

*Full Length Research Paper*

# **A curriculum design and instructional development proposal for an intelligence studies program**

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**This article presents a prescriptive curriculum design for a new Bachelors of Arts program in Intelligence Studies. Commencing from an earlier qualitative and quantitative empirical study that conducted and analyzed an extensive assessment of the discipline subject content, this work offers detailed recommendations for curriculum, instruction, assessment, and program evaluation aspects of this Intelligence Studies program. Likewise, this paper features course descriptions, recommended textbooks and other requirements for this course of study. Reflecting on this effort to establish an Intelligence Studies program, this research asserts a significant program of study and provides a rich proposal for those seeking to inaugurate or refine a similar effort.**

**Key words:** Intelligence studies, program development, curriculum and instruction design, international studies, and security studies.

## **INTRODUCTION**

An earlier assessment examined the subject content of an Intelligence Studies program proposal. That study analyzed the results of the data collection and provided a rich collection of information with significant implications for curriculum, instruction, assessment, and program evaluation aspects of this potential program. The previous assessment study provided empirical data for consideration of this potential program.

Firstly, the earlier study findings strongly suggest specific insights into various elements of the subject content for the course of study. Secondly, the assessment results reveal not only data about specific subject matter but can be extrapolated for purposes of curriculum design and development.

Additionally, the research information also provides qualitative and descriptive data highlighting instructional methodology and pedagogy areas for focus. Moreover, the resulting empirical research data analysis provides divergent perspectives regarding the specific subject content areas as well as convergent syntheses helpful for strategic planning purposes. Finally, qualitative and quantitative data analysis strongly suggests substantial programmatic guidance. Based upon the empirical data provided by the study, a number of curriculum, instruction, learning assessment and program evaluation

factors are apparent.

## **CURRICULUM**

First, the study's resulting data analysis indicates a number of individual courses to be included in the program. Data analysis clearly indicted stronger interest and suggestion of importance by the respondents for certain courses and a lesser amount of preference for other courses. A distinct constellation of courses is formulated and provides structure for the recommended curriculum. These specific courses are listed later in the article.

## **INSTRUCTION**

Second, issues related to instruction are also provided by the study. For example, the suggested instruction configuration is a seminar-style format with readings, discussion, guest speakers, discussions, writing and verbal presentations. Moreover, the instructional methods of this course will consist of the following instructional methods: lecture, discussions, case studies, group exercises, writing and briefing exercises, and analytical and problem-solving situations.

## ASSESSMENT

Third, the study results argue for specific learning assessment criteria. Due to the combination of the nature of the subject matter material and the fact that this program includes a professional focus, the student learning assessment factors are critical. Specifically, this program calls for the assessment tools such as article assessments, issue topic papers, book assessments, case studies, regional and country studies, student participation, exercises as well as quizzes and exams.

## PROGRAMMATIC ISSUES

The nature of this program suggests unique issues and calls for rather unique methods of evaluations. Consideration should be given to issues such as a minor and a certificate program, with courses offered at non-traditional times and with non-traditional means. Evaluation concerns should address methods and strategies to appraise courses, overlaps and redundancies, overall macro-course structure and dynamics and ways to modify, adjust and incorporate new courses and requirements.

## CORE COURSES

The recommended core courses include the following three courses: Intelligence and National Security, Introduction to Intelligence Analysis, and Intelligence Operations. All courses, core and elective, can be delivered in a 50 min, three day-a-week format.

### Elective courses

The recommended elective courses (with the requirement for completion of eleven) include the following courses: Law Enforcement Intelligence, Corporate Intelligence, Intelligence and Military Operations, The History of Intelligence, Advanced Intelligence Analysis, Ethics and Intelligence, Anthropological Issues in Intelligence, Strategic Intelligence Issues, Emerging International Security Threats, Terrorism, U.S. Foreign Policy, U.S. National Security Policy, Internship, Senior Seminar, and Advanced Readings and Research.

### Research

Six credit hours of research must be completed with this program with the combination of the following possible options: Internship, study abroad, thesis or two Significant Research Projects (SRP) of three credits each.

### Language requirements

At least one language (taken by the student) will be

satisfied through language seminars including such as the following: Spanish, Yoruba, Swahili, French, Arabic, Farsi, Pashto, Hindu-Urdu, Chinese or Dari.

## SUMMARY AND CONCLUSION

This paper provides a prescriptive curriculum design for a Bachelor of Arts program in Intelligence Studies. Of course, these recommendations can be modified to fit any given situation.

### Recommended course descriptions

#### ***INTL 200 intelligence and national security***

This course focuses on the concept, framework and applications of U.S. Intelligence and its role in the creation and implementation of national security policies. Specific topics include the Intelligence Community: players, purposes, progress, and problems; the Intelligence process; Intelligence collections; Intelligence analysis; Intelligence operations: counterintelligence, covert action and counterterrorism; role of the policy maker: guidance, oversight and accountability; past performance of the Intelligence Community; Intelligence reform: problems and prospects; and current trends and future directions.

#### ***INTL 210 introduction to intelligence analysis: Research, methods and writing***

This specialized course focuses on the analytical production of strategic intelligence and serves as an introduction to the craft of intelligence analysis. Topics include definitions and problems of intelligence analysis; planning and organizing; needs analysis; collection strategies; various analytical areas; production; and evaluation. This course is intended for both potential producers and consumers of national, strategic intelligence.

#### ***INTL 220 intelligence operations***

This course examines Intelligence operations and international intelligence and security services. Prominent subjects include human Intelligence (HUMINT), covert action and counterintelligence, as well as, the organizations, missions, and functions of international intelligence and security services.

#### ***INTL 300 law enforcement intelligence***

This course examines the role of Intelligence in the production of public policy and Law Enforcement implementation of that policy in several critical areas, including: high intensity drug trafficking; organized crime and

transnational crime outside the narcotics arena; gang identification and interdiction; anti-terrorism measures on the local level; and emerging threats such as human trafficking and arms dealing. Particular emphasis is placed on the continuing need for greater inter-agency communication and Intelligence sharing (the “fusion” process).

### ***INTL 310 corporate intelligence***

This course combines the study of traditional “corporate espionage” with the intelligence and counter-intelligence requirements inherent in protecting and managing intellectual property and national security information found in the industrial sector. Intelligence applications in predictive market analysis are also addressed as a sub-set of national economic security indicators.

### ***INTL 320 intelligence and military operations***

This course introduces the principles of Intelligence support for military operations. Topics include definitions and problems of strategic, operational and tactical intelligence; various aspects of military operations; and significant past, present and future events, operations and implications involving intelligence and military operations.

### ***INTL 330 the history of intelligence***

This course introduces the principles of the history of Intelligence. Topics include definitions and problems of the history of Intelligence; various aspects of the history of Intelligence; and significant past, present and future events, operations and implications involving the history of Intelligence. This course examines the concept, framework and applications of the history of Intelligence. Topics include definitions and problems of the history of Intelligence. The course analyzes the relevant historical background and current national and international issues. Formulation and implementation of strategic, national and operational-level policy will be addressed within the context of the history of Intelligence. The focus of the course will center on the history of Intelligence and related national and international security issues.

### ***INTL 400 advanced intelligence analysis: Research, methods and writing***

This advanced course serves as follow-on to the introductory analysis course and provides for the application of knowledge and further skill development of the analytical tradecraft. Special topics include analytical research, methodologies and writing.

### ***INTL 410 ethics and intelligence***

This course will examine the pertinent role of ethics in the

business of Intelligence within the context of national security. Ethical theories, the role of ethics, protection of individual civil rights, ethical dilemmas posed by several current challenges and ways to make ethics a larger part of the national security dialogue will be addressed.

### ***INTL 420 anthropological issues in intelligence***

This course examines the historical and contemporary cultural, religious, and social distinctions between the world’s peoples as these variables bear on the Intelligence function. Case studies of failed intelligence programs and successful intelligence efforts that hinged on cross-cultural issues will be dissected with a view to understanding the nuances of anthropological distinction involved, and how their appreciation forms a critical skill-set for intelligence practitioners.

### ***INTL 430 strategic intelligence issues***

Exploring a number of vital and current issues relative to strategic Intelligence, this advanced course is intended to assess intelligence requirements and develop strategies for the successful use of intelligence in U.S. foreign and security policy in the first decades of the twenty-first century. Historical and current examples in addition to a variety of issue topics will be examined.

### ***INTL 440 emerging international security threats***

This course surveys a suite of emerging international threats which pose serious security risks to international development, stability and progress. The purpose is to assess the future international security environment in order to help develop government policy, strategy and plans for dealing with these emerging security threats posed by the global situation. Specific topics include genocide; organized crime; narcotics trade; human trafficking; weapons proliferation; environmental, energy, health and financial perils; regional issues; and other related topics.

### ***INTL 450 international terrorism***

International Terrorism is now the single most critical national and international security threat and issue. This course focuses on this complex problem and potential solutions. Comprehensive in scope, this course will cover a wide range of relevant topics from the historical background and roots to the sociological, economic, and psychological aspects of International Terrorism and to the actual operational factors and policy implications. Preventive Anti-Terrorism measures and reactive Counter-Terrorism actions are both examined in depth.

### ***INTL 435 U.S. foreign policy***

A study of American foreign policy decision-making with

assessments of the effectiveness of foreign policies. This course provides an overview of and an opportunity to evaluate theories and concepts associated with the practice of United States foreign policy since World War II. Several essential elements and problems will be examined with special emphasis given to current issues.

### ***INTL 460 U.S. national security policy***

This course will focus on U.S. national security and related-policy and the domestic and global factors affecting implementation. Specific concerns include: defense decision-making; wars on terrorism, drugs, and other transnational criminal activities; engagement, containment, and intervention as alternative national security policies; human security and humanitarian intervention; intelligence and national security; national security and the global economy; and the modalities of civilian control of the military in a period of increasing threats that stem in particular from increasing globalization.

### ***INTL 470 internship***

This course is designed for students to serve an external internship. As an intern, the students will be supervised in an experience in the application of principles and techniques to various areas of public service. The students will be supervised and evaluated under the direction of the instructor in cooperation with administrators of selected external organizations. Course requirements include one-hour a week in lectures and conferences and at least nine hours a week on assignment at the designated agencies. The student will research, write and present the findings and results of the Internship.

### ***INTL 480 senior seminar***

This course explores International Weapons Proliferation and Weapons of Mass Destruction. Indeed, this course explores the worldwide proliferation of weapons and military hardware. Special attention is given to weapons of mass destruction including fundamental principles of weapons development and deployment; unique characteristics and effects of nuclear, biological, and chemical weapons; and delivery systems. Capabilities and strategies to counter this international problem are developed.

### ***INTL 490 advanced readings and research***

This course is designed for students to conduct intensive, independent research studies of selected topics. The student will research, write and present the findings and results of the research.

## **RECOMMENDED TEXTBOOKS**

The final section of this paper is the recommended

textbook list for use with these courses.

### **The Central Intelligence Agency**

- Agee, Philip (1975). *Inside the company: CIA diary*. New York: Stonehill.
- Andrew (1995). *For the president's eyes only*, Chaps. 5-13.
- Ashley, Clarence, Leonard McCoy (2004). *CIA Spymaster*, Pelican Publishing. Company.
- Bamford, James (1982). *The puzzle palace: A report on America's most secret agency*. Boston: Houghton Mifflin.
- Bamford, James (2001). *Body of secrets: Anatomy of the ultra-secret National Security Agency from the Cold War through the dawn of a new century*. New York: Doubleday.
- Borossage, Robert L., John Marks, Eds (1976). *The CIA file*. New York: Grossman.
- Breckinridge, Scott D (1986). *The CIA and the US intelligence system*. Boulder, CO: Westview Press.
- Breckinridge, Scott D, (1995). *CIA and the Cold War: A memoir*, Westport, CT: Praeger Publishers.
- Breuer William B (1995). *Westport, CT, Praeger Publishers*. J. Edgar Hoover .his G-Men.
- Brownell, George A (1981). *The origin and development of the National Security Agency*. Laguna Hills, CA: Agean Park Press.
- Burrough, Bryan (2004). *Public Enemies: America's Greatest Crime Wave and the Birth of the FBI, 1933-34*. The Penguin Press.
- Carl Leo D (1996). *The CIA Insider's Dictionary of US and Foreign Intelligence, Counterintelligence and Tradecraft*. Washington. DC. NIBC. Press.
- Cimbala Stephen J Ed (1986). *Intelligence and intelligence policy in a democratic society*. Dobbs Ferry, NY: Transnational.
- Cline, Ray S (1982). *The CIA. Reality vs. myth*. Washington DC Acropolis. Books.
- Colby, William E, with Peter Forbath (1978). *Honorable men: My life in the CIA*. New York. Simon. Schuster.
- Coll, Steve (2004). *Ghost Wars: The Secret History of the CIA, Afghanistan, and Bin Laden, from the Soviet Invasion to Penguin Press HC, September 10, 2001*.
- Cook, Fred J (1964). *The FBI nobody knows*. New York, Macmillan.
- Copeland, Miles (1947). *Without cloak or dagger; the truth about the new espionage*. New York. Simon and Schuster.
- Darling, Arthur B (1990). *The Central Intelligence Agency: An instrument of government, to 1950*. University Park, PA. The Pennsylvania State University Press.
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- Fain, Tyrus G, Ed. (1977). *The Intelligence Community: History, organization, and issues*. New York, Bowker [Chap. 5-10.
- Feklisov, Alexander, Sergei Kostin (2001). *The man behind the Rosenbergs*. New York. Enigma Books.
- Felix, Christopher, James McCargar (1988). *A short course in the secret war*. 2d Ed. New York, Dell.
- Fry, Earl H, Stan A, Taylor, Robert S, Wood (2001) rev. ed. *America the vincible: U.S. foreign policy for the twenty-first century*. New York. Pearson. Publishing. pp. 143-48.
- Fry, Taylor, Wood (2001). *America the Vincible*. rev. ed. pp. 148-150.
- Halperin, Morton, others (1976). *The lawless state*. New York: Penguin Books, See chap. 6-9.
- Handel, Michael I (1985). *Military deception in peace and war*. Jerusalem, Magnes. Press.
- Hughes-Wilson, John (2004). *Military Intelligence Blunders and Cover-Ups*, Carroll . Graf. Publishers.
- Jeffreys-Jones, Rhodri (1998) 2<sup>nd</sup> Ed. *The CIA and American democracy*. New Haven, CT. Yale University Press.
- Jeffreys-Jones, Rhodri, Christopher Andrew (1997). *Eternal vigilance?: 50 years of the CIA*. London, England: Frank Cass Publisher.
- Johnson, Loch K (1989). *America's secret power: The CIA at home and*

- abroad. New York: Oxford University Press. Chaps. 91) 2; 3-6.
- Johnson, Loch K (1996). *Secret Agencies: U.S. intelligence in a hostile world*. New Haven, CT. Yale University Press.
- Kessler, Ronald (1994). *Inside the CIA*. Pocket.
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- Lowenthal, Mark M (2000). *Intelligence: From secrets to policy*. Washington, DC. CQ. Press. Chapter 3-6.
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- Marchetti, Victor, John Marks (1974). *The CIA and the cult of intelligence*. New York. Knopf.
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- Meyer, Cord (1980). *Facing reality: From world federalism to the CIA*. New York. Harper. Row.
- Minnery, John (1990). *CIA Catalog of Clandestine Weapons, Tools, And Gadgets*. Paladin. Press.
- Montague, Ludwell Lee (1992). *General Walter Bedell Smith as Director of Central Intelligence: October 1950-February 1953*. University Park, PA: The Pennsylvania State University Press.
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- Powers, Richard G (2004). *Broken: The Troubled Past and Uncertain Future of the FBI*. Free Press.
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- Riebling, Mark (1994). *Wedge. The secret war between the FBI and the CIA*. New York, Alfred .A. Knopf.
- Rudgers, David F (2000). *Creating the Secret State: The Origins of the Central Intelligence Agency, 1943-1947*.
- Scanlon, Charles Francis, Thomas R, Wilson (2003). *In Defense of the Nation: DIA Defense Intelligence Agency at Forty Years*. Diane. Pub. Co.
- Sullivan, William C, Bill Brown (1979). *The Bureau: My thirty years in Hoover's FBI*. New York, Norton.
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- Theoharis, Athan (2004). *The FBI & American Democracy: A Brief Critical History*. University Press of Kansas.
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Curriculum "an organizational pattern for structuring learning. This is the pre planned dimension of the instructional program. Instruction" the process of putting opportunities for learning before the student. 11. Provisions are made for considering proposals for curriculum improvement which may emerge from anywhere in the school system or community. 12. Citizens groups are encouraged to participate in the development of goals for the school curriculum. 13. The board of education translates the curriculum goals into operational policies. The three school systems were all known for exemplary curriculum development procedures. Two districts were large (over 20,000 students); the third was small, with a student population of less than 4,000.