

JLC 485/685: Policing 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

Particularly in the years since September 11th, there has been vigorous debate over the role of law enforcement in addressing terrorism threats. Some argue that surveillance and profiling are necessary for our safety while others argue that relationship building is essential. This course will focus on policing terrorism. We will discuss a range of issues relating to the role of law enforcement in addressing terrorism including: the history of law enforcement in counterterrorism; the agencies involved and their roles; hard v. soft approaches to policing terrorism; evidence-based policies and perspectives, cross-national perspectives on policing terrorism, and the future of policing terrorism.

3. COURSE GOALS

The course will:

1. Improve understanding of the roles that law enforcement plays in counterterrorism
2. Examine the historical foundations of policing terrorism
3. Analyze changes in policing terrorism, particularly in the 21st century
4. Encourage students to think critically about policies for policing terrorism

4. LEARNING OUTCOMES

Upon successful completion of this course students will:

1. Examine the history of law enforcement in counterterrorism
2. Identify the agencies involved and their roles
3. Critique hard v. soft approaches to policing terrorism
4. Examine evidence-based policies and perspectives
5. Analyze cross-national perspectives on policing terrorism
6. Examine the future of policing terrorism

5. TEACHING METHOD

The course is structured to examine challenges to policing terrorism. We will draw from research articles primarily from in criminology and criminal justice, but also from related fields. We will also read op-eds and news articles about terrorism.

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 throughout 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 so you do not get numerous email alerts each day.**

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 9th). 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. 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.

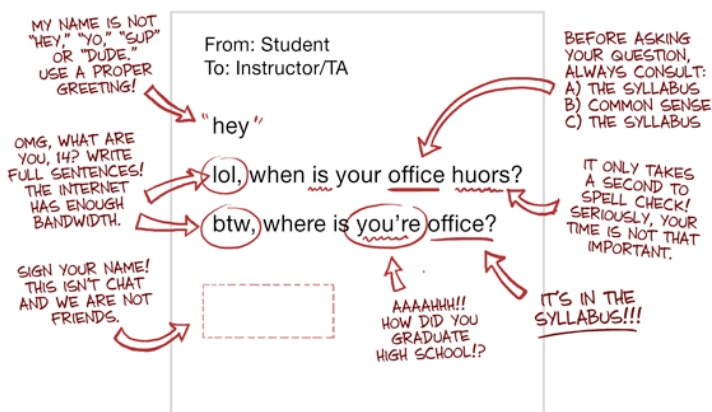
Skype

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.



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****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 for any reason, please do not hesitate to consult with me. In addition to the resources within your department, a wide range of services is 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 of this reading.

As an important note: I am more interested that you understand the main points of each assigned piece of reading than that you know the minutia. Keep this in mind, and the reading will not be cumbersome. Recommended readings may be posted as well. The weekly assignments are at the end of this syllabus.

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

Week	Topic	Date	Assignments
1	Who is Involved in Policing Terrorism	Monday 5/15	Reaction Paper on Your Thoughts about Policing Terrorism at the Start of the Course Due
		Tuesday 5/16	Lecture material & discussions posted
		Friday 5/19	Discussion Questions and Responses Due
2	Hard v. Soft Approaches to Policing Terrorism	Monday 5/22	Reaction Paper on Reading Packet 2 Due
		Tuesday 5/23	Lecture material & discussions posted
		Friday 5/26	Discussion Questions and Responses Due
3	Community Policing in Counterterrorism	Tuesday 5/29	Reaction Paper on Reading Packet 3 Due
		Wednesday 5/30	Lecture material & discussions posted
		Friday 6/2	Discussion Questions and Responses Due
4	Policing and Perspectives in Counterterrorism Practice	Monday 6/5	Reaction Paper on Reading Packet 4 Due
		Tuesday 6/6	Lecture material & discussions posted
		Friday 6/9	Discussion Questions and Responses Due
5	Cross-National Perspectives in	Monday 6/12	Reaction Paper on Reading Packet 5 Due

	Policing Terrorism	Tuesday 6/13 Friday 6/16	Lecture material & discussions posted Discussion Questions and Responses Due
6	Policing Terrorism in the Future	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: WHO IS INVOLVED IN POLICING TERRORISM

- Henry, V. E. (2002). The need for a coordinated and strategic local police approach to terrorism: A practitioner's perspective. *Police Practice and Research*, 3(4), 319-336.
- LaFree, G., & Hendrickson, J. (2007). Build a criminal justice policy for terrorism. *Criminology & Public Policy*, 6(4), 781-790.
- Maguire, E. R., & King, W. R. (2011). Federal-local coordination in homeland security. *Criminologists on terrorism and homeland security*, 322-356.
- McGarrell, E. F., Freilich, J. D., & Chermak, S. (2007). Intelligence-led policing as a framework for responding to terrorism. *Journal of Contemporary Criminal Justice*, 23(2), 142-158.
- START. (2017). Islamist and Far-Right Homicides in the United States.
- Thacher, D. (2005). The local role in homeland security. *Law & Society Review*, 39(3), 635-676.

Mandatory Reaction Paper Prompt: *Discuss your knowledge, perceptions, and interest in policing terrorism coming into the class. For this paper, you do not need to do the readings prior to answering.*

WEEK 2: HARD V. SOFT APPROACHES TO POLICING TERRORISM

- Davis, D. W., & Silver, B. D. (2004). Civil liberties vs. security: Public opinion in the context of the terrorist attacks on America. *American Journal of Political Science*, 48(1), 28-46.
- De Guzman, M. C. (2002). The changing roles and strategies of the police in time of terror. *ACJS Today*, 22(3), 8-13.
- Friedmann, R. R., & Cannon, W. J. (2007). Homeland security and community policing: Competing or complementing public safety policies. *Journal of Homeland Security and Emergency Management*, 4(4), 1-20.
- Horgan, J. (2008). From profiles to pathways and roots to routes: Perspectives from psychology on radicalization into terrorism. *The ANNALS of the American Academy of Political and Social Science*, 618(1), 80-94.
- Mockaitis, T. (2003). Winning hearts and minds in the 'war on terrorism'. *Small wars and insurgencies*, 14(1), 21-38.
- Oliver, W. M. (2002). 9-11, federal crime control policy, and unintended consequences. *ACJS Today*, 22(3), 1-6.

- Oliver, W. M. (2006). The fourth era of policing: Homeland security. *International Review of Law Computers & Technology*, 20(1-2), 49-62.
- Oliver, W. M. (2009). Policing for homeland security: Policy & research.

Optional Reaction Paper Prompt: *On balance, what are the benefits and drawbacks of soft v. hard approaches to policing terrorism?*

WEEK 3: COMMUNITY POLICING IN COUNTERTERRORISM

- Brown, B. (2007). Community Policing in Post-September 11 America: A Comment on the Concept of Community-Oriented Counterterrorism 1. *Police Practice and Research*, 8(3), 239-251.
- Chappell, A. T., & Gibson, S. A. (2009). Community policing and homeland security policing: Friend or foe?. *Criminal Justice Policy Review*, 20(3), 326-343.
- Grabosky, P. (2008). Community policing in an age of terrorism. *Crime, law and social change*, 50(1-2), 1-5.
- Kearns, E.M. (2017). Exploring Officer Views of Community Policing in Counterterrorism. *Under Review – DO NOT SHARE!!!*
- Murray, J. (2005). Policing terrorism: A threat to community policing or just a shift in priorities?. *Police Practice and Research*, 6(4), 347-361.
- Stohl, M. (2008). Networks, terrorists and criminals: the implications for community policing. *Crime, Law and Social Change*, 50(1-2), 59-72.
- Sunshine, J., & Tyler, T. R. (2003). The role of procedural justice and legitimacy in shaping public support for policing. *Law & society review*, 37(3), 513-548.
- Tyler, T. R., Schulhofer, S., & Huq, A. Z. (2010). Legitimacy and deterrence effects in counterterrorism policing: A study of Muslim Americans. *Law & Society Review*, 44(2), 365-402.

Optional Reaction Paper Prompt: *What benefits can community policing have in counterterrorism? What are its limitations?*

WEEK 4: POLICING AND PERSPECTIVES IN COUNTERTERRORISM PRACTICE

- Bowling, B., Parmar, A. & Phillips, C. (2003). Policing ethnic minority communities.
- Department of Justice. (2015). Building Community Resilience Minneapolis-St. Paul Pilot Program A Community-Led Local Framework.
- Gielen, Amy-Jane, (2017). Countering Violent Extremism: A Realist Review for Assessing What Works, for Whom, in What Circumstances, and How? *Terrorism and Political Violence*.
- Spalek, B. (2010). Community policing, trust, and Muslim communities in relation to “new terrorism”. *Politics & Policy*, 38(4), 789-815.
- START. (2015). The Role of Community Policing in Countering Violent Extremism.
- START. (2015). Understanding Communities’ Attitudes towards CVE.
- United States Attorney’s Office. (2015). Framework for prevention and intervention strategies.
- Weine, S. & Ahmed, O. (2012). Building Resilience to Violent Extremism Among Somali-Americans in Minneapolis-St. Paul
- White House (2015). Fact sheet: The White House summit on countering violent extremism. *Office of the Press Secretary*, 18.
- Williams, M. J., Horgan, J. G., & Evans, W. P. (2016). The critical role of friends in networks for countering violent extremism: toward a theory of vicarious help-seeking. *Behavioral Sciences of Terrorism and Political Aggression*, 8(1), 45-65.
- Wise, C. R. (2002). Organizing for homeland security. *Public Administration Review*, 62(2), 131-144.

Optional Reaction Paper Prompt: *Imagine you are tasked with designing a CVE-oriented intervention. Use this week's readings as a guide to design the program and describe its implementation to increase the likelihood of being effective.*

WEEK 5: CROSS-NATIONAL PERSPECTIVES ON POLICING TERRORISM

- Adida, C. L., Laitin, D. D., & Valfort, M. A. (2014). Muslims in France: identifying a discriminatory equilibrium. *Journal of Population Economics*, 27(4), 1039-1086.
- Ben-Porat, G. (2008). Policing multicultural states: Lessons from the Canadian model. *Policing & Society*, 18(4), 411-425.
- Cherney, A., & Murphy, K. (2013). Policing terrorism with procedural justice: The role of police legitimacy and law legitimacy. *Australian & New Zealand journal of criminology*, 46(3), 403-421.
- Innes, M. (2006). Policing uncertainty: Countering terror through community intelligence and democratic policing. *The Annals of the American Academy of Political and Social Science*, 605(1), 222-241.
- Klausen, J. (2009). British counter-terrorism after 7/7: Adapting community policing to the fight against domestic terrorism. *Journal of Ethnic and Migration Studies*, 35(3), 403-420.
- O'Rourke, S. (2010). The emergent challenges for policing terrorism: Lessons from Mumbai.
- Osse, A. (2016). Police reform in Kenya: a process of 'meddling through'. *Policing and Society*, 26(8), 907-924.
- Perry, S., & Jonathan-Zamir, T. (2014). Lessons from empirical research on policing in Israel: policing terrorism and police-community relationships. *Police Practice and Research*, 15(2), 173-187.
- Sorell, T. (2011). Preventive policing, surveillance, and European counter-terrorism. *Criminal Justice Ethics*, 30(1), 1-22.
- Weenink, A. W. (2012). Situational prevention of terrorism. Remarks from the field of counterterrorism in the Netherlands on Newman and Clarke's Policing Terrorism. *Trends in Organized Crime*, 15(2-3), 164-179.

Optional Reaction Paper Prompt: *Comparing and contrasting the international perspectives, what do you think is the overall best (most efficient & effective) method to police terrorism?*

WEEK 6: POLICING TERRORISM IN THE FUTURE

- Ahmed, S. (2015). The 'emotionalization of the "war on terror": Counter-terrorism, fear, risk, insecurity and helplessness. *Criminology & Criminal Justice*, 15(5), 545-560.
- Carter, J. G., & Carter, D. L. (2012). Law enforcement intelligence: implications for self-radicalized terrorism. *Police practice and research*, 13(2), 138-154.
- Metcalfe, C., Wolfe, S. E., Gertz, E., & Gertz, M. (2016). They Protect Our Homeland but Neglect Our Community: Homeland Security Overemphasis, Legitimacy, and Public Cooperation in Israel. *Journal of Research in Crime and Delinquency*, 53(6), 814-839.

Optional Reaction Paper Prompt: *If you were to leap to 2027, what do you think would be the key issues and themes that we would be discussing in a class on policing terrorism in the interim years? What would be the same and what would change?*