

LAW 822: NATIONAL SECURITY AND COUNTERTERRORISM RESEARCH CENTER

Institute for National Security & Counterterrorism (INSCT)
Syracuse University, College of Law & Maxwell School of Public Affairs

Spring 2017

SECTION: M001, 37245

Professor: Dr. Corri Zoli

Class Time: Meetings to be determined by class members (weekly team meetings)

Class Location: INSCT Suite, Dineen Hall 300 (conference room)

Zoli Office & Office Hours: 300F Dineen Hall; Flexible

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INSCT RA for the Course: TBA

INSCT Administrative Specialist: Roxanne Tupper, rmtupper@law.syr.edu

I. Overview & Course Description:

The INSCT Research Center is a collaborative, interdisciplinary research laboratory for law, policy, and social science graduate students. Students come together with Professor Zoli to address a cutting-edge research topic of interest, one with policy or other implications for national and international security. A core priority of the INSCT Research Center is to give students the opportunity to do applied research of professional-level quality, so that students may both “practice” the knowledge, research skills and methods they are learning in their degree programs, and complete a project “deliverable” for their own professional development. The research is largely collaborative, where students are afforded the experience of working across disciplines and in tight-knit teams. There are no assigned textbooks for the course, and reading responsibilities are shared, determined by the group, and based on the needs of the research project.

About INSCT: INSCT is a graduate interdisciplinary security studies research center focused on law, policy, and social science approaches to complex national and global problems. Faculty come from Law & Maxwell and graduate students include JD, Masters (MA-IR, MPA), Ph.D. students and candidates from all over campus. INSCT offers 3 Certificate of Advances Studies (CAS) in National Security Law, Security Studies, and Postconflict Reconstruction—all of which savvy students use to enhance their professional development, expertise, and marketability.

II. Research Topic & Outcomes:

A. Past Research Topics & Projects:

In the Fall 2016 semester, students continued and expanded work begun last year with the United Nations Counterterrorism Executive Directorate (UN-CTED), established by Security Council Resolution 1535 (2004). Focusing on the phenomenon of foreign terrorist fighters (FTF), students engage in research in support of Member States’ implementation of Security Council

Res. 2178 (2014). Among other things, Res. 2178 requires states to adopt domestic and international measures to criminalize recruiting, organizing, transporting, or equipping foreign terrorist fighters.

In the Fall, many students broadened the aperture to understand several linked research questions involving changing international security dynamics and extremist actors: (1.) how the United Nations works in developing security law and policy; (2.) the role of CTED and the UN Counterterrorism Committee (among other departments) in such activities; (3.) how states develop laws and policies that meet such international security objectives and requirements; and (4.) the range of extremist actors and policy tools for addressing these actors available to governments, including some assessment of effective and failed policies, and unintended consequences. Thus far, students from the Fall/Spring semester of 2015 and in the Fall of 2016 have produced reports on these questions, disseminated to the UN and at research conferences in Washington, DC and elsewhere.

B. Current Spring 2017 Research Topics & Projects:

This year (Spring 2017) students may continue prior research themes (above) or develop their own new research topics related to current national and international security challenges, including Countering Violent Extremism (CVE).

Additionally, we have an exciting collaborative opportunity this year with the U.S. Department of Homeland Security's (DHS) Homeland Security Academic Advisory Council ([HSAAC](#)) and the Academic Subcommittee on Countering Violent Extremism (AS-CVE)—INSCT Director Professor [William Banks](#) serves as a subject matter expert on this DHS academic engagement subcommittee:

1. Multi-institutional Partnership with Emory, George Washington, and the Department of Homeland Security: Recommendations to the DHS Secretary for Strategic Partnerships with Colleges and Universities and the K-12 Community in CVE-related Academic Programs and Research

- **Goal:** The DHS Academic Advisory Council (HSAAC) has asked faculty experts and their students to conduct shared research at Syracuse University's INSCT ([Prof. Zoli](#)); George Washington University's Program on Extremism ([Deputy Director/Prof. Seamus Hughes](#)); and Emory University's International Humanitarian Law Clinic ([Director/Prof. Laurie Blank](#))
- **Research question & task (recommendations to the DHS Secretary):** How to create strategic partnerships between DHS, colleges and universities, and the K-12 community to encourage students to participate in CVE-related academic programs and research efforts?
- **Format/Instruction:** Professors Zoli, Blank, and Hughes will meet regularly with students in an online conference format to make progress on research, divide up research tasks with students, discuss research efforts, and develop recommendations.
- **Role of DHS in CVE:** DHS defines violent extremists as “individuals who support or commit ideologically-motivated violence to further political goals,” and violent extremism as “an unpredictable threat from a range of groups and individuals, including domestic terrorists and homegrown violent extremists.”

On this issue, DHS's priority is on countering violent extremism (CVE)—building stronger, safer, resilient communities; addressing all forms of violent extremism,

regardless of ideology; and preventing violence by focusing not on radical thought or speech, but on educating communities about the threat of recruitment, radicalization to violence, and innovative community responses.

Much of this work has been initiated by the Office for Community Partnerships (OCP, Sept. 2015) whose mission is to develop and implement a full-range of partnerships to support and enhance efforts by key stakeholders to prevent radicalization and recruitment to violence by terrorist organizations. Engaging the higher education community is part of these efforts in preventing violent extremism and strengthening community partnerships for addressing violent extremism. The Homeland Security Academic Advisory Council (HSAAC) and the Academic Subcommittee on CVE are designed to help leverage academic expertise for these efforts.

2. Additional Small Group Research Topics:

- Examine the domestic implementation of UNSCR 2178—and challenges among Member States.
- Explore and compare emerging Countering Violent Extremist (CVE) laws and policies
- Tracking Foreign Terrorist Fighter (FTF) flows and returnees: law and policy
- Research UN counterterrorist policy—its successes and limits
- A topic of your/your group's choosing!

Cross-cutting Disciplinary/Interdisciplinary Research Questions:

Some of the larger questions we will tackle this semester are: what role do law and policy play in security and global governance? Is sovereignty an obstacle or aid in such security measures? What explains the global rise in political violence, terrorism, and the specific phenomenon of foreign fighters? What role do existing conflicts and security policies play in such dynamics? What is the quality of the data—qualitative and quantitative—on these contemporary concerns? What social science, legal, and policy frameworks and modes of analyses are useful for addressing these issues?

The course will also show how law, policy, and social science approaches use different frameworks, premises, and methods to address these questions.

III. Assessment & Learning Outcomes:

The INSCT Research Center is designed to give a laboratory experience so that students can collaboratively or independently conduct their own professional-level research and engage in applied, practice-oriented, or public service research.

In doing this, some of the following **learning outcomes** will be acquired:

1. To gain a better understanding of how state actors, intergovernmental (IGOs), such as the UN, and international organizations, including NGOs, work in developing security laws and policies, including counterterrorism initiatives.
2. To explore the factors leading to current global security and global governance dilemmas associated with rising transnational political violence, terrorist organizations, and foreign fighters and domestic operatives.
3. To understand the historical, regional, political, cultural, and empirical dynamics informing these issues.

4. To examine effective local, national, transnational, and international solutions to problems of radicalization, extremism, conflict and violence
5. To examine the role and political force of certain states and transnational constituencies (i.e., elites, religious minorities), ideologies, social movements, and other nontraditional actors in these global security challenges.
6. To develop knowledge of a broad cross-section of international law, U.S. constitutional, statutory, and regulatory law, and demonstrate competence in one or more specialized research areas of national or international security law and policy. competently comprehend, interpret, and analyze constitutions, statutes, regulations, and judicial decisions.
7. To demonstrate understanding of the theories, historical development, and application of national security and international security law and policy issues, including the structure and procedures of government (legislatures, executives, courts), administrative agencies, and other actors in making, interpreting, and enforcing law and policy.

Students will be assessed and assigned **grades** in three categories: (1.) participation in the work of the research groups (40%), project proposal, and bi-monthly status reports; (2.) research products and memoranda (50%); and (3.) final research presentations (10%). Extra-credit is also available for attending relevant lectures.

<i>Grade</i>	<i>Percent</i>	<i>Assessment type</i>
Weekly Readings/Discussions/Participation in the work of the research group	40	Formative
Research products and memoranda	50	Summative
Final presentation on research/finding (individual, collaborative)	10	Summative
Extra-credit: duplicate any items above; attend Law, Maxwell, SU Lectures (w/ reading journal entry & question)	+	

IV. Course Structure & Preliminary Schedule:

After an initial organizational session, students will form small groups to develop and conduct their research and to prepare final products over the course of the semester (e.g., research memoranda; policy recommendations; research essays; and other products) in response to specific questions presented to us by DHS or UN-CTED, or as determined by the group's interest areas.

- After our first organizational meeting, student groups will form to discuss and define their own research topics, goals, process, weekly scheduled meetings, milestones, deliverables, and other items.
- Each group will set its own prioritized research topics and questions and develop a timeline of due date and project deliverables in a project proposal and scope of research for me. These goals will be formalized in a project proposal, developed by the group, and submitted to me in the first weeks of the semester.
- We will then come together for large group meetings periodically throughout the course of the semester and student groups will “check in” with me as needed—at least every other week—to provide a “status report” on ongoing work and goals.

- **Extra-credit:** Students will receive extra-credit if they attend any Law, INSCT, and/or Maxwell lectures on relevant subjects. Please send me an email summary of the event attended and a question you posed (or wanted to pose).

Please Note:

- ❖ No textbook is assigned.
- ❖ Assigned readings and other shared documents will be distributed through Blackboard.
- ❖ Dr. Zoli and INSCT RA will be regularly available—online via email, during office hours, and by scheduled appointment—for all questions and discussions.
- ❖ If you have a **disability** that may affect your performance in this class, please contact Assistant Dean of Students, Kelly Curtis (Room 409); also see SU Policies below (Section V) to discuss necessary accommodations.
- ❖ **Extra-credit:** Students will receive extra-credit if they attend any Law, INSCT, and/or Maxwell lectures on relevant subjects. Please send me an email summary of the event attended and a question you posed (or wanted to pose).
- ❖ Students are responsible for notifying me of illness, personal issues or any other problem that may prevent one from meeting attendance requirements or paper submission dates.
- ❖ Any student at any time may digitally record course lectures and discussions—the course is a public venue and our comments reside within the public domain.
- ❖ **Internet use during class time is restricted** to classroom-relevant materials.
- ❖ There are no restrictions on food/drink in the classroom, provided students take care to make sure classrooms are left in good condition.
- ❖ As a 3-credit course, students are expected to **spend at least 6 hours per week** (in addition to actual time in class) conducting course-related work.

Course Schedule & Assignments: Student Worksheet

<i>Item</i>						<i>Dates of Note</i>
Large group meeting discussion						
Small group meeting & discussion: project topic, scope, deliverables						
Project Proposal & Feedback						
Ongoing status reports (bimonthly)						
Final research project portion/deliverables						
Final presentations						

Academic Calendar & Dates of Note:

MAXWELL/LAW	
Registration: Jan 3-13	Summer Regis.: Wed, May 22

Martin Luther King Jr. Day (no classes): Mon, Jan 16 1 st day Classes: Tues, Jan 17 Last day to Add: Tues, Jan 24 Midterm: Tues, Mar 7 Spring Break: Sun, Mar 12-19 (no classes)	Fall Regis.: Thurs, May 30 Last Day Classes: Tues, May 2 Reading & Exams: Wed, May 3-10 Last day of the Semester: Wed, May 10 Commencement Weekend: Sat, May 13-14 Final Grades due from Faculty: Tues, May 16
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V. Syracuse University Policies & Zoli's Diversity Philosophy/Pedagogy

On Diversity: After earning my doctorate, I undertook a postdoc position in Women in Science & Engineering (WISE) where I spent a good deal of time delving into diversity research in higher education, learning outcomes, federal resources and “best practices” to support institutional transformation efforts, and the important social, policy, and leadership impacts of diversity beyond the academy. From these experiences, I tend to approach **diversity** as an intellectual, empirical, and classroom asset, an opportunity for learning across experiences and perspectives, and as a positive element in inclusive classroom dynamics that makes learning fun, challenging, impactful, and exciting. I also tend to define diversity in the broadest possible terms beyond simple demographics—as encompassing background and experience, geography and regional location, demographics, beliefs, political and intellectual viewpoints, training, interests, expertise and many other items and intangibles. I certainly do not equate an individual’s identity—we are all complex and multifaceted human beings—with demographic labels, accidents of birth, or superficial outward appearances. I also consider this classroom to be a place where every individual will be treated with respect, and I welcome individuals of all ages, socioeconomic backgrounds, beliefs, ethnicities, genders, gender identities and expressions, national origins, religious affiliations, sexual orientations, and abilities, among other differences. This is also true for viewpoint diversity—I welcome contrarian, “out of the box,” atypical, different, unpopular, and controversial approaches to the subject matter.

Syracuse University, the Maxwell School, and the College of Law support inclusive learning environments where diversity and individual differences are appreciated and recognized as sources of strength and where members of the SU community are diligent in exploring and understanding how perspectives, behaviors, and worldviews differ. As universities increasingly promote diversity policies, it is critical to retain the educational and learning value of diversity—not as a bureaucratic obligation—but as a genuinely helpful way to advance the knowledge process, empower students’ learning, and offer an engaged and exciting space where individuals can test out claims and interpretations, take stances in debates, and make their own individual meaning about any aspect of diversity. If there are any aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, I invite any student to meet with me to discuss additional strategies that may be helpful to your success.

The Syracuse University **Academic Integrity Policy** holds students accountable for the integrity of the work they submit and reflects the high value that the university community places on honesty in academic work. Students should be familiar with the Policy and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in

exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. The policy also prohibits students from submitting the same written work in more than one class without receiving written authorization in advance from both instructors. Serious sanctions can result from academic dishonesty. The presumptive penalty for a first instance of academic dishonesty by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of academic integrity policy. The presumptive penalty for a first instance of academic dishonesty by a graduate student is suspension or expulsion. SU students are required to read an online summary of the university's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information and the complete policy, see <http://academicintegrity.syr.edu/>.

Students who are in need of **disability-related academic accommodations** must register with the Office of Disability Services (ODS), 804 University Avenue, Room 309, 315-443-4498, TDD: (315) 443-1371, or <http://disabilityservices.syr.edu>, for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible. Students with authorized disability-related accommodations should provide a current Accommodation Authorization Letter from ODS to the instructor and review those accommodations with the instructor. Accommodations, such as exam administration, are not provided retroactively; therefore, planning for accommodations as early as possible is necessary. For further information, see the ODS website, Office of Disability Services <http://disabilityservices.syr.edu/>

Religious holidays: SU's religious observances notification policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class. We will adjust oral presentations around any holidays that you miss, pending your submission through the on-line process.