

***Intelligence studies as a field in the international
relations discipline?***

***Les études du renseignement comme domaine de la discipline
des relations internationales?***

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Abstract:

This research paper aims to reveal some ambiguities that afflict one of the most prominent modern scientific fields that looking for a place within the oldest scientific disciplines for the study of man and society (ies). This modern field, which began to appear in Western universities clearly in the beginning of the 90s of the last century, is the field of intelligence studies, which is a field that has been developed academically, within the human sciences ..

this study also aims to research the contents of this field, and provide understandings about Theoretical, practice and pedagogical scientific content of this field... and proving that there was a scientific relationship between intelligence studies and international relations?

Keywords: intelligence studies, international relations, national security, western universities.

Résumé:

Ce document de recherche vise à révéler certaines ambiguïtés qui affligent l'un des plus importants domaines scientifiques modernes qui cherchent une place parmi les plus anciennes disciplines scientifiques d'étude de l'homme et de la société (s). Ce domaine moderne, qui a commencé à apparaître clairement dans les universités occidentales au début des années 90 du dernier siècle, est le domaine des "études de renseignement", domaine qui s'est développé académiquement, dans le domaine des sciences humaines.

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Cette étude vise également à rechercher les contenus de ce domaine, et à fournir des connaissances sur le contenu scientifique théorique, est pratique et pédagogique de ce domaine ... et à prouver qu'il y avait une relation scientifique entre les études de renseignement et les relations internationales?

Mots-clés: *études de renseignement, relations internationales, sécurité nationale, universités occidentales.*

Introduction :

It is recognized that the primary function of intelligence services is to provide knowledge, and it must also, at all times, be able to warn of impending crises and expose potential surprises, risks, threats, or attacks in advance, As defined by Professor Sherman Kent and Walter Laqueur

"It is all of the information and that the organizing body to collect and exploit that information, which is each of the activities / movements and the production of these activities"¹, in this sense as Sherman Kent pointed that "intelligence is the knowledge that high-level people civilians or military (policymakers and officers) must have. To preserve the national welfare "², but some assert that intelligence is not just information and that there is more than that³ Art and science and history.

Intelligence as a fertile field for scientific research has received limited attention from scholars of philosophy, political science, and theory of international relations. While it has evolved into an independent and / or distinct Research entity, there has been a noticeable failure to integrate it, if only partially, into the mainstream of research in international relations⁴; But it can be said that although the field is new, but has encountered some popularity and sustainability.

So what are the scientific and academic contents of this field, and what is its relationship to the international relations discipline? In other words, to what extent can the international relations discipline adopt this branch?

To answer this problematic, we employed the historical approach to research the history of the development of intelligence studies since their emergence and the knowledge of the first signs of their establishment, and we used also the comparative approach to compare field developments in

the few western universities that include this for a branch within its scientific courses.

we have divided the search into:

First: Initial initiatives to study intelligence in international relations discipline.

Second: Intelligence studies and international relations.

Third: the development of intelligence studies programs.

Fourth: Educational challenges facing intelligence studies.

Fifth: The goals of intelligence studies.

***First: Initial initiatives to study intelligence
in international relations discipline***

Intelligence studies as an academic branch have been characterized by the slow development and spread in international universities, and there is no doubt that the reason behind this is the secrecy associated with intelligence affairs, and the reluctance of academic circles to deal with secret services, or fear of being exposed to pressure and targeting by secret and / or terrorist organizations, But in contrast, universities in most democratic Western countries have a tendency to initiate teaching or creating research programs related to intelligence affairs as a phenomenon, science, and subject matter of study, research, analysis, and investigation, and a few universities -during the Cold War-, especially in the United States, the United Kingdom, Canada, Germany Which used to offer courses on the subject of intelligence studies implicitly and modestly, but most academic programs in international relations, political science and history, and even conflict analysis studies avoided any reference to intelligence topics directly and in depth⁵.

Late in the 1990s, a report by the Society for Professional Researchers in International Affairs was presented that mentions the missing dimension of international studies and points to the extreme and excessive interest in security studies, the neglect of intelligence studies altogether, and since that time intelligence and security studies have emerged in academic circles in the United States and the West⁶.

Since the 9/11 attacks, and its affect, and American response by the war in Afghanistan and the invasion of Iraq, public attention in the West has focused on intelligence and its role, Western academics have focused on intelligence studies and their importance, and now they have increasingly established majors on this topic in universities. Different from the western world, especially the British and American ones, in order to understand the different epistemological foundations and the limitations and values of intelligence as science and art.

In Britain in 80s, official attitudes were dealt with secrecy to the nature and work of intelligence, including opposing any form of public accountability, and obstructing and distorting the public's understanding of it. However, with the beginning of the current century, the situation changed, and Britain began to open up and uncover mystery to the intelligence apparatus, especially the beginning of the disclosure of archives and parliamentary accountability⁷.

In light of all this, how did intelligence studies emerge in the departments of international relations and other disciplines, and what are the paths of their development?

The post-World War II era saw the flourishing of academic programs in international relations, diplomatic history and area studies in higher education institutions throughout North America and the Western world, but the significant growth of these academic programs failed to include the teaching of intelligence as part of these curricula, and before late. In the 1970s, very few academic provided courses in intelligence studies⁸.

Perhaps the surge that occurred in Western societies and American society in particular in intelligence matters during the seventies, is caused by global events (such as the coup in Chile, hostage crisis and the revolution in Iran), the chain of scandals (such as the Watergate scandal), the spread of the idea of conspiracy theory, and The role of fiction and cinematography (such as the James Bond series and various novels), all of these factors helped awaken academe to the relevance of intelligence to the policies and conduct of international affairs. Moreover, retired practitioners and others with experience in the intelligence domain were proceeding to take up teaching positions at U.S colleges and universities, where they introduced intelligence-related courses.

It seems that the process was very individual until then, but the most organized initiative was the one that the CIA launched through the residency program for officers in the fall of 1985, by employing intelligence experts with experience in universities to enhance academic interest in this field.⁹

At the beginning of the eighties, intelligence subjects ranged in place and suffered from scarcity in school curricula, and by 1985 reports indicated fifty-four units and lessons on intelligence topics were taught in various American colleges and universities, and before the end of that decade, intelligence was academic subjects of study in schools and universities, Such as the University of Georgia, George Washington University, Yale University, and in dozens of colleges across the United States, usually taught in the departments of history and political science.

The study of intelligence in the first years of the twenty-first century emerged and developed in the shadow of interesting events and times, given that the secret role of intelligence in global security and the political world is now more clear than ever in Western politics¹⁰, and the public's expectations of intelligence were not high Before, including the disclosure of the role of these secret services, but in Britain this development evolved, as a result of the terrorist attacks in September 2001 and July 2005 and the war on Iraq, so the general public was searching for the role assigned to this device. Intelligence In academic institutions established by Sir Francis Harry Kinsley, who left the British government and was appointed professor of international relations at Cambridge University in 1969; who taught the history of British intelligence through his four volumes on the subject he wrote between 1970 and 1993 Then, in the 1990s, Christopher Andrew embarked on introducing tripos into intelligence at Cambridge University.

Alongside this institutionalization emerging from intelligence studies in academic circles there has been a parallel boom with related academic research and scholarly writings on intelligence topics, and the results of this research have been reinforced by valuable arguments and contributions from journalists, retired workers, and others. Thus began the formation of associations and knowledge bodies for these areas, as the Canadian Association for Security and Intelligence Studies (CASIS) was formed in 1985 with the aim of providing a forum for dialogue between academics, practitioners, government officials, and other stakeholders, and in November of the same year, the International Studies Association (ISA)

in America opens The Department of Intelligence Studies has a distinguished place in the American academic community.

The growing tide of writing research on intelligence has inspired the emergence of two new magazines specialized in intelligence studies. In 1985 Christopher Andrew and Michael Handel launched the UK's "Journal of Intelligence and National Security", and in the same year the "International journal For Intelligence and counterintelligence " was created. headed by the editor-in-chief Reese Brown in the United States ... the field is flourished at the beginning of the new millennium, as another specialized journal was established:" The Journal of Intelligence History ", in 2001 by the Society for the History of International Intelligence, based in Germany, and in 2007, overlooked The first issue of the "European Journal of Intelligence Studies" was published as an electronic magazine with Belgian-Dutch editing, and regular conferences for the ISA and (CASIS), which opened outlets for this new topic and created an intellectual dialogue about it, educational resources, lessons and academic composition, this field began to take an inportant place between deferents desciplines in USA¹¹

After the Cold War, a cornerstone was laid for the proliferation of courses on intelligence topics in many high education institutions throughout the United States and elsewhere during the 1990s, but despite the momentum generated by faculty members of the commitment and interest of American students, the stumbling block It came after the debate in the United States about the "National Security Education Act of 1991", which encouraged the support and development of academic programs in the study of foreign languages and area studies, while excluding intelligence studies¹².

As for the educational curricula of intelligence studies in academic circles in the first period of their development, they are distinguished by four typical methods for teaching intelligence in American higher education institutions:

- The functional approach: focusing on operational activities and processes or operational activities.
- Structural Approach: Study the role of intelligence and security agencies in the conduct of international affairs.
- The Political Approach: Addressing policy-making and governance issues.

- The historical approach, in which past experiences or personalities are emphasized.

Second: Intelligence studies and international relations:

The conceptual framework for intelligence studies taught in universities must continue to evolve and adapt to new conditions in the twenty-first century, and more information, academic frameworks and materials related to intelligence must be provided to integrate them into the public domain, and scholars and thinkers of international relations should take this field with an eye. Consider and study the role of intelligence in analyzing phenomena of international relations.

Intelligence is the whole, but it is absent in most of the work and research and theories of scholars of international relations and it does not appear in the dialogues of theories of international relations, between realism and liberalism, institutionalism, structural and postmodernism, and it is interesting that it is noticeable that while there is an implicit assumption that the study of intelligence falls within The field of realism, however, the new writers of realism ignore intelligence, its implications and its role in the international system¹³. The neglect of intelligence as an actor and subject of research is evident in several areas such as humanitarian intervention, international conflict management and international security threats, although play Many important and prominent roles.

Intelligence studies can support a number of diverse research topics, especially area studies, and can be formulated widely from political science and history, and there is a great deal of overlap and contribution to other scientific disciplines for intelligence studies, such as sociology, law and ethics, as it is possible to find a place within Those sciences and to integrate more broadly than now, and perhaps it requires providing a broader base of scientists, thinkers, practitioners and researchers to preserve the development of the field.

In the midst of this, and despite the absence of real theoretical contexts of intelligence studies, and not being adopted by international relations theories, this does not preclude the existence of foundational schools of intelligence studies, the American Stuart Farson¹⁴ considered that intelligence studies can be divided to various schools and research centers concerned with this subject, there are three schools:

1. *The American Tradition: in which academic analysis tends to emphasize conceptual issues and organizational effectiveness in intelligence societies.*
2. *British tradition: focuses on historical dimensions in the first place, such as focusing on royal intelligence history and intelligence work within the two world wars and the Cold War.*
3. *Although there is no "Canadian school" for intelligence studies, Canadian research and academic centers in intelligence affairs tend to be mixed, partly conceptual and partly historical, a mix that leads to the creation of a trend of its own that is completely different from these two schools¹⁵.*

In addition to all of that, Professor Mark Fethian, who specializes in intelligence studies, holds that the theoretical framework for international relations with its various theories is a very appropriate template to make it a theoretical context for this specialization given the great intersection between international relations and intelligence as two practical fields, practices, and external behavior of countries, and it is particularly important to mention the structural realist theory that is It is more consistent with theorizing of intelligence studies, or at least as a starting point for that. This intersection stems mainly from the operational intersection in international affairs between intelligence and counter-terrorism issues that has emerged with the events of 9/11 reflecting convergence For a great between anti-terrorism studies and intelligence studies¹⁶

Third: the development of intelligence studies programs

The main scientific topics and fields in intelligence studies include: intelligence history, intelligence analysis, various intelligence functions, intelligence and national security, counterintelligence ... and various other fields from one university to another and from one country to another ... Decency was lingering on courses related to the study of intelligence, and was also characterized by the slow embodiment and elaboration of a complete graduate program in intelligence studies, as many programs were created in this specialization in different institutions during the beginning of the current century: at Mercyhurst College in Pennsylvania and in the School of Foreign Service Georgetown University in the United States, Brunel University and Salford University in the United Kingdom, and Patterson Norman School of International Affairs at Carleton University in Canada. However, the spread and development of this specialization

remained slow even after 9/11, which is considered a decisive turning point in the development and development of intelligence and security affairs that have been at the forefront and priorities of international relations such as science, art, practice and theorization, but global universities have lagged behind to develop academic programs and deal with intelligence and security studies For example, in Canada, among the more than 1,800 research majors established in Canadian universities since 2000 in the framework of the "Federal Initiative" to promote academic excellence in priority areas identified by Canadian universities, neither of them nor a field has been established for intelligence studies¹⁷.

Despite many initiatives in the United States, graduate and post-graduate programs in intelligence studies have not evolved to the extent that they are considered a true and independent academic scientific discipline, and indicators, standards, and interests related to intelligence studies raise many questions about the location and status of this topic in American academia, Although intelligence studies have a wide range of conceptual/ theoretical and thematic perspectives, also not different from other academic fields that have been recognized as international development studies, religious studies and Feminism and terrorism studies, this field also includes many variables such as governance, politics, behavioral, institutional, and operational variables in its intellectual, methodological, and theoretical scope, and this combination has introduced new and innovative paradigms, new conceptual frameworks, insightful methodological comparisons, empirical and empirical case studies, and different historical ones, and addition A methodology for intelligence studies () ¹⁸... these are all academic and scientific underpinnings for establishing this specialty.

What is noticeable in the few western universities that have included this field and encouraged it as a stand-alone academic branch, and wherever intelligence programs and studies exist in university programs, there is a strong demand from students, but it is noticed in contrast that the job market did not accelerate at the same pace and there was no similar increase in demand for Graduates in this field¹⁹, with the exception of giving priority to graduates of the specialization in joining the ranks of the intelligence services.

In the middle of the first decade of the current century, government funding was further encouraged to build significant additional academic capabilities for intelligence and security studies in the United States, at

least in some states, and the largest contributor to this development was the so-called "American Intelligence Community" through its institution's program called: The Center for Academic Excellence, which was introduced in 2005, and aims to support American universities for training and long-term work in teaching this specialization in order to meet the human resource needs of the intelligence services in the future. Initially, support was given to establish centers in four universities: Atlanta Clark University, Florida International University, the University of Tennessee and the University of Trinity, and later was funded additional centers at the University of California, Norfolk, University of Texas at El Paso, University of Texas, University of Washington, and the University of Wayne State University.

Meanwhile, the U.S. Department of Homeland Security established a Department of Homeland Security "Centers of Excellence" on its own initiative in universities and specialized in intelligence studies, and funded it with \$ 150 million in partnerships with universities to support education and advanced research on topics related to social security and the protection of vital infrastructure, as it funded eleven "Center of Excellence for Security" Internship "as of March 2008²⁰", including: the Center for Border and Immigration Security, under the supervision of the University of Arizona and the University of Texas; the Center for Explosion Detection, Mitigation, and Response, under the supervision of North University and the University of Rhode Island, the Center for Maritime Transportation, Islands, and Ports, At the University of Hawaii and Stevens' Institute Technology; Center for Natural Disaster, Coastal Infrastructure, and Emergency Management from North Carolina University and Jackson State University; Transportation Security Center from University of Southern Texas, University of Connecticut; Center for Risk and Economic Analysis of Terrorist Events supervised by the University of Southern California; National Center for Food Protection and Defense from the University of Minnesota; The National Center for Animal Protection and Disease Control and Species Extinction for the State of Texas; The National University for the Study of Terrorism and Responses to Terrorism from the University of Maryland; The National Center for the Study of Preparedness and Response to Disasters and Events from Luminaries Johns Hopkins; Microbial Risk Assessment Center, University of Michigan; University of Science centers under the direction of Rutgers University, University of Southern California, University of Illinois at Urbana-Champaign, University of Pittsburgh, and analysis centers conducted by

Pennsylvania State University, Stanford University, North Carolina State University, And University of Washington²¹

In Spain, Universidad Rey Juan Carlos in Madrid in 2005 presented a program specializing in intelligence studies. Later in 2006, the Juan Valquez Institute for Research in Security, Defense and Intelligence²² was established under the supervision of the University. Carlos 3 in Madrid, the institute seeks to encourage research and promote higher education in intelligence, security, and defense studies among Spanish universities, and the institute has published an annual journal in English and Spanish which is "Journal of Intelligence and Security: Analysis and Foresight"²³.

The governments of Australia and Britain have also shown high priority to enhance university research on matters of national security concern, as the Higher Education Funding Council in Britain identified "terrorism and conflict" as key issues for the 2006-2011 funding program, which also prioritized studies of foreign regions and languages, while focusing Economic and Social Research Council on research "new security challenges." Australia, for its part, has allocated A \$ 40 million to universities to fund 143 research projects related to national security. In response to these financial initiatives, new academic programs in intelligence and security studies came into existence in various universities throughout the United States, as well as in Australia Britain and Spain²⁴

Fourth: Educational challenges facing intelligence studies

At a time when universities and colleges in the United States and Britain are appearing in response to students 'interest and funding government research for the largest universities and institutions in this field, the matter has become more cautious in their reactions to demand for intelligence studies, as this may reflect the difficulties facing the recruitment of faculty members with Experience in this academic field, where those with specialization and senior intelligence and security personnel and trainers are required, has increased fear of the concern for sustainability as well, i.e. the extent of the continuity of government support in the United States for education and research programs in intelligence and national security studies on To the extent long, in light of uncertainty about the continuation of the current demand for students and faculty in the future²⁵

Also, government funding, in many democratic countries, is a dilemma for this new field, as most governments prefer to provide basic funding for higher education through credits with an amount allocated to the institutions concerned, and they cannot directly interfere in allocating resources to specific academic fields, but not others. That would not be appropriate, and also on many occasions there will be a consensus between the subjects and areas of intelligence studies as an academic discipline and the higher goals of the governments that seek to research and develop them, in other words sometimes government funding goes to areas of high priority separately. On intelligence studies, especially in cases of peace and stability and the absence of clear threats to national security, government funds are allocated to universities for foreign language and area studies, moreover, the sensitivity of these intelligence studies and national security studies makes them rarely seek - as a faculty and institutions - to attract gifts. And private funds or gifts as a resource for funding or to support scientific forums and conferences, unlike other academic fields such as economics, business, medicine, or even arts in general²⁶.

In addition to public opinion and popular culture, which is characterized by a negative and pessimistic view about the work and activities of the intelligence services, especially in third world countries due to the delay in the paths of "declassification" from intelligence activities, especially those that contributed to the establishment of security and peace in societies, or the superior successes achieved by intelligence in the past, The factor of secrecy and the lack of leakage of accurate information about intelligence operations hides its successes and always makes it the subject of accusation by public opinion, but intelligence studies may succeed in whitening this image or changing the attitude of popular culture towards intelligence... Popular culture often played an important role in shaping official attitudes and public attitudes toward intelligence, and imaginary representations of international politics - especially during the Cold War - played a role in shaping a conceptual stereotype in the minds of the public, there is a clear overlap between real intelligence operations and the way in which Filmed in fiction, whether it be a cinema, tapes, novels and stories²⁷.

The biggest advantage of intelligence studies is its increased application related to modern life, as it creates the link between intelligence services and public that has become more considerate and

important after the Cold War, and intelligence has always been a wonderful, fertile and exciting subject for the film industry and its audience and those who are based on it, and it may be the most activity to complete the mission of public education about intelligence is by allowing this sector as a public interest to directly benefit from intelligence products, information, and assessments, in addition to education and intelligence study leading to the creation of a public position attitude is positive towards intelligence, a position that expresses that intelligence is desirable and required, especially in democratic countries, and in fact there is a prerequisite for creating procedures and traditions of democratic oversight which is close knowledge of the purpose, role, and functions of the intelligence services, and in return, this knowledge or public understanding is necessary to make Intelligence services and work are more intelligent and adapted to developments, and necessary to reform the intelligence services in accordance with democratic norms and standards²⁸

In many cases, analysis based on institutions ignores the role that intelligence plays in the broader social and political context, as the effects of intelligence failures often extend beyond governments, affecting public opinion and prompting governments to respond by pressing from below (i.e. the base), In such circumstances public opinion often favors conspiracy theories because of the underlying secrecy surrounding intelligence activities, and from here intelligence studies can play an important role in educating society and correcting collective misunderstanding²⁹

Fifth: The goals of intelligence studies

The scientific and academic interest in the issue of intelligence as a device and a strategic phenomenon preceded by a fundamental question that we ask, and what is the desired benefit from studying intelligence and national security in general in higher education?

Certainly, it is not to provide guidance or training to the intelligence services, because this depends on the security establishment itself, its actual work and its renewed activity³⁰. The aim of higher education programs in the study of intelligence is to contribute to building a "general knowledge" about the business, strategies, structures, and the function and role of these intelligence And security organizations in the art of governance, historically and presently, and These teaching programs also help to educate students about intelligence and national security issues,

whether they seek to pursue jobs in the intelligence sector itself, or they go to choose a job elsewhere in the government or the public sector, in education and scientific research, in the media, in community organizations Civil, in the legal profession, or in the private sector³¹, all of these sectors need, directly or indirectly, to create a knowledge balance on intelligence and security issues, specifically intelligence studies programs can fall within the framework of teaching international relations to be graduate analysts in intelligence affairs; In some other professions such as engineering or management.

Intelligence and national security studies may help transfer specialized expertise to work in and support technical fields such as protecting critical infrastructure against terrorism or destruction; in addition to the professional aspect, and educating people about their country's intelligence history, these intelligence studies can go a long way towards demystifying Intelligence, by informing the public in coordination with national experiences by publishing and analyzing intelligence information on national security, defense, and foreign policy³².

University research is a particularly valuable means of building knowledge within intelligence and security studies. In comparison with the professional analytical work taking place within the intelligence and security agencies, which is mostly classified and classified, academic research tends to provide an external perspective based on open sources of security and intelligence information that allows new perspectives to be given, evaluation of comparisons and analytical comments, or experimental accounts related to policies, bodies, and activities Intelligence and security ... In the past, intelligence agencies were concerned about inquiries and research in their secret areas - and still are in non-democratic and third world countries - but in most democracies today, there has been TRAVE Academic Research as an added value that contributes greatly to the expansion of government and public knowledge, and its ability to meet the requirements of security and intelligence agencies and in fact - especially in the United States - some of the results of academic research in this field imposed itself to be of value and of utmost importance and an effective role in these devices Itself, especially in the formulation of policies, strategies and actions related to the needs developed; academic research may also be useful to improve operational capabilities, especially in the areas of intelligence analysis, community outreach, and human resource management.

However, there are academic challenges facing intelligence studies in the contemporary research environment for example in the ANZSRC initiative The Australian and New Zealand Standard Research Classification that was introduced in March 2008 by the Australian Bureau of Statistics and New Zealand Statistics to monitor research activities in both countries, that it omitted any indication To intelligence studies among thousands of recognized fields of studies in natural sciences, engineering, social sciences, arts and humanities³³ although the Australian academic community is very interested in this cognitive discipline in security studies.

To meet their aspirations and achieve their academic goals and programs, those interested in intelligence studies must maintain confidence in themselves and create and grow confidence towards key actors, especially students, faculty, civil society, and the interested public, and trust toward the subjects of the study itself, shared intelligence and community security, despite The trust factor may take more time and effort to build and stick to it. This is due to the secrecy and political sensitivities of intelligence and national security, as the academic institution must demonstrate transparency, scientific spirit, and security. Intellectual teaching and Ah research, and advisory tasks; at the same time must be the thinkers of the intelligence and security studies to work to avoid the excitement and intellectual arrogance. Given the sensitivities on both sides: between academia and practitioners, trustworthy relationships should be built on mutual respect and shared goals, professional and scientific professionalism.

This is because the job of higher education in universities is more observation and study, explanation, guidance, and counseling, thus contributing to the advancement of knowledge locally and globally. With academic freedom, the highest goals must be achieved, building knowledge, and then accountability and responsibility come, especially in a field of political sensitivity such as intelligence and national security. The curriculum in universities, and determining what is taught, represents the most transparent criterion for accountability of higher education and the determination of the scientific responsibility of the academic community.

Conclusion:

In the western democratic countries that initiated the establishment of this academic specialization in their universities within the field of international relations, five countries can be identified: Britain, the United States of America, Canada, the Israel and France, then in the second degree some other countries such as Spain and Australia come but modestly, and the reason is probably due to scarcity And the lack of qualified and competent faculty members as a major obstacle delaying and hindering the development of intelligence studies programs, as well as the lack of employment of university graduates over the years in the countries that adopted this specialty, which led to a recession at the level of training and He graduated, as there are relatively few PhD candidates in the specialty compared to other social sciences and international relations in particular. Intelligence studies are the most affected because of the lack of funding and the lack of academic openness to specialization in the universities that adopted it.

Although neglected for a long time, it can be said that intelligence studies are about to embark on a renaissance, but to overcome the severe shortage of qualified scholars and thinkers, it may be necessary to rely in large part on retired and former practitioners of the intelligence and security men, seasoned and researchers, and the use of members of the body Teaching is a similar field that may lead to the growth of this new expansion of this new specialty.

Nevertheless, the scientific and practical interest and importance of adopting this specialization in universities is divided into several important points:

1. The comprehensive theoretical initial training that students receive in the specialization, which qualifies them for enrollment and / or indirect recruitment or employment in the intelligence community, so the holder of the certificate has a first view of the field
2. Contributing to the development of research fields in intelligence affairs, in particular to benefit from them and take experiences by delving deeper into the intelligence history of the world.
3. Targeting popular culture about intelligence, changing the negative stereotype the public espouses about intelligence work,

and highlighting its effective role in achieving national security and stability.

4. Exposing intelligence successes by starting to lift secrecy and disseminating information about historically successful intelligence operations and their role in achieving national security for states.

However, the absence of a group of intelligence studies scholars may make it difficult to support the expected teaching and research standards for high schools, and indeed there is widespread panic in some academic circles about the continuity of intelligence and security studies due to the early retirement of faculty members in the universities concerned in the West.

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