

# PROLEGOMENA TO INTELLIGENCE STUDIES IN BOSNIA AND HERZEGOVINA

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## Abstract

This paper discusses the development of the academic field of inquiry known as *intelligence studies*. After noting the historical and global context, the paper observes at the development of intelligence studies in Bosnia and Herzegovina. It argues that for intelligence studies discipline to make advancements like those seen in other academic disciplines, it needs to adhere to the scientific method of inquiry, which is, after all, the hallmark of scholarly inquires.

**Keywords:** Intelligence, intelligence studies, intelligence training, education, occupational training, Bosnia and Herzegovina

## INTRODUCTION

The field of intelligence studies is not an inanimate, or abiogenic, activity. Contrary, it is argued that it is a living, biogenic, set of processes. As such, intelligence studies is not just the study of facts or historical events. Yes, it is the accumulation of information—a body of knowledge—but it is also the analysis of those data in order to gain insight.

As a discipline, intelligence studies is based on empirical research, not speculation. This is because intelligence studies is based on research methodologies that come from academia (Pajević, 2013). Just as sociology grew from historical and psychological inquiry, intelligence studies has grown from its ability to use a range of academic methodologies.

This paper discusses the development of the academic field of inquiry known as *intelligence studies*. After noting the historical and global context, the paper observes at the development of intelligence studies in Bosnia and Herzegovina. It argues that for intelligence studies discipline to make advancements like those seen in other academic disciplines, it needs to adhere to

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### WHAT IS INTELLIGENCE STUDIES?

A definition of *intelligence studies* was developed by the Chairman of the Committee for Education practitioners at the International Association for Intelligence Education (IAFIE):

Intelligence Studies is studying the theory and practice of application of information collected by open and covert methods, for the purpose of strategic planning, criminal investigations, and implementation of policy by the government, law enforcement agencies and the business sector (Cristescu, 2011: 6).

Intelligence studies can cover a wide range of disciplines that provide training in various occupation types, including those who work for national security, law enforcement, the business sector, as well as private firms. In the case of the latter, intelligence studies is important to *think-tank* organisations because these organisations use intelligence research to assist lobbying policy makers. State/provincial and local governments also have needs for certain types of professionals who have the knowledge and skills in intelligence studies. But essentially, the main function of intelligence studies is train and/or educate analysts so they can provide insight for governments, law enforcement, and commercial decision-makers. Therefore, intelligence studies plays a key role in providing, in broad terms, some level of certainty (which could also be interpreted as *security*). (Hughbank, and Githens, 2010).

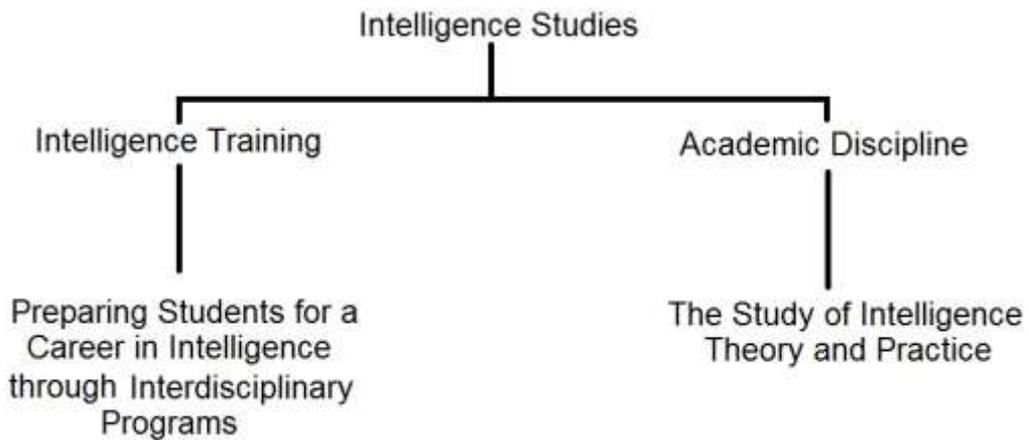
Although intelligence studies is a scientific field of inquiry within the social sciences, it could be viewed as having its own branches and sub-branches, and disciplines and sub-disciplines. But in the main, intelligence studies is a science of security challenges, threats, risks, and vulnerabilities. The relationship between intelligence studies and other sciences is exemplified by its multidisciplinary approach.

Intelligence studies can be argued to be an academic discipline that sits in an organised teaching profession but draws on history, political science (e.g. government, political systems, international relations), legal sciences (e.g. the theory of state and law), sociology, anthropology, criminology, management sciences, and economics. New disciplines have joined the ranks of these more traditional subjects of scholarship, such as foreign affairs, public administration,

criminal justice, criminalistics, urban geography, military studies, library studies, as well as cultural and ethical studies.

Intelligence studies has been an academic discipline for more than half a century. Today, intelligence studies is an independent field of inquiry. In general, intelligence studies has a defined locus (security, threats, risks and vulnerabilities), as well as a focus (prediction and active problem solving). Intelligence studies as a discipline abides by the three principles that form the convention of the scientific method: objectivity, reliability and universality.

Figure 1—Intelligence Studies as an Academic Discipline



Source: Moore, 2008

#### INTELLIGENCE STUDIES: THEORY AND PRACTICE

Within some academic circles there exists a debate as to whether intelligence studies is science or whether it is an occupational skill, or a combination (Pajević, 2013). But like practitioners in any academic discipline, intelligence studies should not be categorised as either. It is posited that it is both—a science and a practice-based skill. If a parallel were drawn to, say, archaeology, one can see that the two disciplines share a similarity—theory and practice. By way of example, society’s decision-makers looking to address security threats, risks and vulnerabilities, such as industrial spies, terrorists, smugglers, the proliferation of weapons of mass destruction, cyber hackers, call on analysts who are not only schooled in the theory of these issues, but also have the practical skills that are provided by intelligence studies.

Integration of various academic disciplines, theoretical approaches and research orientations feature largely in the discourse of intelligence studies. However, it is still difficult to identify specific or significant findings that are the result of the integration of these elements. Wikströmand and Sampson (2006) have argued that there are four types of integration: theory (e.g. a theory about intelligence failures); methods (e.g. qualitative and quantitative); the level of analysis (e.g. tactical, operational and strategic); and discipline (e.g. history, international relations, security studies etc.).

Studying intelligence practice can be conducted from two approaches. Firstly, by the external study of intelligence work (in all its manifestations) by unofficial access original documents. The second approach is through internal study where academics are afforded access to agency documentation (Warner, 2007). Examples of reliable data sources for intelligence studies scholars include: official and operational files, archived dossiers, trial court materials, official correspondence that are usually protected (e.g. cable traffic), agency databases, personal interviews, private files, personal diaries, and e-mails. There are also many reliable secondary documents too, such as the outputs of inquires (e.g. the so-called Church Committee), leaked documents (e.g. *WikiLeaks* files), news reports, memoirs of the intelligence professionals, oral-historical interviews (e.g. memoirs of former-CIA directors and station chiefs (e.g. Devlin, 2007).

#### TRADITIONAL AND CONTEMPORARY APPROACHES TO INTELLIGENCE STUDIES

Traditionally, intelligence studies supported practitioners who worked in the operational areas of national security or foreign policy. This can be seen as following the historical development of intelligence work that, in general, grew from military and foreign policy application (Herman, 2006). Today, it also encompasses law enforcement, business intelligence and private sector applications.

Moving from what could have been seen as occupational training (e.g. training of military intelligence officers) to include university-level education appears to have had the effect of reducing the possibility of compromising the intelligence and security services with regard to certain issues, especially when it comes to public confidence. (Luce, 2013).

But in order to provide education, rather than occupational training, the intelligence community has turned to academia—university professors are the intelligence communities “nursery.” Academia has the potential to contribute to

the appropriate use of methodologies used in intelligence analysis that are crucial to the understanding of security, economic, political, and technological issues that are at the centre of intelligence research projects. Therefore, it is necessary to establish the relationship between the academic community and the intelligence community (Duraković, 2011). By establishing such a relationship, it not only demystifies the secrecy surrounding intelligence work (e.g. through the publication of scholarly texts, professional seminars and discussion forums), it also builds confidence in the integrity of the research being conducted. Having a strong academic grounding, the conclusions of intelligence research potentially hold more sway with decision-makers because of the academic rigor in collecting and analysing data have been applied. These types of results can be observed in the way reports produced by independent think-tanks are well received.

#### GLOBAL DEVELOPMENT OF INTELLIGENCE STUDIES: THE MACRO VIEW

Intelligence studies represents a rapidly growing field of scholarly inquiry. This dynamism is not only evident by the expanding body of literature, but also by the number of university departments, study centres, specialised degrees, conferences, and professional associations. Intelligence is taught at some of the most prestigious universities around the world (e.g. Australia, Canada, New Zealand, United Kingdom, and the United States). Special institutes and degree courses were established with the aim to prepare students for entry-level positions for intelligence and security careers—to name a few; the Centre for Intelligence and Security Studies at the University of Mississippi, Mercyhurst College's Institute for Intelligence Studies (Pennsylvania), Macquarie University (Sydney), Charles Sturt University's Australian Graduate School of Policing and Security (Sydney), Massey University (New Zealand), and Brunel University (London).

It is similar in the United Kingdom—there are centres in Brunel, Buckingham, Aberystwyth and at the University of Salford. In Australia there are master's degrees in intelligence offered by Charles Sturt University and the Macquarie University. Intelligence studies, it has been said, suffered the qualification of science with the *missing dimension* (Andrew and Dirks, 1984; Moran and Murphy, 2013: 1–3) for a long period of time.

In the 1970s academic attention, at an international level, turned its focus to the subject of intelligence, and this attention bore the fruit of a new academic discipline called *intelligence studies*. What could be considered as the watershed years of intelligence were 1974 and 1975 because of the large number of

publications that were published in those years (Beer, 2006). Certainly, it can be said that during the last three decades, the broad topic of intelligence and specifically, intelligence studies, saw an increase in related publications, or rather to say in hyper-production. This suggests that intelligence studies has been accepted as a separate, respectable academic discipline.

But until the 1990s, scholars spoke about the history of intelligence, not the wider contribution the field was making to scholarship. During this period, former intelligence practitioners dominated the literature, which points to the unique activity intelligence work is.

Intelligence studies consists of four academic groups that make it more of a multidisciplinary field of inquiry rather than one that is interdisciplinary. These groups of scholars include: historians, political scientists, practitioners-researchers, journalists and freelance writers. Generally, historians tend to be the most prominent in this community (Fry and Miles, 1993).

Although, writers were mainly from the United States, significant contributions to the intelligence studies have been made by other countries, among others, by the Britain (see, Gill and Phythian, 2012), Canada,<sup>1</sup> Australia (see, Prunckun, 2013, 2015; Walsh, 2011), France (see, Denécé and Arboit, 2010), Spain (see, Matey, 2010), Germany (see, Wolfgang, 2004), Holland (see, De Graaff, 2014), Austria (see, Beer, Gemes, Mindler and Muigg, n.d.), Turkey (see, Beşe, 2013; Berksoy, 2013), South Africa (see, Duvenage, 2013), and others.

Stuart Farson (1989) suggested a division of studying the intelligence topics to the different national *schools of thought*. He accentuated in particular the American school of thought, which has a rich tradition. This school of thought emphasises the conceptual issues and organisational efficiency. The British school is primarily historical. Many countries are building so-called hybrid intelligence studies which are a combination of historical and conceptual approach (Farson, 1989).

In Sherman Kent's article *The Need for Intelligence Literature* (1955) he said, "In most respects the intelligence calling has come of age." Kent considered that the intelligence activity has become a profession and explained what kind of literature is needed for this type of profession and literature that deserves to be the basis of intelligence studies (Kent, 1955: 1).

Dorand (1960) recommended that colleges and universities organise the basic study on the phenomenon of intelligence, which would be the basis for

policy planning, guide for the operations, exploring the game by the rules of intelligence, and teaching principles and information processing in order to get final intelligence products for decision-makers. Such a course of study should develop broad principles applicable to all areas. Intelligence studies programs and courses continue to grow in the United States, together with the demand for qualified faculties in the service of these activities which also continues to grow (Jonathan, 2013).

To illustrate this point, in some countries with advanced economies, civil, military and government institutions offer a wide range of courses in intelligence issues (e.g. data collection, analytical techniques, research writing, counterintelligence activities, fraud, and ethics, to mention a few), and many of these are able to be studied by distance education (e.g. online and/or correspondence). These mode of study offers students the ability to undertake continuing education while in-service or while deployed overseas.

#### DEVELOPMENT OF INTELLIGENCE STUDIES IN BOSNIA AND HERZEGOVINA—MICRO CASE STUDY

Bosnia and Herzegovina's intelligence studies can be viewed through the ex-Yugoslav *school of thought*, which has left a deep impression on the current state of studies. Intelligence studies in Bosnia and Herzegovina has evolved from an interdisciplinary many diverse fields of inquiry. Bosnian writers have given a strong contribution of this academic discipline, which has only in the last few decades taken a sizable momentum.

In Bosnian literature, the figure of spies and presenting Bosnia and Herzegovina in the world, can be found in many writers, for instance, Ivo Andrić, Meša Selimović, Derviš Sušić, Dževad Karahasan, Nenad Veličković, as well as others. Also, popular cinema has made a large contribution to the development of intelligence studies with the achievements of authors such as Hajrudin Krvavac (e.g. his cinematic productions: *Valter Defends Sarajevo*, *Bridge*, and *Saboteurs*), Zulfikar Zuko Džumhur and Mirza Idrizović (*Hodoljublje*), Ademir Kenović (*Perfect Circle*), Danis Tanović (*No Man's Land*), Jasmila Žbanić (*Grbavica*), Bata Čengić (*Silent Gunpowder*). These writers have made a mosaic, novelistic and philosophical basis for the development of intelligence studies in Bosnian. A further catalyst to the development of intelligence studies in Bosnia and Herzegovina came from the publication of the translations of monographs by authors from both the West and East, with special attention to the publication of law enforcement intelligence topics.

The formalisation of intelligence studies in Bosnia and Herzegovina originates from the formation of the Faculty of Political Science at the University of Sarajevo. In 1970, the Secondary Police School in Sarajevo was founded and the process of providing education for young people wanting a career in crime sciences. This is aimed at students studying at high school level. Degree level courses were still not developed (FKN Sarajevo, 2004). At the same time, intelligence officers from Bosnia and Herzegovina were sent to the intelligence courses in Belgrade and Skopje because there was a lack of intelligence academies and colleges.

In 1993, at the Law Faculty of the University of Sarajevo, the basics on criminology were also introduced. In addition, the Faculty of Criminal Justice at the same university was founded. Moreover, the formation of the Faculty for Security and High School of Internal Affairs in Banja Luka were created, and in combination, these developed an academic environment that encouraged further development of intelligence studies.

An important contribution to the education and training of personnel in the various security agencies of Bosnia and Herzegovina was the creation of nation's Police Academy, which is based in Sarajevo, as well as the creation of the Police Academy in Banja Luka. The Agency for Education and Professional Training (AEPTM), situated within the Ministry of Security of Bosnia and Herzegovina was established in 2009. It is also important to note the establishment of some private higher education institutions, such as Logos Center College in Mostar, the Faculty of Safety and Protection in Banja Luka, the University Sinergija Bijeljina, the College CEPS Centre for Business Studies in Kiseljak, and the Faculty of Criminal Justice and Security, University Interlogos in Kiseljak. With these advances, the problem of police training and education has been resolved at the state level.

## IMPROVING OF INTELLIGENCE STUDIES IN BOSNIA AND HERZEGOVINA

The concept of intelligence is not a new phenomenon, but the academic intelligence studies is. In recent decades the growth of academic intelligence studies has experienced an expansion, and in recent years has been growing along with increasing public awareness of intelligence.

Improving intelligence studies in Bosnia and Herzegovina as an academic discipline requires reinforcement of the best practice that exists in the academic community, which includes the identification, acquisition, storage, creation, and

dissemination of new knowledge. More effective implementation of these practices would have the potential to strengthen the links between intelligence studies as an academic discipline with the security environment this type of work involves (e.g. dissemination of scholarship, public understanding and better management practices).

It has been argued that scholars need to access the creation of new knowledge, rather than repeat the old ideas—the "old wine in new bottles" (Marrin, 2014: 4). Creating the new knowledge can be implemented through the following steps: 1) to document what is known; 2) evaluate gaps or holes; 3) work to fill these gaps in knowledge; 4) dissemination of knowledge to those who need or want it; and 5) institutionalisation of these efforts (Marrin, 2014: 10).

In this regard, Gregory Moore (2008) has identified several issues to be taken into account when promoting intelligence studies as an academic discipline. These polemic questions could be argued as important considerations to improving intelligence studies in Bosnia and Herzegovina.

- Does intelligence education require the emersion of a new academic discipline (e.g. such as intelligence studies) or can intelligence education be absorbed within the existing curricula?
- Do students—undergraduate through to graduate—have the academic grounding to allow them to understand intelligence theory, and more specifically, if not, how should these curricula structures to accommodate these learnings?
- Would intelligence studies be best positioned as a subset of the existing discipline or would it be better as an independent discipline?
- What attributes need to be established before intelligence studies could be formally acknowledged as an academic discipline? Would it mean establishing its own body of literature, intelligence theories, the gathering of peer-acknowledged academics who are respected for their work in intelligence studies?
- How does the academic teaching community align itself with the requirements of the intelligence community who require certain skills and knowledge?
- Which class of scholar would benefit the most from obtaining a formal qualification in intelligence studies: analysts, researchers, future political consultants, or public officials? And should the curriculum be tailored to offer different streams for this different students?

- And finally, who is qualified to teach an intelligence-based curriculum and where will this cadre of lecturers come from?

#### ENDNOTE

1. The Canadian Association for Security and Intelligence Studies (The Canadian Association for Security and Intelligence Studies—CASIS—was established in 1985) is a non-partisan volunteer organisation with the aim of organising the debate in Canada on security and intelligence matters. Its aims are to encourage and promote intelligence and security studies; promotion of courses at Canadian universities and colleges in these areas; and supporting projects in the intelligence and security studies in the interest of higher education, science and public information.

#### ABOUT THE AUTHOR

**Dr Maid Pajevic** earned his MA and PhD in the Faculty of Criminalistics at the University of Sarajevo. Between 2000 and 2010 he was employed in operational as well as managerial positions in the intelligence-security system of Bosnia-Herzegovina. In 2011 he held the position of certified instructor with the United Nations Police (UNPOL). Since 2012 he has held the position of Head of Department for the Agency for Education and Professional Training, Ministry of Security, Bosnia-Herzegovina. He is also employed at the College Logos Center Mostar as a lecturing professor and the Head of Department of Security Studies. He is the author of *Contemporary Theories of Intelligence* (College Logos Center Mostar, 2013).

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