2	Mostly Favor
3	Mostly Oppose
4	Strongly Oppose

QK9 Opinion on prison life sentences for three violent felonies 182
 Missing Values: 99

Value	Label
1	Strongly Favor
2	Mostly Favor
3	Mostly Oppose
4	Strongly Oppose

QK10 Opinion on how parole boards should act in deciding parole 183
 Missing Values: 99

Value	Label
1	More Strict
2	Same as they are now

3 Less Strict

QK11 Opinion on sentencing juveniles in adult court 184
Missing Values: 99

Value	Label
1	Strongly Agree
2	Mostly Agree
3	Mostly Disagree
4	Strongly Disagree

QK12 Opinion on current penalties for people who commit violent crimes 185
Missing Values: 99

Value	Label
1	Too light
2	About right
3	Too harsh

QD5	V1 Comparison 2: Most guilty Missing Values: 77, 99	29
	Value Label	
	1 Person 3	
	2 Person 4	
QD6	V1 Comparison 2: Most dangerous Missing Values: 77, 99	30
	Value Label	
	1 Person 3	
	2 Person 4	
QD7	V1 Comparison 2: Most surprised to see charged with a crime Missing Values: 77, 99	31
	Value Label	
	1 Person 3	
	2 Person 4	
QD8	V1 Comparison 2: Punished the most severely Missing Values: 77, 99	32
	Value Label	
	1 Person 3	
	2 Person 4	
QD9	V1 Comparison 3: Most guilty Missing Values: 77, 99	33

Value	Label
1	Person 5
2	Person 6

QD10 V1 Comparison 3: Most dangerous 34
Missing Values: 77, 99

Value	Label
1	Person 5
2	Person 6

QD11 V1 Comparison 3: Most surprised to see charged with a crime 35
Missing Values: 77, 99

Value	Label
1	Person 5
2	Person 6

QD12 V1 Comparison 3: Punished the most severely 36
Missing Values: 77, 99

Value	Label
1	Person 5
2	Person 6

QD13 V1 Comparison 4: Most guilty 37
Missing Values: 77, 99

Value	Label
1	Person 7

	2	Person 8	
QD14	V1 Comparison 4: Most dangerous		38
	Missing Values: 77, 99		
	Value	Label	
	1	Person 7	
	2	Person 8	
QD15	V1 Comparison 4: Most surprised to see charged with a crime		39
	Missing Values: 77, 99		
	Value	Label	
	1	Person 7	
	2	Person 8	
QD16	V1 Comparison 4: Punished the most severely		40
	Missing Values: 77, 99		
	Value	Label	
	1	Person 7	
	2	Person 8	
QD17	V1 Comparison 5: Most guilty		41
	Missing Values: 77, 99		
	Value	Label	
	1	Person 9	
	2	Person 10	
QD18	V1 Comparison 5: Most dangerous		42

Missing Values: 77, 99

Value	Label
1	Person 9
2	Person 10

QD19 V1 Comparison 5: Most surprised to see charged with a crime 43
Missing Values: 77, 99

Value	Label
1	Person 9
2	Person 10

QD20 V1 Comparison 5: Punished the most severely 44
Missing Values: 77, 99

Value	Label
1	Person 9
2	Person 10

QD21 V1 Comparison 6: Most guilty 45
Missing Values: 77, 99

Value	Label
1	Person 11
2	Person 12

QD22 V1 Comparison 6: Most dangerous 46
Missing Values: 77, 99

Value	Label
-------	-------

1 Person 11
2 Person 12

QD23 V1 Comparison 6: Most surprised to see charged with a crime 47
Missing Values: 77, 99

Value Label
1 Person 11
2 Person 12

QD24 V1 Comparison 6: Punished the most severely 48
Missing Values: 77, 99

Value Label
1 Person 11
2 Person 12

QE5	V2 Comparison 2: Most guilty Missing Values: 77, 99	53
	Value Label	
	1 Person 3	
	2 Person 4	
QE6	V2 Comparison 2: Most dangerous Missing Values: 77, 99	54
	Value Label	
	1 Person 3	
	2 Person 4	
QE7	V2 Comparison 2: Most surprised to see charged with a crime Missing Values: 77, 99	55
	Value Label	
	1 Person 3	
	2 Person 4	
QE8	V2 Comparison 2: Punished the most severely Missing Values: 77, 99	56
	Value Label	
	1 Person 3	
	2 Person 4	
QE9	V2 Comparison 3: Most guilty Missing Values: 77, 99	57

Value	Label
1	Person 5
2	Person 6

QE10 V2 Comparison 3: Most dangerous 58
Missing Values: 77, 99

Value	Label
1	Person 5
2	Person 6

QE11 V2 Comparison 3: Most surprised to see charged with a crime 59
Missing Values: 77, 99

Value	Label
1	Person 5
2	Person 6

QE12 V2 Comparison 3: Punished the most severely 60
Missing Values: 77, 99

Value	Label
1	Person 5
2	Person 6

QE13 V2 Comparison 4: Most guilty 61
Missing Values: 77, 99

Value	Label
1	Person 7

2 Person 8

QE14 V2 Comparison 4: Most dangerous 62
Missing Values: 77, 99

Value Label
1 Person 7
2 Person 8

QE15 V2 Comparison 4: Most surprised to see charged with a crime 63
Missing Values: 77, 99

Value Label
1 Person 7
2 Person 8

QE16 V2 Comparison 4: Punished the most severely 64
Missing Values: 77, 99

Value Label
1 Person 7
2 Person 8

QE17 V2 Comparison 5: Most guilty 65
Missing Values: 77, 99

Value Label
1 Person 9
2 Person 10

QE18 V2 Comparison 5: Most dangerous 66

Missing Values: 77, 99

Value	Label
1	Person 9
2	Person 10

QE19 V2 Comparison 5: Most surprised to see charged with a crime 67
Missing Values: 77, 99

Value	Label
1	Person 9
2	Person 10

QE20 V 2 Comparison 5: Punished the most severely 68
Missing Values: 77, 99

Value	Label
1	Person 9
2	Person 10

QE21 V2 Comparison 6: Most guilty 69
Missing Values: 77, 99

Value	Label
1	Person 11
2	Person 12

QE22 V2 Comparison 6: Most dangerous 70
Missing Values: 77, 99

Value	Label
-------	-------

- 1 Person 11
- 2 Person 12

QE23 V2 Comparison 6: Most surprised to see charged with a crime 71
Missing Values: 77, 99

- | Value | Label |
|-------|-----------|
| 1 | Person 11 |
| 2 | Person 12 |

QE24 V2 Comparison 6: Punished the most severely 72
Missing Values: 77, 99

- | Value | Label |
|-------|-----------|
| 1 | Person 11 |
| 2 | Person 12 |

QF5	<p>V3 Comparison 2: Most guilty</p> <p>Missing Values: 77, 99</p> <table border="0"> <tr> <td style="padding-right: 20px;">Value</td> <td>Label</td> </tr> <tr> <td>1</td> <td>Person 3</td> </tr> <tr> <td>2</td> <td>Person 4</td> </tr> </table>	Value	Label	1	Person 3	2	Person 4	77
Value	Label							
1	Person 3							
2	Person 4							
QF6	<p>V3 Comparison 2: Most dangerous</p> <p>Missing Values: 77, 99</p> <table border="0"> <tr> <td style="padding-right: 20px;">Value</td> <td>Label</td> </tr> <tr> <td>1</td> <td>Person 3</td> </tr> <tr> <td>2</td> <td>Person 4</td> </tr> </table>	Value	Label	1	Person 3	2	Person 4	78
Value	Label							
1	Person 3							
2	Person 4							
QF7	<p>V3 Comparison 2: Most surprised to see charged with a crime</p> <p>Missing Values: 77, 99</p> <table border="0"> <tr> <td style="padding-right: 20px;">Value</td> <td>Label</td> </tr> <tr> <td>1</td> <td>Person 3</td> </tr> <tr> <td>2</td> <td>Person 4</td> </tr> </table>	Value	Label	1	Person 3	2	Person 4	79
Value	Label							
1	Person 3							
2	Person 4							
QF8	<p>V3 Comparison 2: Punished the most severely</p> <p>Missing Values: 77, 99</p> <table border="0"> <tr> <td style="padding-right: 20px;">Value</td> <td>Label</td> </tr> <tr> <td>1</td> <td>Person 3</td> </tr> <tr> <td>2</td> <td>Person 4</td> </tr> </table>	Value	Label	1	Person 3	2	Person 4	80
Value	Label							
1	Person 3							
2	Person 4							
QF9	<p>V3 Comparison 3: Most guilty</p> <p>Missing Values: 77, 99</p>	81						

Value	Label
1	Person 5
2	Person 6

QF10 V3 Comparison 3: Most dangerous 82
Missing Values: 77, 99

Value	Label
1	Person 5
2	Person 6

QF11 V3 Comparison 3: Most surprised to see charged with a crime 83
Missing Values: 77, 99

Value	Label
1	Person 5
2	Person 6

QF12 V3 Comparison 3: Punished the most severely 84
Missing Values: 77, 99

Value	Label
1	Person 5
2	Person 6

QF13 V3 Comparison 4: Most guilty 85
Missing Values: 77, 99

Value	Label
1	Person 7

	2	Person 8	
QF14	V3 Comparison 4: Most dangerous		86
	Missing Values: 77, 99		
	Value	Label	
	1	Person 7	
	2	Person 8	
QF15	V3 Comparison 4: Most surprised to see charged with a crime		87
	Missing Values: 77, 99		
	Value	Label	
	1	Person 7	
	2	Person 8	
QF16	V3 Comparison 4: Punished the most severely		88
	Missing Values: 77, 99		
	Value	Label	
	1	Person 7	
	2	Person 8	
QF17	V3 Comparison 5: Most guilty		89
	Missing Values: 77, 99		
	Value	Label	
	1	Person 9	
	2	Person 10	
QF18	V3Comparison 5: Most dangerous		90

Missing Values: 77, 99

Value	Label
1	Person 9
2	Person 10

QF19 V3 Comparison 5: Most surprised to see charged with a crime 91
Missing Values: 77, 99

Value	Label
1	Person 9
2	Person 10

QF20 V3 Comparison 5: Punished the most severely 92
Missing Values: 77, 99

Value	Label
1	Person 9
2	Person 10

QF21 V3 Comparison 6: Most guilty 93
Missing Values: 77, 99

Value	Label
1	Person 11
2	Person 12

QF22 V3 Comparison 6: Most dangerous 94
Missing Values: 77, 99

Value	Label
-------	-------

- 1 Person 11
- 2 Person 12

QF23 V3 Comparison 6: Most surprised to see charged with a crime 95
Missing Values: 77, 99

- | Value | Label |
|-------|-----------|
| 1 | Person 11 |
| 2 | Person 12 |

QF24 V3 Comparison 6: Punished the most severely 96
Missing Values: 77, 99

- | Value | Label |
|-------|-----------|
| 1 | Person 11 |
| 2 | Person 12 |

E. Summary of Special Recodes, Transformations, and Other Imputed Variables

IDNUMBER Student ID Number 1

Each student who accessed the survey was assigned an ID number. The ID numbers started at 10001 and increased by one number for each survey respondent.

VERSION Survey Version 2
Missing Values: 99

Value	Label
1	Version 1
2	Version 2
3	Version 3

This variable was created for the purposes of identifying the survey version to which survey respondents were assigned.

MAJOR2 Secondary major if outside academic college of primary 6
Missing Values: 77, 99

A new variable was formed to capture the possibility that a survey respondent belonged to a second major as indicated in the variable QA3. The name of the second major was only recorded when the second major was associated with a different academic college than their primary majors academic college. Otherwise, missing values were entered when a second major was identified but the major was associated with the same academic college as their primary major.

COLLEGE Primary academic college 7
Missing Values: 99

Based on the data from QA4, a new variable was created to specify the name of the survey respondent's state to which their home town belongs. The name for the state was only entered in for this variable if the hometown state was located in the US.

INTERCITY International Hometown 12
Missing Values: 77, 99

Based on the data from QA4, a new variable was created to specify the name of the survey respondent's hometown. The name for the hometown was only entered in for this variable if the hometown name was an international location.

INTERCOUNTRY International Country 13
Missing Values: 77, 99

Based on the data from QA4, a new variable was created to specify the name of the survey respondent's country to which their home town belongs. The name for the country was only entered in for this variable if the hometown country was located outside of the US.

QG1R Recode-Shows about crime do you watch 98
Missing Values: 99

Value	Label
1	6 or more
2	3-5
3	1-2
4	None

This variable is an inverse code for QG1.

QG2R Recode-Shows about violence do you watch 100
Missing Values: 99

Value	Label
1	6 or more
2	3-5
3	1-2
4	None

This variable is an inverse code for QG2.

QG3R Recode-Shows about punishment do you watch 102
Missing Values: 99

Value	Label
1	6 or more
2	3-5
3	1-2
4	None

This variable is an inverse code for QG3.

QG4R Recode-Shows about the criminal justice system do you watch 104
Missing Values: 99

Value	Label
1	6 or more
2	3-5
3	1-2
4	None

This variable is an inverse code for QG4.

SHOWALL How many types of shows do you watch
Missing Values: 99

105

Value	Label
1	None
2	1 of 4 types
3	2 of 4 types
4	3 of 4 types
5	All types

This variable was created to sum the total number of values that were 2, 3, or 4's indicated by a respondent for variables QG1-QG4. For example, a respondent who indicated a 1 on QG1, 4 on QG2, 3 on GQ3 and a 1 on QG4, then a value of 3 was assigned for the respondent because two of the four values on QG1-QG4 had values of 2, 3, or 4.

ENGAGE How many types of media/social interaction
Missing Values: 99

109

Value	Label
1	None
2	1 of 4 types
3	2 of 4 types
4	3 of 4 types
5	All types

This variable was created to sum the total number of values that were 2, 3, 4, and 5 for variable SHOWALL and the values of 1, 2, and 3 for variables QG5-QG7. For example, if a value of 2 was given on variable SHOWALL, a value of 2 for QG5, a 4 for QG6, and a 1 for QG7, then a value of 5 was assigned for the respondent because all values on SHOWALL and QG5-G7 had the proper values indicated.

QH7R Recode-Punishment does not improve security of citizens 117
Missing Values: 99

Value	Label
1	Strongly disagree
2	Moderately disagree
3	Slightly disagree
4	Slightly agree
5	Moderately agree
6	Strongly agree

This variable is an inverse code for QH7.

QH9R Recode-Rehabilitation is the most important part in achieving justice 120
Missing Values: 99

Value	Label
1	Strongly disagree
2	Moderately disagree
3	Slightly disagree
4	Slightly agree
5	Moderately agree
6	Strongly agree

This variable is an inverse code for QH9.

QH11R Recode-Rehabilitation is more effective in keeping communities safe 123
Missing Values: 99

Value	Label
-------	-------

1	Strongly disagree
2	Moderately disagree
3	Slightly disagree
4	Slightly agree
5	Moderately agree
6	Strongly agree

This variable is an inverse code for QH11.

QH14R Recode-Punishment for crime is too severe in the US 127
Missing Values: 99

Value	Label
1	Strongly disagree
2	Moderately disagree
3	Slightly disagree
4	Slightly agree
5	Moderately agree
6	Strongly agree

This variable is an inverse code for QH14.

SUMRACE How many races do you identify with 174
Missing Values: 99

This variable was created by summing the number of values equal to 1 for the variables QK4A-QK4O.

RACECAT Racial category 175
Missing Values: 99

Value	Label
1	White
2	Black, African American, or Negro
3	American Indian or Alaskan Native
4	Asian Indian
5	Chinese
6	Filipino
7	Japanese
8	Korean
9	Vietnamese
10	Native Hawaiian
11	Guamanian or Chamorro
12	Somoan
13	Other Asian
14	Other Pacific Islander
15	Some other race
16	White and Black, African American, or Negro
17	White and American Indian or Alaskan Native
18	White and some other race
19	Other biracial
20	Multiracial

This variable was created to summarize the racial categories of survey respondents.

A value of 1 was given to respondents who indicated a value of 1 for the variable QK4A.

A value of 2 was given to respondents who indicated a value of 1 for the variable QK4B.

A value of 3 was given to respondents who indicated a value of 1 for the variable QK4C.

A value of 4 was given to respondents who indicated a value of 1 for the variable QK4D.

A value of 5 was given to respondents who indicated a value of 1 for the variable QK4E.

A value of 6 was given to respondents who indicated a value of 1 for the variable QK4F.

A value of 7 was given to respondents who indicated a value of 1 for the variable QK4G.

A value of 8 was given to respondents who indicated a value of 1 for the variable QK4H.
 A value of 9 was given to respondents who indicated a value of 1 for the variable QK4I.
 A value of 10 was given to respondents who indicated a value of 1 for the variable QK4J.
 A value of 11 was given to respondents who indicated a value of 1 for the variable QK4K.
 A value of 12 was given to respondents who indicated a value of 1 for the variable QK4L.
 A value of 13 was given to respondents who indicated a value of 1 for the variable QK4M.
 A value of 14 was given to respondents who indicated a value of 1 for the variable QK4N.
 A value of 15 was given to respondents who indicated a value of 1 for the variable QK4O.
 A value of 16 was given to respondents who indicated a value of 1 for the variable QK4A and QK4B.
 A value of 17 was given to respondents who indicated a value of 1 for the variable QK4A and QK4C.
 A value of 18 was given to respondents who indicated a value of 1 for the variable QK4A and one other variable from QK4B-QK4O.
 A value of 19 was given to respondents who indicated a value of 1 for two variables between QK4A and QK4O.
 A value of 20 was given to respondents who indicated a value of 1 for three or more variables between QK4A and QK4O.

RACEWHITE Race: White/Non-White 176

Missing Values: 99

Value	Label
1	White
2	Non-White

This variable was created by assigning a value of 1 to the respondents who identified themselves as White only for the variable RACECAT and a value of 2 was assigned to the respondents who identified themselves as any other race or race combination.

RACEHISP Race: Non-Hispanic/Hispanic 177

CRIMEIN Interest in Criminality Index 182
Missing Values: 99

This variable consists of summing the following indicators: QJ1, QJ2, QJ3, QJ4, QJ5, QJ6, and QJ7.

QK8Z Z-score: Opinion on life sentences for three violent felonies 183
Missing Values: 99

Z-score for the indicator QK8.

QK9Z Z-score: Opinion on how parole boards should act in deciding 184
Missing Values: 99

Z-score for the indicator QK9.

QK10Z Z-score: Opinions on sentencing juveniles in adult court 185
Missing Values: 99

Z-score for the indicator QK10.

QK11Z Z-score: Opinions on current penalties for people who commit violent 186
Missing Values: 99

Z-score for the indicator QK11.

THOMPS Thompson's Support for Punitive Policies 187
Missing Values: 99

This variable consists of summing the z-scores for following indicators: QK8Z, QK9Z, QK10Z, and QK11Z.

Appendix A1: Crime and Punishment Version One

AXIO SURVEY

Crime and Punishment

Survey Description:

Dear Kansas State Student,

As you know, you have been hand selected to participate in this important research project and enter a drawing to win a FREE iPad. Thank you for following the link to begin the survey. Upon completion of this survey, you will join a select group of students chosen to help improve the body of knowledge within sociology. The results of this research study will be submitted for publication in an academic journal and/or be presented at an academic conference and may contribute to policy discussions. Your opinions matter.

This survey is expected to take 15 minutes to complete and will cover a variety of questions about crime and punishment. In appreciation for your valuable time and opinions, a prize drawing for a FREE iPad will take place for those who have completed the survey. The prize winner will be determined separate from the survey answers; therefore, how you respond in the survey will not affect your chances to win the iPad.

Because the survey is voluntary, you may terminate your participation at any time. Furthermore, this research project is designed to maintain strict confidentiality. At no point will you be asked to provide your name, nor will anyone be able to match your responses to your email. In fact, as researchers we never even see the list of email addresses. Therefore, your confidentiality is completely assured. Importantly, we can promise you that none of your individual answers will be singled out in any published or unpublished report based on this study. Instead, the results will be presented only in the aggregate.

If you have any questions regarding this e-mail survey, please contact me, Casey Hillgren, at (785) 532-6865 or cahill05@ksu.edu. If you have questions about the research project you should contact the professor supervising the project, Spencer Wood, at (785) 532-7178 or sdwood@ksu.edu. Questions about the role of the university or your rights as a participant in this research should be directed to Rick Scheidt, Chair, Institutional Review Board, Kansas State University, (785) 532-3224.

Thanks so much for taking the time to participate.

TERMS OF PARTICIPATION:

I understand this project is research, and that my participation is completely voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits, or academic standing to which I may otherwise be entitled. I verify that clicking on the "Next" button indicates that I have read and understand this consent form, and willingly agree to participate in this study under the terms described.



Complete this survey for a chance to win a FREE iPad!

Opening instructions:

You will have an unlimited time to complete the survey. If for any reason you need to exit the survey, you will be able to finish the survey at another time in which you are available. Your answered questions will be saved and you will be able to resume from the point in which you left off by reaccessing the survey by following the survey link provided in the email. You will have until April 10th to complete the survey.

Next

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AXIO SURVEY

Crime and Punishment

Page 1

First we would like to know a little bit about your college experience.

Question 1 ****required****

QA1 Are you a current full-time undergraduate student at Kansas State University?

Yes

No

Next

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AXIO SURVEY

Crime and Punishment

Page 2

Question 2

QA2 What is your classification in terms of progress toward your degree? (Please select one.)

- Freshman
- Sophomore
- Junior
- Senior

Question 3

QA3 What is your major? (If you do not know, please simply indicate what you currently think it will be.)

Characters Remaining: 50

Question 4

QA4 What is the name of your hometown and state?

Characters Remaining: 50

Next 

AXIO SURVEY

Crime and Punishment

Page 3

The following questions are directed toward a type of newspaper that is dedicated to publishing criminal mug shots. Some examples of these newspapers include *The Slammer*, *Jail House Rocs*, *Local Mugshots*, and *Busted Please*. Please answer the question according to what best describes your opinions and experiences.

Question 6



		Yes	No	Unsure
QB1	5.1 Aside from seeing the front covers of mug shot newspapers displayed on this page of the survey, have you ever COME ACROSS a similar newspaper at a convenience store or other place of retail?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QB2	5.2 Have you ever LOOKED THROUGH a newspaper whose objective is to display mug shots of local criminals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QB3	5.3 Have you ever PURCHASED a newspaper that displayed mug shots of local criminals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next

AXIO SURVEY

Crime and Punishment

Page 4

Distributed throughout six states within the US, *The Slammer* is a mugshot newspaper which displays "local booking photos taken within the past week," provides information on "local crime news, local missing and most wanted persons, local sex offenders, outstanding national criminal news, celebrity run-ins with the law, weird and wild news from around the world as well as other weekly features featuring criminal stories".

The next few questions concern your opinions and first impressions of *The Slammer*. Please answer each of the following questions by indicating to what degree you agree or disagree with the following statements. There are no right or wrong answers, so simply indicate which response best describes your opinions and experiences.

Question 8

To what extent do you agree or disagree with the following statements?



1 - Strongly Agree | 2 - Moderately Agree | 3 - Slightly Agree

4 - Slightly Disagree | 5 - Moderately Disagree | 6 - Strongly Disagree

QC1

6.1 After seeing the front cover of *The Slammer*, I am interested in looking through the rest of the newspaper.

1	2	3	4	5	6
☺	☺	☺	☺	☺	☺

QC2	6.2 I am interested in The Slammer because it seems like it provides valuable information about real criminals in the area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QC3	6.3 I am interested in The Slammer because the front cover is funny.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QC4	6.4 I am interested in The Slammer because the front cover makes me curious.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QC5	6.5 I think it is important that people see pictures of local criminals as shown in The Slammer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QC6	6.6 I think The Slammer is informative because it tells the truth about crime and criminality in the area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QC7	6.7 I think newspapers like The Slammer reduce fear in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QC8	6.8 I think newspapers like The Slammer prevent crime in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next 

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AXIO SURVEY

Crime and Punishment

Page 6

Question 8

Below are a series of booking photographs that appeared in issues of *The Examiner*. Comparing the images 3 and 4, please select the person that you believe correctly answers the question.



HOOTEN, KYLE R. **3**
ASSAULT W/DW INTENT TO KILL
INJURY TO PERSONAL PROPERTY



WILLIAMSON, AGNES M. **4**
TRESPASS 2ND DEGREE

	Person 3	Person 4
QD5	8.1 Which person seems most guilty?	<input type="radio"/> <input type="radio"/>
QD6	8.2 Which person seems most dangerous?	<input type="radio"/> <input type="radio"/>
QD7	8.3 Which person are you most surprised to see charged with a crime?	<input type="radio"/> <input type="radio"/>
QD8	8.4 Which person seems like they should be punished the most severely?	<input type="radio"/> <input type="radio"/>

Next

AXIO SURVEY

Crime and Punishment

Page 7

Question 8

Below are a series of booking photographs that appeared in issues of *The Slimmer*. Comparing the images 5 and 6, please select the person that you believe correctly answers the question.



KEMBE, MARGARET N. **5**
DUI
CHILD ABUSE

MEEKS, MARCUS A. **6**
COMMUNICATING THREATS

	Person 5	Person 6
QD9	9.1 Which person seems most guilty?	<input type="radio"/> <input type="radio"/>
QD10	9.2 Which person seems most dangerous?	<input type="radio"/> <input type="radio"/>
QD11	9.3 Which person are you most surprised to see charged with a crime?	<input type="radio"/> <input type="radio"/>
QD12	9.4 Which person seems like they should be punished the most severely?	<input type="radio"/> <input type="radio"/>

Next

AXIO SURVEY

Crime and Punishment

Page 8

Question 10

Below are a series of booking photographs that appeared in issues of *The Slammer*. Comparing the images 7 and 8, please select the person that you believe correctly answers the question.



MOSLEY, BILLY L. **7**
DWI

SCHALL, SUSAN N. **8**
ASSA ON GOV OFFICIAL

		Person 7	Person 8
QD13	10.1 Which person seems most guilty?	<input type="radio"/>	<input type="radio"/>
QD14	10.2 Which person seems most dangerous?	<input type="radio"/>	<input type="radio"/>
QD15	10.3 Which person are you most surprised to see charged with a crime?	<input type="radio"/>	<input type="radio"/>
QD16	10.4 Which person seems like they should be punished the most severely?	<input type="radio"/>	<input type="radio"/>

Next

AXIO SURVEY

Crime and Punishment

Page 9

Question 11

Below are a series of booking photographs that appeared in issues of The Blammer. Comparing the images 9 and 10, please select the person that you believe correctly answers the question.



RAY, DANNY B. **9**
ASSAULT W/DW INTENT TO KILL
ASSAULT BY POINTING GUN

HARDY, DAVID L. **10**
FAIL TO APPEAR

	Person 9	Person 10
QD17	<input type="radio"/>	<input type="radio"/>
QD18	<input type="radio"/>	<input type="radio"/>
QD19	<input type="radio"/>	<input type="radio"/>
QD20	<input type="radio"/>	<input type="radio"/>

Next

AXIO SURVEY

Crime and Punishment

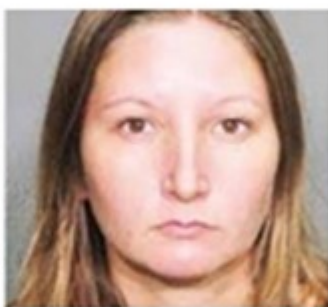
Page 10

Question 12

Below are a series of booking photographs that appeared in issues of *The Slimmer*. Comparing the images 11 and 12, please select the person that you believe correctly answers the question.



PERRY, ERNESTINE D. **11**
FAIL TO APPEAR



SCHWARTZ, LAUREL C. **12**
CHILD ABUSE
MAINT DWELL/MV KEEP/SELL CS

	Person 11	Person 12
QD20	12.1 Which person seems most guilty?	<input type="radio"/> <input type="radio"/>
QD21	12.2 Which person seems most dangerous?	<input type="radio"/> <input type="radio"/>
QD22	12.3 Which person are you most surprised to see charged with a crime?	<input type="radio"/> <input type="radio"/>
QD23	12.4 Which person seems like they should be punished the most severely?	<input type="radio"/> <input type="radio"/>

Next

AXIO SURVEY

Crime and Punishment

Page 11

The next set of questions are regarding your connection to crime, violence, punishment, and the criminal justice system in your daily lives. Please answer the question according to what best describes your experiences.

Question 13

Choose the answer that describes you best in a typical week.

	None	1-2	3-5	6 or more
Q13.1	How many shows about crime do you watch? Examples include the television series "CSI: Las Vegas" on ABC, "Criminal Minds" on ABC, "Cold Case" on ABC, and "COPS" on Fox.			
Q13.2	How many shows about violence do you watch? Examples include the television series "Gangland" on The History Channel, "Bully Beatdown" on MTV, and "1000 Ways to Die" on Spike TV.			
Q13.3	How many shows about punishment do you watch? Examples include MSNBC's "How to Catch a Predator," "America's Most Wanted" on Fox, and A&E's "Beyond Scared Straight."			
Q13.4	How many shows about the criminal justice system do you watch? Examples include the television series "Judge Judy" on CBS, National Geographic's "Lockdown," NBC's "Law and Order," and "The First 48" on A&E.			

Question 14

Choose the answer that describes you best in a typical week, how often do you

1 - frequently | 2 - occasionally | 3 - seldomly | 4 - never

	1	2	3	4
Q14.1	Read printed media that relate to crime, violence, and punishment? Examples include local crime reporting in newspapers and tabloids; articles about criminals, victims, and criminal justice procedures in magazines; and stories about crime in nonfiction and fictional books.			
Q14.2	Use the Internet to search crime, violence, and punishment? Examples include looking up your local sex offender registry; reading local and worldwide crime stories on news websites; sharing crime stories on Facebook, My Space, or email; looking at celebrity mug shots; and looking at photos of criminals, victims, and crime scenes.			

QG7

14.3 Speak about or have a conversation with a family member, friend, acquaintance, co-worker, or stranger about instances of crime, violence, and punishment. Examples include talking about local or national news stories relating to criminals, victims, or criminal justice procedures; discussing a television show or movie related to crime; and talking about your opinions related to the current criminal justice system.

			
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Next 

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AXIO SURVEY

Crime and Punishment

Page 12

You have now completed 50% of the survey questions. Thank you for your responses!

As you know, laws are written and broken everyday. Which laws we find important is a deeply personal matter. With that in mind, as researchers, we are interested to learn about your views regarding punishment for criminal violations of the law. Please answer each of the following questions by indicating to what degree you agree or disagree with the following statements. Remember there are no right or wrong answers, so simply indicate which response best describes your opinions and experiences.

Question 16

To what extent do you agree or disagree with the following statements?

1 - Strongly Agree | 2 - Moderately Agree | 3 - Slightly Agree
4 - Slightly Disagree | 5 - Moderately Disagree | 6 - Strongly Disagree

		1	2	3	4	5	6
QH1	15.1 Crime is a major problem in the United States.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH2	15.2 Crime is a major problem in the Manhattan, Kansas area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH3	15.3 Crime is a major problem in the community where I currently live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH4	15.4 It is important to punish criminals whose crime involves a victim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH5	15.5 Punishment is necessary to teach criminals that breaking the law does not pay.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH6	15.6 The punishment of criminals DOES improve the security of everyday citizens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH7	15.7 The punishment of criminals DOES NOT improve the security of everyday citizens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH8	15.8 Punishment is the most important part in achieving justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH9	15.9 Rehabilitation is the most important part in achieving justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH10	15.10 Punishment is more effective than rehabilitation when trying to make our communities safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH11	15.11 Rehabilitation is more effective than punishment when trying to make our communities safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 16

To what extent do you agree or disagree with the following statements?

1 - Strongly Agree | 2 - Moderately Agree | 3 - Slightly Agree
4 - Slightly Disagree | 5 - Moderately Disagree | 6 - Strongly Disagree

		1	2	3	4	5	6
QH12	16.1 All things being equal, criminals deserve the punishment they get.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH13	16.2 In general, punishment for crime is too lenient in the United States.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH14	16.3 In general, punishment for crime is too severe in the United States.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH15	16.4 Increasing our ability to monitor what citizens do is an important element in the effort to reduce crime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH16	16.5 Allowing law enforcement officials more access to citizen's private information is an important element in the effort to reduce crime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH17	16.6 Law abiding citizens should not mind allowing law enforcement officials increased access to private information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH18	16.7 Crime prevention is more important than job creation when considering the future of our country.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QH19	16.8 All things being equal, I will vote for a political candidate who puts getting tough on crime as the top priority for the nation before one who puts job creation as the top priority for the nation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next 

AXIO SURVEY

Crime and Punishment

Page 13

The next questions concern your attitudes and opinions about the portrayal of life inside the world of prisons and jails. As before, there are no right or wrong answers, simply your very valuable opinion.

Question 17

To what extent do you agree or disagree with the following statements?

1 - Strongly Agree | 2 - Moderately Agree | 3 - Slightly Agree
4 - Slightly Disagree | 5 - Moderately Disagree | 6 - Strongly Disagree

		1	2	3	4	5	6
QI1	17.1 Being able to see inside prisons and jails seems exciting to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QI2	17.2 Prisons and jails are interesting because they are largely unknown to most of us.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QI3	17.3 Prisons and jails are interesting because the inmates are so different from the rest of us.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QI4	17.4 I am curious how inmates survive in prisons and jails.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QI5	17.6 I am interested in how justice is carried out in prisons and jails.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QI6	17.8 It is interesting to see how correctional officers maintain control over inmates in prisons and jails.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QI7	17.7 The vast majority of inmates in prisons and jails are truly guilty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QI8	17.8 Allowing citizens to see the reality of life in prisons and jails helps discourage criminal behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QI9	17.9 As near as I can tell, portrayals of life in prisons and jails in reality television shows are typically accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QI10	17.10 There is nothing wrong with reality shows that depict the lives of inmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QI11	17.11 Allowing citizens to see the life in prisons and jails is good because it shows that criminals have to pay for their crimes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QI12	17.12 Allowing citizens to see life in prisons and jails is entertaining.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next

AXIO SURVEY

Crime and Punishment

Page 14

You are almost there! You have now completed 80% of the survey questions.

The next questions concern your attitudes and opinions about the portrayal of criminal life and their crimes. As before, there are no right or wrong answers, simply your very valuable opinion. Thanks for answering each question according to what best describes your opinions and experiences.

Question 18

To what extent do you agree or disagree with the following statements?

1 - Strongly Agree | 2 - Moderately Agree | 3 - Slightly Agree
4 - Slightly Disagree | 5 - Moderately Disagree | 6 - Strongly Disagree

		1	2	3	4	5	6
QJ1	18.1 Being able to see inside the life of a criminal and their crime sounds exciting to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QJ2	18.2 Criminals and their crimes are interesting because they are largely unknown to most of us.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QJ3	18.3 Criminals are interesting because they are so different from the rest of us.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QJ4	18.4 I am curious HOW criminals commit crimes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QJ5	18.6 I am curious WHY criminals commit crimes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QJ6	18.6 It is interesting to see criminals get arrested by law enforcement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QJ7	18.7 It is interesting to see how justice is carried out for criminals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QJ8	18.8 As near as I can tell, media depictions of criminals and their crimes are typically accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QJ9	18.9 There is nothing wrong with reality shows that depict the lives of criminals and their crimes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QJ10	18.10 Seeing the life of a criminal and what led them to commit a crime is good because it provides information to law enforcement and citizens on how to recognize and/or prevent future crime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QJ11	18.11 Watching shows about criminals and their crime is entertaining.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next

AXIO SURVEY

Crime and Punishment

Page 15

Lastly, the following are demographic questions that assist in categorizing our survey respondent's answers.

Question 19

QK1 What is your sex?

- Male
- Female

Question 20

QK2 What is your age?

Characters Remaining: 2

Question 21

QK3 Are you of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican American, Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino or Spanish origin

Question 22

What is your race? (Select all that apply.)

- QK4A White
- QK4B Black, African American, or Negro
- QK4C American Indian or Alaskan Native
- QK4D Asian Indian
- QK4E Chinese
- QK4F Filipino
- QK4G Japanese
- QK4H Korean
- QK4I Vietnamese
- QK4J Native Hawaiian
- QK4K Guamanian or Chamorro
- QK4L Samoan

- QK4L Other Asian
QK4M Other Pacific Islander
QK4N Some other race

Question 23

- QK5 Based on your primary source of financial support, what was the total amount of income before taxes in 2010?
- Under \$25,000
 - \$25,000 - \$29,999
 - \$30,000 - \$39,999
 - \$40,000 - \$49,999
 - \$50,000 - \$74,999
 - \$75,000 - \$99,999
 - \$100,000 - \$124,999
 - \$125,000 - \$149,999
 - Over \$150,000
 - Not sure

Question 24

- QK6 How would you describe your political views?
- Very conservative
 - Conservative
 - Moderate
 - Liberal
 - Very Liberal

Question 25

- QK7 Do you favor or oppose the immigration law (SB 1070) passed in Arizona that requires people to produce documents verifying their status, allows police officers to detain anyone unable to verify their status, and allows police to question anyone who they think may be in the country illegally?
- Strongly Favor
 - Mostly Favor
 - Mostly Oppose
 - Strongly Oppose

Question 26

- QK8 Do you favor or oppose the death penalty?
- Strongly Favor
 - Mostly Favor
 - Mostly Oppose
 - Strongly Oppose

Question 27

- QK9 Do you favor or oppose sentencing a criminal to life in prison if he or she has committed three violent felonies?
- Strongly Favor
 - Mostly Favor
 - Mostly Oppose
 - Strongly Oppose

Question 28

- QK10 When it comes to granting parole to people in prison, should parole boards be more strict, less strict, same as they are now?
- More Strict
 - Same as they are now
 - Less Strict

Question 29

- QK10 Juveniles between the ages of 14 and 17 accused of violent crimes should be tried and sentenced in adult courts rather than in juvenile courts.
- Strongly Agree
 - Mostly Agree
 - Mostly Disagree
 - Strongly Disagree

Question 30

- QK11 In general, what do you think about the current penalties for people who commit violent crimes? Are they too light, too harsh, or about right?
- Too light
 - About right
 - Too harsh

Next 

AXIO SURVEY

Crime and Punishment

Page 16

You must click the **DONE** icon at the bottom of the page in order for your answers to be submitted.

Thank you for participating in this survey. The main purpose of this study is to understand the approval of punishment for criminals. The information gathered here will be used for a master's thesis at Kansas State University. In the future, I may present a paper from this research at an academic conference or publish my results in a academic journal.

Your valuable time and opinions have not gone unnoticed. Click the **DONE** icon to be entered in a drawing for a **FREE iPad**.

Done

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AXIO SURVEY

Crime and Punishment

Closing Message

If you wish to be sent information on the results of the survey, then please send an email to cahl105@ksu.edu. Thank you again for your interest!

*Your survey has been successfully submitted.
Please close your browser to exit.*

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Appendix A2: Crime and Punishment Version Two

AXIO SURVEY

Crime and Punishment

Page 5

Great job! You have completed 20% of the survey questions.

In the following questions we want you to simply react to some specific mug shots from recent issues of *The Slammer*. These are meant to be quick responses, with no correct answers.

Question 7

Below are a series of booking photographs that appeared in issues of *The Slammer*. Comparing the images 1 and 2, please select the person that you believe correctly answers the question.



HIGGINS, ADAM D.
ASSAULT INFLECT SERIOUS INJ 1

KNOX, HEATHER E.
DWI 2

		Person 1	Person 2
QE1	7.1 Which person seems most guilty?	<input type="radio"/>	<input type="radio"/>
QE2	7.2 Which person seems most dangerous?	<input type="radio"/>	<input type="radio"/>
QE3	7.3 Which person are you most surprised to see charged with a crime?	<input type="radio"/>	<input type="radio"/>
QE4	7.4 Which person seems like they should be punished the most severely?	<input type="radio"/>	<input type="radio"/>

Next

AXIO SURVEY

Crime and Punishment

Page 6

Question 8

Below are a series of booking photographs that appeared in issues of *The Slimmer*. Comparing the images 3 and 4, please select the person that you believe correctly answers the question.



		Person 3	Person 4
QE5	8.1 Which person seems most guilty?	<input type="radio"/>	<input type="radio"/>
QE6	8.2 Which person seems most dangerous?	<input type="radio"/>	<input type="radio"/>
QE7	8.3 Which person are you most surprised to see charged with a crime?	<input type="radio"/>	<input type="radio"/>
QE8	8.4 Which person seems like they should be punished the most severely?	<input type="radio"/>	<input type="radio"/>

Next

AXIO SURVEY

Crime and Punishment

Page 7

Question 9

Below are a series of booking photographs that appeared in issues of *The Slimmer*. Comparing the images 5 and 6, please select the person that you believe correctly answers the question.



KEMBE, MARGARET N.
COMMUNICATING THREATS **5**



MEEKS, MARCUS A.
DWI **6**
CHILD ABUSE

	Person 5	Person 6
QE9	9.1 Which person seems most guilty?	<input type="radio"/> <input type="radio"/>
QE10	9.2 Which person seems most dangerous?	<input type="radio"/> <input type="radio"/>
QE11	9.3 Which person are you most surprised to see charged with a crime?	<input type="radio"/> <input type="radio"/>
QE12	9.4 Which person seems like they should be punished the most severely?	<input type="radio"/> <input type="radio"/>

Next

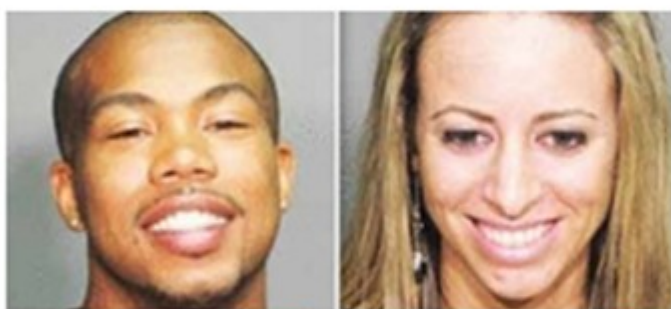
AXIO SURVEY

Crime and Punishment

Page 8

Question 10

Below are a series of booking photographs that appeared in issues of *The Slimmer*. Comparing the images 7 and 8, please select the person that you believe correctly answers the question.



MOSLEY, BILLY L. **7**
ASSA ON GOV OFFICIAL

SCHALL, SUSAN N. **8**
DWI

		Person 7	Person 8
QE13	10.1 Which person seems most guilty?	<input type="radio"/>	<input type="radio"/>
QE14	10.2 Which person seems most dangerous?	<input type="radio"/>	<input type="radio"/>
QE15	10.3 Which person are you most surprised to see charged with a crime?	<input type="radio"/>	<input type="radio"/>
QE16	10.4 Which person seems like they should be punished the most severely?	<input type="radio"/>	<input type="radio"/>

Next

AXIO SURVEY

Crime and Punishment

Page 9

Question 11

Below are a series of booking photographs that appeared in issues of The Blammer. Comparing the images 9 and 10, please select the person that you believe correctly answers the question.



RAY, DANNY B. **9**
FAIL TO APPEAR

HARDY, DAVID L. **10**
ASSAULT W/DW INTENT TO KILL
ASSAULT BY POINTING GUN

	Person 9	Person 10	
QE17	11.1 Which person seems most guilty?	<input type="radio"/>	<input type="radio"/>
QE18	11.2 Which person seems most dangerous?	<input type="radio"/>	<input type="radio"/>
QE19	11.3 Which person are you most surprised to see charged with a crime?	<input type="radio"/>	<input type="radio"/>
QE20	11.4 Which person seems like they should be punished the most severely?	<input type="radio"/>	<input type="radio"/>

Next

AXIO SURVEY

Crime and Punishment

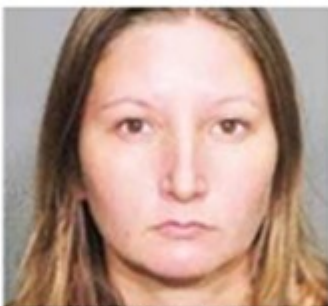
Page 10

Question 12

Below are a series of booking photographs that appeared in issues of *The Starmer*. Comparing the images 11 and 12, please select the person that you believe correctly answers the question.



PERRY, ERNESTINE D. **11**
CHILD ABUSE
MAINT DWELL/MY KEEP/SELL CS



SCHWARTZ, LAUREL C. **12**
FAIL TO APPEAR

		Person 11	Person 12
QE21	12.1 Which person seems most guilty?	<input type="radio"/>	<input type="radio"/>
QE22	12.2 Which person seems most dangerous?	<input type="radio"/>	<input type="radio"/>
QE23	12.3 Which person are you most surprised to see charged with a crime?	<input type="radio"/>	<input type="radio"/>
QE24	12.4 Which person seems like they should be punished the most severely?	<input type="radio"/>	<input type="radio"/>

Next

Appendix A3: Crime and Punishment Version Three

AXIO SURVEY

Crime and Punishment

Page 5

Great Job! You have completed 20% of the survey questions.

In the following questions we want you to simply react to some specific mug shots from recent issues of *The Slimmer*. These are meant to be quick responses, with no correct answers.

Question 7

Below are a series of booking photographs that appeared in issues of *The Slimmer*. Comparing the images 1 and 2, please select the person that you believe correctly answers the question.



1

2

		Person 1	Person 2
QF1	7.1 Which person seems most guilty?	<input type="radio"/>	<input type="radio"/>
QF2	7.2 Which person seems most dangerous?	<input type="radio"/>	<input type="radio"/>
QF3	7.3 Which person are you most surprised to see charged with a crime?	<input type="radio"/>	<input type="radio"/>
QF4	7.4 Which person seems like they should be punished the most severely?	<input type="radio"/>	<input type="radio"/>

Next

AXIO SURVEY

Crime and Punishment

Page 6

Question 8

Below are a series of booking photographs that appeared in issues of *The Slimmer*. Comparing the images 3 and 4, please select the person that you believe correctly answers the question.



3

4

	Person 3	Person 4	
QF5	8.1 Which person seems most guilty?	<input type="radio"/>	<input type="radio"/>
QF6	8.2 Which person seems most dangerous?	<input type="radio"/>	<input type="radio"/>
QF7	8.3 Which person are you most surprised to see charged with a crime?	<input type="radio"/>	<input type="radio"/>
QF8	8.4 Which person seems like they should be punished the most severely?	<input type="radio"/>	<input type="radio"/>

Next

AXIO SURVEY

Crime and Punishment

Page 7

Question 9

Below are a series of booking photographs that appeared in issues of *The Slimmer*. Comparing the images 5 and 6, please select the person that you believe correctly answers the question.



5

6

	Person 5	Person 6
QF9	9.1 Which person seems most guilty?	<input type="radio"/> <input type="radio"/>
QF10	9.2 Which person seems most dangerous?	<input type="radio"/> <input type="radio"/>
QF11	9.3 Which person are you most surprised to see charged with a crime?	<input type="radio"/> <input type="radio"/>
QF12	9.4 Which person seems like they should be punished the most severely?	<input type="radio"/> <input type="radio"/>

Next

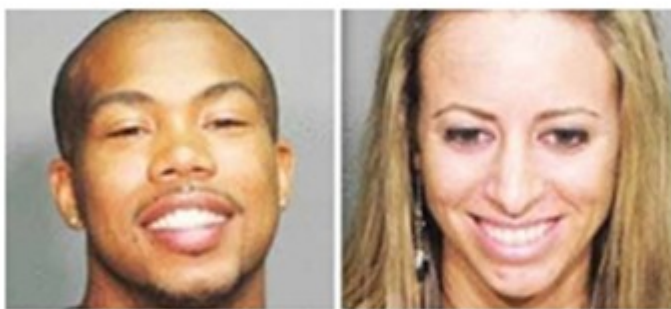
AXIO SURVEY

Crime and Punishment

Page 8

Question 10

Below are a series of booking photographs that appeared in issues of *The Slimmer*. Comparing the images 7 and 8, please select the person that you believe correctly answers the question.



7

8

		Person 7	Person 8
QF13	10.1 Which person seems most guilty?	<input type="radio"/>	<input type="radio"/>
QF14	10.2 Which person seems most dangerous?	<input type="radio"/>	<input type="radio"/>
QF15	10.3 Which person are you most surprised to see charged with a crime?	<input type="radio"/>	<input type="radio"/>
QF16	10.4 Which person seems like they should be punished the most severely?	<input type="radio"/>	<input type="radio"/>

Next

AXIO SURVEY

Crime and Punishment

Page 9

Question 11

Below are a series of booking photographs that appeared in issues of The Starmer. Comparing the images 9 and 10, please select the person that you believe correctly answers the question.



9

10

		Person 9	Person 10
QF17	11.1 Which person seems most guilty?	<input type="radio"/>	<input type="radio"/>
QF18	11.2 Which person seems most dangerous?	<input type="radio"/>	<input type="radio"/>
QF19	11.3 Which person are you most surprised to see charged with a crime?	<input type="radio"/>	<input type="radio"/>
QF20	11.4 Which person seems like they should be punished the most severely?	<input type="radio"/>	<input type="radio"/>

Next

AXIO SURVEY

Crime and Punishment

Page 10

Question 12

Below are a series of booking photographs that appeared in issues of *The Examiner*. Comparing the images 11 and 12, please select the person that you believe correctly answers the question.



11

12

		Person 11	Person 12
QF21	12.1 Which person seems most guilty?	<input type="radio"/>	<input type="radio"/>
QF22	12.2 Which person seems most dangerous?	<input type="radio"/>	<input type="radio"/>
QF23	12.3 Which person are you most surprised to see charged with a crime?	<input type="radio"/>	<input type="radio"/>
QF24	12.4 Which person seems like they should be punished the most severely?	<input type="radio"/>	<input type="radio"/>

Next

Appendix A4: Academic College Identifier Instrument

To call campus numbers from off campus, dial "532" or "395" for Manhattan and "626" for Salina.

ACADEMIC MAJOR ABBREVIATIONS / A39

Academic major abbreviations

AGRICULTURE

DAGRON Agronomy-D
 DASC Animal Science-D
 DENTOM Entomology-D
 DFDCS Food Science-D
 DGNT Genetics-D
 DGRS Grain Science-D
 DHRT Horticulture-D
 DPPATH Plant Pathology-D
 MAGBUS Agribusiness-M
 MAGEC Agricultural Economics-M
 MAGRON Agronomy-M
 MAMC Agricultural Mechanization-M
 MANHUS Animal Husbandry-M
 MASC Animal Science-M
 MCP Crop Protection-M
 MDM Dairy Manufacturing-M
 MDP Dairy Production-M
 MENTOM Entomology-M
 MFDSC Food Science-M
 MFMECH Farm Mechanics-M
 MGNT Genetics-M
 MGRS Grain Science-M
 MHRT Horticulture-M
 MPPATH Plant Pathology-M
 MPS Poultry Science-M
 BACJ Agric Comm & Journalism-B
 BAED Agriculture Education-B
 BAGBUS Agribusiness-B
 BAGEC Agricultural Economics-B
 BAGRON Agronomy-B
 BAJN Agricultural Journalism-B
 BASI Animal Sciences and Industry-B
 BATM Agricultural Technology Mgmt-B
 BBSM Bakery Science and Mgmt-B
 BFDCSI Food Science and Industry-B
 BFSDM Feed Science & Mgmt-B
 BGENAG General Agriculture-B
 BHRT Horticulture-B
 BHRT Horticulture Therapy-B
 BMSM Milling Science & Management-B
 BPMC Park Mgmt & Conservation-B
 BVMA Veterinary Medicine-BS
 BWLOEM-BS Wildlife & Outdoor Ent Mangt
 SWLOEM WLOEM Referrad -Sel Admission
 UGENAG General Agriculture-U
 UPRVAG Pre-Veterinary Medicine-U
 UWLOEM Wildlife & Outdoor Ent Mangt

ARCHITECTURE

DEVD Environmental Design & Ping-D
 MAR Architecture-M
 MARCH Architecture-M
 MARMs Architecture-Master of Sci-M
 MCDPLN Community Development-M
 MENVPM Environmental Plan & Mgmt-M
 MIAPD Intr Arch & Product Dsgn-M
 MLA Landscape Architecture-M
 MLAR Landscape Architecture-M
 MPLAN Regional & Community Plan-M
 WRCP Regional and Community Plan-M
 BARCH Architecture-B
 BIAR Interior Architecture-B
 BLAR Landscape Architecture-B
 SARUN Architecture Referrad-Sel Adm
 IAR Architecture-U
 IARUN Arch & Dsgn, Maj Unspecified-U
 IENVN Environmental Design-U
 IAPD Interior Arch and Product Dsgn-U
 ILA Landscape Architecture-U
 UPDP Pre-Design Professional-U
 URCP Regional & Community Plan-U

ARTS AND SCIENCES

DBACT Bacteriology-D
 DBIOCH Biochemistry-D
 DBIOL Biology-D
 DBOT Botany-D
 DCHM Chemistry-D
 DCMPS Computer Science-D

DECON Economics-D
 DENGL English-D
 DGEOG Geography-D
 DGEOL Geology-D
 DHIST History-D
 DMATH Mathematics-D
 DMBIOL Microbiology-D
 DPE Physical Education-D
 DPHYS Physics-D
 DPSYCH Psychology-D
 DSECU Security Studies-D
 DSOCIO Sociology-D
 DSTAT Statistics-D
 DZOO Zoology-D
 MART Fine Arts-M
 MBACT Bacteriology-M
 MBIOCH Biochemistry-M
 MBIOL Biology-M
 MBOT Botany-M
 MCHM Chemistry-M
 MCMPS Computer Science-M
 MCOMM Communication Studies-M
 MECOM Economics-M
 MENGL English-M
 MGEOG Geography-M
 MGEOL Geology-M
 MHIST History-M
 MHPED Health & Physical Educ-M
 MJMC Journalism & Mass Comm-M
 MKIN Kinesiology-M
 MLS Leisure Studies-M
 MMATH Mathematics-M
 MMBIOL Microbiology-M
 MMC Mass Communication-M
 MMLANG Modern Languages-M
 MMUSIC Music-M
 MPA Public Administration-M
 MPE Physical Education-M
 MPHYS Physics-M
 MPOLSC Political Science-M
 MPST Physical Science Teaching-M
 MPSYCH Psychology-M
 MREC Recreation-M
 MSECUR Security Studies-M
 MSOCIO Sociology-M
 MSP Speech-M
 MSTAT Statistics-M
 MTHTRE Theatre-M
 MZOO Zoology-M

BAMEST-BA American Ethnic Studies-BA
 BAMEST-BS American Ethnic Studies-BS
 BANTH-BA Anthropology-BA
 BANTH-BS Anthropology-BS
 BART Art-General-BA
 BARTF Fine Arts-BFA
 BBIOCH-BA Biochemistry-BA
 BBIOCH-BS Biochemistry-BS
 BBIOFW-BA Fishr, Wife & Conser Vio-BA
 BBIOFW-BS Fishr, Wife & Conser Bio-BS
 BBIO-BA Biology-BA
 BBIO-BS Biology-BS
 BBIO-BA Fisheries & Wildlife Bio-BA
 BBIO-BS Fisheries & Wildlife Biol-BS
 BCHM-BA Chemistry-BA
 BCHM-BS Chemistry-BS
 BCHMSC-BA Chemical Science-BA
 BCHMSC-BS Chemical Science-BS
 BCLSM-BA Clinical Lab Sci-Med Tech-BA
 BCLSM-BS Clinical Lab Sci-Med Tech-BS
 BCOMM-BA Communication Studies-BA
 BCOMM-BS Communication Studies-BS
 BECON-BA Economics-BA
 BECON-BS Economics-BS
 BENGL English-BA
 BGEOG-BA Geography-BA
 BGEOG-BS Geography-BS
 BGEOL-BA Geology-BA
 BGEOL-BS Geology-BS
 BHIST-BA History-BA
 BHIST-BS History-BS

BHUMAN Humanities-BA
 BJMC-BS Journalism & Mass Comm-BS
 BKIN-BA Kinesiology-BA
 BKIN-BS Kinesiology-BS
 BLFSCI-BA Life Sciences-BA
 BLFSCI-BS Life Sciences-BS
 BMATH-BA Mathematics-BA
 BMATH-BS Mathematics-BS
 BMBIOL-BA Microbiology-BA
 BMBIOL-BS Microbiology-BS
 BMC-BA Mass Communication-BA
 BMC-BS Mass Communication-BS
 BMLANG Modern Languages-BA
 BMUSAP Applied Music-B
 BMUSED Music Education-B
 BMUSIC Music-BA
 BPHILO-BA Philosophy-BA
 BPHILO-BS Philosophy-BS
 BPHSCI-BA Physical Sciences-BA
 BPHSCI-BS Physical Sciences-BS
 BPHYS-BA Physics-BA
 BPHYS-BS Physics-BS
 BPOLSC-BA Political Science-BA
 BPOLSC-BS Political Science-BS
 BPSYCH-BA Psychology-BA
 BPSYCH-BS Psychology-BS
 BSOCIO-BA Sociology-BA
 BSOCIO-BS Sociology-BS
 BSOCWK-BA Social Work-BA
 BSOCWK-BS Social Work-BS
 BSOSCI-BA Social Sciences-BA
 BSOSCI-BS Social Sciences-BS
 BSP-BA Speech-BA
 BSP-BS Speech-BS
 BSTAT-BA Statistics-BA
 BSTAT-BS Statistics-BS
 BTEXCM-BA Textile Chemistry-BA
 BTEXCM-BS Textile Chemistry-BS
 BHTRE-BA Theatre-BA
 BHTRE-BS Theatre-BS
 BVMB Veterinary Medicine-BS
 BWOMST-BA Women's Studies-BA
 BWOMST-BS Women's Studies-BS
 RCHINE Minor - Chinese
 UASUN Arts & Sci - Gen (Undeclared)-U
 UOPEN Arts and Sci-Open Option-U
 UPJMC Pre-Journalism & Mass Comm-U
 UPPSY Pre-Psychology-U
 UPRVET Pre-Veterinary Medicine-U

BUSINESS ADMINISTRATION

MACCTG Accounting-M
 MBA Business Administration-M
 BACCTG Accounting-B
 BENTRP-BS Entrepreneurship-BS
 BFINAN Finance-B
 BGENBA General Business Adin-B
 BMANGT Management-B
 BMIS Mgmt Information Systems-B
 BMKTG Marketing-B
 BMKTIB Marketing & Intrnl Busi-B
 UBAPP Business Admin-PreProfessi-U
 UBAUN Busl Adm - Maj Unspecified-U
 CCIB International Busi-Ug Cert-C
 CINVTM-C Integrated Investment Mangt-C

EDUCATION

DAOCNT-ED Adult, Occ, Cont Ed-EDD
 DAOCNT-PHD Adult, Occ, Cont Ed-PHD
 DCSDEV-ED Counseling & Student Devel-EDD
 DCSDEV-PD Counseling & Student Devel-PHD
 DCURIN-ED Curriculum & Instruction-EDD
 DCURIN-PD Curriculum & Instruction-PHD
 DEDADL-ED Educ Admin & Leadership-EDD
 DEDADM-ED Educational Administration-EDD
 DEDADM-PD Educational Administration-PHD
 DEDAF Educ (Admin & Foundations)-PHD
 DEDAO Educ (Adult & Occupat) PHD
 DEDCI Ed (Curriculum & Instr)-PHD
 DEDPSY-ED Education-Psychology-EDD

A40 / ACADEMIC MAJOR ABBREVIATIONS

To call campus numbers from off campus, dial "532" or "395" for Manhattan and "826" for Ball

DEDPY-PD	Education-Psychology-PHD	UPCNSM	Pre-Profes Constr Sci & Mgmt-U	STUDENT CLASSIFICATIONS
DSCPS-ED	Student Counseling/Pers Svcs-EDD	CLUTSC	Leadership Tech Stud-Ug Cert-C	FR Freshman
DSCPS-PD	Student Counseling/Pers Svcs-PHD	CBPBC	Biobased Products & Bioenergy	SO Sophomore
DSPCED-ED	Special Education-EDD	CPHC	Public Health-Gr Certificate	JU Junior
DSPCED-PD	Special Education-PHD	CSTMBI	Stem Bell BiotechnologyGr Cert	SR Senior
MACADV	Academic Advising-M			SP Special
MAGRED	Agriculture Education-M	HUMAN ECOLOGY		NU Non-degree Undergraduate
MAOCNT	Adult, Occupational, Cont.Ed-M	DHE	Human Ecology-D	HS High School
MCSDEV	Counseling & Student Devel-M	DHN	Human Nutrition-D	GM Graduate-Master's
MEDADL	Educ Admin & Leadership-M	MAPTEX	Apparel And Textiles-M	ED Graduate-Ed.D.
MEDADM	Educational Admin-M	MAPTMC	Apparel & Text Merchandising-M	GP Graduate-Ph.D.
MEDAO	Educ (Adult & Occupational)-M	MDT	Dietetics-M	NG Graduate-Non-degree
MEDCSP	Education (Guidance)-M	MFHMDA	Fdserv & Hsp Mgmt/Diet	V1 Vet Med 1
MEDELA	Education (Elementary Admin)-M	Admin-M		V2 Vet Med 2
MEDELM	Education (Elementary)-M	MFSHS	Family Stud & Human Serv-M	V3 Vet Med 3
MEDELS	Education (Secondary Admin)-M	MGERON	Gerontology-M	V4 Vet Med 4
MEDSEC	Secondary Education-M	MGHE	General Home Economics-M	
MEDSP	Special Education-M	MHN	Human Nutrition-M	
MELMED	Elementary Education-M	BAMD	Apparel Mktg & Design-B	
MHECED	Home Economics Education-M	BAT	Apparel And Textiles-B	
MMEDCI	Curriculum And Instruction-M	BATHTR	Athletic Training-B	
MSCPS	Student Counseling/Pers Svcs-M	BATMKT	Apparel & Textile Marketing-B	
MSECED	Secondary Education-M	BCSD	Comm Scis & Disorders-B	
MSPCED	Special Education-M	BDT	Dietetics-B	
BEDART	Education-Art-B	BECE	Early Childhood Education-B	
BEDBSC	Education-Biological Sci-B	BFCSED	Fam & Cons Sci Ed-Tchr Certl-B	
BEDBUS	Education-Business-B	BFMKT	Fashion Marketing-B	
BEDCHM	Education-Chemistry-B	BFSHS	Family Stud & Human Serv-B	
BEDELE	Elementary Education-B	BHDFS	Human Devel & Family Stud-B	
BEDENG	Education-English-B	BHE	Human Ecology-B	
BEDENJ	Education-English & Journalism-B	BHECOM	Human Ecol & Mass Comm-B	
BEDESC	Education-Earth Science-B	BHRM	Hotel And Restaurant Mgmt-B	
BEDJOR	Education-Journalism-B	BINTDE	Interior Design-B	
BEDMLA	Education-Modern Languages-B	BNUEX	Food & Nutr, Exercise Sci-B	
BEDMTH	Education-Mathematics-B	BNUKIN	Nutrition and Kinesiology	
BEDPHY	Education-Physics-B	BNUTSC	Nutritional Sciences-B	
BEDSPH	Education-Speech-B	BPHN	Public Health Nutrition-B	
BEDSST	Education-Social Studies-B	BTEX	Textiles-B	
UEDPPE	Pre-Profes Elementary Ed-U	SIDUN	Interior Dsgn Referred-Sel Adm	
UEDPPS	Pre-Profes Secondary Ed-U	UHEUN	Human Ecology, Undeclared-U	
UEDUN	Education, Major Unspecified-U	UIDUN	Interior Design-Unspecified-U	
UTEAG	Teaching Cert-Agric Educ-U			
UTECH	Teaching Cert-Early Childhd-U	TECHNOLOGY COLLEGE		
UTEHEC	Teaching Cert-Home Econ Educ-U	AABA	Applied Business-A	
UTEMUS	Teaching Cert-Music Educ-U	AAATECH	Applied Technology-A	
		AAVM	Aviation Maintenance-A	
ENGINEERING		ACMIS	Computer Information Systems-A	
DBAE	Biological & Agri Engg-D	ACMST	Computer Sci Technology-A	
DCE	Civil Engineering-D	ACWDT	Web Development Technology-A	
DCHE	Chemical Engineering-D	ADPT	Data Processing Technology-A	
DCS	Computer Science-D	AELET	Electronic Engg Technology-A	
DEE	Electrical Engineering-D	AETA	Engineering Technology-A	
DENGR	Engineering-D	AMET	Mechanical Engg Technology-A	
DIE	Industrial Engineering-D	APPIL	Professional Pilot-A	
DME	Mechanical Engineering-D	BAVMB	Aero Tech-Avt	
DNE	Nuclear Engineering-D	Maint-B		
MARE	Architectural Engineering-M	BAWS	Airway Science-B	
MBAE	Biological And Agric Engg-M	BCMSTB	Computer Systems Technology-B	
MCE	Civil Engineering-M	BECETB	Electronic & Comp Engg Tech-B	
MCHE	Chemical Engineering-M	BETB	Engineering Technology-B	
MCS	Computer Science-M	BMETB	Mechanical Engg Technology-B	
MEE	Electrical Engineering-M	BPPILB	Aero Tech-Profes Pilot-B	
MIE	Industrial Engineering-M	BTCMG	Technology Management-B	
MME	Mechanical Engineering-M	UTCUN	Technology-Undecided-U	
MMEM	Master Of Engineering Mgmt-M			
MMSE	Software Engineering-M	VETERINARY MEDICINE		
MNE	Nuclear Engineering-M	DVM	Veterinary Medicine-D	
MOR	Operations Research-M	DPARA	Parasitology-D	
BARE	Architectural Engineering-B	DPATH	Pathology-D	
BBAE	Biological & Agric Engg-B	DPATHB	Pathobiology-D	
BBSE	Biological Systems Engg-B	DPHYL	Physiology-D	
BCE	Civil Engineering-B	MANPHY	Anatomy And Physiology-M	
BCHE	Chemical Engineering-B	MBIOSC	Biomedical Science-M	
BCMPEN	Computer Engineering-B	MCLS	Clinical Sciences-M	
BCNSM	Construction Sci And Mgmt-B	MLMED	Laboratory Medicine-M	
BGS	Computer Science-B	MMPH	Public Health-M	
BEE	Electrical Engineering-B	MPARA	Parasitology-M	
BIE	Industrial Engineering-B	MPATH	Pathology-M	
BIS	Information Systems-B	MPATHB	Pathobiology-M	
BME	Mechanical Engineering-B	MSGMED	Surgery And Medicine-M	
BMFSE	Manufacturing Systems Engg-B	CFPMC	Feedlot Prdn Mgmt-Grad Cert-C	
BNE	Nuclear Engineering-B			
UENUN	Engg - Major Unspecified-U			
UPARE	Pre-Professional Arch Engg-U			

Appendix H - Mug Shot Comparison Cross Tabs and Significance Tests

Table 43: Cross Tabs for Version One Mug Shot Comparison One

Question	White Male Image						White Female Image					
	Race		Hispanic Origin		Gender		Race		Hispanic Origin		Gender	
	White	Non-white	Non Hispanic	Hispanic	Male	Female	White	Non-white	Non Hispanic	Hispanic	Male	Female
Guilty	55.3	57.4	55.9	51.6	58.1	53.5	44.7	42.6	44.1	48.4	41.9	46.5
Dangerous	69.6	66.9	69.8	63.5	69.3	69.3	30.4	33.1	30.2	36.5	30.7	30.7
Surprised at Crime	17.9	27.4	18.3	31.3	20.3	18.3	82.1	72.6	81.7	68.8	79.7	81.7
Severe Punishment	41.1	53.3	41.8	54.7	40.9	43.9	58.9	46.7	58.2	45.3	59.1	56.1

Table 44: Significance Test for Version One Mug Shot Comparison One

Question	Race	Hispanic	Sex
Guilty	.659	.499	.134
Dangerous	.533	.292	.991
Surprised at Crime	.008**	.010**	.420
Severe Punishment	.007**	.043*	.322

Table 45: Cross Tabs for Version One Mug Shot Comparison Two

	White Male Image						Non-White Female Image					
	<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>		<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>	
Question	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>
Guilty	75.3	69.9	75.3	67.2	73.0	76.1	24.7	30.1	24.7	32.8	27.0	23.9
Dangerous	83.8	79.4	83.3	81.3	84.0	82.7	16.2	20.6	16.7	18.8	16.0	17.3
Surprised at Crime	48.1	47.8	47.8	50.8	49.8	46.7	51.9	52.2	52.2	49.2	50.2	53.3
Severe Punishment	87.3	81.6	86.5	85.7	84.7	88.1	12.7	18.4	13.5	14.3	15.3	11.9

Table 46: Significance Test for Version One Mug Shot Comparison Two

Question	Race	Hispanic	Sex
Guilty	.173	.147	.246
Dangerous	.205	.663	.560
Surprised at Crime	.937	.640	.323
Severe Punishment	.071	.856	.110

Table 47: Cross Tabs for Version One Mug Shot Comparison Three

Question	Non-White Female Image						Non-White Male Image					
	Race		Hispanic Origin		Gender		Race		Hispanic Origin		Gender	
	White	Non-white	Non Hispanic	Hispanic	Male	Female	White	Non-white	Non Hispanic	Hispanic	Male	Female
Guilty	62.4	62.2	63.0	54.0	61.0	63.8	37.5	37.8	36.9	46.0	38.8	36.2
Dangerous	36.1	43.4	35.9	53.1	34.3	39.2	63.9	56.6	64.1	46.9	65.7	60.8
Surprised at Crime	65.5	64.7	64.9	71.4	63.7	66.8	34.5	35.3	35.1	28.6	36.3	33.2
Severe Punishment	75.8	75.7	75.9	73.4	73.6	77.5	24.2	24.3	24.1	26.6	26.4	22.5

Table 48: Significance Test for Version One Mug Shot Comparison Three

Question	Race	Hispanic	Sex
Guilty	.929	.343	.344
Dangerous	.099	.006	.099
Surprised at Crime	.854	.293	.301
Severe Punishment	.997	.653	.140

Table 49: Cross Tabs for Version One Mug Shot Comparison Four

Question	Non-White Male Image						White Female Image					
	Race		Hispanic Origin		Gender		Race		Hispanic Origin		Gender	
	White	Non-white	Non Hispanic	Hispanic	Male	Female	White	Non-white	Non Hispanic	Hispanic	Male	Female
Guilty	42.2	37.8	42.0	36.5	43.3	40.2	57.8	62.2	58.0	63.5	56.7	59.8
Dangerous	60.5	48.5	59.6	48.4	61.6	57.0	39.5	51.5	40.4	51.6	38.4	43.0
Surprised at Crime	26.3	34.1	27.0	33.3	26.8	27.9	73.7	65.9	73.0	66.7	73.2	72.1
Severe Punishment	34.8	32.1	34.6	33.3	33.1	35.5	65.2	67.9	65.4	66.7	66.9	64.5

Table 50: Significance Test for Version One Mug Shot Comparison Four

Question	Race	Hispanic	Sex
Guilty	.329	.388	.310
Dangerous	.008	.079	.129
Surprised at Crime	.060	.276	.691
Severe Punishment	.537	.838	.424

Table 51: Cross Tabs for Version One Mug Shot Comparison Five

	White Male Image						Non-White Male Image					
	<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>		<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>	
Question	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>
Guilty	80.0	72.1	79.1	76.6	78.2	79.9	20.0	27.9	20.9	23.4	21.8	20.1
Dangerous	75.9	76.3	75.6	79.4	79.6	73.4	24.1	23.7	24.4	20.6	20.4	26.6
Surprised at Crime	62.0	57.0	62.0	45.3	61.5	61.2	38.0	43.0	37.7	54.7	38.5	38.8
Severe Punishment	87.4	78.5	86.1	89.1	88.1	85.3	12.6	21.5	13.9	10.9	11.9	14.7

Table 52: Significance Test for Version One Mug Shot Comparison Five

Question	Race	Hispanic	Sex
Guilty	.034	.623	.509
Dangerous	.916	.503	.019
Surprised at Crime	.271	.007	.907
Severe Punishment	.005	.506	.183

Table 53: Cross Tabs for Version One Mug Shot Comparison Six

	Non-White Female Image						White Female Image					
	<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>		<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>	
Question	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>
Guilty	19.5	24.4	19.7	27.0	21.1	19.1	80.5	75.6	80.3	73.0	78.9	80.9
Dangerous	18.1	19.9	18.2	20.3	19.1	17.5	81.9	80.1	81.8	79.7	80.9	82.5
Surprised at Crime	70.5	68.9	70.3	71.4	70.6	69.8	29.5	31.1	29.7	28.6	29.4	30.2
Severe Punishment	9.2	14.2	9.9	9.5	11.2	8.5	90.8	85.8	90.1	90.5	88.8	91.5

Table 54: Significance Test for Version One Mug Shot Comparison Six

Question	Race	Hispanic	Sex
Guilty	.179	.159	.431
Dangerous	.616	.665	.504
Surprised at Crime	.695	.848	.764
Severe Punishment	.071	.933	.139

Table 55: Cross Tabs for Version Two Mug Shot Comparison One

Question	White Male Image						White Female Image					
	Race		Hispanic Origin		Gender		Race		Hispanic Origin		Gender	
	White	Non-white	Non Hispanic	Hispanic	Male	Female	White	Non-white	Non Hispanic	Hispanic	Male	Female
Guilty	66.0	61.3	65.8	57.4	66.9	63.9	34.0	38.7	34.2	42.6	33.1	36.1
Dangerous	90.7	81.0	89.6	83.3	89.9	88.7	9.3	19.0	10.4	16.7	10.1	11.3
Surprised at Crime	17.7	16.9	18.3	31.3	18.7	16.2	82.3	83.1	81.7	68.8	81.3	83.8
Severe Punishment	17.7	15.1	81.3	67.9	40.9	43.9	82.3	84.9	18.7	32.1	59.1	56.1

Table 56: Significance Test for Version Two Mug Shot Comparison One

Question	Race	Hispanic	Sex
Guilty	.280	.206	.318
Dangerous	.001	.144	.528
Surprised at Crime	.825	.010**	.285
Severe Punishment	.629	.016	.322

Table 57: Cross Tabs for Version Two Mug Shot Comparison Two

Question	White Male Image						Non-White Female Image					
	Race		Hispanic Origin		Gender		Race		Hispanic Origin		Gender	
	White	Non-white	Non Hispanic	Hispanic	Male	Female	White	Non-white	Non Hispanic	Hispanic	Male	Female
Guilty	32.4	40.1	32.9	42.6	31.8	34.9	67.6	59.9	67.1	57.4	68.2	65.1
Dangerous	27.1	41.6	28.9	29.6	29.4	28.6	72.9	58.4	71.1	70.4	70.6	71.4
Surprised at Crime	70.9	61.3	69.8	66.7	68.4	70.8	29.1	38.7	30.2	33.3	31.6	29.2
Severe Punishment	16.2	23.4	16.7	24.1	15.4	18.9	83.8	76.6	83.3	75.9	84.6	81.1

Table 58: Significance Test for Version Two Mug Shot Comparison Two

Question	Race	Hispanic	Sex
Guilty	.075	.141	.300
Dangerous	.001	.902	.782
Surprised at Crime	.023	.623	.390
Severe Punishment	.040	.159	.148

Table 59: Cross Tabs for Version Two Mug Shot Comparison Three

	Non-White Female Image						Non-White Male Image					
	<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>		<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>	
Question	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>
Guilty	21.7	21.2	21.6	20.4	20.0	23.0	78.3	78.8	78.4	79.6	80.0	77.0
Dangerous	10.0	19.0	11.1	13.0	8.7	13.2	90.0	81.0	88.9	87.0	91.3	86.8
Surprised at Crime	84.4	80.9	84.0	83.3	85.4	83.1	15.6	19.1	16.0	16.7	14.6	16.9
Severe Punishment	7.5	10.9	7.9	9.3	8.9	7.2	92.5	89.1	92.1	90.7	91.1	92.8

Table 60: Significance Test for Version Two Mug Shot Comparison Three

Question	Race	Hispanic	Sex
Guilty	.891	.825	.254
Dangerous	.002	.669	.022
Surprised at Crime	.297	.896	.324
Severe Punishment	.170	.721	.306

Table 61: Cross Tabs for Version Two Mug Shot Comparison Four

	Non-White Male Image						White Female Image					
	<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>		<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>	
Question	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>
Guilty	54.4	51.5	54.2	52.8	57.9	50.6	45.6	48.5	45.8	47.2	42.1	49.4
Dangerous	77.6	67.6	77.0	60.4	79.4	73.4	22.4	32.4	23.0	39.6	20.6	26.6
Surprised at Crime	33.1	37.0	33.8	28.3	33.8	33.1	66.9	63.0	66.2	71.7	66.2	66.9
Severe Punishment	69.6	65.7	69.3	64.3	71.3	67.0	30.4	34.3	30.7	35.2	28.7	33.0

Table 62: Significance Test for Version Two Mug Shot Comparison Four

Question	Race	Hispanic	Sex
Guilty	.526	.851	.019
Dangerous	.011	.006	.026
Surprised at Crime	.363	.408	.823
Severe Punishment	.363	.484	.145

Table 63: Cross Tabs for Version Two Mug Shot Comparison Five

	White Male Image						Non-White Male Image					
	<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>		<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>	
Question	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>
Guilty	29.3	42.3	29.6	57.4	30.0	32.3	70.7	57.7	70.4	42.6	70.6	67.7
Dangerous	19.6	27.0	20.1	31.5	21.5	20.1	80.4	73.0	79.9	68.5	78.5	79.9
Surprised at Crime	81.9	73.0	81.1	74.1	79.7	81.5	18.1	27.0	18.9	25.9	20.3	18.5
Severe Punishment	12.1	17.5	12.5	20.8	11.1	14.7	87.9	82.5	87.5	79.2	88.9	85.3

Table 64: Significance Test for Version Two Mug Shot Comparison Five

Question	Race	Hispanic	Sex
Guilty	.002	.000	.413
Dangerous	.047	.044	.596
Surprised at Crime	.014	.203	.450
Severe Punishment	.080	.081	.091

Table 65: Cross Tabs for Version Two Mug Shot Comparison Six

Question	Non-White Female Image						White Female Image					
	Race		Hispanic Origin		Gender		Race		Hispanic Origin		Gender	
	White	Non-white	Non Hispanic	Hispanic	Male	Female	White	Non-white	Non Hispanic	Hispanic	Male	Female
Guilty	61.1	46.0	19.7	27.0	57.5	61.0	38.9	54.0	80.3	73.0	42.5	39.0
Dangerous	66.5	61.8	65.5	71.7	64.2	67.4	33.5	38.2	34.5	28.3	35.8	32.6
Surprised at Crime	41.7	50.0	42.4	47.2	44.9	40.7	58.3	50.0	57.6	52.8	55.1	59.3
Severe Punishment	80.8	76.5	80.3	77.8	78.9	81.2	19.2	23.5	19.7	22.2	21.1	18.8

Table 66: Significance Test for Version Two Mug Shot Comparison Six

Question	Race	Hispanic	Sex
Guilty	.001	.159	.251
Dangerous	.276	.357	.282
Surprised at Crime	.067	.498	.173
Severe Punishment	.242	.655	.356

Table 67: Cross Tabs for Version Three Mug Shot Comparison One

	White Male Image						White Female Image					
	<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>		<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>	
Question	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>
Guilty	52.0	49.3	51.2	58.3	50.2	53.1	48.0	50.7	48.8	41.7	49.8	46.9
Dangerous	85.4	83.1	85.1	83.1	85.7	84.7	14.6	16.9	14.9	16.9	14.3	15.7
Surprised at Crime	23.7	21.6	23.8	16.7	22.8	24.0	76.3	78.4	76.2	83.3	77.2	76.0
Severe Punishment	69.6	72.3	69.6	78.0	70.0	70.2	30.4	27.7	30.4	22.0	30.0	29.8

Table 68: Significance Test for Version Three Mug Shot Comparison One

Question	Race	Hispanic	Sex
Guilty	.551	.288	.380
Dangerous	.474	.672	.535
Surprised at Crime	.586	.206	.661
Severe Punishment	.510	.173	.958

Table 69: Cross Tabs for Version Three Mug Shot Comparison Two

	White Male Image						Non-White Female Image					
	<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>		<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>	
Question	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>
Guilty	52.5	63.9	53.3	73.3	54.0	55.2	47.5	36.1	46.7	26.7	46.0	44.8
Dangerous	67.6	71.2	68.1	72.9	69.6	67.0	32.4	28.8	31.9	27.1	30.4	33.0
Surprised at Crime	58.7	60.5	59.6	50.0	60.7	57.1	41.3	39.5	40.4	50.0	39.3	42.9
Severe Punishment	59.1	62.1	59.2	70.7	59.7	60.3	40.9	37.9	40.8	29.3	40.3	39.7

Table 70: Significance Test for Version Three Mug Shot Comparison Two

Question	Race	Hispanic	Sex
Guilty	.011	.003	.719
Dangerous	.389	.444	.396
Surprised at Crime	.676	.144	.263
Severe Punishment	.511	.083	.870

Table 71: Cross Tabs for Version Three Mug Shot Comparison Three

	Non-White Female Image						Non-White Male Image					
	<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>		<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>	
Question	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>
Guilty	34.8	47.3	36.5	45.0	36.0	38.2	65.2	52.7	63.5	55.0	64.0	61.8
Dangerous	14.6	33.8	17.3	23.3	16.2	19.2	85.4	66.2	82.7	76.7	83.8	80.8
Surprised at Crime	79.8	70.9	78.3	78.3	75.3	81.5	20.2	29.1	21.7	21.7	24.7	18.5
Severe Punishment	21.5	38.8	24.1	28.8	24.7	24.3	78.5	61.2	75.9	71.2	75.3	75.7

Table 72: Significance Test for Version Three Mug Shot Comparison Three

Question	Race	Hispanic	Sex
Guilty	.004	.187	.487
Dangerous	.000	.238	.239
Surprised at Crime	.017	.995	.024
Severe Punishment	.000	.419	.888

Table 73: Cross Tabs for Version Three Mug Shot Comparison Four

Question	Non-White Male Image						White Female Image					
	Race		Hispanic Origin		Gender		Race		Hispanic Origin		Gender	
	White	Non-white	Non Hispanic	Hispanic	Male	Female	White	Non-white	Non Hispanic	Hispanic	Male	Female
Guilty	44.4	43.9	45.1	36.7	45.1	43.9	55.6	56.1	54.9	63.3	54.9	56.1
Dangerous	72.5	64.2	72.0	59.3	72.2	70.4	27.5	35.8	28.0	40.7	27.8	29.6
Surprised at Crime	35.5	39.9	35.2	50.0	34.1	38.2	64.5	60.1	64.8	50.0	65.9	61.8
Severe Punishment	55.0	42.9	54.1	34.5	52.9	53.0	45.0	57.1	45.9	65.5	47.1	47.0

Table 74: Significance Test for Version Three Mug Shot Comparison Four

Question	Race	Hispanic	Sex
Guilty	.912	.203	.726
Dangerous	.041	.038	.553
Surprised at Crime	.317	.022	.194
Severe Punishment	.007	.004	.978

Table 75: Cross Tabs for Version Three Mug Shot Comparison Five

Question	White Male Image						Non-White Male Image					
	Race		Hispanic Origin		Gender		Race		Hispanic Origin		Gender	
	White	Non-white	Non Hispanic	Hispanic	Male	Female	White	Non-white	Non Hispanic	Hispanic	Male	Female
Guilty	66.8	65.5	66.5	70.0	66.0	67.5	33.2	34.5	33.5	30.0	34.0	32.5
Dangerous	57.9	63.5	59.0	51.7	57.1	60.0	42.1	36.5	41.0	48.3	42.9	40.0
Surprised at Crime	61.7	52.0	60.4	58.3	63.6	56.8	38.3	48.0	39.6	41.7	36.4	43.2
Severe Punishment	65.7	63.3	65.3	63.8	63.9	67.0	34.3	36.7	34.7	36.2	36.1	33.0

Table 76: Significance Test for Version Three Mug Shot Comparison Five

Question	Race	Hispanic	Sex
Guilty	.758	.579	.636
Dangerous	.201	.264	.387
Surprised at Crime	.028	.751	.037
Severe Punishment	.575	.819	.331

Table 77: Cross Tabs for Version Three Mug Shot Comparison Six

	Non-White Female Image						White Female Image					
	<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>		<i>Race</i>		<i>Hispanic Origin</i>		<i>Gender</i>	
Question	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>	<i>White</i>	<i>Non-white</i>	<i>Non Hispanic</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>
Guilty	35.8	36.1	36.3	28.8	34.4	37.2	64.2	63.9	63.7	71.2	65.6	62.8
Dangerous	34.8	35.4	35.4	28.8	34.1	35.9	65.2	64.6	64.6	71.2	65.9	64.1
Surprised at Crime	62.4	60.1	61.4	70.0	62.1	61.6	37.6	39.9	38.6	30.0	37.9	38.4
Severe Punishment	31.0	30.6	31.3	27.6	29.4	33.0	69.0	69.4	68.7	72.4	70.6	67.0

Table 78: Significance Test for Version Three Mug Shot Comparison Six

Question	Race	Hispanic	Sex
Guilty	.944	.248	.395
Dangerous	.896	.303	.583
Surprised at Crime	.599	.185	.872
Severe Punishment	.920	.550	.246

Appendix I - Summary of Indices by Race, Hispanic Origin, and Gender

Table 79: Summary of Indices by Race, Hispanic Origin, and Gender

	Race						Hispanic Origin						Gender					
	White			Non-white			Non-Hispanic			Hispanic			Male			Female		
Index	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
Justification of Punishment	2575	12.1	4.31	420	13.2	5.00	2831	12.2	4.41	177	12.7	5.13	1409	12.3	4.68	1588	12.1	4.25
Thompson's Support for Punitive Policies	2560	-0.09	2.64	410	0.48	2.89	2809	-0.03	2.67	172	0.36	2.87	1401	0.3	2.8	1570	-0.2	2.5
Punitive Media and Social Interaction	2575	22.5	3.45	416	21.4	3.89	2829	22.4	3.49	175	21.3	4.01	1406	22.4	3.54	1588	22.3	3.53
Interest in Imprisonment	2578	21.6	7.09	420	22.1	7.40	2833	21.7	7.12	178	21.2	7.42	1408	21.6	6.90	1593	21.8	7.35
Interest in Criminality	2566	24.5	7.69	415	25.0	7.84	2817	24.6	7.67	177	24.0	8.51	1403	24.2	7.48	1581	24.9	7.93
The Slammer Legitimacy	2577	22.3	5.73	417	21.3	6.02	2831	22.3	4.74	176	20.8	6.41	1405	21.9	4.76	1592	22.5	5.80

Appendix J - Significance Tests for Indices by Race, Hispanic Origin, and Gender

Table 80: Index Significance Test by Race

Index	Levene's Test for Equality of Variance		t test for Equality of Means		
	f	Sig	t	Df	Sig. (2-tailed)
Justification of Punishment	17.073	.000	-4.566	524.524	.000***
Thompson's Support for Punitive Policies	1.662	.197	-4.009	2968	.000***
Punitive Media and Social Interaction	10.108	.001	5.448	525.389	.000***
Interest in Imprisonment	1.206	.272	-1.204	2996	.229
Interest in Criminality	.174	.676	-1.283	2979	.200
The Slammer Legitimacy	2.451	.118	3.342	2992	.001***

Table 81: Index Significance Test by Hispanic Origin

Index	Levene's Test for Equality of Variance		t test for Equality of Means		
	f	Sig	t	Df	Sig. (2-tailed)
Justification of Punishment	10.304	.001	-1.305	192.599	.136
Thompson's Support for Punitive Policies	.929	.335	-1.829	2979	.067
Punitive Media and Social Interaction	8.019	.005	3.429	190.704	.001***
Interest in Imprisonment	.730	.393	1.058	3009	.290
Interest in Criminality	4.000	.046	.803	194.400	.423
The Slammer Legitimacy	9.587	.002	2.992	192.824	.003***

Table 82: Index Significance Test by Gender

Index	Levene's Test for Equality of Variance		t test for Equality of Means		
	f	Sig	t	Df	Sig. (2-tailed)
Justification of Punishment	6.824	.009	1.050	2863.30	.294
Thompson's Support for Punitive Policies	12.590	.000	5.194	2822.363	.000***
Punitive Media and Social Interaction	.660	.991	2992	.362	.660
Interest in Imprisonment	7.286	.007	-.646	2987.860	.520
Interest in Criminality	6.327	.012	-2.630	2970.934	.009***
The Slammer Legitimacy	.578	.447	-2.806	2995	.005***