

Intelligence Studies In Higher Education. Designing An Intelligence Studies Curriculum For The Romanian Civilian Universities

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Abstract: As part of the wider doctoral research „Reforming the intelligence sector through academic education. Implications for the military higher education”, the paper focuses on the lack of intelligence education as a threat to the national security and also on the *Intelligence – University nexus* as a critical part of today's Knowledge Society and of the Bologna process to create the EHEA by making academic degree standards & quality assurance standards compatible throughout Europe. Firstly, we will examine the use of Open Source Intelligence OSINT in the academic field and its importance in designing Intelligence Studies curriculum for the Romanian Higher Education. Then, we will argue the need for Intelligence Studies as a new field of intellectual inquiry, scholarly debate and as an academic study program within the fundamental field of study "Political and Social Sciences", based on the new context of the 21st century: the heightened role of intelligence in international affairs and in its influence upon political agenda setting, decision making and policy making; the preeminence of intelligence and security issues in political discourse as well as at the level of public opinion. A key-issue of the paper is about the research and institutional efforts to be made in order to 1. describe the conceptual framework in which intelligence will be studied, considering that Intelligence Studies can support a considerable number of diverse subject areas, and can be accurately described as interdisciplinary; 2. identify the beneficiaries and the potential educational bidders; 3. validate the Intelligence Studies as a new qualification by the ACPART (*National authority for establishing and regularly updating the national framework for higher education qualifications*).

Keywords: Intelligence studies, Academic Outreach, Research cluster, Interdisciplinary, Intel curriculum

Introduction

While intelligence is not a new phenomenon, the academic study of intelligence is. Intelligence studies as an academic discipline was slow to develop in universities. Perhaps the cause was the secrecy attaching to intelligence matters, or the reluctance of academe to engage with clandestine services. This article looks at the status of intelligence studies as a discipline and as a study program, then considers the relevant academic initiatives in intelligence studies, also revealing the main approaches to studying intelligence.

Currently, the intelligence paradigm shift is heading to a decentralized type of intelligence as opposed to the concept of "central intelligence". Similar to Robert Dahl's *Polyarchies* - where power is no more concentrated at a single decision centre, instead dispersed within society – the covert hierarchical intelligence model seems to be surpassed by an open source pluralist intelligence model. It is precisely such a model upon which the emergence of intelligence studies curriculum is based.

Methodology

Premises

The main premise of the paper regards the lack of intelligence education as a potential national security threat due to the fact that the future public officials, policy makers or political consultants educated at civil universities could bias the intelligence process by not acquiring and not possessing the necessary skills and knowledge of it.

Secondly, we consider the emergence of the "Clearances Matter Less Than Knowledge" doctrine to be relevant in designing Intelligence Studies curriculum for the Romanian Higher Education. From this point of

view, currently, the intelligence paradigm shift is heading to a decentralized type of intelligence as opposed to the concept of "central intelligence". Similar to Robert Dahl's *Polyarchies* - where power is no more concentrated at a single decision centre, instead dispersed within society – the covert hierarchical intelligence model seems to be surpassed by an open source pluralist intelligence model. It is precisely such a model upon which the emergence of intelligence studies curriculum is based.

Objectives

The main objective of the paper is about arguing the need for Intelligence Studies as a new field of intellectual inquiry, scholarly debate and as an academic study program within the fundamental field of study "Political and Social Sciences", based on the new context of the 21st century: the heightened role of intelligence in international affairs and in its influence upon political agenda setting, decision making and policy making; the preeminence of intelligence and security issues in political discourse as well as at the level of public opinion.

As secondary objectives of the paper, we will firstly point out the status of intelligence studies as a discipline and as a study program in the American and European academia, then consider the relevant academic initiatives in intelligence studies. Secondly, we will identify the relevant approaches for designing an intelligence studies curriculum but also the research and institutional efforts to be made in order to institutionalize „Intelligence Studies” as an academic study program within the fundamental field of study "Political and Social Sciences” in the Romanian civilian universities.

Research Method

The predilect research instrument used within the paper is the qualitative method of documentary research involving the use of reliable academic texts and official government documents as source materials to support and argument our viewpoint by revealing the main theoretical approaches, policies and doctrines regarding intelligence studies.

Biases, Prejudices and Misperceptions Toward the Intelligence Activity. The Romanian Context

The Intelligence – University Nexus during the Communist Regime

Before 1989, Romania featured a repressive Communist regime that used its intelligence apparatus, the "Securitate", to transform the country into a police state dominated by physical and moral torture, fear, intimidation and suspicion among citizens. The so called "enemies of the regime" underwent permanent surveillance, harassment and imprisonment, but the "Securitate" maintained control over the entire population, keeping records via a network of recruited collaborators and informants of all ages and social backgrounds. The "Securitate" had special units monitoring Romanians, dissidents living abroad and political prisoners. The First Unit of DSS (Directia I) had the mission of monitoring, neutralizing and attract as informants the academics and intellectuals who criticized the Communist regime and its "Cultural Revolution" which aimed at creating a new intellectual elite and "The New Man" that lacked a critical spirit through the ideologization of the educational system by replacing academics with communist activists, by suppressing the university autonomy, by replacing the academic disciplines with courses of "Marxism Leninism" and "dialectical and historical materialism", by the mandatory imposition of Russian language, by physical removal of those academics and intellectuals resisting communism, by exclusion of students having "bourgeois" family background, and, last but not least, by using the "re-education through torture" method in regime's prisons.

Post-Communist Romania: The "Securitate" Legacy & Public Hostility

The lack of transparency, the politicization and the illegal procedures used for telephone surveillance of journalists and politicians, the abuse of the agencies' exceptional powers (used for vendettas, personal or electoral reasons, rather than national security), the engagement in acts of corruption, bankruptcy and smuggling activities, the involvement in partial or total disappearance of certain "Securitate" files an records or the use of the remaining files for blackmail, along with the population's hostility toward the former "Securitate" officers, shed a bad light on the intelligence agencies during the first years of transition, in the aftermath of the anti-Ceausescu revolution.

With the enactment in 1999 of The Council for Studying Securitate Archives (CNSAS), many politicians, academics, writers, journalists, intellectuals, athletes, clergy members were exposed as former collaborators. The declassification process revealed that even high-school and college students were involved in spying by informing the “Securitate” when their classmates or families criticized the Communist Party.

Lack of Intelligence Education as a National Security Threat

To end up with the “Securitate” legacy, Romania has been undertaking a major reform of the intelligence system; efforts have been made to professionalize the Intelligence Community (IC) by institutionalizing a new personnel management system. Nevertheless, the unilateral perspective regarding intelligence proposed within the internal education centers and departments of each intelligence agency (such as the Romanian National Intelligence Academy ANI and the National Intelligence College, created by the SRI, National Defense University, Technical Military Academy, National Defense College) is clearly insufficient mainly because their rigid eligibility entrance criteria (medical, psychological and IQ strict testing), but also because their target on training the future intelligence practitioners.

Moreover, the lack of intelligence education can become a national security threat due to the fact that the future public officials, policy makers or political consultants educated at civil universities could bias the intelligence process by not acquiring and not possessing the necessary skills and knowledge of it. It is well known that only an adequate *intelligence* can guarantee the success of *decision and policy making*; governmental policy makers shall be able to make relevant internal political or diplomatic intercessions, only if they assimilate the information regarding the global security and political context and try to adapt it to the strategic situation, risks, threatening or existent opportunities. One way to overcome the public apathy toward intelligence and wipe away the “Securitate” stigma is by cultivating a political culture that supports and trusts intelligence. Thus, contributions to developing an intelligence awareness among IC outsiders must include building an higher educational capacity in intelligence studies that would create an enabling environment for universities to exercise intellectual leadership in addressing societal demand for knowledge about intelligence and national security affairs.

The Intelligence Community - Academia Partnership. The International Context Approaches for an Academic Outreach of Intelligence

Building partnerships between the scientific and intelligence communities could help our country to better balance relative risks and benefits as viewed from the different perspectives of the university and security communities. Such collaboration will help improve the knowledge of both communities in order to achieve a better understanding of the security issues and the consequences for science, higher education, and the future of the Romanian economy.

Giving the new context of the 21st century (with the heightened role of intelligence in international affairs and in its influence upon political agenda setting, decision making and policy making, the prominence of intelligence and security issues in political discourse as well as at the level of public opinion), we argue in favour of the need to bring non-governmental expertise into the intelligence process, referring to this source of knowledge as “the missing dimension of intelligence”; outside experts with academic background can assist the intelligence community in better understanding the context underpinning unprecedented challenges posed by the age of transnational threats and in creating new knowledge on priority issues driving the political and security agenda.

By reaching out to the academic community and increasing the ties between the IC and the university system, the IC can gain meaningful insights and alternative opinions: the academics could be used to review analytical assumptions and logic, to examine alternative approaches to an issue, to argue the pros and cons to a judgment involving uncertainty, ambiguity, or debate, and to provide technical peer review. The U.S Intelligence Community Directive 205 dated 16 July 2008 defines analytic outreach as „the open, overt, and deliberative act of an intelligence community analyst engaging with an individual outside the IC to explore ideas and alternate perspectives, gain new insights, or generate new knowledge.”

According to Gregory F. Treverton (2009), the main approaches to academic outreach for intelligence are: co-production by outsourcing certain analysis task to outsiders with academic background, virtual co-production

(e.g. wikis, blogs, U.S.Intellipedia), occasional consultation of academic experts, joint working groups on particular issues, IC publications made available for academic researchers, occasional conferences to enable the dialogue between the intelligence and academic communities, use of intelligence services Web sites for interaction.

Those types of outreach involve relations with academics designed mainly to build long-term relationships or platforms for public discourse on issues related to national security, and not necessarily to produce immediate analysis. For example, the British Defence Academy's Advanced Research and Assessment Group (ARAG) organizes its work in „research clusters” by holding research based thematic seminars with participants from intelligence community and the Academia. The results of the research are discussed by intelligence and academic experts, along with policy makers as intelligence consumers. Similarly, the *SHARP workshop* is but one of a wide array of outreach projects now underway in United States, involving millions of dollars in contracts, fellowships, conferences-even wikis and blogs-directed at scholars and other IC outside experts. Organized under the auspices of The Office of the Deputy Director of National Intelligence for Analysis, the Summer Hard Problem Program (SHARP) brings together annually leading specialists from the social sciences and government analysts with the goal of engaging external (non-government) experts on issues of critical interest to the Intelligence Community, as part of the White House initiative/commitment to create and institutionalize a culture of Open Government

Even though Robert David Steele talks about “public intelligence”, “multilateral information sharing rather than unilateral secrecy” and about the emergence of academia as one of the seven “intelligence tribes” (Steele, 2003), the outreach varies in extent and form across nations. For instance, the German external (*Bundesnachrichtendienst*) and domestic intelligence services (*Bundesamt für Verfassungsschutz*) do not cooperate with any NGO or academic consultant. In Spain and the UK outreach activities mostly evolve around the concept of “open source” aiming at promoting an “intelligence culture” as the knowledge base citizens must have about intelligence agencies in order to perceive them as integral part of society itself. To accomplish this, the Spanish and British intelligence seek to make intelligence an academic discipline to be studied at universities and also tend to cooperate with Academia in order to benefit from its knowledge base on topics of interest for the IC.

In general, the European governments are more reluctant to academic outreach for intelligence, and the private-public cooperation is rarer than in United States or Canada. The main instrument to build an IC-Academia relationship in the European context would be through the establishment of an independent open-source research that benefits both IC (by supplementing internal analysis) and Academia (1.by encouraging the inclusion of intelligence content in teaching about international relations, which would help foster greater public interest and understanding of the role of intelligence in statecraft; 2.by creating a culture of openness toward discussing policies and procedures employed by the intelligence organizations; 3.by offering the opportunity to the political scientists, historians, psychologists to test their own theories in a policy-infused setting and to subject them to the scrutiny by fellow scholars, policy makers as well as analytic practitioners (Bowmann, 2008); 4. by developing an intelligence paradigm (Johnson, 2007) in an effort to apply analytic methodologies and insights drawn from the social sciences, to understand the fundamental nature of intelligence, to explain the history of intelligence successes and failures, to understand intelligence organizations and processes, and to assess and improve upon the craft of analysis itself).

Nevertheless, as Kenneth E. Roberts points out, the main obstacles to government outreach toward academic expertise by working from unclassified sources and providing unclassified information on topics related to the security could include: inadequate funding, prejudice in the academic community against the intelligence community, that lack of access for academics to classified reporting that makes their analysis less timely and less informed. In addition, the writing styles of academics are often different from the needs of policymakers and intelligence analysts. (Roberts, 2005)

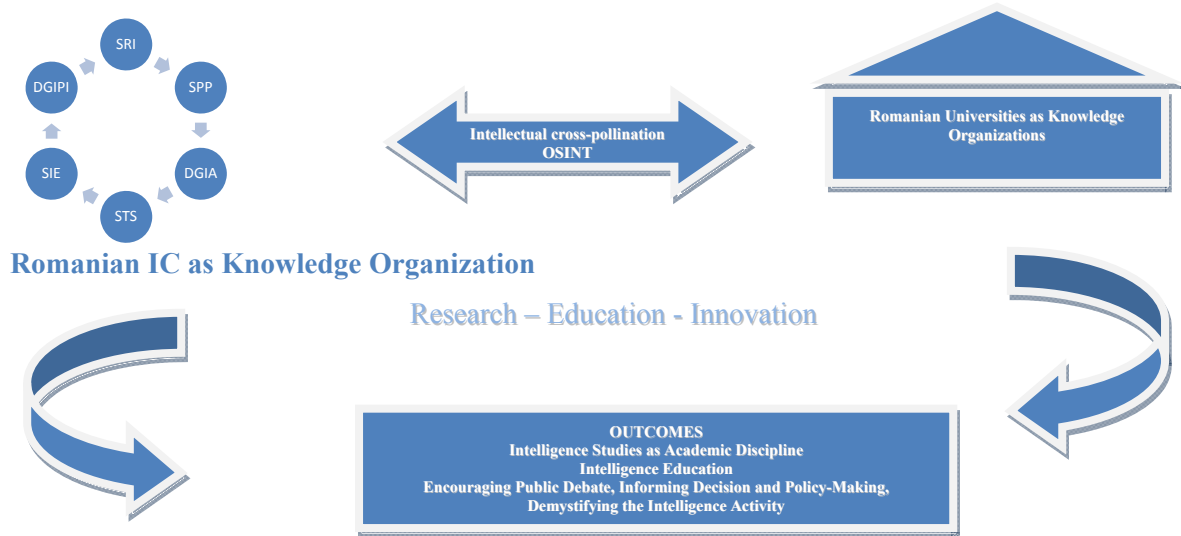


Figure 1. IC – Academia Partnership to Enhance Knowledge

The emergence of the “Clearances Matter Less Than Knowledge” doctrine

Proliferarea Internetului ca instrument de diseminare a informației deschise multilingvistice, dublată de “explozia” informațională materializată în augmentarea exponențială a materialelor publicate, deci, implicat a cunoașterii și de manifestarea unor tipuri de amenințări non-tradiționale transnaționale, au legitimat ipoteza declinului doctrinei tradiționale a intelligence-ului în favoarea intelligence-ului substată, public și al intelligence-ului surselor deschise fundamentat pe doctrina „Clearances Matter Less than Knowledge”. The proliferation of the Internet as a tool of open multilingual information dissemination, accompanied by the information "explosion" as the rapid increase in the amount of published *information* and of knowledge, have legitimized the decline of traditional covert intelligence hypothesis, in favour of the white intelligence based on the doctrine of "Clearances Matter Less Than Knowledge". Emergența noii paradigme pe fondul revoluției informaționale a impactat toate nivelurile ciclului de intelligence, afectând cele patru tipologii de informații deschise și intelligence: open source data (OSD), open source information (OSIF), open source intelligence (OSINT), respectiv validated OSINT (OSINT-V) ⁶. The traditional model of intelligence, focused on centralized management, hierarchical command structure and formal procedures, failed to manage *information overload* (Liaropoulos, 2006). În contrapondere, noua paradigmă a OSINT poate asigura controlul fluxului informațional, prevenind diseminarea sa biasată. In counterpart, the new paradigm of OSINT can provide control over the information flow, preventing its biased dissemination. Avantajul raportului cost – eficiență, dublat de caracterul nonrestrictiv al *white intelligence* (în raport cu *covert intelligence* -ul) face ca 70-80% din volumul total al intelligence-ului să fie asigurat de OSIN. Information from publicly available sources are vital to any process of information gathering upon: historical background and political context, economic and demographic data etc. Due to its indiscriminate *addressability*, increased accessibility and broad range of topics covered, the media (print, audiovisual or Internet) are the prevalently used publicly available sources.

OSINT's advocates believe it to be the answer to many of today's intelligence challenges. They call for a new intelligence paradigm marked by the open source information and a trans-sector intelligence collaboration that includes a broad network of public and private actors. For example, www.isn.ethz.ch and www.oxan.com are two academic websites that provide a wealth of open source information for researchers and analysts. Based at the Center for Security Studies at the Swiss Federal Institute of Technology, the **International Relations and Security Network** (ISN) collects and manages resources from hundreds of different think-tanks, research institutes, international organizations, and government agencies in its digital library and also publishes a daily news analysis service, Security Watch. **Oxford Analytica** is a premium rate strategic analysis and consulting service drawing on a network of university researchers and faculty members at Oxford and other major universities around the world. OSINT is not limited to the Internet, although it is here that an increasing volume of valuable information is to be found. The public agencies, think-tanks, NGOs, the private sector and universities all constitute open sources of information.

According to Prof. Martin Rudner, university-based research represents a valuable means of building knowledge at the leading edge of historical and policy-oriented intelligence and security studies (Rudner, 2009). The academic research can offer an outside perspective based on open sources that allow new insights, comparative assessments or analytical reviews on intelligence and security policies, organizations and activities. Even if, in the past, intelligence agencies were reluctant to the research inquiries into their secretive domains, today, in most democracies, academic research is recognized as contributing added value to broader governmental and public knowledge of the intelligence community.

Institutionalisation of Intelligence Studies in Academia Academic Programmes in Intelligence Studies

Intelligence has become a quasi-intrinsic component of contemporary state structure, based on essential information supplied by important policy makers whose decisions can guarantee the protection of national interest and security. By implication, and mostly after the terrorist attacks on the United States of 11 September 2001, several degree programmes and courses in intelligence studies were established at various universities such as: Mercyhurst College in Pennsylvania and Georgetown University in the United States; Brunel University and the Universities of Salford and Wales-Aberystwyth in the United Kingdom; Norman Paterson School of International Affairs at Carleton University in Canada. In Spain, Universidad Rey Juan Carlos in Madrid in 2005 set up a Cátedra Servicios de Inteligencia y Sistemas Democráticos offering a dedicated academic programme in intelligence studies. Subsequently, in 2006, the Instituto Juan Valáquez de Velasco de investigación en Inteligencia para Seguridad y la Defensa was established at Universidad Carlos III in Madrid.

Only a few departments of intelligence studies have been established in academia. Most frequently, universities have arranged for the intelligence studies programmes to be included within the framework of their interdisciplinary schools of international studies; other universities have incorporated intelligence studies as part of congenial, discipline-based graduate degree programmes (e.g. University Roma Tre, Faculty of Political Science; University of Salford School of English, Sociology, Politics and Contemporary History; University of Wales, Aberystwyth, Department of International Politics). In France, the political studies program at l'Université Montesquieu-Bordeaux IV introduced a *Diplôme de 3e cycle* in Intelligence Studies, jointly with the Centre Français de Recherche sur le Renseignement in Paris. Many other universities in countries as Austria, Germany, Italy, Sweden, the Netherlands have introduced intelligence course content into their undergraduate/postgraduate programmes in international history, political science and security studies, or have adopted a dual academic-professional orientation within joint degree programmes.

As Rudner points out, the study of intelligence incorporates a multitude of governance, policy, institutional, operational parameters and a wide spectrum of conceptual-theoretical perspectives. This syncretism has generated new paradigms, and empirical case studies into the academic repertoire of intelligence studies, making interdisciplinarity the hallmark of Intelligence Studies.

The teaching of intelligence

Intelligence studies is a relatively recent addition to academic study, emerging as an independent discipline in the 1970s. The degree brings together the fields of criminal justice, political science, sociology, with a dose of high tech development in the area of information collection. A relevant definition of the discipline has been advanced by the Chair of the IAFIE (International Association for Intelligence Education) Educational Practices Committee: "*Intelligence studies* is the study of the theory and practice of applying information gathered by both open and clandestine methods for the purpose of strategic planning, criminal investigation, and policy implementation by governments, law enforcement agencies, and business". The teaching of intelligence had begun within the US higher education system with academics having an intelligence background and after the publishing, in 1960, of an article written by a former practitioner, Peter J. Dorondo, who detailed what he believed ought to have been the way intelligence was taught at universities: the course should begin by identifying what is the meaning of "intelligence," before proceeding to a consideration of how intelligence is the "foundation" for policy planning.

The aim set for intelligence studies can be summarized as promoting multidisciplinary understanding of the concepts, issues and debates regarding intelligence in order for the public to become more aware of issues around the meaning, value, nature and proper use of intelligence. As Michael S. Goodman points out, the study of intelligence can either be predominantly historically case-study-based or it can be primarily abstract in nature.

In the United States, the subject has largely been located within political science departments, consequently there is less emphasis on historical case-studies and a greater attention paid to theoretical deliberations. In Europe, the subject has a far more historical grounding, with the major emphasis on empirical case-studies. The courses tend to reflect accurately the departments they are sited within. Thus, courses offered through politics or international relations departments largely consider the role of intelligence in those contexts; whereas history department courses are far more case-study based, centered around institutions, countries, or epochs. Courses within multi-disciplinary faculties do not fall into either category. The undergraduate degree programmes include individual courses on intelligence, and tend to emphasise the basic disciplinary paradigms - most usually political science, international relations or history. At the masters level, curricula are typically designed to reinforce disciplinary training with advanced enhancements, often focusing on theoretical issues in the discipline. Masters programmes in international affairs, in particular, tend to emphasise interdisciplinary curricula that integrate academic and professional approaches. At the doctoral level, the orientation is usually toward preparation for the research initiative that that is expected to contribute to the advancement of knowledge in the given field of study.

In his pioneering academic treatment of the subject, Prof. Stafford Thomas detailed four approaches to studying intelligence: (1) the *historical/biographical approach* —within this category studies look at specific historical case-studies or chart chronological periods. As part of this, the work can either be memoir-based or archive-based; (2) the *functional approach*— **this category** studies the intelligence cycle appropriate for the needs of a national security strategy; looks at the development of intelligence activities, processes, and technologies; (3) the *structural approach* — studies the institutional development of the intelligence community; (4) the *political approach*—this concentrates exclusively on the political dimension of intelligence and examines the ethics of intelligence gathering, sharing and public (Thomas, 1988). Going further, the Canadian intelligence scholar Wesley Wark identifies eight methodologies: (1) the *research project* - utilizing primary source archival evidence; (2) the *historical project* - case-study based accounts; (3) the *definitional project* - concerned with the foundation of intelligence studies; (4) the *fourth perspective* - using case studies to test the theoretical deliberations; (5) *memoirs* - can be both the first treatment of a subject, or designed to offer first-hand perspectives; (6) *civil liberties project*- designed to reveal those activities of intelligence agencies that impinge on domestic life; (7) *investigative journalism*, (8) *popular culture project*.

Recommendations

Designing an intelligence studies curriculum. Steps to be made

Any preliminary academic initiative in Intelligence Studies should start with conferences, seminars, workshops involving scholars, journalists, business people, think tank experts, representatives of NGOs, scientists, retired senior policy officials, and other specialists from the private sector in order to formulate the prototypal curriculum template for intelligence studies by identifying the core concepts and materials needed for teaching intelligence and also by exploring the already institutionalized methodological and teaching approaches of intelligence studies. At this point, becomes important to distinguish the “Intelligence Studies” (as academic discipline or field of study of the theory and application of intelligence) from “Intelligence Education” (as career oriented interdisciplinary undergraduate or postgraduate education that prepares students for career in intelligence).

Prof. Gregory Moore (2008) identifies several questions to be considered when promoting *Intelligence studies* as an academic discipline: Does Intelligence Education require the emergence of a new academic discipline, i.e. “Intelligence studies”, or can effective intelligence education be created from existing curricula? Is there a specific body of knowledge about intelligence that students have to acquire through undergraduate and postgraduate programs: More specifically, what should an undergraduate and postgraduate curriculum look like? Should Intelligence Studies be a subset of an existing discipline or could it stand on its own? What will it take to win recognition as an academic discipline: a body of literature, an Intelligence theory, applied and theoretical concepts, emergence of recognized scholars, emergence of scholarly organizations devoted to intelligence studies, research, doctorates in the field of intelligence studies? How to coordinate the views of the intelligence community with those of academia: practitioners cannot dictate what an intelligence studies curriculum should look like, but academia should consult practitioners to assure that the discipline reflects the appropriate knowledge base. Who will benefit most from earning a degree in intelligence studies: analysts, scholars, future political consultants or public officials, knowledge workers? What problems must be overcome: faculty reluctance to support a program in intelligence studies for moral or political reasons, the amount of material that

remains classified impossible to be used in developing courses and, finally, who is qualified to teach intelligence studies curriculum; where will the first generation of instructors come from?

In Romania, the institutionalisation of *Intelligence Studies* as a new field of intellectual inquiry, scholarly debate and as an academic study program within the fundamental field of study "Political and Social Sciences" needs a sociological research to test the level of intelligence knowledge among students, also institutional efforts&lobby among the Romanian Minister of Education but also among potential beneficiaries, and finally, a curriculum projection. Several steps should be made: 1.describing the conceptual framework in which intelligence will be studied, considering that Intelligence Studies can support a considerable number of diverse subject areas, and can be accurately described as interdisciplinary; 2.identifying the beneficiaries and the potential educational bidders *via* a sociological research involving the use of two quantitative instruments: the questionnaire to test students knowledge about intelligence and the standardized-interview among academics and beneficiaries to help designing the intelligence studies curriculum and identifying the competencies and skills to be developed by the given discipline; 3.validating the Intelligence Studies as a new qualification by the ACPART (*National authority for establishing and regularly updating the national framework for higher education qualifications*). A consensus on a prototypal curriculum may be possible by making from multidisciplinary and interdisciplinary approach the norm. Thus, intelligence studies as an academic discipline will most resemble Political Science including three instructional elements: **Core courses** dedicated to interdisciplinary courses on intelligence topics (*Comparative intelligence systems, Intelligence and statecraft, Intelligence strategies and operations, National security law*); **Cognate courses** meaning specified courses in related academic fields (*Area studies, Conflict analysis, Philosophy of law*), and **Optional courses** meaning recommended courses that deal with particular issue areas, institutions and policy matters of interest and relevance to intelligence studies (*International/national intelligence history, Ethics of intelligence, Financial intelligence and terrorism resourcing , Peacekeeping intelligence, National security accountability and intelligence oversight National security, civil liberties and human rights, International intelligence relations and alliances, Intelligence and the media*).

Conclusion

While it may not have as long a tradition as in the United States, overall in Europe, intelligence studies is one of the fastest growing disciplines in academia, with increasing number of courses and modules offered. Given the secrecy surrounding intelligence organizations, and the sensitivity of political leaders to the use and abuse of intelligence work, progress in implementing intelligence studies in Romanian academia will be slow, and new knowledge will inevitably be based on historical case studies rather than on contemporary events. Moreover, one of the largest challenges facing the institutionalization of intelligence studies will be to demystify a biased view that many students have regarding the national intelligence community.

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