



CANADIAN FORCES COLLEGE
CANADIAN SECURITY STUDIES PROGRAMME
CSSP 15 - 2013
SYLLABUS

FOREWORD

The Canadian Security Studies Programme (CSSP) is a two-week, residential seminar programme for selected security and defence professionals to develop their ability to identify, analyse and understand contemporary global security issues facing Canada and the world community. The programme is conducted in the spring of each year and brings together military and civilian students from a wide range of organizations and nations.

The *Canada First Defence Strategy* requires the Canadian Forces to work in partnership with the knowledgeable and responsive public service personnel of the Department of National Defence. This integrated Defence team serves as a core element of a whole-of-government approach to meeting security requirements, both domestically and internationally, consistent with the International Affairs outcome of Canada's 2005 *Whole-of-Government Framework*. The Canadian Forces exploits the Canadian Security Studies Programme to fulfill its commitment to ensure that senior military and public service and private sector leaders are prepared to shape Government of Canada strategic responses in Canada's national security interests.

There are five main benefits resulting from the implementation of the Canadian Security Studies Programme:

- The Professional Development Factor — Demands placed on those selected to lead their institution are great. In a global world, leading at the institutional level requires a new set of capabilities, knowledge and orientations. The Canadian Security Studies Programme is designed to enhance and refine the knowledge and capabilities of the participants as future institutional leaders and national security professionals. The curriculum is focused on imparting the expertise and the cognitive, social and change capacities necessary for effective executive leadership working at the national strategic level.
- The Sociocultural Factor — Effective institutional leadership is critical to the success of national institutions, and success at the national level requires the engagement of multiple players across the whole of government. It is increasingly clear that no single department can be effective on its own in the attainment of departmental goals and national objectives. The Canadian Security Studies Programme expands and enhances the candidates' understanding of the strategic level of government highlighting DND and key national security community departments/agency synergies that must exist for institutional leadership to be effective. The complexity of the current and future security environment will demand a comprehensive understanding and successful integration of institutional cultures across the whole of government in order to secure Canada for Canadians. The Canadian Security Studies Programme's curriculum provides future leaders of national institutions and the private sector with the understanding and capabilities to become decisive whole-of-government leaders. It provides future institutional leaders with the opportunity to share their experiences and learn from proven national and international practitioners for success across the whole-of-government community.
- The Quality of the Candidates — The candidates are experienced security professionals who are highly motivated to share their knowledge with colleagues, to enhance their understanding of the strategic environment, and to develop their leadership skills. Canadian

Forces and international officers of the Colonel/Naval Captain, Lieutenant-Colonel/Commander ranks, public servants of EX minus 1 status, are joined by provincial, municipal and private sector leaders from industry to make up a diverse, engaging and knowledgeable class, who stand to learn as much from each other as they do from the curriculum.

- International Engagement Factor — The class includes international military and foreign service officers who bring their professional expertise and national perspective, adding valuable diversity and richness to every discussion.
- Public Service Renewal Factor — Completing the Canadian Security Studies Programme allows future senior executives to develop and apply the full range of their skills to meet the future challenges facing the country, one of the key priorities of Public Service Renewal. In addition, completing the Canadian Security Studies Programme allows future senior executives to achieve a high degree of currency in issues of national security policy and strategy, and retain it. This is also consistent with Public Service Renewal; keeping the institution of the Public Service dynamic, fresh and respected.

The focus of the CSSP is on Canadian national security from a strategic perspective, in the national and international context. This syllabus details the learning objectives that are to be met through the CSSP and provides general information on the specific activities that support each objective. This syllabus is published annually on the authority of the Commandant, CFC. It is based on learning outcomes approved by the CFC Education Management Policy Board (EMPB). Suggestions for amendments to this syllabus should be forwarded to the Director of Curriculum (DoC) at CFC.

More information on CFC can be obtained from the *Canadian Forces College Handbook* (CFC 205) and from the CFC website at <http://www.cfc.forces.gc.ca/>.

D.C. Hilton
Brigadier-General
Commandant

CANADIAN SECURITY STUDIES PROGRAMME (CSSP) SYLLABUS

CSSP 15 - 2013

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CHAPTER 1 — PROGRAMME BACKGROUND

We shall teach each other: first because we have a vast amount of experience behind us, and secondly, in my opinion, it is only through free criticism of each other's ideas that the truth can be thrashed out.... During your course here no one is going to compel you to work, for the simple reason that a man who requires to be driven is not worth driving.... Thus you will become your own masters and until you learn how to teach yourselves, you will never be taught by others.¹

— Maj.-Gen. J.F.C. Fuller

101. HISTORY OF THE PROGRAMME

The Department of National Defence and the Canadian Armed Forces (CF) established the Centre for National Security Studies (CNSS) in 1990 at Fort Frontenac, Kingston, Ontario, as an adjunct of the National Defence College (NDC), in keeping, at least in part, with recommendations made in 1988 by Major-General R.J. Evraire, a former Commandant of NDC, in his important study of officer professional development. The CNSS mission was to enhance the range of professional military education (PME) and development available in Canada for senior military officers, particularly for those who were graduates of the CF Command and Staff Course (CSC), or an equivalent offered by an allied Staff College, and who were unlikely to be selected to attend NDC, given the small annual military intake at that institution. The overall CNSS output became known as the CF General and Senior Officer Development Programme (GSODP). As part of the GSODP, the CNSS took over and continued the series of two-week National Security Studies Courses (NSSC), first offered by NDC in January 1988, as its principal formal education activity. NDC and the CNSS delivered 14 serials of the Course at Kingston in the period 1988 to 1997. The NDC closed in 1994 and the CNSS then came under command of the Commandant, Canadian Forces College (CFC), Toronto. The CNSS departed Fort Frontenac in 1997, moved to Toronto, and was incorporated into the CFC, the senior PME institution in Canada. CFC changed the activity name in summer 1997 to National Security Studies Seminar (NSSS). CFC has conducted the NSSS annually from 1998, except for 2000 (temporary cancellation), and continues to do so as a recognized part of the CF officers' professional military education and development programme that replaced the GSODP in the late 1990s. The Seminar name was changed to the Canadian Security Studies Programme in 2006, but retained the aims of fostering senior officers' professional development and understanding in the area of Canadian national security, in its broadest sense, from a strategic perspective, and in a national and international context.

102. DEFINITION OF NATIONAL SECURITY

1. The definition of national security utilized by the Canadian Forces College is derived from Canada's National Security Policy (April 2004) which focuses on addressing three core national security interests:

¹From Major-General J.F.C. Fuller's initial lecture on taking over as Commandant of the Army Staff College, Camberley, UK, in January 1923. As recorded in: J.F.C. Fuller, *Memoirs of an Unconventional Soldier* (London, UK: Nicholson & Watson, 1936), 417–418.

- a. protecting Canada and Canadians at home and abroad;
- b. ensuring that Canada is not a base for threats to our allies; and
- c. contributing to international security.

2. The overall security of the nation and its people is a far wider field of study and endeavour than those of the Armed Forces, the security services, the police or the other emergency services in Canada. This programme is conducted in this “far wider field”.

103. EDUCATIONAL FRAMEWORK

The educational framework of the CSSP is focused on improving the students’ understanding of the elements of national security. Much information is provided, delivered in presentations of various formats, by true subject matter experts. Each presentation concludes with an open question and answer period. Time is scheduled for the students to review and contemplate the information presented in facilitated syndicate discussions. The role of the College and the CSSP facilitators is to provide the learning environment. The role of the programme participants is to take full advantage of a unique opportunity to study the broad concept of national security, in a collegial atmosphere, in the company of a staff and student body of wide and diverse experience.

104. PROGRAMME ORGANIZATION

The CSSP Director is the CFC Director of the Center for National Securities Studies (CNSS). The Programme Coordinator is a member of the DRS staff. CSSP participants are divided into syndicates of up to twelve members each, with each syndicate representing a cross-section of diverse backgrounds and experience. A facilitator, drawn from the senior military and academic staff of the College or an outside agency, will be assigned to each syndicate to guide group activities.

105. ACTIVE LEARNING ENVIRONMENT

1. Essential to the success of shared group learning is a healthy questioning environment. Programme participants each bring a unique set of experiences and viewpoints to the group, and the successful group is one in which all members work co-operatively to share their knowledge, experiences and opinions. Although the ability to express ideas clearly and succinctly is a valuable skill, the members of the successful group will be equally adept at listening. Good listening is marked by a sincere desire to understand the viewpoint being presented and by a belief that the ideas of others have merit and value.

2. For the syndicate to be an effective group learning environment, it is essential to value and respect the contributions of each member. All syndicate members bring their perspectives to the discussion and must allow and encourage others to do the same. In fact, participants often learn more from those with whom they disagree than from other like-minded individuals. All perspectives are valuable and necessary if an issue is to be fully explored.

3. It is the responsibility of all participants of the syndicate both to listen to what is being said and to compare it with their own views and knowledge. This comparison often leads to a

change in individual frames of reference. New ideas are added to personal frameworks and existing ideas are reorganized based on the new concepts that have been accepted, or at least acknowledged.

CHAPTER 2 — PROGRAMME INTENT

201. PROGRAMME AIM

The aim of the CSSP is to improve participants' abilities to identify, analyse, and understand the security issues facing Canada and the world.

202. PROGRAMME GOAL AND LEARNING OUTCOMES

1. Setting the framework for the CSSP is the programme goal, which defines the areas of study for the programme modules, and their respective Learning Outcomes. For each of the Learning Outcomes, the Curriculum Activities provide the detail of the intended result of instruction.

2. The programme Learning Outcomes and Curriculum Activities are subjected to an annual review. This review is based on input from the CSSP participants, their facilitators, programme staff, and Director of Curriculum staff.

203. PROGRAMME GOAL

The CSSP goal is to examine selected national and international security issues. Participants formulate individual and collective perspectives on the concept of security, in its widest context, through the opportunity to develop critical thinking skills and express ideas in a seminar setting. This process of synthesizing the varied elements into a broad framework will allow the participants to develop a strategic perspective of national security.

204. LEARNING OUTCOMES AND OBJECTIVES

Learning Outcome Serial	Learning Outcome	Learning Objective Serial	Learning Objective	Learning Level
S101	Analyse components of the Canadian national security concept.	S101a	Identify strategic concepts in national security policymaking and the instruments of national power.	2
		S101b	Analyse the issues, elements and influences driving the development of national security policy.	4
		S101c	Interpret the impacts on DND and the CF of security policy developments.	3
S102	Examine the geostrategic environment, and the impact of historical con-	S102a	Discuss the strategic dimensions of the complex relationship with the United States.	2
		S102b	Illustrate issues and trends in Canada's relations within the international system that advance our own national interests.	3

Learning Outcome Serial	Learning Outcome	Learning Objective Serial	Learning Objective	Learning Level
	text and international trends on the development of Canadian National Security Policy.	S102c	Interpret the extent to which culture, values and philosophical objectives significantly constrain the development of strategic policy.	3

The details of the curriculum activities are contained in Annex A. The final timetable for CSSP 15 will be issued at a later date.

CHAPTER 3 — PROGRAMME METHODOLOGY

301. CURRICULUM ORGANIZATION

1. The CSSP curriculum runs for 10 days. The off-site residential format at the Canadian Forces College is appropriate to the goal, and meets the need to cover a wide scope of material in an intense and relatively short period of time. Readings, personal study during the programme, and interaction with other participants are all key elements of the learning process. The College is able to incorporate current and challenging perspectives and ideas into the curriculum by augmenting CFC staff with a broad range of guest speakers drawn from both the public and private sectors. The question and answer periods and the facilitated syndicate seminar discussions will give CSSP participants the opportunity and the responsibility to interact and participate throughout the programme. The evenings will be used for required readings and reflection. The timetable was created based on the following:

- a. The standard day is divided into four activity periods of 1.5 hours, a 90-minute block for lunch, and a 30-minute break in the morning and the afternoon.
- b. Programme participants are organized into syndicates of relatively balanced composition. Each syndicate will be assigned a facilitator for the duration of the programme.
- c. The afternoon of the last day is reserved for course administration and participants' departure.

302. LECTURE (LE)

Lectures are intended to deal with material that is best suited to technical and contemporary topics. Normally a lecture consists of a 55-minute presentation, a 5-minute break, and a 30-minute question period.

303. LECTURE-DISCUSSION (LD)

1. A lecture-discussion consists of the following segments:
 - a. Presentation. The lecture-discussion starts with a lecture by one or more guest lecturers, for a total of 55 minutes.
 - b. Syndicate Discussion. After the presentation, the participants retire to their syndicate rooms to discuss the presentation and the preparatory readings, and deliberate on the nature and relevance of the material for 90 minutes. This session functions in the same manner as the seminar described below.
 - c. Plenary. The activity usually concludes with a 30-minute question and answer plenary session with the lecturer.

304. SEMINAR (SM)

The intent of the seminar is to focus discussion on a single topic; to further develop and

enhance the curriculum material; and to provide an active learning venue for participants to exchange their views in syndicate.

305. PREPARATORY READINGS

1. The readings for the various programme activities are listed in the applicable learning outcome guide. In most cases, readings have been copied and provided to the participants in the applicable activity packages. Where electronic source materials are recommended, copyright restrictions preclude the College from providing the material in hard copy form. The terms used in the packages for readings are:

- a. Required Readings. These readings are considered the minimum essential to provide the participants with the fundamental concepts, knowledge and understanding required to gain a balanced view of the activity's subject area. They should be read in preparation for the assigned activity and be retained, as they are fundamental to syndicate discussion.
- b. Supplementary Readings. These readings are considered to be of important value for gaining a greater insight of the activity's subject areas. The supplementary reading material offered is well in excess of what can be reviewed in the time available. The provision of a larger range of material is intentional as it offers to individual participants the opportunity to come to select lectures and discussions with a broader sampling of the literature where they have a personal interest.

CHAPTER 4 — PROGRAMME ORGANIZATION

401. PROGRAMME ASSESSMENT

Throughout the programme, information will be gathered about the effectiveness and conduct of the programme itself. The data will be used to adjust and refine future programme serials. The data are gathered through informal feedback and commentary from participants, facilitators, lecturers and CFC staff, and through a written assessment of the overall programme and the individual curriculum events.

402. CURRICULUM CODING

Table 1 provides the CFC curriculum coding system elements that apply to the CSSP. Understanding the code will help in relating the events shown in the Timetable at Annex B (when issued) to the event descriptions provided in the Curriculum Activities charts in Annex A.

Table 1 — CFC Curriculum Coding System Elements Applicable to the CSSP

Programme	Course Title	Module and Title	Activity
S (CSSP)	CF440 (Strategic Studies)	SCO — Strategic Concepts CNP — Canadian National Security Policies IWB — Issues Without Borders BCR — Bilateralism and Continental Relationships IAF — International Affairs	APT — Assignment Preparation Time LE — Lecture LD — Lecture/Discussion SM — Seminar

403. PROGRAMME MODULES

Programme Hours: 55.5

Preparation Time: 23.0

1. The CSSP programme has been divided into five modules as follows:
 - a. SCO: Strategic Concepts;
 - b. CNP: Canadian National Security Policies;
 - c. IWB: Issues Without Borders;
 - d. BCR: Bilateralism and Continental Relationships; and
 - e. IAF: International Affairs.

404. SUMMARY

In summary, the educational framework of the CSSP focuses on improving the critical analytical skills and intellectual agility of the participants. The emphasis is on active learning and full participation by all participants in an open and positive environment. The role of the College is to provide the environment; the role of the participant is to take full advantage of a unique opportunity to study.

Annex:

Annex A [CSSP 15 — Curriculum Activities](#)

**ANNEX A
CHAPTER 4
CSSP 15 SYLLABUS**

CURRICULUM ACTIVITIES

**ANNEX A
CHAPTER 4
CSSP 15 SYLLABUS**

DETAILED SYLLABUS

Strategic Concepts (SCO)

Module Hours — 7.5

AIM: The aim of the Strategic Concepts module is to develop students’ understanding of the concept of national security, the strategic dimensions of the Defence of Canada, and selected issues of strategic importance to Canada.

CODE	TITLE	AIM	PROG TIME	APT	SUPPORTED LEARNING OBJECTIVES
S/CF440/SCO/LE-1	Evolution of the International System and of Security as a Concept	To understand the internal and external factors that influence the behavior of states and their impact on the evolution of the international power configuration.	1.5	1.0	S101a, b S102b, c
S/CF440/SCO/LE-2	Strategic Context	To understand the intellectual framework used for policy development and the geopolitical factors which influence it.	1.5	1.0	S101a, b S102b, c
S/CF440/SCO/SM-1	Seminar — Challenges to Canadian Security	To examine the relative importance of the contemporary security issues facing Canada.	4.5	0.0	S101a, b, c S102a, b, c
S/CF440/SCO SUB-TOTAL			7.5	2.0	

Note: “Prog Time” is the short form for “programme time”, the CFC term for the amount of time, in hours, allocated to a specific curriculum event; “APT” is the acronym for “assignment preparation time”, the CFC term for the amount of time, in hours, considered the minimum necessary to prepare for that curriculum event.

Canadian National Security Policies (CNP)

Module Hours — 15.0

AIM: The aim of the Canadian National Security Policies (CNP) module is to develop students' understanding of the concept of national security, Canadian foreign and defence policies, and selected issues of strategic importance to Canada.

CODE	TITLE	AIM	PROG TIME	APT	SUPPORTED LEARNING OBJECTIVES
S/CF440/CNP/LE-1	Canada's National Security Policy and Structures	To understand Canada's national security policy and the changes to security-related government departments and structures.	1.5	1.0	S101a
S/CF440/CNP/LD-1	Canadian Foreign Policy	To understand Canadian foreign policy, including international obligations and policy developments.	3.0	1.0	S101a, b
S/CF440/CNP/LD-2	Canadian Defence Policy	To understand current Canadian defence policy, including constraints and challenges for the Canadian Forces.	3.0	1.0	S101c
S/CF440/CNP/LD-3	The Strategic Dimensions of Canada's North	To understand the issues related to the Arctic, the Northwest Passage and Canadian sovereignty.	3.0	1.0	S101b, c
S/CF440/CNP/LD-4	Whole-of-Government Approach — Domestic	To examine the concept of a "whole-of-government" approach to mobilize elements of national power in order to effect a strategic outcome in a domestic situation.	3.0	1.0	S101a, b, c S102a, b
S/CF440/CNP/SM-1	Seminar — Canada's National Security Policy and Structures	To examine, in syndicate, the information and concepts gleaned from the associated lecture on Canada's national security policy and structures.	1.5	0.0	S101a, c
S/CF440/CNP SUB-TOTAL			15.0	5.0	

Issues Without Borders (IWB)

Module Hours — 9.0

AIM: The aim of the Issues Without Borders (IWB) module is to develop participants' understanding of transnational issues as they affect Canada's National Security.

CODE	TITLE	AIM	PROG TIME	APT	SUPPORTED LEARNING OBJECTIVES
S/CF440/IWB/LE-1	Transnational Security: An Overview	To understand the strategic importance of transnational threats and challenges.	1.5	1.0	S101b, c S102b, c
S/CF440/IWB/LE-2	Cyber Security	Examine Cyberspace to enable students to understand that this domain is becoming as important as conventional warfare environments (Air, Sea, Land) and needs to be fully integrated in Canada's national security.	1.5	1.0	S101a, b, c S102b
S/CF440/IWB/LE-4	Global Issue: Pandemics	To understand the nature of pandemics and their implications for Canada.	1.5	1.0	S101c S102c
S/CF440/IWB/LE-5	Global Issue: Weapons Proliferation	To understand the nature and danger of weapons proliferation.	1.5	1.0	S101c S102c
S/CF440/IWB/LE-6	Global Issue: Resource Security	To understand the concept of resource security and its implications for Canada.	1.5	1.0	S101c S102c
S/CF440/IWB/SM-1	Seminar — Global Issues	To examine, in syndicate, the information and concepts gleaned from the associated lectures on global issues and their impact on transnational security.	1.5	0.0	S101b S102c
S/CF440/IWB SUB-TOTAL			9.0	5.0	

Bilateralism and Continental Relationships (BCR)

Module Hours — 7.5

AIM: The aim of the Bilateralism and Continental Relationships module is to develop students' understanding of Canada's relationship with members of the North American Continent, primarily with the United States of America.

CODE	TITLE	AIM	PROG TIME	APT	SUPPORTED LEARNING OBJECTIVES
S/CF440/BCR/LE-1	Canada-US Relations and the Defence of North America	To understand the state of Canadian defence relations with the United States and the consequences for Canada as that relationship strengthens or weakens.	1.5	1.0	S102a
S/CF440/BCR/LE-2	Canada-US Economic Relations	To understand the state of, and emerging trends in, Canadian-American economic relations.	1.5	1.0	S102a
S/CF440/BCR/LD-1	US Security and Foreign Policy	To understand the national security and foreign policy of the United States.	3.0	1.0	S101b S102a
S/CF440/BCR/SM-1	Seminar - Challenges to Continental Security	To examine, in syndicate, the information and concepts gleaned from the associated lectures — Canada–US relations and Defence of North America, and The Strategic Dimensions of Canada's North.	1.5	0.0	S101c S102a
S/CF440/BCR SUB-TOTAL			7.5	3.0	

International Affairs (IAF)

Module Hours — 15.0

AIM: The aim of the International Affairs module is to develop students' understanding of Canada's role in various International Organizations and Alliances, Canada's involvement in selected global regions throughout the world, and selected contemporary international security issues.

CODE	TITLE	AIM	PROG TIME	APT	SUPPORTED LEARNING OBJECTIVES
S/CF440/IAF/LE-2	The Middle East	To understand the complex security relationships in the Middle East and the impact of the region on transnational security.	1.5	1.0	S101b S102b
S/CF440/IAF/LE-3	Europe	To understand the potential for change, in the international system and in aspects of Canadian national security, that is likely to result from the Europe's international presence.	1.5	1.0	S101b S102b
S/CF440/IAF/LE-4	South America	To understand the complex security relationships in South America and the impact of the region on transnational security.	1.5	1.0	S101b S102b
S/CF440/IAF/LE-5	Iran	To review the current internal and external developments regarding Iran, with particular emphasis on the implications for Canada.	1.5	1.0	S102b
S/CF440/IAF/LD-1	Whole-of-Government Approach - International	To examine the concept of a "whole-of-government" approach to mobilize elements of national power in order to effect a strategic outcome.	3.0	1.0	S101a, b S102b
S/CF440/IAF/LD-2	Asia	To understand the potential for change, in the international system and in aspects of Canadian national security, that is likely to result from Asia's international presence.	3.0	1.0	S101b S102b
S/CF440/IAF/SM-1	Seminar - Challenges to American Hegemony	To examine, in syndicate, the information and concepts gleaned from the associated lectures on international players and the implications for US hegemony and the international order.	1.5	0.0	S101b S102b

CODE	TITLE	AIM	PROG TIME	APT	SUPPORTED LEARNING OBJECTIVES
S/CF440/IAF/SM-2	Seminar — Regional Security	To examine, in syndicate, the information and concepts gleaned from the associated lectures on regions of interest and their impact on transnational security.	1.5	0.0	S101b, c S102b, c
S/CF440/IAF SUB-TOTAL			15.0	6.0	