

JLC 485/685: Experimenting in Terrorism, Summer 2017

Department of Justice, Law, and Criminology
American University
Online Learning Session I (May 15 - June 29)



1. INSTRUCTOR INFORMATION

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2. COURSE DESCRIPTION

Why do people decide to engage in terrorism? And, how do we know what works to prevent this? While observational studies and large-N research provide insights into these questions, the experimental method allows us to pinpoint causal mechanisms to better understand engagement in terrorism and preventing this violence. This course will focus specifically on experimental research in terrorism and counterterrorism. We will address a range of issues including: the benefits of experimental research over other methods; assessing risks of terrorism; getting involved in terrorism; perceptions of terrorism; labeling violence as terrorism or not; and factors that impact counterterrorism preferences.

3. COURSE GOALS

The course will:

1. Improve understanding of terrorism, perceptions of terrorism, and responses to it
2. Examine the ways that experimental methods can and have been used to understand terrorism
3. Identify challenges in the use of experimental methods in terrorism studies
4. Analyze the benefits of experimental research in terrorism studies – when possible
5. Encourage students to think critically about terrorism, perceptions of it, and responses to it

4. LEARNING OUTCOMES

Upon successful completion of this course students will:

1. Examine the benefits of experimental research over other methods
2. Analyze the risks of terrorism
3. Identify factors that impact getting involved in terrorism
4. Critique things that impact on perceptions of terrorism
5. Examine what impacts labeling violence as terrorism or not
6. Examine factors that impact counterterrorism preferences

5. TEACHING METHOD

The course is structured to examine experimental research on terrorism, perceptions of terrorism, and reactions to terrorism. We will draw from research articles in criminology, psychology, political science, and related fields.

Research has shown that students learn best when they actively participate in class discussion and projects. I believe that the role of an instructor is to facilitate an active learning environment through a combination of brief lectures, productive dialogue, teamwork, and creative thinking. As such, the course will engage in a variety of activities in addition to lectures, including writing exercises, group work, and online class discussions. I value student opinions about the course, and will solicit feedback periodically.

To be successful in the course, students are required to read all assignments, translate their thoughts on the readings into effective written communications, and engage fully in online discussions and course activities.

6. COURSE EXPECTATIONS, REQUIREMENTS, and GRADING POLICY

COURSE STRUCTURE

The course will be structured as weekly units comprised of the following components:

- Reading Assignments
- Short Reaction Papers
- Kaltura and PowerPoint-Based Learning (“Lecture” notes)
- Discussion Boards via Piazza

ONLINE REQUIREMENTS AND TIME COMMITMENTS

This class is taught entirely online so you will have the opportunity to express your ideas to a much greater extent than in the traditional classroom setting, where numerous students are vying to speak in a limited time. The class never meets in the traditional sense of regularly scheduled weekly meetings. However, the class meets regularly in cyberspace on our class Blackboard site and the discussion board will run through Piazza. For those who are unfamiliar with Piazza, it is a free platform where students can post questions and collaborate to edit responses to these questions. Instructors can also answer questions, endorse student answers, and edit or delete any posted content. Piazza is designed to simulate real class discussion. It aims to get high quality answers to difficult questions, fast! You will find that at almost any time of day or night fellow students or I will be logged on or will have just posted something new or will respond to your postings or questions.

You will quickly become an active and involved participant in the class if you log on regularly. You will find that although you may not know what your fellow classmates look like, you will know them all far better than you know most classmates in face-to-face classes. In fact, you will quickly learn to recognize their “voices” as they speak to you on the Discussion Board. Therefore, to accomplish this, you must be prepared to:

Ensure technical access to the online classroom via an appropriate Browser. Technical requirements are posted immediately below, under the heading, “System Requirements and Online Help Availability.”

Invest a minimum of 15 hours each week in the course (for the 7-weeks of class meetings). Note: The “rule-of-thumb” for full participation in a 3-hour course is 37.5 hours in class and a minimum of 3 additional hours outside of class for every hour in class, totaling at least 112.5 hours. By spending 16 hours each week in the course, you are meeting this “rule of thumb.” You spend this much time in a regular semester course; it’s just spread out over 15 weeks.

SYSTEM REQUIREMENTS AND ONLINE AND BLACKBOARD HELP AVAILABILITY

This class will use Blackboard (including Piazza). Please be sure that you have access to the Blackboard site for this course and reliable internet access.

For Online Help: Email helpdesk@american.edu, call 202-885-2550 or consult online at <http://help.american.edu/>.

For Blackboard Issues: Call Blackboard Support 202-885- 3904, go to the Blackboard (Bb) drop in Center at x3904 Hurst Building Main Campus, or mail helpdesk@american.edu

WEEKLY TIMELINE

Monday – short reaction papers are due at 11:59 p.m. on Monday for the coming week’s material.

Tuesday – the week’s short lecture will be posted on Tuesday morning. This, along with the readings for that week, will serve as the basis for the student led discussion.

Friday - student led discussion questions and responses are due at 11:59 p.m. on Friday for that week’s material.

- All due dates will be clearly listed on the course schedule as well.
- **Time due is based on Eastern Standard Time and date, regardless of where you may be located.**

ASSESSMENT

Short Reaction Papers (30%)

Student will write a total of 6 short reaction papers, one for each week starting in the first week of the course. The first reaction paper should focus on your knowledge, perceptions, and interest in terrorism at the start of the course, and does not require that you do the readings for that week first. The next 5 papers should be written after reading the assigned material but before participating in the discussion board. These papers should relate directly to the material assigned for that week, provide a commentary or critique (not a summary) of the readings and should be supported by references to the readings.

Undergraduate papers should be 1 to 2 pages in length.

Masters papers should be 2 to 3 pages in length.

All papers should be double-spaced and in 12 pt Times New Roman with 1 inch margins (these are strict guidelines). Papers should be uploaded to the appropriate link in the Assignments section of Blackboard. The grading rubrics are on Blackboard.

You get one (1) late pass for a Reaction Paper, meaning that you can turn it in with the next week’s Reaction Paper (or Final Project if used in Week 6). Use it if you want. There’s no penalty or reward either way.

Student Led Discussions (40%)

- Given the distance learning nature of this course, online discussions will be a large portion of the assessment. Each week after completing the reading and watching the short lecture, students will post 1 discussion question, respond to 2 questions posted by other students, and address 1 response to their original post (if there are no responses to your original post, then respond to a 3rd question posed by another student). Posts and responses should be thoughtful, detailed, and connected with the readings, lecture, and other materials for that week. **Posts and responses should be 100-150 words each.** These must be written in a way that would be acceptable in a formal paper. The grading rubric is on Blackboard.
- Additionally, you are expected to post at least one news article relating to the topics covered in this class each week and add your thoughts on it in Tweet format (under 140 characters).
- **Be sure that you post to the correct folder, always post as a “Note”, and utilize tags for your discussion posts and responses. For your required posts, DO NOT POST ANONYMOUSLY, I can**

see who posts and will deduct points for this. If you have a question that you would like to ask anonymously, please do so but it won't count toward your weekly posts. Also, you may want to change your settings to “Daily Digest” for post notifications.

Final Project (20%)

Each student will choose an issue within the course material to examine, make an argument, and present a 10 to 15 minute portfolio-style project in a multimedia format (i.e. PowerPoint, podcast, video) for the rest of the class to watch online. You must have your topic approved by the fourth week of class (June 9^h). The grading rubric is on Blackboard.

Commentary on Final Projects (10%)

Each student will submit a 1-page max commentary on 5 of the other final projects (total of 5 pages). The commentaries should speak to the presentation and incorporate materials we covered in the course. Commentaries should be uploaded to the appropriate link in the Assignments section of Blackboard. The grading rubric is on Blackboard.

COMMUNICATION

Email

I will send emails on a regular basis to remind students about upcoming events, due dates, important news, et cetera. These messages will come to their official American University email. Students are responsible for the contents of these messages. I will respond to email within 24 hours during the week and within 48 hours on the weekend unless otherwise specified in advance.

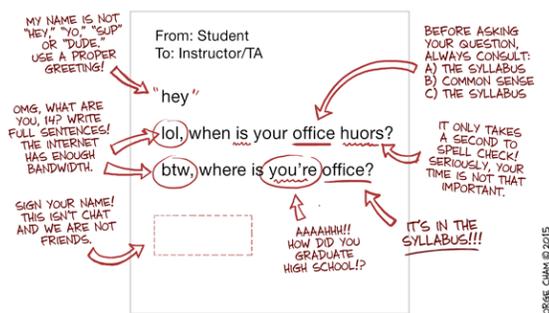
Skype

I will hold office hours once a week online at a mutually agreed upon time. If you cannot make this time, I can also be on Skype by appointment. If multiple students would like to speak with me simultaneously, we can use Google Hangout. If students have questions about class, they will be encouraged to ask them via the class discussion board on Piazza, as other students may have the same question and would benefit from the answers.

Professionalism

Recently, my colleagues and I have noticed that some (by no means all) students email us using language and format more appropriate for friendly emails, not professional ones. I will only respond to emails that include: a subject, a salutation (Dear, Hello, etc.), a closing (at least your name), and proper grammar (no text speak). Additionally, if your question is about a due date, what the reading is for next week, or something else that is found in the syllabus or grading rubrics, I will not respond to your email. This is not to be harsh, but I want to make sure that all students are in the habit of corresponding professionally, which is what will be required of you in your future careers or in graduate school.

HOW TO WRITE AN E-MAIL TO YOUR INSTRUCTOR OR T.A.



WWW.PHDCOMICS.COM

**Footnote: No offense to those actually called "Hey," "Yo," "Sup" or "Dude."

COURSE POLICIES

Academic Integrity

Students are expected to uphold the highest academic integrity standards published in American University's Academic Integrity Code (Section .02, Article A) (<http://www1.american.edu/academics/integrity/code.htm#1>). Plagiarism is the most serious academic offense. Violations of this code can lead to failure of the course and a hearing with the university's judicial board to suspend you from the university.

In addition to the Integrity Code: 1) You may not accept outside assistance from a third party for any graded assignments without specific permission from me (does not apply to getting assistance from library staff in finding research materials). 2) You may not submit work for this class that is the product of work for another class, or vice versa, without prior permission for me and the other instructor(s) involved.

Academic dishonesty will not be tolerated. Examples of academic dishonesty include, but are not limited to: submitting work done by another student but with your name on it, plagiarism, cheating, fabrication, and/or facilitating academic dishonesty. Students are expected to be fully aware of accepted practices for using and citing another person's work (both published and electronic). All instances of actual or suspected cheating or plagiarism will be investigated and may lead to suspension or dismissal from the university.

Student Copyright Authorization

For the benefit of future students, work in this course may be used for educational critique, demonstration, samples, presentations, and verification. Outside of these uses, work shall not be sold, copied, broadcast, or distributed for profit without student consent. Items submitted for this course also may be submitted to TurnItIn.com/Safe Assign for analysis.

Make-up Exams, Assignments, and Notes

All due dates are stated explicitly and are hard deadlines. You will receive a 0 if an assignment is not submitted at the time it is due. I WILL NOT accept late papers or projects. Papers MUST be submitted to Blackboard. Make duplicate copies of your papers and projects as you go! No excuses will be accepted.

Grading

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 59 or below
A- = 90-92	B = 83-86	C = 73-76	D = 63-66	
	B- = 80-82	C- = 70-72	D- = 60-62	

If you have questions or concerns about a grade(s) and believe I should review them, you should submit a written request over email to me describing your concern in detail. You must take 24 hours to reflect on the grade before contacting me, but you must submit the request within one week of the date that grades for that assignment are disseminated. The exception is an addition error, which should be pointed out immediately.

Unless otherwise stated in class, there are **no** extra credit assignments for this class. Assignments will be graded on accuracy, depth of expression, grammar, neatness, punctuation, quality, spelling, and thoroughness. Grades will be posted regularly to the "grade book" on Blackboard so students can track their progress. Please note that Blackboard shows unweighted grades. Upon request, I will provide a blank grade book to track progress using grade weights.

As per the Family Educational Rights & Privacy Act (FERPA), grades will not be posted, given out over the phone or email, or released to anyone other than the student.

Online Classroom Code of Conduct

I expect all members of the online classroom community to be active participants who learn from others and contribute, in turn, to the learning of others. Therefore, all members of the community agree to work together in every academic activity to create an educational environment of responsibility, cooperation, respect and civility.

Classroom courtesy is essential for learning. The classroom — even the virtual one— is a professional setting where appropriate behavior is expected. Every participant should focus on the educational activity and contribute to it. Electronic communication among participants should be conducted professionally. Most importantly, please remember that class discussion must be respectful and scholarly at all times.

Scholarly Comments: 1) are respectful of diverse opinions and open to follow up questions and/or disagreement, 2) are related to class and/or the course material, 3) are focused on advancing the discussion about issues related to the course and/or course material rather than personal beliefs and, 4) are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments: 1) are personal in nature (this includes attacks on a person’s demeanor, or political beliefs), 2) often use the discussion to argue for political positions and/or beliefs. If political discussions arise in the context of the research discussed, they must be discussed in a scholarly way (see above), 3) may include using yelling fonts or engaging in arguments with other students and being threatening in any manner and, 5) include ignoring the instructor’s authority to maintain the integrity of the classroom environment.

7. SUPPORT FOR STUDENTS AT AU

If you experience difficulty in this course, please consult with me. In addition to the resources within your department, a wide range of services are available to support you in your efforts to meet course requirements.

Academic Support and Access Center (x3360, MGC 243) In addition to using the resources available in this department, all students may take advantage of individual academic counseling, skills workshops, tutor referrals, Supplemental Instruction, and writing appointments in the Academic Support and Access Center.

Students with Disabilities: If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is requested.

Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Writing Center in 228 Battelle-Tompkins offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. The Center offers appointments on the hour from 11 a.m. to 9 p.m. Monday through Thursday; 11 a.m. to 4 p.m. Friday, and 3 to 6 p.m. on Sundays. Call 202-885- 2991 to arrange a session. www.american.edu/cas/writing.

Center for Diversity & Inclusion is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center: 202-885-3651, email is cdi@american.edu.

8. REQUIRED TEXTS

READINGS

Readings will be posted to Blackboard. Students are required to do all readings.

HELPFUL RESOURCES

You are not required to buy the APA Publication Manual. Purdue University has an excellent online guide that should be consulted for all written materials that are submitted for this course.

<https://owl.english.purdue.edu/owl/resource/560/01/>

9. COURSE SCHEDULE

This syllabus is a guide for the course. It is subject to change with advanced notice. Changes may come in class or may come via e-mail. You are responsible for all such communications.

TENTATIVE COURSE SCHEDULE

<u>Week</u>	<u>Topic</u>	<u>Date</u>	<u>Assignments</u>
1	The What and Why of Experimental Research	Monday 5/15 Tuesday 5/16 Friday 5/19	Reaction Paper on Your Thoughts about Terrorism and Experimental Methods at the Start of the Course Due Lecture material & discussions posted Discussion Questions and Responses Due
2	Perceptions of Terrorism	Monday 5/22 Tuesday 5/23 Friday 5/26	Reaction Paper on Reading Packet 2 Due Lecture material & discussions posted Discussion Questions and Responses Due
3	Terrorism & Prejudice	Tuesday 5/29 Wednesday 5/30 Friday 6/2	Reaction Paper on Reading Packet 3 Due Lecture material & discussions posted Discussion Questions and Responses Due
4	Terrorism & Politics	Monday 6/5 Tuesday 6/6 Friday 6/9	Reaction Paper on Reading Packet 4 Due Lecture material & discussions posted Discussion Questions and Responses Due
5	Getting Involved In Terrorism	Monday 6/12 Tuesday 6/13 Friday 6/16	Reaction Paper on Reading Packet 5 Due Lecture material & discussions posted Discussion Questions and Responses Due

6	What Impacts Counterterrorism Preferences?	Monday 6/19 Tuesday 6/20 Friday 6/23	Reaction Paper on Reading Packet 6 Due Lecture material & discussions posted Discussion Questions and Responses Due
7	Wrapping up the Course	Monday 6/26 Thursday 6/29	Final Projects Due Commentary on Final Projects Due

10. READING ASSIGNMENTS

WEEK 1: THE WHAT AND WHY BENEFITS OF EXPERIMENTAL RESEARCH

- Arce, D. G., Croson, R. T., & Eckel, C. C. (2011). Terrorism experiments. *Journal of Peace Research*, 48(3), 373-382.
- Gerber, A. S., & Green, D. P. (2012). Field experiments: Design, analysis, and interpretation. WW Norton. Chapter 1.
- Gerber, A. S., & Green, D. P. (2012). Field experiments: Design, analysis, and interpretation. WW Norton. Chapter 2.
- Sandler, T. (2011). New frontiers of terrorism research: An introduction. What is an Experiment?

Mandatory Reaction Paper Prompt: *Discuss your knowledge, perceptions, and interest in terrorism and experimental methods coming into the class. You do not need to do the readings prior to answering.*

WEEK 2: PERCEPTIONS OF TERRORISM

- Bausch, A. W., Faria, J. R., & Zeitzoff, T. (2013). Warnings, terrorist threats and resilience: A laboratory experiment. *Conflict Management and Peace Science*, 30(5), 433-451.
- Criado, H., Herreros, F., Miller, L., & Ubeda, P. (2015). Ethnicity and trust: A multifactorial experiment. *Political Studies*, 63(1 suppl), 131-152.
- Kugler, M. B., & Cooper, J. (2010). Still an American? Mortality salience and treatment of suspected terrorists. *Journal of Applied Social Psychology*, 40(12), 3130-3147.
- Lerner, J. S., Gonzalez, R. M., Small, D. A., & Fischhoff, B. (2003). Effects of fear and anger on perceived risks of terrorism a national field experiment. *Psychological science*, 14(2), 144-150.
- Metcalf, R., Powdthavee, N., & Dolan, P. (2011). Destruction and distress: Using a quasi-experiment to show the effects of the September 11 attacks on mental well-being in the United Kingdom. *The Economic Journal*, 121(550), F81-F103.
- Small, D. A., Lerner, J. S., & Fischhoff, B. (2006). Emotion priming and attributions for terrorism: Americans' reactions in a national field experiment. *Political Psychology*, 27(2), 289-298.
- Stroessner, S. J., Scholer, A. A., Marx, D. M., & Weisz, B. M. (2015). When threat matters: Self-regulation, threat salience, and stereotyping. *Journal of Experimental Social Psychology*, 59, 77-89.
- Ullrich, J., & Cohrs, J. C. (2007). Terrorism salience increases system justification: Experimental evidence. *Social Justice Research*, 20(2), 117-139.

Optional Reaction Paper Prompt: *Based on this week's readings, what do you think is the most salient factor that impacts a person's perception of terrorism? How does this compare to the realities of terrorism? What can bring these two in line if they are different?*

WEEK 3: TERRORISM & PREJUDICE

- Horry, R., & Wright, D. B. (2009). Anxiety and terrorism: Automatic stereotypes affect visual attention and recognition memory for White and Middle Eastern faces. *Applied cognitive psychology*, 23(3), 345-357.
- Huff & Kertzer. (2016). How the Public Defines Terrorism
- Kearns, Betus & Lemieux (2017). Why Do Some Terrorist Attacks Receive More Media Attention Than Others? *Under review for publication – DO NOT SHARE!!!!!!*
- Lopes, B., & Jaspal, R. (2015). Paranoia predicts out-group prejudice: preliminary experimental data. *Mental Health, Religion & Culture*, 18(5), 380-395.
- Newheiser, A. K., Hewstone, M., Voci, A., Schmid, K., Zick, A., & Küpper, B. (2013). Social-psychological aspects of religion and prejudice: Evidence from survey and experimental research. *Religion, intolerance, and conflict: A scientific and conceptual investigation*, 107-125.
- Schüller, S. (2016). The Effects of 9/11 on Attitudes toward Immigration and the Moderating Role of Education. *Kyklos*, 69(4), 604-632.

Optional Reaction Paper Prompt: *Where do prejudices play into views of terrorism? Why is this dangerous and what can be done to rectify it?*

WEEK 4: TERRORISM & POLITICS

- Gadarian, S. K. (2014). Scary pictures: How terrorism imagery affects voter evaluations. *Political Communication*, 31(2), 282-302.
- Gadarian, S. K. (2010). The politics of threat: How terrorism news shapes foreign policy attitudes. *The Journal of Politics*, 72(2), 469-483.
- Gordijn, E. H., & Stapel, D. A. (2008). When controversial leaders with charisma are effective: The influence of terror on the need for vision and impact of mixed attitudinal messages. *European Journal of Social Psychology*, 38(3), 389-411.
- Holman, M. R., Merolla, J. L., & Zechmeister, E. J. (2016). Terrorist threat, male stereotypes, and candidate evaluations. *Political Research Quarterly*, 69(1), 134-147.
- Kearns, Erin & Young, Joseph. (2016). If Torture is Wrong What about 24?: Torture and the Hollywood Effect. *Under review for publication – DO NOT SHARE!!!!!!*
- Malhotra, N., & Popp, E. (2012). Bridging partisan divisions over antiterrorism policies: The role of threat perceptions. *Political Research Quarterly*, 65(1), 34-47.
- Mondak, J. J., & Hurwitz, J. (2012). Examining the Terror Exception Terrorism and Commitments to Civil Liberties. *Public Opinion Quarterly*, nfr068.
- Montalvo, J. G. (2011). Voting after the bombings: A natural experiment on the effect of terrorist attacks on democratic elections. *Review of Economics and Statistics*, 93(4), 1146-1154.
- Willer, R., & Adams, N. (2008). The threat of terrorism and support for the 2008 presidential candidates: Results of a national field experiment. *Current Research in Social Psychology*, 14(1), 1-22.

Optional Reaction Paper Prompt: *What roles to politics and partisanship play in perceptions of terrorism? How can this paint an inaccurate perception of terrorism and counterterrorism?*

WEEK 5: GETTING INVOLVED IN TERRORISM & COUNTERTERRORISM

- Findley, M. G., Nielson, D. L., & Sharman, J. C. (2015). Causes of noncompliance with international law: A field experiment on anonymous incorporation. *American Journal of Political Science*, 59(1), 146-161.
- LaFree, G., & Adamczyk, A. (2016). The Impact of the Boston Marathon Bombings on Public Willingness to Cooperate with Police. *Justice Quarterly*, 1-32.
- Lemieux, A. F., & Asal, V. H. (2010). Grievance, social dominance orientation, and authoritarianism in the choice and justification of terror versus protest. *Dynamics of Asymmetric Conflict*, 3(3), 194-207.
- Mainas, E. D. (2012). The analysis of criminal and terrorist organisations as social network structures: a quasi-experimental study. *International Journal of Police Science & Management*, 14(3), 264-282.
- Zeitoff, T. (2014). Anger, exposure to violence, and intragroup conflict: A “Lab in the Field” experiment in Southern Israel. *Political Psychology*, 35(3), 309-335.

Optional Reaction Paper Prompt: *What factors might increase the likelihood that a person engages in terrorism?*

WEEK 6: WHAT IMPACTS COUNTERTERRORISM PREFERENCES?

- Carlsmith, K. M. (2008). On justifying punishment: The discrepancy between words and actions. *Social Justice Research*, 21(2), 119-137.
- Carlsmith, K. M., & Sood, A. M. (2009). The fine line between interrogation and retribution. *Journal of Experimental Social Psychology*, 45(1), 191-196.
- Crandall, C. S., Eidelman, S., Skitka, L. J., & Morgan, G. S. (2009). Status quo framing increases support for torture. *Social Influence*, 4(1), 1-10.
- Gray, K., & Wegner, D. M. (2010). Torture and judgments of guilt. *Journal of Experimental Social Psychology*, 46(1), 233-235.
- Norris, J. I., Larsen, J. T., & Stastny, B. J. (2010). Social Perceptions of Torture: Genuine Disagreement, Subtle Malleability, and In-Group Bias. *Peace and Conflict*, 16(3), 275-294.
- Piazza, J. A. (2015). Terrorist suspect religious identity and public support for harsh interrogation and detention practices. *Political Psychology*, 36(6), 667-690.
- Pronin, E., Kennedy, K., & Butsch, S. (2006). Bombing versus negotiating: How preferences for combating terrorism are affected by perceived terrorist rationality. *Basic and Applied Social Psychology*, 28(4), 385-392.
- Tarrant, M., Branscombe, N. R., Warner, R. H., & Weston, D. (2012). Social identity and perceptions of torture: It's moral when we do it. *Journal of Experimental Social Psychology*, 48(2), 513-518.

Optional Reaction Paper Prompt: *If you were to leap to 2027, what topics relating to terrorism would we be studying using experiment methods? What topics would still be off-limits using this approach?*