



Observe, Interact, Experience, Simulate



™ NATO FIELD SCHOOL AND SIMULATION PROGRAM

2022 SYLLABUS AND SCHEDULE

OUR AMBITION FOR YOU

The NATO Field School and Simulation Program (NFS) offers an innovative method of student learning by engaging and observing professionals and experts in their working environment and by student immersion in the decision tasks that political, diplomatic, and military personnel face. This program creates a cohort of transatlantic students by admitting students from across NATO alliance and fulfills a closely tailored set of goals to prepare students for entry careers in foreign affairs, the defence and security sectors, international organizations, commerce, and other careers in the private sector.

Beside academic study, students are educated in practical and professional problem-solving by simulating international crisis resolutions and strategic communications at a professional level. The program takes place at multiple locations in Europe and includes multiple short modules led by experts, senior officials, and visiting professors. Students will meet with Canadian, European, and NATO diplomatic and military leaders in privileged settings to pursue their analysis and questions. The comprehensive and diverse nature of the program develops a new learning community for students, a non-traditional classroom experience, and innovative internationalization training to prepare the next generation of Canadian, European, and NATO decision makers at home and in the multilateral setting.

The active participation of women in defence and security is a central objective of the NFS. We aim to achieve this objective by ensuring that our program maintains and grows the diversity of student cohorts, ensuring that women are given equitable access to

opportunities and networks, and engaging with various experts on women, peace, and security topics. NFS is holistic in how it experiences and discusses security and defence, including socio-economic, cultural, and environmental topics in our curriculum. This strategy also creates a student cohort that has diverse academic knowledge and experience.

As part of NFS, we also strive to foster a professional network tending to students' interests and put them in touch with experts and career opportunities within their chosen field. After the NFS, we continue to engage alumni through our NFS Alumni networks, which we use to advertise a variety of academic and career opportunities within security and defence as well as some internships exclusively offered to NFS alumni.

The NATO Field School and Simulation Program offers 12 undergraduate or 6 graduate credits (POL 484 or POL 880). In addition to tuition, students pay a Program fee that includes extra instruction and curriculum costs for expert modules and simulations, accommodation in Rome, Brussels and Riga, airfare in Europe, ground transportation, breakfast, and some group meals.

DISCLAIMER

Any part of this Program may change at short notice. Students will be expected to be flexible and attempt to accommodate reasonable changes.

LEARNING OBJECTIVES AND OUTCOMES

Completing the NATO Field School and Simulation Program prepares a diverse composition of university students with the know-how, skills, experience, and confidence to apply for a variety of internships and entry-level positions, including with NATO HQ, NATO Defense College, the NATO Association of Canada, the Strategic Communications Centre of Excellence, and the Canadian Mission to the European Union.

In terms of knowledge concerning Defence, Armed Forces, and NATO, students should learn:

- What NATO is, why it was formed, why the USA and Canada joined European Allies to establish the Alliance, how it matters today, and what its current challenges are.
- How the alliance works, including the role of the political and military organs such as the North Atlantic Council, the Military Committee, SHAPE, and SACEUR.
- Why Allies, including Canada's security and defence policy exists in a multilateral format, including the United Nations, NORAD, NATO, NATO-EU, and NATO-AU.
- What determines Allies' security and defence policy, and how it is formulated.

- How democratic constitutional governments connect policy goals, defence planning and international military operations.
- What rules and procedures member states practice in decision-making, how delegations negotiate, and how they work with Civilian/Military International Staff.
- How national objectives, international legal principles and conventions work.
- How consensus decision-making, red lines, silence procedures, non/white papers, communiqués, and strategic communication form part of the negotiations.
- How recent initiatives promote the role of women in peace and security.
- How to optimize collective defence and cooperation in crisis decision making.
- How legal opinion and interpretation informs the politico-military decision process.
- How defence budgets, capabilities, and operations are linked.
- How training and military readiness with Allies and Partners affects Allies' objectives.
- What personnel and equipment challenges exist within NATO states armed forces.
- How allied armed forces prepare, train, and conduct operations together.
- How NATO works with likeminded partners that are not NATO members (e.g., Sweden and Finland), and with Partners across the Globe (e.g., Japan, Australia).
- How the EU, the UN, and other organizations work with NATO missions.

In terms of skills, students should:

- Enhance the ability to think strategically and analyze core texts on NATO, strategic policymaking, and critical issues facing NATO.
- Engage in meaningful discussions and demonstrate a level of proficiency and familiarity with course material and contemporary issues related to NATO.
- Formulate one's national position in writing and speaking, negotiate respectfully with other national positions represented by peers and learn how to use effective procedure techniques to achieve objectives and obtain consensus.
- Carry out independent, in-depth research using a wide range of sources, appropriate referencing, and bibliographic methods.
- Learn to work effectively in diverse teams and exhibit effective presentation and strategic communication skills.
- Learn to write a Cabinet Memo, policy brief or journal article of publishable quality
- Gain practical skills, be socialized into a professional network, and are introduced to career opportunities in Canadian Armed Forces, DND, and NATO.

STRUCTURE OF THE PROGRAM

The NATO Field School is organized into 3 types of Modules:

1. **Engagement Teaching Modules:** including lectures, briefings, simulation training, seminars, panels, base and training visits, interactions with Military and Diplomatic personnel and field trips (historical and cultural excursions).

2. **Simulation Modules:** including training and practicing negotiation and multilateral decision making. The two major exercises (CMX and NMDX) are led by retired NATO Defense College Mentors with SFU as Faculty Advisors.
3. **Professional Writing:** Working Group Reports (Undergraduates/Graduates); Cabinet Memorandum and Strategic Communication Plan (Undergraduates); Essay of journal article quality (Graduates).

The NATO Field School Operates:

- in a full day mode, 40 hours per week, but some days are longer (early to bed and early to rise makes a field-schooler healthy and wise)
- punctually and on time
- in dress code, when required
- with everyone alert and engaging
- using Chatham House rules
- without social media posts except where instructed or permitted by NFS staff

NATO FIELD SCHOOL STAFF



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PROGRAM OUTLINE

The 2022 NATO Field School will be involved in full-time programming from May 10 – June 25. We will be 7 weeks in the Field.

The outline of the 2022 Program is as follows:

Riga, Latvia (May 10 – May 31)

May 9 students arrive in Riga, Latvia. Students will experience a varied learning and engagement agenda that includes classroom learning and discussion, in person and online visiting officials and experts from North America and Europe, simulation training as well as seminars from our NATO Field School faculty, guest speakers, and lecturers. In the Baltics, students will visit sites such as the NATO Strategic Communications Centre of Excellence, Headquarters Task Force Latvia, the Canadian-led Enhanced Forward Presence at Camp Adazi, the KGB and Occupation Museum and more.

Brussels, Belgium (June 1 – June 11)

The program continues in the Brussels region, Belgium, with briefings at NATO HQ, Supreme Headquarters Allied Powers Europe (SHAPE), the European Union Military Staff HQ (EUMS), and European External Action Services (EEAS).

Rome and Naples, Italy (June 12 – June 25)

In the Rome-Naples region, students will put the skills they have learned to use in a high-level, intensive, professionally run NATO simulation (Negotiation, Mediation, and Decision-Making Exercise - NMDX) at the NATO Defense College (NDC) with NDC senior mentors and Senior Course curriculum Mentors: Ilay Ferrier (UK Army, retired), Jo Godderij (NL Lt-Gen, Air Force, retired), Ted Whiteside (CDN Diplomat, retired).

Following Rome, the students will visit Joint Forces Command-NAPLES and visit some of the ships at this naval base. This segment will also include a guided tour of WW2 battlefield Monte Casino and Commonwealth Cemetery. The program final briefings will be in Rome, Italy, including the preparation for the writing assignments.

Self-Study (June 27 – end of July)

Students will complete their written assignments with the NATO Field School faculty available for virtual consultation.

COURSE ASSIGNMENTS

Engagement Participation [25%]

Strong participation is defined as showing evidence of having completed and reflected upon the required readings, making connections between the readings and current topics, and responding to and building on comments made by faculty, guests, and students. Consistent participation is a requirement. You will be expected to answer questions and to engage in discussions in the classroom, briefing sessions, and in reflection groups.

Students are expected to behave professionally at all times, to always be punctual and courteous. If we notice that you are struggling with any of these, we will inform you one on one and expect consistent improvement.

Simulation Participation [20%]

Students will be instructed in basic negotiation skills and conduct 2 simulation (SIM) exercises: *SIM Module 1: Crisis Management Exercise (CMX)*, “Raleigh,” and *SIM Module 2: Negotiation, Mediation, Decision-Making Exercise (NMDX)*. Students will be evaluated upon: 1) showing strong familiarity with the simulation documents, 2) constructive engagement in the simulations, 3) effectively representing the national position of the assigned country, and 4) display skills in multilateral decision-making processes and outcome.

Working Group Reports [25%]

In weeks 2,3,4,5 and 7, students will be divided into 7 Working Groups (WGs) of about 6 members each. You will select three out of five weeks in which you meet and work as a group. Each group must schedule its three weeks of reporting at the start of the semester. You keep the same WG throughout. The WG meets minimally two evenings per week. The other two evenings are for catching up on the readings. Each WG has a chair and rapporteur per week and rotates to another chair/rapporteur team the next week, etc. Each WG identifies/negotiates a theme of their choice that combines the readings of that week with the pertinent teaching and events of that week. The WG produces a 500-word paper to the NFS Staff addressing: 1) *why the topic*; 2) *why it matters*; 3) *item(s) of agreement*; 4) *item(s) of disagreement* within the team; and 5) *it asks one question on things unclear*. Any WG may be called upon by NFS staff to present to the NFS for 5 - 10 minutes on their finding. All members of the WG should be ready to present some of the paper. WG papers are assessed on their quality, innovative and perceptive work, and ability to communicate. WG may benefit from keeping their work confidential from other WGs until paper handed in.

Individual Writing Assignments [30%]

Graduate Students: You will identify and discuss a relevant issue pertaining to NATO with NFS faculty, and then write a *journal article* (4000-4500 words) with the editorial style

set by one of the following: [Canadian Military Journal](#) or the [Journal of Military and Strategic Studies](#). The best two articles will receive assistance from Course Instructors to make them ready for submission to the CMJ and JMSS shortly after the Field School. We have a strong promise that they will be published.

Undergraduate Students: You will write a *Cabinet Memorandum* [worth 20%] as well as a *Strategic Communications Plan* [worth 10%] in line with the Government of Canada cabinet documents.

The format and the due dates, for draft and final submissions, are found on Canvas.

Bonus Assignment: Research Participation [2%]

Each student is encouraged to fill out the NFS Research Survey.

This assignment is:

1. **NFS Student Research (Anonymous) Survey:** students are invited to participate in an ongoing project examining student perceptions and awareness of defence and security issues. The research is conducted by Alexandra Richards, SFU PhD Candidate. The results of the survey are anonymous and will not impact your relationship with any member of the NATO Field School Staff.

Participation in research includes:

1. Reading and signing an informed consent form for participation in research (approximately 10 minutes to complete).
2. Filling out two online anonymous surveys (approximately 1 hour each to complete). One at the start of the course and one near the end of the course.

Important: All due dates for this course use Pacific Standard Time (PST). If you are in a different time zone, it is your responsibility to ensure you submit on time in PST time.

COURSE POLICIES

Grading: this course will use the Political Science grading scale [[click here](#)].

Written Assignments: all written work turned in (via Canvas) for this class must be single-space (unless otherwise noted), 1-inch margins on all sides, typed in 12-point font Times New Roman, and be submitted in MS Word (.doc) format, with the file containing POL484 or POL880, assignment type, and name (e.g., POL484_Cabinet Memo_Jane Doe). Failure to follow ALL the formatting guidelines results in a 10% deduction.

Late Policy for Assignments: all coursework is expected to be submitted on time. The teaching staff has the right to refuse late work and assign a grade of 0% to that component of the course if there is no medical emergency or other extenuating reason that justifies its lateness. Hence, if there is a true emergency, you will want to contact Dr. Moens (moens@sfu.ca) with Dr. Vllasi cc'd (evllasi@sfu.ca) as early as possible and be able to show clear proof of an emergency. Please note that only Dr. Moens can grant extensions for assignments. To ask for an extension, you must email Dr. Moens and cc Dr. Vllasi. Any extension requests received that do not follow this protocol will not be considered.

Plagiarism, “What is it and How to Avoid it”: plagiarism involves using another author’s words without attribution or otherwise presenting another person’s work as one’s own. It is a fraudulent and serious academic offence that will result in a severe academic penalty. Also, close paraphrasing of another author’s work & self-plagiarism, including submitting the same, or substantively the same, work for academic evaluation more than once, are unacceptable practices that will result in a severe academic penalty.

The university policies on academic honesty are available [[click here](#)]. The Political Science Department’s interpretation of this policy can be found [[click here](#)]. All students are responsible for familiarising themselves with these policies. A helpful SFU Library tutorial on plagiarism is available [[click here](#)].

The DOs and DON'Ts of AVOIDING PLAGIARISM

Do not:

- submit an entire paper or part(s) of a paper or papers that has been written or researched by any other person(s);
- submit a paper as an assignment that has been bought from another person or from a ‘paper mill’ or essay service;
- submit a paper or other written assignment that has been submitted at another time or for a different course by yourself or any other student or former student;
- submit material that has been downloaded from a website, without acknowledging (using appropriate citation style) that you have done so;
- take someone else’s idea(s) and represent it/them as your own;
- copy any text verbatim, or with only slight variation from the original text, without using quotation marks and documenting the source with proper citation style;
- do not closely paraphrase another’s material; either paraphrase completely in your own words, or cite as a direct quotation using quotation marks (in either case, give full credit and details regarding authorship and location of the original material);

Do:

- learn how to cite material properly (there are many good guides on this, including the departmental one);

- use a recognized citation style (eg. APA or Chicago), according to instructions given by the course instructor, and be consistent in the use of the style throughout any single piece of written work;
- carefully read and make sure you understand the university's policy on academic honesty;
- ask the instructor of this course or other faculty members if you have any questions about plagiarism.

Etiquette and Student Behavior: We expect students in this course to treat each other with respect. Misconduct with respect to a student, instructor, or NFS staff member with the intent of humiliating or intimidating that person will not be tolerated. Incivility is distracting to everyone, and we have a responsibility to call people on it. We will be working and interacting closely and travelling with a large number of people for 10+ hrs a day, for seven weeks. Let's work together to create a good atmosphere during our formal and informal interactions, because we will all get more out of the Field School that way.

Use of Mobile Phones: You are not allowed to use cellphones in the classroom or meetings. No exceptions! We will have plenty of breaks throughout the day for you to be able to communicate via electronics.

Equity, Diversity, and Inclusion: Simon Fraser University seeks to promote the values of Equity, Diversity, and Inclusion in relation to our undergraduate and graduate students, administrative staff, sessional instructors, and faculty members. Professional courtesy and sensitivity are important. We commit to fostering a program that is welcoming, respectful, and inclusive.

SCHEDULE FOR MAJOR TOPIC READINGS

Most readings can be found as e-copies on SFU Online Library (SFUOL), SFU Canvas (Canvas), Google Scholar, internet search, or simply by clicking on the reading link [where available]. To the extent possible, download the readings to your computer so that they are available for your reference in the absence of an Internet connection.

To access SFUOL and Canvas, all students will need an SFU email/computing account.

Week 0 (ASAP, before May 9): Foundation Readings

- Jockel, Joseph T. and Joel J. Sokolsky, *Canada in NATO: 1949-2019*, McGill-Queen's University Press, 2021. [Ch. 1, 6, 7, 9] (SFUOL)
- Lanoszka, Alexander, Christian Leuprecht, and Alexander Moens (eds). [*Lessons from the Enhanced Forward Presence, 2017-2020*](#). NDC Research Paper No.14. NATO Defense College – Rome, November 2020. [Ch. 1, 5, 6, Conclusion].
- Webber, Mark, James Sperling and Martin A. Smith, *What's Wrong with NATO and how to Fix It*, Polity Press, 2021. [Ch. 1, 2, 3, 4, 6, 7] (Canvas).

Week 1 (May 10 - 13): Armed Forces and Defence Policy

- [*Canadian Armed Forces 101 for Civilians*](#). National Defence, Canada. [Ch. 2, 3, 5].
- Juneau, Thomas, Philippe Lagassé, and Srdjan Vucetic eds. *Canadian Defence Policy in Theory and Practice*. Toronto: Palgrave, 2020. [Ch. 1, 4] (SFUOL).
- Priché, Gaele R. [*Standing On Guard: Canada's Strategic Interests in a Competitive World Order*](#). Canadian Defence Associations Institute, Volume 47, March 2021.

Week 2 (May 16 - 20): NATO Basics

- Moens, Alexander. [*How NATO's Values and Functions Influence its Actions*](#). NDC Fellowship Monograph 7. May 2016. [Ch. 1, 2.1].
- NATO. [*Washington Treaty*](#), 1949.
- Sayle, Timothy Andrews. *Enduring alliance: a history of NATO and the postwar global order*. Cornell University Press, 2019. [Introduction, Ch 1] (SFUOL).
- Sloan, Stanley R. and Lawrence Freedman, *Defense of the West: NATO, The European Union and the transatlantic bargain*. Manchester University Press, 2nd edition, 2020. [Introduction, Ch. 1] (Canvas).
- Webber, Mark, "[*NATO 101: A Guide to the Alliance's Purpose, Structure, and History*](#)," 2019.

Week 3 (May 23 - 30): Russia, NATO, and the Eastern Flank

- Conley, Heather A., James Mina, Ruslan Stefanov, and Martin Vladimirov. [*"The Kremlin Playbook." Understanding Russian influence in Central and Eastern Europe.*](#) Washington: Center for Strategic & International Studies (2016). [Ch. 1-6; case studies optional].
- Gould-Davies, Nigel. *Putin's Strategic Failure*, *Survival*, 64:2, 7-16, (2022). (Canvas).
- Karcic, Harun. [*"Why NATO Should Worry About the Balkans."*](#) *Foreign Policy*. March 30, 2022.
- Krastev, Ivan. [*"Putin Lives in Historic Analogies and Metaphors."*](#) *Der Spiegel International*. March 17, 2022.
- Kudors, Andis (ed.) "Near the Fortress: Ukraine's Echo in Political Relations between Russia and the Baltic States." [*Fortress Russia*](#). University of Latvia Press. (2016).
- Vllasi, Elis. [*"Russia's Revenge."*](#) Purdue FORCES Initiative Policy Brief, 2021.

Week 4 (June 1- June 8): NATO 2030 and New Alliance Strategic Concept

- Efjestad, Svein and Rolf Tamnes, "NATO's Enduring Relevance" in Olsen, John Andreas, ed. *Future NATO: Adapting to New Realities*. Routledge, 2020. (SFUOL).
- Moens, Alexander and Harleen Atwal. "The Two Pillars of NATO's Past are its Future" in Andris Spruds and M. Vargulis, ed. [*Transatlantic Futures: Towards #NATO2030*](#), 2020.
- Reflection Group Report, [*"NATO 2030: United for a new Era."*](#) November 25, 2020.
- Ringsmose, Jens & Sten Rynning, *NATO's Next Strategic Concept: Prioritise or Perish*, *Survival*, 63:5, 147-168, (2021). (Canvas)
- Webber, Mark, James Sperling and Martin A. Smith, *What's Wrong with NATO and how to Fix It*, Polity Press, 2021. [Conclusion] (Canvas).

Week 5 (June 8 - 13): NATO and the EU Common Security and Defence Policy

- Lindstrom, Gustav and Thierry Tardy. [*NATO and the EU: The Essential Partners.*](#) NDC *Research Paper*, No. 5., September 2019. [Ch. 1, 7].
- Mattelaer, Alexander. [*"The CSDP Mission Planning Process of the European Union: Innovations and Shortfalls"*](#). *European Integration online Papers (EIoP)*, Special Issue 1, Vol. 14. (2010).
- Ringsmose, Jens, and Mark Webber. *Hedging their bets? The case for a European pillar in NATO*. *Defence Studies* 20, no. 4 (2020): 295-317. (Canvas).

Week 6 (June 13 - 16): NMDX Simulation

NMDX documents will be shared prior to the simulation.

Week 7 (June 20 - 24): New Challenges in the New Era

- Birnbaum, Michael and Missy Ryan (2021) "[*Facing sweltering soldiers and flooded ports, NATO to focus on climate change*](#)" The Washington Post, March 23, 2021.
- Collins, Jeffrey C., [*Deadline 2036: Assessing the requirements and options for Canada's future submarine force*](#). MacDonald-Laurier Institute. September 2021.
- Gompert, David C. *Four Circles: Comprehending the China Challenge*, Survival, 64:2, 95-110 (2022). (Canvas).
- Huebert, Rob, "Understanding Arctic Security: A Defence of Traditional Security Analysis," in W. Greaves and Lackenbauer *Breaking Through*, 2021. (Canvas)
- Lane, Andrea. (2020). "Women in the Canadian Armed Forces." In Juneau, Thomas, Philippe Lagassé and Srdjan Vucetic eds. *Canadian Defence Policy in Theory and Practice*. Toronto: Palgrave. (SFUOL)
- Marrone, Alessandro, and Ester Sabatino. "[*Cyber Defence in NATO Countries: Comparing Models*](#)." (2021).
- Policy Planning Staff. [*The Elements of the China Challenge*](#). US Department of State, Revised December 2020.