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TEACHING INTELLIGENCE

A Survey of College and University Courses
on
The Subject of Intelligence

by

Wilfred D. Koplowitz

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The Subject of Intelligence

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With a Foreword

by

Ray S. Cline

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Sanitized Copy Approved for Release 2010/08/06 : CIA-RDP90-00806R000200750011-5

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National Intelligence Study Center
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Library of Congress Catalog Number: 80-83739
ISBN: 0-938450-00-X

Sanitized Copy Approved for Release 2010/08/06 : CIA-RDP90-00806R000200750011-5

FOREWORD

In the continuing search for creative and systematic approaches to understanding the dynamics of national security policy, the function of intelligence has recently been attracting fresh academic attention. This development, I feel, is sound, constructive, and merits encouragement. My premise is that disciplined inquiry into the intelligence process can serve the interests of higher education, scholarship, and an informed public opinion.

The inquiries and disputes of the past five years have amply demonstrated that American citizens need a better understanding of just what our intelligence agencies do, what they cannot or should not do, and what the system of political control and accountability is. Above all, officials and citizens alike need authoritative explanations of the essential contribution intelligence must make to national decision-making, defense, arms control, and maintenance of international peace in a dangerous world.

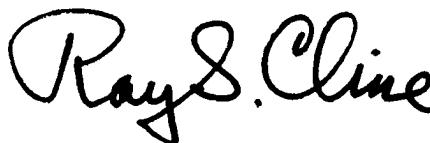
The place to start the accumulation of knowledge about the role of intelligence in our society is logically in our advanced research and educational institutions. Yet there was until recently an almost complete void in our universities insofar as specific courses devoted to the subject of intelligence as a part of our political process and international affairs.

Happily, as this monograph shows, a serious,

scholarly discussion of intelligence as a factor in policymaking has begun in the halls of colleges and universities in the past few years. Most of the research and instruction have been based on the personal initiatives of a number of individual teachers with special interest and experience in the field. It is, therefore, now for the first time feasible, sensible, and constructive for academic and research institutions to begin to exchange information on courses, projects, and programs devoted entirely or partially to the subject of intelligence.

The National Intelligence Study Center (NISC), in this first publication, hopes to assist the process of intellectual cross-fertilization among interested scholars. NISC's basic aim is to facilitate whatever tasks are necessary to lay the foundation for a better understanding of the importance of good intelligence in a democracy.

Wilfred D. Koplowitz, formerly Director of Intelligence Studies at the National War College and the National Defense University, has brought to this survey his own considerable experience in "Teaching Intelligence," as well as his broad understanding of intelligence functions and processes. His continuing efforts to encourage and improve the teaching of intelligence has enjoyed the support of the International Studies Association (ISA) and the Association of Former Intelligence Officers (AFIO), as well as the Board of Directors of NISC.

A handwritten signature in black ink that reads "Ray S. Cline". The signature is written in a cursive, flowing style.

Ray S. Cline
President

National Intelligence Study Center

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INTRODUCTORY NOTES

Fresh interest in intelligence, long regarded as an arcane and even nefarious activity involving persons of doubtful character and eccentric powers of reason, derives from several factors, some substantive and others circumstantial.

There is an obvious and maturing appreciation for the significance of intelligence in the public policy and decision-making process. Scholarly trailblazers produced seminal works on this relationship after World War II. The subjects chosen reflected momentous experiences of that global conflict: Operation Barbarossa, the German attack on the Soviet Union; the Japanese attack on the United States at Pearl Harbor; ULTRA, the deciphering of the German code by British cryptanalysts; the Double-Cross System, the British manipulation of German agents in Great Britain.

The curve of attention crept steadily upward in the ensuing years in the area of intelligence performance, a phenomenon nourished by classic cases of strategic surprise, warning, and deception emanating from recurring Cuban and Mideast eruptions. Scholars linked their work to crises and decision-making, buttressed by new perceptions of individual and group behavior in bureaucratic settings.

The serious and valuable products of this period focused less on intelligence as a composite set of

functions, actors, and institutions than on the central, though not all-encompassing, issue of intelligence and policy relationships.

It is likely that the teaching of intelligence in a more comprehensive mode would have gradually commended itself to the academic community, but the shock of exposé and alleged scandal accelerated the process. The spread of courses related to intelligence in academia during the past half dozen years, therefore, can be attributed more to public controversy than to private analysis.

Revelations of certain mistakes and misdeeds, concern about presidential misuse of intelligence agencies, media exposures of activities cutting close to the bone of constitutional and ethical muscle, and attendant publication of heretofore privileged information have all prompted the faculty and students in institutions of higher learning to scrutinize the intelligence factor. Housed in established academic frameworks, a new, broader focus and an aggressive curiosity can now be satisfied to a substantial degree.

This monograph reports on a survey, under the sponsorship of the National Intelligence Study Center (NISC), of major colleges and universities in the United States, and a few elsewhere, to identify current course offerings related to any aspect of the intelligence process. The survey grew out of a panel on "Teaching Intelligence" convened at the March 1979 Annual Convention of the International Studies Association (ISA) in Toronto. To enrich the exchange of data and insights begun at that meeting, it seemed useful to determine who was teaching intelligence courses,

to whom, where, how, and why. Gleanings from this relatively brief experience suggest the nature of improvements needed in materials supporting intelligence sources.

The basic tool of the survey was a questionnaire designed to be "value free." Questions avoided reference to controversial issues in the intelligence field and were meant to be neutral on the matter of how intelligence should be taught. While the thrust of the questionnaire was toward identifying and describing "whole intelligence courses," or courses entirely devoted to intelligence, our interest encompassed "component courses," or courses on a broad subject only partially devoted to intelligence.

Bibliographic data noted on the questionnaire's responses is extensive but incomplete, except for those courses on which syllabi were submitted. However, syllabi were received for most whole intelligence courses and probably represent accurately the readings generally in use.

The survey did not seek explicit evaluative data or comment. It requested average student enrollment to determine levels of interest and participation as well as instructional techniques used by course directors. Responses, on the whole, give the impression of faculty and student satisfaction with the educational product. A few report ameliorative revisions, in the light of continuing review, to make an improvement in the product.

Educational institutions offering either whole intelligence courses or intelligence components in

broader courses run the gamut in terms of location, size, prestige, academic philosophy, and auspices. State universities, small private liberal arts and venerable "Ivy League" colleges, as well as service academies, are inserting intelligence studies into their curricula. Undergraduate whole intelligence courses are most often housed in departments of political science. A few are administered by departments of government or history. The graduate offerings are usually in international relations institutes or related special programs. Intelligence components appear in courses across a spectrum from foreign policy to national security studies and military history.

This monograph summarizes the responses to the questionnaire, provides names and addresses of involved persons, and offers concluding observations and an agenda for academic support development. We hope these findings nourish interest in the teaching of intelligence, stimulate a continuing exchange of pertinent information, and evoke constructive ideas about how to do it better.

COURSE CONCEPTS AND CONTENT

Intelligence: A Process Within a Process

Intelligence, produced by a somewhat idiosyncratic process, is properly viewed in academia as an input to a larger process culminating in policy and, ultimately, in action or deliberate inaction. The educational objective, often explicitly stated in course syllabi, is to understand how intelligence is produced, how it affects the nation-state's conduct of its external relations, and, thus, how intelligence fits into the total fabric of world affairs.

The teaching of intelligence in academic institutions places the subject within the broader frameworks of national security, foreign policy, or international relations. This is generally the case in an intellectual sense whether or not classroom treatment occurs in courses labelled "intelligence" or some other rubric.

It further follows that teaching highlights the relationship of intelligence to policy. Ancillary attention is paid to how raw intelligence is acquired, combined, and refined by analysis into substantive reports, including national intelligence estimates. There is a natural fascination with the techniques and skills involved in the often romanticized craft of espionage.

In the military service schools, the policy

perspective also prevails, but there is much greater interest in the intricacies of human and technical collection systems, as students expect some involvement in these functions during their careers.

There is a persisting preoccupation in academic and professional intelligence circles with the phenomenon called "intelligence failure." This subject accommodates a growing interest in the psychological and sociological ingredients of research and analysis--i.e., the resultant intelligence product --and the ability of the policy system to exploit the product or, indeed, to evaluate it as an element in exploitation.

Survey Courses.

The majority of whole intelligence courses are described by respondents as "survey courses." Both a comprehensive and eclectic quality is evident. The courses offered range widely. They convey the history, structure, and dynamics of the United States intelligence community and review the American experience in intelligence. A few courses reach back to World War I and take the student through the sparse chronicles of American intelligence efforts between the wars. The story picks up a beat as the country enters World War II, and the Office of Strategic Services (OSS) becomes a vital and particularly exciting arm of the nation's wartime interest.

The typical survey course then moves quickly to describe the contemporary intelligence community emphasizing the Central Intelligence Agency (CIA), its original chartering in 1947, its evolution in the 1950s and 1960s, its trials and tribulations played

out in the investigations and reforms of the 1970s.

Most courses project these historical cum institutional features as backdrop for subsequent units which select among several options depending on the instructor's ideas and interests. The policy relationship, as noted, dominates. Another option hones the double edges of espionage, counterintelligence, subversion, and covert action. This takes the class squarely into the more controversial, clandestine domain where value judgments can weigh heavily on how the material is handled and received.

In this option, the students wrestle with the issue of "Intelligence in a Democratic Society." Virtually all courses surveyed spend some time on the multiple and interrelated problems to which the United States Government and body politic have turned during the past several years. Thus, the students debate the conflict between the inherent need for secrecy in intelligence work and the citizen's "right to know." They confront the tension between national security requirements, especially counterintelligence, to protect vital secrets, and the constitutional rights of individuals. They strive to resolve the stress created by the President's prerogatives to conduct foreign policy and intelligence operations and the U.S. Congress's obligation to review policy results, monitor performance, and appropriate funds.

Certain survey courses interlace all of the above, or supplement it, with a comparative study of --with at least a look at--a few foreign intelligence services. The Soviet Union's Committee for State Security (KGB), the Chief Intelligence Directorate

of the Soviet General Staff (GRU), the Soviet satellite services, the British, French, German, and, increasingly, the Israeli intelligence systems are discussed. Due to the relative paucity of open literature and direct professorial experience, the study of these foreign institutions is necessarily brief and superficial. Nevertheless, the attempt at comparisons and the inclusion of material on the "opposition" suggest an awareness of the cross-cultural aspects of the intelligence function in the international system and the relevance of the threat to national interests emanating from acknowledged adversaries.

Variations on the Survey Approach.

A few courses depart from the broad survey concept and focus on a particular facet of the intelligence field. One such course addresses the utility of covert action as practiced by both the KGB and the CIA. Another, reflecting the overall purposes of the graduate institution in which it is offered, is attempting to describe and analyze the intrinsic problems of command, control, communications, and intelligence as confronted by both government and industry. This scrutiny of the generic phenomenon whereby all organizations require, collect, process, and utilize intelligence is especially pertinent to the quest for a "theory of intelligence."

The Academic Thirst for Theory.

Several professors teaching intelligence courses are keen to introduce theoretical concepts into the educational experience. Theoretical work meeting academic standards is available on "intelligence

failure," and in related areas of crisis management, decision-making, and policy formulation. An all-encompassing view of intelligence from one end of the cycle to the other expressed in psychological, organizational, and political--in effect, in systemic--terms has not emerged either from the world of practice or scholarship.

Intelligence "Components."

Academic treatment of the intelligence process has favored the component formula rather than the whole intelligence course approach. This is the traditional preference and is still widely held. According to this school, intelligence, despite its unique characteristics, does not merit vertical, albeit disciplined study. It exists by definition to serve policy, its making and its execution. Fascinating in a special way, even compellingly so, it is only one of many critical inputs to the policy process. Granting that newly available data on its inner workings enhances understanding, to remove "intelligence" from its total anatomy for curriculum packaging bestows on it an unwarranted and even misleading importance.

On a more mundane level, component treatment reflects limited resources. Academic budgets are tight. Department chairmen and professors, forced to choose among courses on foreign policy, national security policy formulation, international relations, and a new course dealing exclusively with intelligence, will generally opt for the broader program. Moreover, university faculty may feel somewhat less comfortable with the latter subject, despite newly available open sources, than with established, fundamental

core subjects in the general field. Until an interested faculty member can immerse himself or herself in the subject, there may be some hesitance to teach intelligence in the light of the premium put on direct experience as an ingredient of authority. In still other cases, and this is a subtle point, skepticism about, or downright hostility to, what has been learned of the American intelligence practice may inhibit instructor enthusiasm for course development. This deep concern can, of course, have the opposite effect.

Whatever the reason, conviction or convenience, the component formula continues to prevail on most campuses. It puts intelligence in most instances within courses on American foreign policy or national security studies. In the latter, strategic and defense factors, and the related intelligence ones, are covered in more detail than in the former. Both address the government's decision-making process and, in so doing, include the "intelligence factor" as a substantive input to rational, bureaucratic politics, and other models.

Teachers of diplomatic and military history, international relations, and international politics are weaving the intelligence thread into their particular tapestries. When viewing the overall sweep of history, the interplay of diplomacy, or the fortunes of war, the role of intelligence can be identified and evaluated from the 1917 telegram of German Foreign Secretary Alfred Zimmerman to his Ambassador in Mexico, to ULTRA, and the discovery in the 1950s of Soviet espionage agents, Julius and Ethel Rosenberg.

When dissecting the contemporary international

system and analyzing the instruments by which states protect and advance national interests vis-à-vis other sovereign states, the function of both intelligence and covert action figures strongly. Teachers of international relations recognize that intelligence, in all of its institutional and behavioral aspects, is an attribute of the system, as is armed conflict. They also recognize that there are certain discernible practices, unwritten rules, and codes, which subtly govern intelligence conduct within the system.

The Rationale for "Whole Intelligence Courses."

Advocates of whole intelligence courses reason as follows: Dealing with the complex intelligence function in discrete courses labelled "intelligence" is logical in the light of the unique characteristics acknowledged by component advocates. As an element of national power--i.e., the state's capacity to pursue its interests, and especially as applied to great power portfolios--intelligence has heretofore not been subject to the disciplined scrutiny given to the diplomatic, military, economic, geographic, and cultural aspects of state power and craft. A reasonably disciplined scrutiny is now feasible from reasonably authenticated sources.

Finally, whole course champions note that the broad controversy surrounding the U.S. intelligence establishment has touched many vital parts of our socio-political system. That controversy is significant for our politics and our values. It can best be organized for study and informed discussion if given separate, somewhat extended, treatment including appropriate references to history and comparative

phenomena.

At the same time, the central and powerful point of the component school cannot be and is not ignored. Studying intelligence can only be accomplished sensibly if intelligence is viewed within larger contexts, namely, the culture, the government, the decision process, and, indeed, the whole systemic environment in which it operates. A successful academic course, whole or component, will never isolate the intelligence function even as it examines its internal dynamics.

Intelligence Education in the Official Community.

Government officials concerned with national security affairs are either producers or consumers of intelligence, or both. Exposed to intelligence courses at various points in their continuing career education, these officials are essentially being trained to perform their jobs more ably. There is a strong common denominator in courses designed to analyze the intelligence relationship to policy as it appears from inside the government and similar courses conducted in the academic community. It is interesting to note that the "thirst for theory" observed in academia is beginning to parch the throats of practitioners who are unanimous in their view that such abstractions must be manifestly tied to actual experience and, in turn, be useful to it.

The Central Intelligence Agency and the U.S. Department of Defense maintain sophisticated educational/training programs. An employee may be studying--or training--for as little as a few weeks or as

long as two years and at various stages of his or her career. Courses can be general or v y specific. As a collective enterprise, the intelligence community offers an elaborate array of courses in all phases of the intelligence process.

Care is taken in official institutions to underline the point made at the beginning of this discussion concerning concepts and content. Intelligence cannot be isolated. It must be set soundly in its policy and management contexts. Moreover, in recent years, the public debate and legislative outcomes have prompted appropriate attention to placing the intelligence function in its even broader societal and philosophical framework. Needless to say, there is little argument in official circles about the priority requirement to "get the job done" on behalf of compelling national interests. The stress is on the latter, the essential task of professional education in this field.

In both the CIA and the Defense intelligence complex, there is positive interest in nourishing the disciplined teaching of intelligence in the academic community. There is, also, a desire to be supportive in appropriate ways.

THE BIBLIOGRAPHIC STORY

The veritable explosion in the literature of intelligence during the past ten years has supported and nourished the teaching of intelligence. The nourishment has titilated the professorial palate but has not satisfied the collective academic appetite. There is no single published book which has achieved general acceptance as a quasi-textbook on the overall subject. There are, however, several works which are gaining favor as contributing primary sources for the recurring elements in the sources described elsewhere in this report.

The volumes of testimony and findings published by the Government Printing Office in the wake of Senate and House committee investigations have been used selectively by many course directors. Books I and II of the Church Committee Reports are now, unfortunately, out of print. A commercially edited compilation of key items from this source has proved to be a convenient, one volume package. It was published by R. R. Bowker in 1977 in the Public Documents Series.

The literature serving academic courses on intelligence--whole or component--may be placed into several categories, according to the background of authors. They have come from three principal directions: intelligence and policy professionals, i.e.,

practitioners, agents, case officers, analysts, senior managers, and policymakers; academicians; and finally, writers and journalists. In a few notable cases, producers of intelligence literature have moved from the practice of the craft to scholarship and teaching and, occasionally, to the media.

There is, of course, the rather special category of the "make believe" and the somewhat more illuminating roman a clef. Intelligence fiction has embellished the modicum of romance in the second oldest profession. In the post World War II period spy fiction provided bountiful evidence of its appeal to the general public. Teachers of intelligence seem aware of its limitations as a serious source of knowledge about the intelligence business. At the same time, they are finding imaginative ways to exploit fiction for human and other insights, and they have used it as a dramatic foil to clarify the difference between pre-course images of intelligence and newly discovered reality.

Practitioner's Product.

Practitioners are turning out material, including spy fiction, of great variety and quality. A few have attempted what might be described as road maps for neophytes covering the topography of the intelligence world. The Craft of Intelligence by Allen Dulles was an early example. Despite its lucidity, this opus by a highly experienced officer has diminishing appeal to today's intelligence academics as it predates the more revealing and dramatic outpourings of subsequent professional writers. It is, of course,

unabashed in its advocacy of a strong American intelligence program.

Later, highly placed veterans, loyal but hardly uncritical intelligence officials--Lyman Kirkpatrick, Sherman Kent, Ray Cline, Harry Rositzke, David Phillips, William Colby--to mention only a few--offered a rich assortment of history, memoirs, essays, and post-career distillations of their experience. Other former intelligence and policy officials have vented their disapproval and disdain for the mission, performance, and personnel of the intelligence/policy sector. The disaffection of men like Victor Marchetti, John Marks, John Stockwell, "Little Joe" Smith, Morton Halperin, and what many term the defection of Philip Agee, have put into the public domain a mixture of fact, heretofore secret, and sharp allegation, frequently self-serving. This collection of dissident writing is being heavily exploited in whole intelligence courses. It feeds the debate concerning legitimate issues enjoying prominent place in intelligence-related curricula. A few course directors seem to weight reading lists with the work of protagonists reflecting a particular point of view. However, in most courses described in this report an attempt is made to expose the student to competing positions and perspectives.

Academic Contribution.

Formidable contributions to the literature have come from the academic sector. These have been essentially in the realms of decision-making, intelligence/policy dynamics, and intelligence failure. The scholarship of Roberta Wohlstetter, Klaus Knorr, Graham Allison, Richard Betts, and many others is recognized and used to advantage by course directors. As the current crop of younger faculty interested in intelligence

deepen their grasp of the field, identify gaps in the literature, mature their course offerings, and sharpen the research tools of graduate students, fresh contributions can be expected.

Media Sources.

For many years journalists were fascinated and frustrated by the "intelligence story." Aggressive investigative reporting, much of it not verifiable in the 1950s and 1960s, produced provocative and, as in the case of practitioner memoirs, mixed results. As the environment changed, the tight lid of secrecy loosened. The merits of this development aside, journalists and other writers on intelligence are now able to obtain documentary material, to interview former intelligence officers willing to impart information, and, in general, to confirm their findings more often than previously. Intelligence courses are using, in appropriate ways, the work of David Kahn, John Barron, and the well-received book by Thomas Powers on Richard Helms and the CIA.

Data available from the questionnaire responses does not reveal a broad and systematic utilization of press and periodical literature. However, students are probably being directed to these items on an ad hoc basis as the courses unfold. While much of this coverage tends to sensationalism or is perishable, there are some interesting contributions in both scholarly and popular journals and, occasionally, in the daily and weekly press.

STUDENT REQUIREMENTS AND TEACHING METHODOLOGIES

Whole intelligence courses, in general, are hewing to traditional procedures and techniques used in college and university teaching. Lectures by the professor, sometimes supplemented by visitations from outside experts, are followed by class discussion. Students demonstrate acquired knowledge by taking tests--short quizzes, midterm and/or final examinations. They are almost always required to produce other written documents--short essays, book reviews, or, as is most often the case, longer, researched, annotated term papers. Demands are often heavy, but fair, and consistent with normal burdens imposed by credit courses.

A few intelligence course directors are using techniques, not unique to the total academic experience, but not yet widely employed by their colleagues teaching about intelligence. These approaches put the student as squarely as possible into the practitioners harness. They attempt to build appreciation for the special pressures of the real intelligence world and to concretize the abstractions and generalizations necessarily deriving from classroom study.

To illustrate:

Professor Harry Howe Ransom, one of the early teachers of intelligence, puts his classes at

Vanderbilt University into a Congressional hearing mode. Each student assumes the identity of a well-known witness, legislator, or staff aide. The student addresses the issue before the committee in real life terms, advocates and defends his role viewpoint, and deals with the interrogation of other role players. Dr. Ray S. Cline, a former Deputy Director for Intelligence, CIA, teaching at Georgetown University, poses a hypothetical, but realistic task for a student national intelligence estimator. The challenge forms the framework for a required term paper, forces analysis within the discipline imposed by the intelligence/policy relationship. Lyman Kirkpatrick, a former senior intelligence executive, now at Brown University, illuminates cumulating principles and conclusions by actual case studies, some drawn from his own extensive experience. While somewhat different from the oral role playing used by Professor Ransom, Peter Beckman, teaching at Hobart and William Smith colleges, confronts his students during examinations with rigorous, analytical, practical problems which push them to extract critical material from course presentations and respond from practitioner perspectives.

Experimentation, including scenarios and simulations with built-in intelligence factors, is occurring elsewhere. The net impression is left, however, that the instructional approach to teaching intelligence is, in the main, relatively straightforward at this time.

PERCEIVED NEEDS
FOR
IMPROVED COURSE SUPPORT MATERIALS

A central aim of this survey is the identification of gaps in the portfolio of instructional aids to sound teaching about intelligence. While the quality of teaching and learning is ultimately dictated by the quality of the individual teacher and the motivation of individual students, the relative newness of intelligence subjects on the university scene makes support materials, especially the literature, very important. Appreciating that many courses have been recently designed, that the literature, while expanding, is incomplete and often inspired by non-academic interests, and that classification has necessarily inhibited case-study development in the public sector, the questionnaire solicited views on what is needed to enhance the educational experience for students of intelligence.

Respondents have confirmed some pre-survey assumptions and offered specific, creative suggestions. The recommendations have come both from teachers of whole intelligence courses and from many professors incorporating intelligence components in broader courses.

Support needs may be grouped in a few general categories: bibliographies and reading lists, case studies and simulations, adjunct expertise and professional/academic conferences.

The Literature.

With regard to reading material, syllabi indicate that familiarity with the literature is growing. Some requests for authoritative, tailored bibliographies have been made, however. There are, in fact, several published bibliographies, and one superior, annotated list of intelligence literature produced regularly in official circles. It has received limited distribution in academic circles. One respondent suggested that a special book list be drawn up "geared to undergraduate use." Annotations would indicate which of the "classics" remain valid given the passage of time since original publication, and which of the anti-CIA books are "least irresponsible."

The suggestions for future intelligence writing in the educational context are evenly divided between those calling for a single work to serve as a standard textbook--"a short, cheap, reliable basic text"--and for "more scholarly works." One respondent solicits writing which is "analytical...not memoirs, histories, and polemics; we are at a stage where we need to be more conceptual, analytical, indeed, 'scientific.'"

Still other professors state their needs are either difficult to acquire or unavailable. For example, they suggest a requirement for additional data on foreign intelligence systems; for a solid publication on international legal rights and responsibilities associated with intelligence collection; for studies on how information is turned into intelligence analysis; and for an unbiased treatment of covert operations. These are gaps in the literature noted by the respondents. They invite production of a compendium

of articles on collection of information, on intelligence failure--or success--and on covert actions with illustrations of the utility and disutility of this instrument of foreign policy.

In short, there is widespread enthusiasm for something convenient and comprehensive.

Case Studies and Simulations.

The interest in case studies is virtually unanimous and follows the pattern noted in the literary agenda. Recognizing that concreteness and actual experience can illuminate principle and generalization, the academic respondents express keen interest in case studies concerning the linkage between intelligence and policy, i.e., when is intelligence "good" or "bad" and is it utilized in given decisions? One professor will welcome cases which exemplify the conflict between secrecy and disclosure pressures, which dramatize the on-the-ground ethical issues involved in all phases of intelligence work, and which make meaningful the complexities of bureaucratic organization and politics in the intelligence community. To repeat a recurring theme another thoughtful educator offered the opinion that even the concrete case studies should be "theoretically informed."

The recommendation to construct a reader combining essays and case studies reflected a broadly asserted set of requirements.

In this category of practical applications, the idea of designing innovative simulations or "intelligence war games" found clear resonance. The "game"

would, of course, be one of multi-dimensional interstate conflict, rather than oriented simply to use of military force. There is strong interest in this "hands on" platform for both educating and evaluating students.

Experts and Conferences.

In the third set of perceived needs, there is receptivity to exploiting the insights of professional intelligence and/or policy officers, working or retired, who might add a dimension to the class readings, case studies, lectures, and discussions. Interested professors also generally observe that inadequate budgets constrain their ability to extend invitations offering travel expenses or honoraria.

This openness to outside ideas and expertise also manifests itself in suggestions for small, well-prepared conferences of qualified scholars and practitioners to examine outstanding analytical problems, to exchange information about teaching experiences, and to obtain up-to-date material from the official intelligence community on how the community's business is organized and executed.

Visuals.

An increasing supply of relevant film and video production exists, much of it available for loan, rent, or purchase. Ranging across a wide spectrum of topic, objectivity, and quality, this body of visual intelligence literature requires selectivity and discipline in its exploitation, but is clearly under-exploited at the moment in the educational arena.

Research.

The survey attempted to identify intelligence related research recently completed or underway at above the undergraduate level. Such activity can itself enrich the course reading lists. Responses to this item were scarce. A few academicians involved in teaching are also researching in the field and are preparing manuscripts and books. One survey respondent, in commenting on course support needs, aptly noted the lack of special grants and fellowships for graduate students interested in intelligence. Expansion of such resources would spur research, and, thus augment the literature supporting education on the subject.

GENERAL OBSERVATIONS

Academic sponsorship of study and teaching about "intelligence" is expanding.

As noted at the outset, this apparent trend was a stimulus for the survey and has been substantiated by its findings. Student interest, expressed in course enrollment, is high. (Courses are uniformly electives.) Professorial enthusiasm is less pervasive, but the vigor and vivaciousness of those faculty members initiating intelligence courses are remarkable.

Certain responses--or, indeed, a possible factor in the failure to respond--connote continuing resistance to bestowing the bonafides of academe on a function long thought to be operationally dominated, officially sheltered, and impervious to disciplined or theoretical examination from outside its own professional ranks.

Parallel-to-lingering skepticism is increasing receptivity to the idea that intelligence courses, whole or component, merit objective consideration. Many negative responses seemed to solicit survey results and further data with this in mind.

The courses identified contain many common features, especially when constructed as broad surveys.

These relate to the history of the United States intelligence community, the intelligence cycle, the special functions of counterintelligence and covert action, the central issues of intelligence/policy relationships and, of course, the problems attendant on recent investigations, reorganizations, and reforms.

While commonality exists, so also do varied themes and foci. There is a pronounced eclectic quality to many courses on intelligence.

One senses a certain groping for an optimum introductory course structure. This could be an abortive search or even counterproductive. Variety is natural and healthy. Courses must reflect the special interests of professors, the thrust of the sponsoring departmental disciplines, and, to a reasonable degree, student orientations. Basic concepts aside, a comparison of syllabi reveals some courses as being more coherent and logical in their internal progression than others. Some appear more probing than others; some demand more student intellectual effort than others.

The quest for theories, if not to embrace the universe of intelligence, at least to explain its segmented mysteries, is a legitimate concomitant of academic courses and research.

Wide dissemination of work in this vein, even if tentative and controversial, should be made. Thoughtful practitioners will benefit from theories firmly rooted in the soil of experience. To the extent possible, practitioners,

serving or retired, should be encouraged to undertake introspection and retrospection targetted at theory. Their collaboration with individuals or small groups of informed academicians exploiting the complementary analytical skills and greater detachment of the latter could sharpen the search for provable hypotheses.

Overall, coverage of the subject of intelligence in colleges and universities remains at a rudimentary stage.

Rarely does one find more than one discrete course offered at any university, and two courses appear to be maximum at this time. A few responses state that references to intelligence occur in all relevant courses. However, no academic institution responding to this survey has elaborated its catalogue to provide a complementary portfolio of intelligence related courses. Such a portfolio might include such offerings as: The History of Intelligence in International Politics and American Foreign Policy; Cognitive and Behavioral Factors in Intelligence Analysis; Espionage and Covert Action as Instruments of Foreign Policy; and Managing Intelligence Collection, Flow, and Use in Public and Private Sectors. Such a cluster, possibly scheduled seriatim over two academic years, would provide more sophisticated and profound treatment than is possible with the current reliance on the single survey courses described herein. This modest elaboration of intelligence courses would be responsive to the professional aspirations of students planning careers in the intelligence sector.

The issue of whole intelligence courses versus components is neither false nor crucial. There is merit in both preferences in terms of philosophy and pedagogy.

Faculty and student interest, resources available, and the nature of existing programs in relevant disciplines will dictate decisions at each institution on whether and how to project teaching about intelligence. The knowledge, ingenuity, and open-mindedness of course directors are more important than how the course is labelled and how much time is exclusively devoted to intelligence per se. As stated elsewhere, intelligence cannot be properly studied in a vacuum, divorced from its cultural and political environment, or from its *raison d'être* of policy formulation, execution, and evaluation.

AN AGENDA FOR ACADEMIC SUPPORT DEVELOPMENT

1. Steps should be taken to improve general access to the useful bibliographies already in circulation. However, a teaching oriented bibliography is needed.

Amply annotated with intelligence teaching in mind, constructed around key subtopics addressed in intelligence courses, with appropriate cross-listings under each topic, such a bibliography would provide a service to educators. The optimum version of the list would go beyond books and include major articles and monographs in serious journals reviewed for sound content and low perishability.

2. The perceived textbook gap should be filled on several tracks.

A textbook, Webster reminds his readers, is nothing more or less than a "book used in the study of a subject...containing a presentation of the principles of a subject...."

Several books already in use might qualify, technically speaking. Nevertheless, no single work appears to satisfy the desire for a comprehensive, convenient volume, or series of volumes, treating with recognizable authority and judicious balance, the subject of intelligence as it is being defined in the college and university forum.

This need should be filled, and undoubtedly will

be, not by a single, cosmic publication but by differing, equally valid projects. A straightforward "textbook" can be written, perhaps by a former professional intelligence officer with special qualifications by dint of broad experience. This might be accomplished in collaboration with a knowledgeable academic person.

An annotated "intelligence reader" can be compiled although, if it contains only previously published works, the problem of perishability must be met.

A third formula for intelligence texts would involve newly commissioned contributions to a multi-authored, edited collection in which the complementary expertise and perspectives of the contributors would enhance the product's overall bonafides.

A more ambitious version of the latter approach would establish a series of intelligence studies and would organize single volumes around major subtopics such as history, espionage, technical collection, covert action, counterintelligence, analysis, intelligence and policy, legal and legislative issues, management, and so forth, including a volume on comparative intelligence studies dealing with key foreign systems. The Consortium for the Study of Intelligence is publishing four volumes of papers and discussions deriving from symposia held under its auspices on four major topics. This set, when completed, will partially service the need outlined in this survey.

3. A basic intelligence documents file should be compiled covering the American experience.

This project would primarily service the historical components in intelligence courses. Under certain conditions, it could also provide excellent material for units concerned with analysis, policy relationships, and legislation. The basic documents file would include texts and reproductions of presidential and executive orders, landmark judicial rulings, laws and charters, declassified National Security Council directives, exemplars of declassified or unclassified intelligence production, and other illustrative items from outside the official community. The documents could be used by students, not merely as an information source, but as subjects for critical, comparative analysis.

4. Case studies enjoy high priority on everyone's list of desiderata, and new ones should be constructed.

Several professors, especially those with professional intelligence backgrounds, have already incorporated a case approach into their curricula essentially using material in the public domain. The cases deal mostly with "failures" in analysis and covert action, or unresolved conundrums in counterintelligence.

Enterprising instructors can continue in this fashion with profit. More expedient would be concerted and collaborative work on a group of actual cases chosen to illustrate key points across the spectrum of intelligence topics. These studies would adhere to the same format, designed to support active student involvement in addressing the case in writing, orally, individually, and in a group. Such case studies would benefit from inputs by the official

intelligence establishment even if constrained by classification. As an instructional aid, certain past cases, especially illuminating as to principle but still sensitive, should be acceptable in sterilized form. The case studies should be circulated or made available from a central clearing house location.

5. Intelligence game scenarios should be developed, highlighted with intelligence inputs to interstate conflict situations and with intelligence actors playing leading roles.

These exercises could be from a half day to three or four days in duration. As in the matter of case studies, it seems obvious that interaction between academic and official sectors in simulation development would enhance the product. The games should be widely shared.

6. The receptivity of academic course directors to contributions by outside experts serving as visiting lecturers should be exploited.

A list of qualified former intelligence and policy officers willing to participate in classroom activity should be sent to intelligence educators. The list would include addresses, telephone numbers, and acceptable conditions (whether solicits or waives honorarium, travel, and per diem expenses, etc.). Given the geographical spread of retired professional officers and their motivation for sharing experiences in responsible fashion, it is likely that such a roster will prove to be a valuable resource.

7. A master list of "intelligence visuals" should be compiled.

Films, video tapes, and slides are available from widely diverse sources and under varying conditions. A master list with acquisition data would facilitate their incorporation into intelligence courses. The optimum visuals locator would be succinctly annotated for content and thrust, as this material tends to be even more value-laden than printed literature.

8. A colloquium on "Teaching Intelligence" should be convened at an early date.

Such a conclave would partially fulfill the widespread interest in a continuing exchange of information and ideas. The meeting would be part and parcel of an ongoing clearing house function which is in order. Participants in the proposed colloquium would primarily consist of persons now directing or planning to direct courses of the kind described in this report. The proceedings would combine discussions of substantive questions, including up-dates on the state of the intelligence community, with a comparison of teaching experiences, i.e., what works, what doesn't work. Panels and workshops on course concepts and structure, on case study development and classroom techniques, on simulations, on research agenda, and on other educationally relevant topics would be held along with plenary sessions to hear top officials, observers, and critics on major issues.

POSTSCRIPT

In conclusion, a few words appear to be necessary about the somewhat special and provocative teaching/learning environment in which intelligence studies have grown in recent years. Observations are made with appreciation for the deeply felt concerns of professors, students, researchers, writers, journalists, and those intelligence practitioners who are either in career-related training assignments or in post-career academic settings.

There are allusions in this report to academic skepticism, to disaffected intelligence officers, to press sensationalism, to prolonged controversies about ethics, oversight, and reform. Debate on these issues was probably inevitable in our society at some point in our history. Engagement has been wide both within and outside of the official intelligence and policy communities. Academics, administrators, teachers, and students have joined the fray with energy, passion, and point.

As previously stated, the acceleration in intelligence course development is partly traceable to these very issues. The process sparked interest and provided the fuel of new information, including some undisputed facts, heretofore unavailable. As academic treatment matures, both in the classroom and in published research, it seems reasonable to examine that treatment in terms of the authenticity of data

projected as "fact" and the evenhandedness of the argument presented on persisting issues. The survey did not purport to address this matter. Impressions gained as by-product are, in general, positive.

The responses do suggest the obvious, however; the potential for polemic is high. It exists in the classrooms of serious realpolitik oriented practitioners turned professors, of equally serious civil liberties-oriented faculty, and, in perhaps less obvious form, in the classes of instructors whose attitude toward intelligence tends to be a function of their political Weltanschauung.

This is not to suggest that persons offering courses on intelligence should fail to share with students either a world view of politics or a viewpoint on intelligence in toto or any part thereof. The greatest teachers have not been known for weak or shyly expressed opinions about their special fields. The teacher's obligation to share conviction is clear. Is there not an equal obligation to encourage the student to observe and weigh competing viewpoints and to seek contrary information from equally admissable sources?

Academic interest in intelligence as a facet of broader disciplines--whether approached discretely or integrally--offers an opportunity to illuminate a subject long confined to the shadows. The light of the truth seekers will serve better than the fire of the partisan. To search out veritas in such a manner is to honor a central commandment shared by academe and the intelligence profession.

INSTITUTIONS

OFFERING

WHOLE INTELLIGENCE COURSES

W H O L E I N T E L L I G E N C E C O U R S E S

BOWDOIN COLLEGE

Correspondent:
Richard E. Morgan
Professor, Department of Government
Bowdoin College
Brunswick, Maine 04011

Course: Seminar for Advanced Undergraduates
Presented by Richard E. Morgan

Selected Bibliography:
Church Committee Reports
Cline. Secrets, Spies, and Scholars
Colby. Honorable Men: My Life in the CIA
Epstein. Legend

BRADLEY UNIVERSITY

Correspondent:
Dr. John R. Howard
Director, Institute of International Studies
Bradley University
Peoria, Illinois 61625

Course: Theory and Practice of Intelligence
in International Affairs

Reviews development of secret intelligence practice and contemporary operations of certain organizations including CIA, DIA, NSA, the KGB, and the British services. Stresses the debate over management and control of U.S. intelligence system and role of intelligence in American foreign policy.

Presented by Dr. Bengt Sundelius

BROWN UNIVERSITY

Correspondent:
Lyman B. Kirkpatrick
Professor, Department of Political Science
Box 1844
Brown University
Providence, Rhode Island 02912

Course: The Role of Intelligence in World
Politics

Examines nature of intelligence per se and the process: how intelligence services function as instruments of policymakers, especially the President. Surveys five foreign intelligence services for comparative purposes.

BROWN UNIVERSITY
(continued)

Course: The Role of Intelligence in World Politics (continued)
Presented by Lyman B. Kirkpatrick

Course: Intelligence and Policymaking
Research seminar examines impact of intelligence on government decisions by reviewing policy needs and the institutional intelligence response; looks into presidential use and misuse of intelligence arm; scrutinizes oversight and the organizational controversies.

Presented by Lyman B. Kirkpatrick

Selected Bibliography for both courses:

Barron. KGB: The Secret Work of Soviet Secret Agents
Cline. Secrets, Spies, and Scholars
Kent. Strategic Intelligence for World Policy
Kirkpatrick. Captains Without Eyes: Major Intelligence Failures in World War II
Kirkpatrick. The Real CIA
Kirkpatrick. The U.S. Intelligence Community: Foreign Policy and Domestic Activities
Marchetti and Marks. CIA and the Cult of Intelligence
Rockefeller Commission Report
Rositzke. CIA's Secret Operation Wyden. Bay of Pigs

W H O L E I N T E L L I G E N C E C O U R S E S

CANISIUS COLLEGE

Correspondent:
Stafford T. Thomas
Assistant Professor
Department of Political Science
Canisius College 14208
Buffalo, New York

Course: National Security and the Intelligence Community

Covers the history, structures, functions, and problems of the intelligence community. Reviews organization and policymaking in relation to intelligence. Compares the U.S. and Soviet communities.

Presented by Stafford T. Thomas

Selected Bibliography:
Allison. Essence of Decision: Explaining the Cuban Missile Crisis
Kirkpatrick. The U.S. Intelligence Community: Foreign Policy and Domestic Activities

CITY UNIVERSITY OF NEW YORK

Correspondent:
David Syrett
Professor
Department of History
Queens College
City University of New York
Flushing, New York 11367

Course: Intelligence, Subversion, and Terrorism
Analyzes the role of intelligence, subversion, and armed resistance in modern politics. Addresses violence as an instrument of political change.

Required reading: about ten books per term, including such titles as army manuals.

Presented by David Syrett

W H O L E I N T E L L I G E N C E C O U R S E S

GEORGETOWN UNIVERSITY

Correspondent:
Ray S. Cline
Adjunct Professor
1800 K Street, N. W.
Suite 520
Washington, D. C. 20006

(Course is taught at School of Foreign Service, International Affairs Department.)

Course: Strategic Intelligence and World Power Assessment

Graduate level seminar examines concepts, structures, and leaders instrumental to evolution of U.S. central intelligence system. It focuses on analysis and estimates, on policy uses of intelligence in context of critical issues and decisions in post World War II era. The course also assesses strategic correlation of forces in the 1980s and surveys U.S. foreign policy and strategy thus bringing substance and process together.

Presented by Ray S. Cline

Selected Bibliography:

Allison. Essence of Decision: Explaining the Cuban Missile Crisis
Cline. Secrets, Spies, and Scholars
Cline. World Power Assessment 1977
Godson, ed. Intelligence Requirements for the 1980s
Powers. The Man Who Kept the Secrets: Richard Helms and the CIA
Rostow. The United States in the World Arena

Correspondent:

Roy Godson
Associate Professor, Department of Government
Georgetown University
Washington, D. C. 20057

Course: Foreign Intelligence and U.S. National Security

Defines intelligence, describes its function as input to and occasional executor of policy --covert action. Outlines U.S. experience since World War II including key controversial issues of Congressional oversight and reform.

W H O L E I N T E L L I G E N C E C O U R S E S

GEORGETOWN UNIVERSITY
(continued)

Course: Foreign Intelligence and U.S. National Security (continued)

Presented by Roy Godson

Selected Bibliography:

Cline. Secrets, Spies, and Scholars
Godson, ed. Intelligence Requirements
for the 1980s

Hughes. The Fate of Facts in a World
of Men

Lee. Understanding the Soviet Military
Threat: How CIA Estimates Went Astray

HARVARD UNIVERSITY

Correspondent:
Anthony G. Oettinger
Chairman, Program on Information Resources
Policy

Harvard University
200 Aiken
Cambridge, Massachusetts 02138

Course: Command, Control, Communications,
and Intelligence in Government and
Business

Examines changes since World War II in
conception and technologies as well as
institutional framework of information re-
sources. Addresses implications for nation-
al security and related domestic policies.
Evaluates analogies between functions and
support systems of intelligence staff and com-
mand line on one hand and business management
systems on the other. Course also covers on-
going governmental reorganizations in this field,
strategic arms verification, and cryptography.

Presented by Anthony G. Oettinger

W H O L E I N T E L L I G E N C E C O U R S E S

HEBREW UNIVERSITY

Correspondent:

Y. Harkabi
Department of International Relations
The Hebrew University
Jerusalem, Israel

Course: Strategic Studies - Intelligence

Graduate level course planned for 1981 will survey the functions of intelligence, address the psychological and epistemological problems of intelligence production (intelligence failure), and analyze the relationship between intelligence and its political policy masters.

Presented by Y. Harkabi

HOBART AND WILLIAM SMITH COLLEGES

Correspondent:

Peter R. Beckman
Associate Professor
Department of Political Science
Hobart and William Smith Colleges
Geneva, New York 14456

Course: Espionage and Foreign Policy

Explores the linkages among intelligence and foreign policy and specific decisions in the policy field; discusses the institutions, operations, policymaker expectations, and the politics of intelligence--all with a comparative approach drawing on U.S. and non-U.S. materials. Course utilizes wartime and military experiences.

Presented by Peter R. Beckman

Selected Bibliography:

Allison. Essence of Decision: Explaining the Cuban Missile Crisis
Lee. Understanding the Soviet Military Threat: How CIA Estimates Went Astray
Rositzke. The CIA's Secret Operations
Wohlstetter. Pearl Harbor

W H O L E I N T E L L I G E N C E C O U R S E S

OCCIDENTAL COLLEGE

Correspondent:
William D. Brewer
Chairman, Department of Diplomacy and
World Affairs
Occidental College
1600 Campus Road, Box F-6
Los Angeles, California 90041

Course: Intelligence and National Security
Reviews evolution of intelligence as institu-
tion and process from World War II through
post World War II period. Examines national
concepts, technological developments, and
structures shaping national experience. Looks
at the constitutional framework for organizing
intelligence in a democracy.

Presented by William D. Brewer

Selected Bibliography:
Church Committee Report
Cline. Secrets, Spies, and Scholars
Kahn. The Codebreakers
Ransom. The Intelligence Establishment
Tuchman. The Zimmerman Telegram

OHIO UNIVERSITY

Correspondent:
Harold Molineu
Associate Professor
Department of Political Science
Bentley Hall
Ohio University
Athens, Ohio 45701

Course: Espionage and International Politics
Surveys role of intelligence, collection,
analysis, and operations in foreign policy,
stressing American experience while drawing on
British, Soviet, and other examples for compara-
tive purposes. Uses World War II case studies,
especially ULTRA. Addresses both counterin-
telligence (exploits Lecarré) and covert action.

Presented by Harold Molineu

W H O L L E I N T E L L I G E N C E C O U R S E S

OHIO UNIVERSITY
(continued)

Course: Espionage and International Politics
(continued)

Selected Bibliography:

Copeland, Beyond Cloak and Dagger: Inside the CIA

LeCarré, Tinker, Tailor, Soldier, Spy or

The Spy Who Came in From the Cold

Winterbotham, The Ultra Secret

PACE UNIVERSITY

Correspondent:

James H. Holmes

Chairman, Department of Social Sciences

Pace University

Pleasantville-Briarcliff Campus

Bedford Road

Pleasantville, New York 10570

Course: U.S. Intelligence and Espionage

Presented by Professor John Norman

RUTGERS UNIVERSITY

Correspondent:

Roy E. Licklider

Associate Professor

Department of Political Science

Douglass College

Rutgers University

New Brunswick, New Jersey 08903

Course: CIA and KGB: The Utility of Covert Operations

Addresses question of whether U.S. should maintain capability to carry out covert operations; also touches on intelligence analysis, espionage, and counterintelligence.

(Note: This course has been given once but will not be repeated in the near future.)

Presented by Roy E. Licklider

W H O L E I N T E L L I G E N C E C O U R S E S

RUTGERS UNIVERSITY
(continued)

Course: CIA and KGB: The Utility of Covert Operations (continued)

Selected Bibliography:

- Barron. KGB: The Secret Work of Soviet Secret Agents
- Colby. Honorable Men: My Life in the CIA
- Felix. The Spy and His Masters
- Marchetti and Marks. CIA and the Cult of Intelligence
- Rositzke. CIA's Secret Operations
- Wise and Ross. The Invisible Government

SAN FRANCISCO STATE UNIVERSITY

Correspondent:
 Marshall Windmiller
 Professor, International Relations Program
 San Francisco State University
 San Francisco, California 94132

Course: Intelligence, Subversion, and Propaganda in International Relations

Surveys theory and practice of modern intelligence agencies; analyzes intelligence process; describes the U.S. Intelligence Community; discusses covert action and counterintelligence; covers key foreign services and addresses the ethical, organizational, and oversight issues.

(Note: Plans to separate subject into two courses--one on intelligence and one on covert political warfare.)

Presented by Marshall Windmiller

W H O L E I N T E L L I G E N C E U R S E S

SAN FRANCISCO STATE UNIVERSITY
(continued)

Course: Intelligence, Subversion, and Propaganda in International Relations (continued)

Selected Bibliography:

- Barron. KGB: The Secret Work of Soviet Secret Agents
- Eisenberg, et. al. The Mossad
- Hougan. Spooks
- Mosley. Dulles
- plus periodical literature

TUFTS UNIVERSITY

Correspondent:
Theodore L. Eliot, Jr.
Dean, Tufts University
The Fletcher School of Law and Diplomacy
Medford, Massachusetts 02155

Course: Senior Research Colloquium
During the academic year 1978-1979 this colloquium was devoted to "Intelligence: Deception and Surprise." Graduate students' research and lectures from visiting practitioners are the basis of a book on the subject. Participants included Professors Reginald V. Jones, John Erickson, Uri Ra'anan, Robert L. Pfaltzgraff, and Geoffrey Kemp, as well as Dr. Roberta Wohlstetter and Mr. William Colby. In the coming academic year, issues of intelligence evaluation, especially verification as it relates to arms control agreements, will be addressed in this course.

Presented by Professor W. Scott Thompson, as course director, in 1980-1981.

W H O L E I N T E L L I G E N C E C O U R S E S

UNITED STATES AIR FORCE ACADEMY

Correspondent:

Mark Ewig, Captain, USAF
Department of Political Science
U.S. Air Force Academy, Colorado 80840

Course: Intelligence and Politics

Reviews the development of the intelligence community, roles and structure of current intelligence agencies. It stresses issues facing the community, describes the full intelligence cycle focusing on collection and analysis. Foreign services are studied. The course addresses the special problems of surprise, early warning, and wartime intelligence. Ethics, control, and reform are also addressed.

Presented by Mark Ewig

Selected Bibliography:

Barron. KGB: The Secret Work of Soviet Secret Agents
Church Committee Reports
Kahn. The Codebreakers
Plus extensive collection of excerpts, off-prints, and press items.

UNIVERSITY OF KENTUCKY

Correspondent:

Vincent Davis
Director, The Patterson School of
Diplomacy and International Commerce
University of Kentucky
Lexington, Kentucky 40506

Course: The U.S. Intelligence System

This course will be offered for the first time in academic year 1980-81. It will be a general overview for senior undergraduates and first year graduate students. The course will be listed under the Department of Political Science.

Presented by Scott D. Breckinridge

W H O L E I N T E L L I G E N C E C O U R S E

UNIVERSITY OF LOUISVILLE

Correspondent:
Jerald R. Yankee
Assistant Professor and Director,
International Relations Program
Department of Political Science
3rd Floor, Stevenson Dormitory
University of Louisville
Louisville, Kentucky 40208

Course: The U.S. Intelligence Community in
Domestic and International Politics

Surveys the intelligence function as part of the national security policymaking and implementation process. Examines the entire intelligence cycle beginning with collection techniques and technologies and covers the knowledge and policy relationship. The course also discusses information security systems and impact of secrecy on analysis, policy, and democratic institutions. It analyzes Congress, media impact, and covert action as policy instrument. It examines case studies of successes and failures.

Presented by Jerald R. Yankee

Selected Bibliography:
Barnet. The Roots of War
Frank and Weisband. Secrecy and Foreign Policy
Halperin and Hoffman. Top Secret: National Security and the Right to Know
Marchetti and Marks. The CIA and the Cult of Intelligence
Wilensky. Organizational Intelligence: Knowledge and Policy in Government and Industry

Plus numerous offprints of articles from periodicals and excerpts from Senate and other investigative hearings and reports.

W H O L E I N T E L L I G E N C E C O U R S E S

W H O L E I N T E L L I G E N C E C O U R S E S

UNIVERSITY OF MANITOBA

Course: Intelligence, Espionage, and Terrorism
Planned for academic year 1980-81 this course will survey the field in terms of policy relationships, collection, ethics, and most key aspects of the subject.

Presented by O. Peter St. John

Course: Intelligence and Espionage

This course is offered in the History Department.

Presented by Francis Carroll

UNIVERSITY OF SOUTH CAROLINA

Course: Strategic Intelligence and National Security

Surveys intelligence role, functions, and issues in context of national security policy-making process. This course will be offered in the fall of 1980 to elite, interested members of the public and to graduate students for credit with special permission.

Presented by Paul M. Kattenburg

Correspondent:
O. Peter St. John
Associate Professor
St. Johns College
University of Manitoba
400 Dysart Road
Winnipeg, Manitoba
Canada R3T 2M5

Correspondent:
Paul M. Kattenburg
Professor, Department of Government and
International Studies
University of South Carolina
Columbia, South Carolina 29208

UNIVERSITY OF SOUTH DAKOTA

Correspondent:
Tom Lobe
Assistant Professor
Department of Political Science
University of South Dakota
Vermillion, South Dakota 57069

Course: An Overview of Intelligence in Fiction
and Practice

Examines espionage, counterintelligence, covert H
action, and analysis. It compares the world of O
intelligence as portrayed in the world of L
literature with that of the real world. Draws
heavily on the memoirs and writings of pro-
fessionals, and touches on the KGB and moral
issues.

Presented by Tom Lobe

Selected Bibliography:

Agee, Inside the Company, CIA Diary
Dulles, The Craft of Intelligence
Epstein, Legend
Marchetti and Marks, CIA and the Cult of
Intelligence
Powers, The Man Who Kept the Secrets: Richard
Helms and the CIA
Plus options from fiction and memoirs.

UNIVERSITY OF SOUTHERN CALIFORNIA

Correspondent:
Andrew Strenk
961 West 30th Street, Apartment 2
Los Angeles, California 90007

Course: Spies, Secret Agents, and National
Security

Course emphasizes use of intelligence informa-
tion by policymakers. It also examines various
intelligence organizations--the OSS, Abwehr, SD,
CIA, KGB, SSD, BND, the Mossad, and MI5 and MI6.
Actual spy cases are studied including Richard
Sorge, Kim Philby, Oleg Penkovsky, and others.

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W H O L E I N T E L L I G E N C E C O U R S E S

UNIVERSITY OF SOUTHERN CALIFORNIA
(continued)

Course: Spies, Secret Agents, and National Security (continued)

Presented by Andrew Strenk

Selected Bibliography:

Agee. Inside the Company: CIA Diary
Barron. KGB: The Secret Work of Soviet Secret Agents

Brown. Bodyguard of Lies
Stevenson. A Man Called Intrepid

VANDERBILT UNIVERSITY

Correspondent:

Harry Howe Ransom
Professor, Department of Political Science
Box 6326-B
Vanderbilt University
Nashville, Tennessee 37235

Course: Secret Intelligence Agencies and the American Democracy

Surveys problems of secret agencies in a democratic government, covers the nature, functions, and processes of strategic intelligence, especially role in public policy formulation. It focuses on origins, evolution, and performance of the CIA in both intelligence and covert action roles, and addresses intelligence agency accountability.

Presented by Harry Howe Ransom

Selected Bibliography:

Church Committee Reports
Halperin, et al. The Lawless State
Powers, The Man Who Kept the Secrets: Richard Helms and the CIA

VANDERBILT UNIVERSITY
(continued)

Course: Secret Intelligence Agencies and the American Democracy (continued)

Selected Bibliography: (continued)
Plus extensive reserve shelf such as Cline, Kirkpatrick, Kent, Colby, etc.

WESTERN WASHINGTON UNIVERSITY

Correspondent:
David W. Ziegler
Associate Professor
Department of Political Science
Western Washington University
Bellingham, Washington 98225

Course: State Policy, Espionage, and Intelligence Utilization

Emphasizes intelligence and policy especially cognitive problems in collection, analysis, and utilization. Course discusses intelligence failures, the CIA, technologies, and ends with discussion of the "ideal intelligence system."

Presented by David W. Ziegler

Selected Bibliography:
Barron. KGB: The Secret Work of Soviet Secret Agents
McGarvey. CIA: The Myth and the Madness
Whaley. Codeword Barbarossa
Wilensky. Organizational Intelligence, Knowledge and Policy in Government and Industry

W H O L E I N T E L L I G E N C E C O U R S E S

INSTITUTIONS

OFFERING

INTELLIGENCE COMPONENTS IN BROADER COURSES

AMERICAN GRADUATE SCHOOL OF INTERNATIONAL MANAGEMENT

Correspondent:
Richard D. Mahoney
Assistant Professor
American Graduate School of International
Management
Glendale, Arizona 85306

Course: American Foreign Policy Toward
Latin America

Replicates American foreign policy decision
mechanism. In each separate exercise, two
seminar participants assume the roles of
Director and Deputy Director of Central
Intelligence.

Presented by Richard D. Mahoney

AMERICAN UNIVERSITY

Correspondent:
F. Jackson Piotrow
Associate Dean
School of International Service
American University
Washington, D.C. 20016

Course: National Security Policy

Intelligence is considered as one of several
factors in national security policymaking,
implementation, and control.

CALIFORNIA STATE UNIVERSITY

Correspondent:
Ronald J. Schmidt
Chairman, Political Science Department
California State University at Long Beach
Long Beach, California 90840

Course: National Security Policies

The course analyzes strategic posture emphasiz-
ing military, political, and economic inter-
relationships. It includes an examination of
intelligence gathering, clandestine activities,
and their relations to a free society. The
problems of reconciling ethics, utility, and
national security needs are also considered.

C O M P O N E N T I N T E L L I G E N C E C O U R S E S

CALIFORNIA STATE UNIVERSITY
(continued)

Correspondent:
Ernest R. Kamm
Department of Criminal Justice
California State University at Los Angeles
5151 State University Drive
Los Angeles, California 90032

Overviews of intelligence structure and operations included as portions of general "survey courses" depending on the expertise of the instructor.

THE CITADEL

Correspondent:
John W. Gordon
Assistant Professor
Department of History
The Citadel
Charleston, South Carolina 29409

Course: History of Naval Warfare

Within this essentially military survey emphasis is given to the policy-intelligence relationship in Elizabethan Age and World Wars I and II. Deception, strategic intelligence, ULTRA, MAGIC, PURPLE are discussed. British, German, and U.S. approaches are compared.

Presented by John W. Gordon

THE CITY UNIVERSITY OF NEW YORK

Correspondent:
P.J. Stead
Dean of Graduate Studies
John Jay College of Criminal Justice
The City University of New York
444 West 56th Street
New York, New York 10019

Course:

A seminar has been held for practitioners on "Intelligence in Countering Terrorism," directed by Dr. John Wolf and Dean Stead. Intelligence is also highlighted in lectures on modern military history by Dr. Wolf, and in various other courses. The subject of policy intelligence is treated in a number of graduate and undergraduate courses in police science.

C O M P O N E N T I N T E L L I G E N C E C O U R S E S

COLGATE UNIVERSITY

Correspondent:
Robert H. Johnson
Chairman
Department of Political Science
Colgate University
Hamilton, New York 13346

Material on intelligence is included
in introductory international relations
courses.

DICKINSON COLLEGE

Correspondent:
Eugene J. Rosi
Chairman
Department of Political Science
Dickinson College
Carlisle, Pennsylvania 17013

Course: American National Security Policy
Course: Foreign Policy Instruments in the
Nuclear Age
Intelligence is treated in both of the above
courses.

GEORGE WASHINGTON UNIVERSITY

Correspondent:
Burton M. Sapin
Dean
School of Public and International Affairs
George Washington University
Washington, D. C. 20052

Course: U.S. National Security Policymaking
In this graduate seminar one special research
focus is devoted to "Intelligence Analysis
and Organization." This segment makes a
special effort to include all relevant theo-
ries, concepts, and analytical frameworks
with regard to intelligence.

Presented by Burton M. Sapin

C O M P O N E N T I N T E L L I G E N C E C O U R S E S

C O M P O N E N T I N T E L L I G E N C E C O U R S E S

HAMPDEN-SYDNEY COLLEGE

Correspondent:
Joseph E. Goldberg
Chairman
Department of Government and Foreign
Affairs
Hampden-Sydney College
Hampden-Sydney, Virginia 23943

Intelligence is discussed in course on the
legislature and American foreign policy as
well as in other courses.

ILLINOIS STATE UNIVERSITY

Correspondent:
Hibbert R. Roberts
Chairperson
Political Science Department
Illinois State University
Normal, Illinois 61761

Intelligence is treated as a specific topic
in American foreign policy and an introductory
course on international relations.

JOHNS HOPKINS UNIVERSITY

Correspondent:
Richard K. Betts
The Brookings Institution
1775 Massachusetts Avenue, N. W.
Washington, D. C. 20036

(Dr. Betts teaches at the School
of Advanced International Studies.)

Correspondent:
Michael Hooker
Associate Dean for Undergraduate and
Graduate Studies
The Johns Hopkins University
Baltimore, Maryland 21218

Course: American Defense Policy: Contem-
porary Issues in Postwar Perspective

Segment of this course is devoted to threat
assessment and another brief period allocated
to discussion of covert operations.

Presented by Richard K. Betts

Courses on American foreign policy and inter-
national relations bear on intelligence
indirectly.

LOYOLA UNIVERSITY OF CHICAGO

Correspondent:
Sam C. Sarkesian

Chairman
Political Science Department
Loyola University of Chicago
6525 North Sheridan Road
Chicago, Illinois 60626

Course: American Public Policy: National Security

Graduate seminar which integrates intelligence into course structure. It is primarily concerned with studying the national security and decision-making processes.

Presented by Sam C. Sarkesian

Course: American National Security Policy

Concentrates on military aspects of national security with strong intelligence element. Covers decision-making process, intelligence collection, covert action, success and failures, and morality issues. Case studies include Pearl Harbor, Cuban missile crisis, Bay of Pigs, and Vietnam.

Presented by John A. Williams

NEW YORK UNIVERSITY

Correspondent:
Frank N. Trager

Professor
Graduate School of Public Administration
New York University
National Security Program
4 Washington Square, North
New York, New York 10003

Course: National Security and Public Policy

This course develops national security theory and public policy since the enactment of the 1947 act. It includes elements on intelligence and its significance for national security.

C O M P O N E N T I N T E L L I G E N C E C O U R S E S

NORTHERN MICHIGAN UNIVERSITY

Correspondent:
Robert B. Glenn
Provost and Vice President
for Academic Affairs
Northern Michigan University
Marquette, Michigan 49855

Course: Innovation in Public Projects
Offers theory and practice in operation of a public agency. Includes four hours of lectures on intelligence production process. Engages the students in practical exercises involving intelligence production modified from national defense practice to suit needs of non-military policymakers.

Presented by Fred P. Berry

Course: Methods of Public Policy Analysis
Five lessons in this course are devoted to measurement and modeling, forecasting, assessing alternative courses of action, cost/risk/benefit ratios in policy alternatives, and decision-making under risk conditions.

OHIO STATE UNIVERSITY

Correspondent:
Allan R. Millett
Director
Program in International Security and
Military Affairs
Mershon Center
Ohio State University
199 W. 10th Avenue
Columbus, Ohio 43201

Course: Introduction to National Security
One week, five sessions, of this course is devoted to intelligence.

Presented by Kenneth H. Watman

Course: An informal seminar for graduate students on strategic intelligence in World War II has been held in the past.

Presented by Dr. Williamson Murray

C O M P O N E N T I N T E L L I G E N C E C O U R S E S

C O M P O N E N T S I N T E L L I G E N C E C O U R S E S

PORTLAND STATE UNIVERSITY

Correspondent:
Office of Academic Affairs
Portland State University
P.O. Box 751
Portland, Oregon

Intelligence is covered in courses on con-
temporary history, sociology, and political
science.

RICE UNIVERSITY

Correspondent:
John S. Ambler
Chariman
Department of Political Science
Rice University
Houston, Texas 77001

Course: Seminar in American Foreign Policy
Intelligence is treated tangentially in this
course. A course in American national
security is planned for 1980-1981 or 1981-
1982.

Presented by Richard Stoll

RIPON COLLEGE

Correspondent:
Seth Singleton
Associate Professor
Ripon College
Ripon, Wisconsin 54971

Course: National Security Policy
Surveys U.S. foreign and military policy
since World War II; studies national security
policymaking including intelligence community
role; discusses current issues including
nature and type of intelligence activities
best for country.

Presented by Seth Singleton

C O M P O N E N T I N T E L L I G E N C E C O U R S E S

RUTGERS UNIVERSITY

<p><u>Correspondent:</u> <u>Ross K. Baker</u> Professor Department of Political Science Rutgers University 032 Murray Hall New Brunswick, New Jersey 08903</p>	<p><u>Course:</u> Formulations of American Foreign Policy</p> <p><u>Course:</u> American Foreign Policy</p> <p>Both courses have an "intelligence focus" and use the case study approach. Both cover collection and the policy/intelligence nexus.</p> <p>Presented by Ross K. Baker</p>
<p><u>Correspondent:</u> <u>Roy E. Licklider</u> Associate Professor Department of Political Science Douglass College Rutgers University New Brunswick, New Jersey 08903</p>	<p>Professor Licklider covers intelligence in courses he offers on American foreign policy.</p> <p>Presented by Roy E. Licklider</p>

SCRIPPS COLLEGE

<p><u>Correspondent:</u> <u>James W. Gould</u> Professor of History and International Relations Scripps College The Claremont Colleges Claremont, California 91711</p>	<p>Intelligence is treated in courses on international relations.</p>
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SKIDMORE COLLEGE

Correspondent:
Mary E. Fischer
Department of Government
Patricia-Ann Lee
Department of History
Skidmore College
Saratoga Springs, New York 12866

Course: War: Illusion and Reality
A broadly based examination of war from classical to modern time. The course focuses on the interplay of illusion and reality with propaganda and intelligence as a significant part of content.

A guest lecture on the development of aerial photography is a feature. Students pursue special interests through projects including simulations, exhibits, and visual presentations, as well as research papers.

Presented by Professors Fischer and Lee

STATE UNIVERSITY OF NEW YORK

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Correspondent:
Jerome Slater
Department of Political Science
State University of New York at Buffalo
685 Baldy Hall
Buffalo, New York 14260

Course: Foreign Policy Formulation
Two versions of this course are offered, one for undergraduates and one for graduate students. In both courses there is a section on the role of the CIA in the policy process.

Presented by Jerome Slater

SUSQUEHANNA UNIVERSITY

Correspondent:
James A. Blessing
Political Science Department
Susquehanna University
Selingsgrove, Pennsylvania 17870

Intelligence is addressed in courses on foreign policy as one of many themes studied.

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C O M P O N E N T I N T E L L I G E N C E C O U R S E S

TEXAS A and M UNIVERSITY

Intelligence activities, policies, organiza-
tions, and problems are treated in courses on
defense policy, American foreign policy, and
American history.

Correspondent:
William P. Snyder
Associate Professor
Department of Political Science
Texas A and M University
College Station, Texas 77843

UNITED STATES COAST GUARD ACADEMY

General survey course in international rela-
tions contains small segment on intelligence
information and its connection with policy
formulations.

Correspondent:
Thomas D. Combs, Jr.
Chairman
Department of Humanities
United States Coast Guard Academy
New London, Connecticut 06320

UNITED STATES MARINE CORPS COMMAND AND STAFF COLLEGE

Course: Twentieth Century Elites and
Special Forces
This seminar deals heavily with aspects of
World War II intelligence.

Correspondent:
John W. Gordon
Department of History
The Citadel
Charleston, South Carolina 29409
(Professor Gordon is a member of the
adjunct faculty at the United States
Marine Corps Command and Staff College.)

Presented by John W. Gordon

C O M P O N E N T I N T E L L I G E N C E C O U R S E S

UNITED STATES MILITARY ACADEMY

Correspondent:

Lee D. Olvey
Colonel, USA
Head, Department of Social Sciences
United States Military Academy
West Point, New York 10996

Courses dealing with international politics and national security integrate an examination of the intelligence process into course materials.

UNITED STATES NAVAL ACADEMY

Correspondent:

G. Pope Atkins
Chairman
Political Science Department
United States Naval Academy
Annapolis, Maryland 21402

Course: National Security Policy
Presented by D. N. Mizell, USMC
Course: Formulation of U.S. Foreign Policy
Presented by R. M. Paone and John D. Stempel
Course: Research Seminar on National Security Policy

Presented by R. M. Paone

These courses address the intelligence factor in explicit fashion.

UNIVERSITY OF DELAWARE

Correspondent:

James K. Oliver
Associate Professor
Department of Political Science
University of Delaware
Newark, Delaware 19711

Course: Force and World Politics
Course includes examination of policy choices and circumstances affecting international and American national security.
Presented by James K. Oliver

C O M P O N E N T I N T E L L I G E N C E C O U R S E S

UNIVERSITY OF GEORGIA

Correspondent:

L. K. Johnson
Associate Professor
Department of Political Science
University of Georgia
Athens, Georgia 30602

Intelligence is considered in related courses.

Professor Johnson is currently developing a course on intelligence and/or national security.

UNIVERSITY OF MARYLAND

Correspondent:

Warren R. Phillips
Acting Chairman
Division of Behavioral and Social Sciences
Department of Government and Politics
University of Maryland
College Park, Maryland 20742

The subject of intelligence is fully integrated into the Department's curriculum. Chairman Phillips writes: "The interrelationship between intelligence, crisis management, and foreign policy decision-making, on the one hand, and methodologies of subjective estimation, long-range forecasting, and requirements of analysts, on the other hand, are all part of our curriculum." Two courses were cited as including segments on intelligence: "Problems in International Relations;" and "Selected Topics and Fundamental Problems in International Relations."

Unclassified computer models used in the intelligence community are employed in some courses.

UNIVERSITY OF MISSISSIPPI

Correspondent:
Donald S. Vaughan
Chairman
Department of Political Science
University of Mississippi
University, Mississippi 38677

Course: Formulation of American Foreign Policy

Covers mechanisms and institutions, impact, and interactions of governmental and private groups, as well as the current behavioral literature on policymaking process. Course includes a section on CIA and the intelligence community.

Presented by Daniel S. Geller

UNIVERSITY OF NEVADA

Correspondent:
Andrew C. Tuttle
Associate Professor
Department of Political Science
University of Nevada, Las Vegas
Las Vegas, Nevada 89154

Approximately 25 percent of total time is spent on intelligence organization and operations in course on national security.

In addition, intelligence is covered in course on U.S. foreign policy.

UNIVERSITY OF NORTH CAROLINA

Correspondent:
Gene Rainey
Chairman
Department of Political Science
University of North Carolina
University Heights
Asheville, North Carolina 28804

Course: National Security Policy

This research seminar includes a brief introduction to the field of national security policy and the opportunity to research one area in depth.

C O M P O N E N T I N T E L L I G E N C E C O U R S E S

UNIVERSITY OF OKLAHOMA

Correspondent:
Stephen Sloan
 Professor
 Department of Political Science
 Dale Hall Tower
 The University of Oklahoma
 Norman, Oklahoma 73069

Course: Problems in Security Administration
 (International Terrorism)

Deals with the intelligence function in both
 civilian and military sectors as related to
 threat of terrorism and actual terrorist
 incidents.

UNIVERSITY OF PENNSYLVANIA

Correspondent:
Frederick W. Frey
 Professor
 Political Science Department
 University of Pennsylvania
 Philadelphia, Pennsylvania 19104

Course: Introduction to Political Analysis

Course: Analysis of Power

The first of the above is an undergraduate
 course and the second is a graduate seminar.
 Both courses address problems of political
 analysis confronted by intelligence personnel.

UNIVERSITY OF SCRANTON

Correspondent:
Vincent Ponko, Jr.
 Academic Vice President
 University of Scranton
 Scranton, Pennsylvania 18510

Aspects of national security and intelligence
 are considered as part of a number of courses
 at the University.

UNIVERSITY OF TEXAS

Correspondent:
James R. Roach
 Professor
 Department of Government
 University of Texas at Austin
 Austin, Texas 78712

Professor Roach teaches two courses which
 deal with intelligence--one on U. S. foreign
 relations and the other, a graduate seminar,
 on "instruments" of foreign policy. In

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UNIVERSITY OF TEXAS
(continued)

addition, three other professors give some attention to intelligence: James Austin in an undergraduate course on American foreign relations; Jack Levy in courses on conflict and causes of war; and, Richard Kraemer in a class on national security policy.

UNIVERSITY OF WISCONSIN

Correspondent:

E. David Cronon
Dean
College of Letters and Science
University of Wisconsin-Madison
South Hall, 1055 Bascom Mall
Madison, Wisconsin 53706

Course: Problems in American Foreign Policy

Course: The Politics of Force in International Relations

Both courses touch peripherally on the activities of the CIA and other aspects of intelligence.

UNIVERSITY OF WYOMING

Correspondent:

Kenyon N. Griffin
Associate Professor
Department of Political Science
University of Wyoming
Laramie, Wyoming 82071

Course: Introduction to International Politics

Course: American Foreign Policy

Intelligence is discussed in both of the above courses.

C O M P O N E N T I N T E L L I G E N C E C O U R S E S

WASHINGTON STATE UNIVERSITY

Correspondent:

Patrick M. Morgan
Professor
Political Science Department
Washington State University
Pullman, Washington 99164

Intelligence is dealt with in several courses.

YALE UNIVERSITY

Correspondent:

H. Bradford Westerfield
Professor
Department of Political Science
Yale University
3532 Yale Station
New Haven, Connecticut 06520

Course: Introduction to International Relations

Course: The Control of American Foreign Relations

Intelligence problems are addressed for about two weeks in each of the above undergraduate courses.

SENIOR SERVICE SCHOOLS

OFFERING

PROFESSIONAL TRAINING COURSES

P R O F E S S I O N A L T R A I N I N G C O U R S E S

While the objective instruction in these Senior Service Schools in the U.S. Defense Department complex is professional training, there are many common features with academic courses. Persons involved in Service educational activity are interested, in the main, in exchanging ideas with individuals teaching about intelligence in the academic community.

THE CENTRAL INTELLIGENCE AGENCY
(CIA)

Correspondent:
James Hanrahan
Director, Center for the Study of Intelligence
Central Intelligence Agency
Washington, D. C. 20505

Course Description:
The Center for the Study of Intelligence is part of the CIA's Office of Training which provides extensive professional education for Agency officials.

The Center is a focal point for the development of principles and theories likely to improve the professional's comprehension of his own vocation and, ultimately, the general understanding of the intelligence process.

Alert to the logic of professional inputs to unclassified, academic enterprise in the intelligence field, the Center hopes to be increasingly helpful to this end.

DEFENSE INTELLIGENCE SCHOOL

Correspondent:
Stanley J. Underdal, Major, USAF
Coordinator of Graduate Studies
Defense Intelligence School
Washington, D. C. 20374

Course Description:
The Defense Intelligence School (DIS) is at the highest level of the military intelligence educational structure. It prepares selected officers and civilian officials

DEFENSE INTELLIGENCE SCHOOL
(Continued)

Correspondent (Continued):
Charles R. Fox, Colonel, USAF
Commandant
Defense Intelligence School
Washington, D. C. 20374

P R O F E S S I O N A L T R A I N I N G C O U R S E S
Course Description (Continued):
for key intelligence roles in the national security structure.
Approximately 60 graduate courses in intelligence are offered. They cover the general areas of strategic intelligence, operations, management, and strategic intelligence assessment.
Courses are conducted on a highly classified basis for obvious reasons. In this range of offerings the DIS is unique among all intelligence institutions in the area of strategic assessment. The DIS is chartered by the Joint Chiefs of Staff and reports to the Director of the Defense Intelligence Agency.
There is a newly instituted Master of Science degree in the strategic intelligence program.
A 30-member resident faculty is supported by 10 members of an adjunct faculty.

THE NATIONAL WAR COLLEGE

Correspondent:
Horace Z. Feldman
Director of Intelligence Studies
The National War College
Washington, D. C. 20319

Course Description:
The course entitled "Intelligence and the National Security Process" is an elective offered during the one-year stay of senior officers and civilians at this key senior service school. It stresses the connection of intelligence to policy and to national security decision-making.

P R O F E S S I O N A L T R A I N I N G C O U R S E S

THE NATIONAL WAR COLLEGE
(Continued)

Course Description (Continued):
Collection, action, production, and management are discussed as well as moral and legislative issues.

The course is essentially a lecture format with top experts holding forth on their specialties and active discussion following. On one occasion in the past an advanced seminar version was offered, restricted to intelligence professionals in the National War College class of that year.

This is a classified course, but it contains many elements found in academic offerings on the same subject. Course director will be pleased to respond to queries from teachers in the unofficial community.

NAVAL POSTGRADUATE SCHOOL

Correspondent:
Richard J. Schlaff, Commander, USN
Curricular Officer
National Security and Intelligence Programs
Naval Postgraduate School
Monterey, California 93940

Course Description:
Part of an elaborate graduate level educational program maintained by the Navy Department, the Intelligence curriculum is an 18-month program leading to a Master of Arts degree in National Security Affairs.

The aim is to produce intelligence specialists able to apply the broad education received in national security and related matters to the intelligence

NAVAL POSTGRADUATE SCHOOL
(Continued)

Correspondent (Continued)
T. F. Dedman, Rear Admiral, USN
Superintendent
Naval Postgraduate School
Monterey, California 93940

Course Description (Continued):
process in a creative and innovative manner.

Eighteen faculty members are involved. Courses range across a broad spectrum from theory of international relations to sophisticated problems of technology assessment and threat analysis.

This curriculum responds to Navy needs. It is broad in scope and places intelligence in the total national security stream.

Commander Schlaff is interested in the general field of intelligence and in the development of exchange of data on teaching the subject.

Note: Although specific data is not in hand at this time, the other three Senior Service Schools are also active in teaching intelligence. These are the Naval War College in Newport, Rhode Island; the Army War College at Carlisle Barracks, Pennsylvania; and the Air War College at Maxwell Field, Alabama.

P R O F E S S I O N A L T R A I N I N G C O U R S E S

RESEARCH ON INTELLIGENCE

RECENTLY COMPLETED OR IN PROGRESS

R E S E A R C H O N I N T E L L I G E N C E

AUTHOR(S) :
Peter R. Beckman
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Hobart and William Smith Colleges
Geneva, New York 14456

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Department of Government
Georgetown University
Washington, D. C. 20057
or
Roy Godson
Consortium for the Study of Intelligence
Suite 601
1730 Rhode Island Avenue, N.W.
Washington, D. C. 20036

Richard E. Morgan
Department of Government
Bowdoin College
Brunswick, Maine 04011

Paper presented to Northeast Political Science Association, November 1979, entitled "Intelligence and Foreign Policy: Problems, Prospects, and a Little Magic."

Book length manuscript on intelligence and foreign policy in preparation.

A copy of the paper is available from Professor Beckman. The book length manuscript is not ready for distribution.

The Consortium for the Study of Intelligence, of which Professor Godson is a member and Coordinator, has held three symposia on Intelligence Requirements for the 1980s: on "Elements of Intelligence;" on "Analysis and Estimates," and on "Counterintelligence." The papers and discussions concerning the first two of the meetings have been published by The National Strategy Information Center. The Center's address is the same as that of the Consortium.

Papers delivered at the Counterintelligence symposium are scheduled to be published shortly. A fourth symposium on Covert Action will be held in the fall of 1980.

Professor Godson serves as editor of these volumes.

Dr. Morgan's book, Domestic Intelligence: Monitoring Dissent in America, will be published by the University of Texas Press in the late summer or fall of 1980. It is also scheduled to be published in London.

He has another book in process called Political Crime.

R E S E A R C H O N I N T E L L I G E N C E

The Harvard Program conducts extensive on-going research. A few subjects related to intelligence have been covered in past projects on "Soviet Interception of U.S. Telecommunications and Privacy Issues" in the context of information systems.

Interested persons should solicit detailed data on the Program and its research directly from Professor Oettinger's office.

Several faculty members have been actively involved in problems of intelligence from both substantive and methodological perspectives. In conjunction with the intelligence community some major research questions have been addressed.

Example: Perceptual images brought to crisis warning by Defense Department, State Department, and the CIA. Findings suggested major differences among the three agencies. See manuscript entitled "Perception Behavior Interface in Crisis Management."

This group has done highly relevant and interesting work. It welcomes further inquiry and discussion.

These authors have a book in advanced stages of production. It is entitled Intelligence: Deception and Surprise to be published by MacMillan Press, Ltd. It is based on Senior Research Colloquium and Annual Conference of Fletcher's International Security Studies Program, April 1979. Professors Ra'anan and Pfaltzgraff contributed to and edited the volume.

AUTHOR(S):
Anthony G. Oettinger
Chairman, Program on Information Resources Policy
Harvard University
200 Aiken
Cambridge, Massachusetts 02138

Warren R. Phillips
Acting Chairman
Division of Behavioral and Social Sciences
Department of Government and Politics
University of Maryland
College Park, Maryland 20742
and

Davis Bobrow et al.
Department of Government and Politics
University of Maryland
College Park, Maryland 20742

Uri Ra'anan and Robert L. Pfaltzgraff, Jr.
The Fletcher School of Law and Diplomacy
Tufts University
Medford, Massachusetts 02155

R E S E A R C H O N I N T E L L I G E N C E

AUTHOR(S):
Richard J. Schlaff, Commander, USN
Curricular Officer
National Security and Intelligence Programs
Naval Postgraduate School
Monterey, California 93940

A compilation of abstracts of dissertations, theses, and research papers by candidates for degrees is published annually. The abstracts for 1978 is available. The current issue is also available. Cite NPS-112-79-0002PR in requested compilation from the National Technical Information Service.

Not all research done at Monterey is available for general distribution. Certain items are subject to limited distribution.

David W. Ziegler
Department of Political Science
Western Washington University
Bellingham, Washington 98225

A copy is available of a paper entitled "Intelligence and Policy: The United States Reaction to Pakistan's Nuclear Weapons Program." It was presented at the Annual Meeting of International Studies Association, Los Angeles, March 1980, to the panel on "Intelligence and Policy: Myths, Realities, Resolutions."

Research was done by Richard Barlow.

Joseph J. Zvonkovich, Researcher
Write to:
Andrew C. Tuttle
Department of Political Science
University of Nevada
Las Vegas, Nevada 89154

A paper entitled "The Central Intelligence Agency and Corporate Business Interests: A Symbiotic Union" is available from the University of Nevada.

SYLLABI RECEIVED
WITH RESPONSES TO QUESTIONNAIRE

Whole Intelligence Courses

<u>Institution</u>	<u>Correspondent</u>
Brown University	Lyman B. Kirkpatrick
Canisius College	Stafford T. Thomas
Georgetown University	Ray S. Cline
" "	Roy Godson
Harvard University	Anthony G. Oettinger
Hobart and William Smith Colleges	Peter R. Beckman
Occidental College	William D. Brewer
Ohio University	Harold Molineu
Rutgers University	Roy E. Licklider
San Francisco State University	Marshall Windmiller
University of Louisville	Jerald R. Yankee
University of Southern California	Andrew Strenk
United States Air Force Academy	Captain Mark Ewig
Vanderbilt University	Harry Howe Ransom
Western Washington University	David W. Ziegler

Component Intelligence Courses

<u>Institution</u>	<u>Correspondent</u>
American Graduate School of International Management	Richard D. Mahoney
The Citadel	John W. Gordon
George Washington University	Burton M. Sapin
The Johns Hopkins University	Richard K. Betts
Loyola University of Chicago	John A. Williams
" " " "	Sam C. Sarkesian
Ohio State University	Kenneth H. Watman
Skidmore	Mary E. Fischer and Patricia-Ann Lee
State University of New York at Buffalo	Jerome Slater
University of Delaware	James K. Oliver
University of Mississippi	Daniel S. Geller
University of North Carolina at Asheville	Gene Rainey
University of Oklahoma	Stephen Sloan
U.S. Naval Academy	R. M. Paone, John D. Stempel, Captain D. N. Mizell, USMC

These syllabi are available at the National Intelligence Study Center.

STATISTICS AND MAIN FINDINGS

A BRIEF SUMMARY

Approximately 500 questionnaires were mailed to chief operating officers at colleges and universities, all but a few within the United States. We received 165 replies from a total of 162 institutions. Of the replies, 69 identified or mentioned courses totally devoted to intelligence or with intelligence components; 85 stated that no courses related to intelligence were offered; and 11 acknowledged the survey but gave no additional information.

We identified 27 courses taught at a total of 24 institutions exclusively devoted to intelligence (termed "whole intelligence courses" in this report). This figure does not include courses taught at the U.S. Government senior service and professional schools which offer extensive work in the field.

Whole intelligence courses are, for the most part, structured as "surveys" and cover a large terrain from history to current organization, from the intelligence cycle to policy requirements, from the law to problems of morality and ethics.

We identified 50 courses organized around broader, more traditional concepts which contain "components" specifically devoted to the intelligence process or some facet thereof. In addition, 15 correspondents referred to but did not cite the title or describe at least one other course which deals, in part, with some aspect of intelligence. The courses

referred to and those actually identified are offered at a total of 42 institutions. In many instances the intelligence components are substantial and, in others, tangential. Courses on foreign policy and national security are the most frequently used rubrics for intelligence components.

Sixty-four institutions responded negatively or stated the absence of attention focused on intelligence. In a number of these cases, it is likely that the individual respondent failed to check all pertinent sources and that some existing courses in these institutions do, in fact, address "intelligence" *inter alia*.

Twenty-one institutions in the above "negative" category expressed some interest in developing courses, in learning the survey results, and/or in communicating on the subject of "teaching intelligence" at some future time.

One semester is the normal duration of whole intelligence courses. Only one full-year course was reported.

Student enrollment ranges from 15 for courses holding to a strict seminar format to more than 100 for the straightforward lecture course. Average enrollment in combined lecture/discussion classes is between 30 and 50. Strong student interest was noted in several responses which referred to "over-subscription."

There is no bibliographic consensus, except perhaps on the utility of the Church Committee Reports, on the need for annotated teaching-oriented bibliographies, and on the potential value of case studies as an educational device. Literature in academic use covers the full spectrum from practitioner memoirs and essays, to *exposé* and critique from insiders and

and outside investigators, to the fruits of the limited scholarship applied in the past as well as a smattering of intelligence fiction. Approximately 40 books make up the composite working bibliography of academic intelligence courses, i.e., publications used in at least one of the reported courses. About a dozen books appear in two or more of the full reading lists received.

BIBLIOGRAPHY

SELECTED FROM RESPONSES TO QUESTIONNAIRE

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