



IV. Intelligence Teaching & Careers

The Guide to the Study of Intelligence

With this edition of *Intelligencer*, AFIO begins publishing articles that constitute part of the development of *The Guide to the Study of Intelligence*.

The Guide will provide suggestions for instructors teaching various sub-specialties in intelligence. The target audience includes secondary school teachers of American History, Civics, or current events and undergraduate professors of History, Political Science, International Relations, and related topics, particularly those with no or limited professional experience in the field. We try to identify the important learning points for students and the materials that an instructor can use to teach. AFIO has solicited its members, academics, and experts to contribute to *The Guide*.

THE GUIDE ARTICLES IN THIS EDITION OF INTELLIGENCER

Peter Oleson's initial article, "Getting Started," is aimed principally at those who know little about intelligence, except for what has been depicted in popular media or the news. He identifies the extensive use of intelligence today in support of national and homeland security, law enforcement, and business. He highlights several books and Internet sources that provide reliable information and insight into the intelligence field that are a good starting place for educators.

Four specific guides follow. They are: "Guide to Soviet and Russian Intelligence Services" by Robert W. Pringle; "Guide to Civil War Intelligence" by Edward J. Glantz; "Guide to Imagery Intelligence/IMINT" by Robert E. Dupré; and "Guide to Open Source Intelligence" by R. A. Norton, Ph.D.

Other articles will be published in future editions of *Intelligencer*. Eventually, a special edition of *Intelligencer* with all sections of *The Guide to the Study of Intelligence* will be published in hard copy. The AFIO website at www.afio.com will also include a section for

readers' comments and feedback. As more is published about the field of intelligence and relevant declassified sources become available, the website will be used to keep *The Guide* users up-to-date.

GUIDE STRUCTURE

The Guide will be organized into the following sections:

- The role and influence of intelligence in history from ancient times to the modern world.
- Intelligence theory, techniques, and applications, including an explanation of the various collection disciplines (such as human source intelligence), types of analysis, and support to various missions.
- Intelligence and policy, addressing intelligence as an instrument of national power, the threat of espionage against the United States, the issues of counterintelligence, counterterrorism, counter-proliferation, and the employment of covert action.
- Management of intelligence, including organizational and reform issues and oversight in the Executive Branch, Congress, Judiciary, and the press.
- Intelligence and ethics, addressing issues of domestic intelligence and free societies, covert action, and perceptions versus reality in popular culture and its impact.
- Appendices will address acronyms, useful bibliographies, a webliography, and foreign intelligence services.

The idea for *The Guide* emerged from discussions within the AFIO board of directors. The explosion of books about intelligence by former practitioners, journalists, and others—including many by AFIO members—poses a problem of selection for educators. We hope to provide a solution, or at least make an educator's task easier. Our assumption is that those who will rely most on *The Guide* have little to no experience in the intelligence field. The field is extremely broad. Most former members of the intelligence community have been associated with one or at most two agencies and are unlikely to have had in-depth exposure to multiple disciplines. For those former intelligence community members who are now teaching, we hope that this *Guide* will supplement their personal experiences and knowledge and thereby benefit their students.

Much that has been written about intelligence is speculative, inaccurate, or reflects a philosophical

bias. We strive with *The Guide* to identify sources of educational material that are accurate and reliable in a field chock-a-block with strong opinions. We note, however, that many details about intelligence topics remain classified, so often only part of the story is known or can be shared. Educators need to understand this and remember that over time, as more facts become known, observations and conclusions about past events may change.

In order to be useful to instructors, we have attempted to be brief with each article. Of course, this means that the topics addressed in *The Guide* are

not comprehensive. *The Guide* is intended as a starting point for educators to gain an understanding of the most significant learning objectives and relevant books, articles, and other materials. Our hope is as time passes that instructors will contribute their insights and recommendations to the AFIO website associated with *The Guide to the Study of Intelligence* (www.afio.com/guide).

AFIO is indebted to its members, scholars, and former practitioners who have contributed articles and comments for *The Guide*. Thank you. ✈



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Getting Started

Initial Readings for Instructors of Intelligence

Peter C. Oleson

This article, the first for AFIO's *Guide to the Study of Intelligence*, is intended to provide a starting place for educators interested in the subject of intelligence but who may not have had practical experience or exposure to the field.

The subject of intelligence is complex. In addressing national security decision-making, of which intelligence is a significant component, former national security advisor, Lt. Gen. Brent Scowcroft, wrote:

Today the problem is much harder than it was during the Cold War. Then, we faced a single overriding challenger, a reality that shaped the world and our policies... that world is gone. Today's world is anything but tidy. In some respects it is the exact opposite of the Cold War. There is no place on earth that cannot become tomorrow's crisis. Globalization is eroding borders and individual state's abilities to manage transnational challenges such as financial crises, environmental damage, networked terrorists, and international crime, to name a few.¹

The White House and others expect the intelligence community to forewarn of impending threats and long-term strategic challenges. Failure to do so elicits almost instantaneous criticism of an "intelligence failure." What is often under-appreciated are the difficulties in collecting, verifying, processing, collating, and analyzing the enormous flood of information that is available to produce useful intelligence.

1. Roger Z. George and Harvey Rishikov (eds.), *The National Security Enterprise: Navigating the Labyrinth*, p. xi (Georgetown University Press, 2011).

DEFINING "INTELLIGENCE"

Some define "intelligence" as knowledge, others as a process, a product, an organization, or an activity. In his textbook, Mark Lowenthal, the former Deputy Director of Central Intelligence for Analysis and Production, differentiates intelligence from information, a lower order category. "Information is anything that can be known, regardless of how it is discovered. Intelligence refers to information that meets the stated or unstated needs of policymakers and has been collected, processed, and narrowed to meet those needs."² Perhaps the most comprehensive definition of intelligence comes from Australian author Don McDowell who writes:

Information is essential to the intelligence process. Intelligence, on the other hand, is not simply an amalgam of collected information. Instead, it is the result of taking information relevant to a specific issue and subjecting it to a process of integration, evaluation, and analysis with the specific purpose of projecting future events and actions, and estimating and predicting outcomes.³

As McDowell points out, the primary focus of intelligence is prospective.

Today intelligence is used for many purposes. Besides the traditional tracking of foreign military capabilities and scrutiny of foreign government intentions, intelligence is used for the "new problems of the twenty-first century – nuclear proliferation, terrorism, failing states, cyber threats, global warming, and the international economic reshuffle."⁴ Intelligence supports national security planning, diplomacy, homeland security, and enforcement of our laws. Furthermore, businesses employ intelligence techniques, often learned from former intelligence officers, for the purposes of strategic planning, understanding their marketplace and competitors, and protecting their products and physical and intellectual assets. Later articles in this series will address many of these uses.

INTELLIGENCE COMMUNITIES

Best known is the nation's intelligence commu-

2. Mark M. Lowenthal, *Intelligence: from Secrets to Policy*, 4th Ed., p. 9 (CQ Press, 2009).

3. Don McDowell, *Strategic intelligence: a Handbook for Practitioners, Managers, and Users*, Revised Edition, p. 53 (The Scarecrow Press, 2009).

4. George and Rishikov, p. 7.

nity, a grouping of 16 federal agencies, not including the Office of the Director of National Intelligence. See www.intelligence.gov or www.dni.gov/faq_intel.htm for listings of the organizations of the national intelligence community.

Since the attacks of 9/11, other intelligence communities have emerged in the U.S. Senior officials of the Department of Homeland Security refer to “homeland security intelligence” and the “homeland security intelligence community” as something distinct from the national intelligence community. This homeland security intelligence community includes governmental elements not included in the national intelligence community, such as the intelligence entities within the Department of Homeland Security bureaus of Immigration and Customs Enforcement, Customs and Border Protection, the Transportation Security Administration, the U.S. Secret Service, as well as the 70-plus state and regional intelligence fusion centers throughout the U.S. There is overlap in organizations and missions between the national intelligence community and the homeland security intelligence community.

Similarly, with the adoption of the concept of “intelligence-led policing,” since 2000 there has been a growing law enforcement intelligence community. The FBI uses intelligence for more than counterterrorism and counterespionage investigations, as do many of the other members of this intelligence community. Elements of the law enforcement intelligence community include the Drug Enforcement Administration [DEA], the Bureau of Alcohol, Tobacco, Firearms, and Explosives [BATF],

the U.S. Marshals Service [USMS], the Bureau of Prisons [BOP], and state, local, and tribal law enforcement agencies. Both the Los Angeles Sheriff’s Department and the New York Police Department maintain sizable

intelligence elements. As with the homeland security intelligence community, there is organizational and mission overlap. For example, the FBI is a member of all three intelligence communities, and DEA is a member of the national and law enforcement intelligence communities.

TERMINOLOGY

There are similarities between these various communities, but also significant differences in mission, culture, and language. Each community has developed its own terminology to describe its techniques. For example, in the national intelligence community, there are various disciplines that describe how information is collected. These are human source intelligence (HUMINT), signals (SIGINT), imagery (IMINT), open source (OSINT), and measurement and signatures (MASINT). The law enforcement intelligence community, reflecting its traditional investigative

heritage, uses more precise descriptors of how it collects information. The table above lists the comparative terms of both communities.⁵

5. Law enforcement terminology is taken from David L. Carter, *Law Enforcement Intelligence: A Guide for State, Local, and Tribal Law Enforcement Agencies*, 2nd Ed., 2009. U.S. Department of Justice, on-line at <https://intellprogram.msu.edu/resources/publications.php>.

COMPARATIVE TERMS USED IN THE NATIONAL AND LAW ENFORCEMENT INTELLIGENCE COMMUNITIES

National Intelligence Terminology	Law Enforcement Terminology
HUMINT Informant (willing source) Agent (controlled source)	Witness Confidential Informant (CI) Surveillance Dumpster diving Undercover
SIGINT COMINT (communications) ELINT (electronic transmissions) FIS (foreign instrumentation signals - telemetry) CNE (computer network exploitation)	Pen register (record of dialed numbers) Trap & Trace (incoming “Caller ID”) Wiretap (content, transcript)
IMINT* Photograph Electro-optical imagery Multi- or hyper-spectral imagery Infrared (thermal) imagery Radar imagery	Surveillance photographs Closed circuit TV video
OSINT Print Broadcast (radio, TV) Internet Online data bases Gray literature (limited availability)	Travel records Bank records Document evidence
MASINT Heat Vibration Magnetism Chemistry Radiation Energy Acoustics	Forensics

* IMINT is often combined with other geographic and environmental information to produce “geospatial intelligence (GEOINT).”

The increasing number of books and articles about intelligence pose a challenge to anyone new to the field. Because of popular myths fostered by novels, movies, and television, much written about the intelligence field is inaccurate or sensationalized to enhance sales. Many written by former intelligence officers are prescriptions for reform largely based on personal experiences. The sources described here are this author's choices for those who want reliable information on which to base course materials for their students.

Widely used in universities is Mark Lowenthal's *Intelligence: From Secrets to Policy* [CQ Press, 2008] Now in its fourth edition, the volume covers the basics of the intelligence field, recounts the central themes of the evolution of the U.S. national intelligence community, and explains its current layout. His treatment of law enforcement intelligence, however, is sparse. Chapters address the processes of collecting and analyzing intelligence, support to national policymakers, and the specialized topics of counterintelligence and covert action. He identifies many of the transnational issues of interest to intelligence as well as challenging ethical issues. Easily read, this book also contains many amusing asides and insight. Lowenthal has extensive experience in intelligence having worked for the Director of Central Intelligence, the House Intelligence Committee, the State Department, and the Congressional Research Service. If one is to obtain only one book about intelligence, this is that book.

British author Christopher Andrew's 1995 intelligence history remains one of the best published.⁶ For *the President's Eyes Only* traces the major developments in American intelligence from the Revolutionary War through the administration of George H. W. Bush ending in 1993. Well written and researched by an established intelligence scholar, this book's extensive bibliography will also serve as a departure point for historical research. One hopes for an updated edition that addresses the past decade and a half.

Scientific writer and journalist David Owen has written *Hidden Secrets: A Complete History of Espionage and the Technology Used to Support It*, an interesting illustrated book that addresses many aspects of intelligence.⁷ Despite its hyped subtitle (it is by no means a

"complete" history), the book provides a brief overview of most intelligence collection disciplines. Of value to educators are the anecdotes and sidebars (often with the inflated label "case studies") that address the impact of intelligence in history. Some famous, as well as lesser known, successes and failures in espionage are described. Owen's inclusion of foreign examples and explanation of how intelligence aided important wartime deceptions adds to the educational value of the book. There are some minor technical errors, but they are not significant. The book is a useful source for extracting interesting historical points and examples for students, especially at the secondary level.

One of the best spy stories ever written is *A Secret Life* by journalist Benjamin Weiser.⁸ With extensive inside assistance from the Central Intelligence Agency, Weiser writes the story of Polish Colonel Ryszard Kuklinski, who for almost a decade funneled the most sensitive of secrets concerning the Soviet Union and Warsaw Pact to the West. He revealed Moscow's offensive strategy and plans against Europe and the secret locations of wartime headquarters. Kuklinski was such a sensitive source that dissemination of his intelligence was severely restricted within CIA and the national intelligence community. His revelations prompted a fundamental change in U.S. nuclear targeting policy and provided forewarning of the Communist regime's and Moscow's moves against the Polish Solidarity movement. Weiser's book is extraordinary in its detailed description of the spy tradecraft employed by CIA. This is the tale of a remarkable intelligence success that survived in secret for nine years from August 1972 until November 1981 when Kuklinski was secreted out of Poland by the CIA.

CIA's covert paramilitary operations are of considerable interest to students. There are many publications addressing this aspect of CIA's mission, but few can equal Gary Schroen's first person account of leading a CIA team into the Panjshir Valley of Afghanistan in late September 2001 to spearhead the war against the Afghan Taliban and its Al-Qaida allies.⁹ He details how the CIA team worked with the indigenous Northern Alliance that had just lost its charismatic leader, Ahmed Shah Masood, who was assassinated on Osama Bin Laden's orders on September 9, 2011. A former CIA station chief in Kabul and

6. Christopher Andrew, *For the President's Eyes Only: Secret Intelligence and the American Presidency from Washington to Bush*, (Harper Perennial, 1995).

7. David Owen, *Hidden Secrets: A Complete History of Espionage*

and the Technology Used to Support It, (Firefly Books, 2002 pbk).

8. Benjamin Weiser, *A Secret Life: The Polish Officer, His Covert Mission, and the Price He Paid to Save His Country*, (Public Affairs, 2004 pbk).

9. Gary Schroen, *First In: An Insider's Account of How the CIA Spearheaded the War on Terror in Afghanistan*, (Presidio Press, 2005).


about to retire when he was tapped to head OPERATION JAWBREAKER, Schroen is explicit about the difficulties his team faced getting into the Panjshir, then working with competing Afghan factions, and coordinating with the subsequent arrival of U.S. Special Forces and the Air Force-managed air campaign, all the while enduring chronic health problems. *First In* is a primer on how CIA operates in a paramilitary operation.

Intelligence judgments and operations seem to stir constant controversy in the nation's capital. The press contains fragmented news items and editorials almost daily on intelligence. Keeping track of issues from an academic perspective is difficult. Fortunately, the Congressional Research Service (CRS) produces periodic studies for Congress on many intelligence topics. These unclassified reports can most easily be found on the web site of the Federation of American Scientists (<http://www.fas.org/sgp/crs/intel/index.html>). Congress does not make CRS reports readily available to the public. CRS specialist in national defense, Richard A. Best, Jr., produces annually *Intelligence Issues for Congress*. This study summarizes intelligence-related legislation and reports, reviews on-going congressional concerns, and identifies potential issues that the current Congress is likely to address. *Intelligence Issues for Congress* is important reading for any serious educator.

In the last few years, the government has created informative and relatively comprehensive web sites related to intelligence. The web site for the Director of National Intelligence (www.dni.gov) provides a wealth of background information on the national intelligence community as well as news releases, speeches, reports and testimony to Congress, manage-

ment directives, and other publications. One section explains the 2004 Intelligence Reform and Terrorism Prevention Act and efforts at reforms. The site links to all of the member agencies of the intelligence community. Of particular interest at CIA's web site is the link to the Center for the Study of Intelligence (<https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/index.html>), which is CIA's in-house academic research center. The Center's site has an extensive list of declassified studies, unclassified extracts from *Studies in Intelligence*, CIA's periodic scholarly journal, and publications.

Lastly, instructors should explore the AFIO website for educational materials appropriate to their objectives. At http://www.afio.com/12_academic.htm are links to universities that teach about intelligence and selected course syllabi. At http://www.afio.com/27_worldwideweb.htm are links to government organizations and other sites of interest.

AFIO invites readers' comments and suggestions for readings. Send these to guide@afio.com. 

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