

COURSE DESCRIPTION

Introduction to Intelligence Studies

(Introducere în studii de intelligence)

Academic year 2026-2027

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University
1.2. Faculty	History and Philosophy
1.3. Department	Department of International Studies and Contemporary History
1.4. Field	Security Studies
1.5. Level of study	Bachelor
1.6. Degree programme / Qualification	Security Studies in English
1.7. Form of education	Full-time

2. Course-related data

2.1. Course title	Introduction to Intelligence Studies				Course code	HLE3210
2.2. Course coordinator	Lecturer Raluca Luţai Ph.D					
2.3. Seminar coordinator	Lecturer Raluca Luţai Ph.D					
2.4. Year of study	1	2.5. Semester	2	2.6. Type of assessment	Exam	
2.7. Course status	Compulsory		2.8. Course type		Core subject	

3. Total estimated time (hours per semester of teaching activities)

3.1. Number of hours per week	4	of which: 3.2. course	2	3.3. seminar/ laboratory/ project	2
3.4. Total of hours in the curriculum	56	of which: 3.5. course	28	3.6. seminar/ laboratory	28
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					22
Additional research in the library, on subject-specific electronic platforms, and on-site					25
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays					25
Tutoring (professional guidance)					6
Examinations					12
Other activities					
3.7. Total hours of individual study (IS) and self-taught activities (ST)				94	
3.8. Total hours per semester				150	
3.9. Number of credits				6	

4. Prerequisites (where applicable)

4.1. curriculum-related	Not the case
4.2 skills-related	This is an introductory course and does not require prior knowledge of intelligence. s. Students are expected to possess basic academic skills, including critical reading, analytical thinking, and introductory academic writing.

5. Specific conditions (where applicable)

5.1. course-related	Students are expected to attend classes regularly and participate actively in discussions based on the assigned readings. All coursework must comply with the university's standards of
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	academic integrity. Students should have access to the university's digital learning platform and possess basic skills in academic research.
5.2. seminar/laboratory-related	Students are expected to engage with academic literature and complete written assignments in English. They should complete all assigned readings before class and contribute actively to seminar discussions and activities. All coursework must observe the institution's academic integrity policies.

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

Professional competencies	
Competency code	Competency
PC2	Intelligence collection, evaluation and analysis
PC4	Strategic analysis and intelligence reporting
PC1	Analysis of the national and international security environment
Transversal competencies	
Competency code	Competency
TC1	<i>Critical thinking and reflective analysis</i>
TC3	<i>Teamwork and multidisciplinary collaboration</i>
TC2	<i>Professional communication and analytical reporting</i>
TC5	<i>Autonomous decision-making and responsibility management</i>

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC2	<i>C1: The student/graduate uses the theoretical methodology of scientific research, including conducting background research, building a hypothesis, testing it, analysing data and substantiating results. C3: The student/graduate recognises, selects and uses statistical methods and practices, such as collecting, organising, analysing, interpreting and presenting data.</i>	<i>A4: The student/graduate uses models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis, as well as ICT tools to analyse data, discover correlations and forecast trends.</i>
PC4	<i>C6: The student/graduate recognises, analyses and explains political activities, plans and intentions of a government for a legislative session addressing specific causes.</i>	<i>A6: The student/graduate prepares research documents or delivers presentations to report the results of a research and analysis project, indicating the analysis procedures and methods that led to those results, as well as possible</i>

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

PC1	<i>C9: The student/graduate identifies, interprets and analyses political and economic factors in the analysis of modern societies, focusing on factors such as production and trade and their relations with law and authorities.</i> <i>C10: The student/graduate identifies, interprets and analyses the origins of conflicts, actions within conflicts and their termination.</i>	<i>A2: The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge.</i>
TC1	<i>C1: The student/graduate uses the theoretical methodology of scientific research, including conducting background research, building a hypothesis, testing it, analysing data and substantiating results.</i>	<i>A2: The student/graduate applies scientific methods and techniques to investigate phenomena, acquiring new knowledge or correcting and integrating prior knowledge.</i>
TC3	-	<i>The student adapts analytical communication to institutional and decision-making audiences.</i>
TC2	-	<i>A6: The student/graduate prepares research documents or delivers presentations to report the results of a research and analysis project, indicating the analysis procedures and methods that led to those results, as well as possible interpretations.</i>
TC5	-	-

7. Subject-specific learning outcomes

Knowledge and comprehension
<i>PS-K: The student/graduate explains key concepts in strategic studies and international security (hybrid threats, deterrence, human security) relevant to security assessments.</i>
<i>PS-K2 : The student/graduate describes risk management frameworks (identify–analyse–evaluate–treat–monitor) applicable to physical and organisational security.</i>
<i>PS-K: The student/graduate explains information security principles (confidentiality, integrity, availability) and data protection requirements in institutional contexts.</i>
Specific academic skills
<i>PS-S: The student/graduate produces security assessments and forward-looking scenarios based on geopolitical indicators and risk analysis.</i>
<i>PS-S2 : The student/graduate applies vulnerability assessment tools and proposes context-specific risk mitigation measures</i>
<i>PS-S: The student/graduate applies procedures for handling and protecting sensitive information (access control, classification, archiving) in simulated professional activities.</i>

8. Contents

8.1. Course	Teaching and learning methods	Remarks³
Information for national security	Interactive Lecture Guided discussion	
Intelligence – a conceptual framework	Concept based lecture Comparative analysis of definitions and key concepts	
History of intelligence	Interactive Lecture Historical Analysis	
The intelligence cycle	Interactive Lecture Visual mapping of the intelligence cycle Guided discussion	

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

Stages of the intelligence cycle	Interactive Lecture Practical exercises simulating collection, processing, analysis and dissemination; group work.	
Human intelligence	Interactive Lecture Case-study analysis Scenario-based learning	
Technical intelligence	Interactive Lecture Explanatory lecture Guided discussion	
Open Source Intelligence and Social Media Intelligence	Interactive Lecture Practical exercises Guided discussion	
Intelligence Analysis	Interactive Lecture Analytical techniques exercises Case Study	
The intelligence analyst	Interactive Lecture Analytical techniques exercises Case Study	
Business and Competitive Intelligence	Interactive Lecture Guided discussion	
Counterintelligence	Interactive Lecture Guided discussion	
Intelligence in a digital era	Interactive Lecture Problem-based learning Debates	

Bibliography:

Loch Johnson The Oxford Handbook of Intelligence Studies, Oxford University Press, 2010.
Michael Warner The rise and fall of intelligence – an international security history, Georgetown University Press, 2014.
Mark Phythian (ed.), Understanding the Intelligence Cycle, Routledge, 2019.
Brian Stewart, Samantha Newbery, Why spy? the Art of Intelligence, Hurst & Company, London, 2015.
Robert Clark, Intelligence collection, Sage Publications, 2013.
Roger Z. George, Robert D. Kline (eds) - Intelligence and the national security strategist- enduring issues and challenges- Rowman & Littlefield, 2005.
Robert Dover, Huw Dylan, Michael Goodman, The Palgrave Handbook of Security, Risk and Intelligence, Palgrave Macmillan, 2017.
Paul Baines, Nicholas O'Shaughnes, Nancy Snow, The SAGE Handbook of Propaganda, SAGE, 2019.

8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
Information for national security	Concept mapping, discussion	
Intelligence – a conceptual framework	Guided discussion	
History of intelligence	Case study, historical comparison	
The intelligence cycle	Process mapping, applied discussion	
Stages of the intelligence cycle	Group exercises	
Human intelligence	Group simulation	
Technical intelligence	Case study, discussion	
Open Source Intelligence and Social Media Intelligence	Exercises	
Intelligence analysis	Group simulation	
The intelligence analyst	Group simulation	
Business and Competitive Intelligence	Case study	

Counterintelligence	Case study, historical comparison	
Intelligence in a digital era	Debate	
Final review and feedback	Quiz, synthesis	
Bibliography Loch Johnson The Oxford Handbook of Intelligence Studies, Oxford University Press, 2010. Michael Warner The rise and fall of intelligence – an international security history, Georgetown University Press, 2014. Mark Phythian (ed.), Understanding the Intelligence Cycle, Routledge, 2019. Brian Stewart, Samantha Newbery, Why spy? the Art of Intelligence, Hurst & Company, London, 2015. Robert Clark, Intelligence collection, Sage Publications, 2013. Roger Z. George, Robert D. Kline (eds) - Intelligence and the national security strategist- enduring issues and challenges- Rowman & Littlefield, 2005. Robert Dover, Huw Dylan, Michael Goodman, The Palgrave Handbook of Security, Risk and Intelligence, Palgrave Macmillan, 2017. Paul Baines, Nicholas O'Shaughnes, Nancy Snow, The SAGE Handbook of Propaganda, SAGE, 2019.		

9. Evaluation

9 Evaluation			
Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	• Understanding of the core concepts, principles, and scope of intelligence studies. • The ability to explain the role of intelligence in national security, decision-making, and policy processes. • Understanding of the intelligence cycle and the main intelligence disciplines, including HUMINT, technical intelligence, OSINT and SOCMINT. • The ability to apply basic analytical methods to intelligence-related case studies and practical scenarios. • The ability to critically reflect on the ethical, legal and political challenges of intelligence activities in contemporary democratic societies.	Final written exam	50%
9.5. Seminar/ laboratory	• Understanding of the core concepts, principles, and scope of intelligence studies. • The capacity to apply basic intelligence concepts and analytical tools to case studies, scenarios, and practical exercises. • Active participation in seminar activities, group discussions, simulations, and debates, with attention to quality, relevance, and analytical depth. • Preparation and engagement with assigned readings and seminar materials. • The ability to reflect critically on ethical, legal, and practical challenges related to intelligence activities.	2 Written Assignments via Ms. Teams	30 %
		Seminar participation (to simulations, group exercises etc) and valuable contribution to debates and discussions	20%
9.6 Minimum standard for passing			

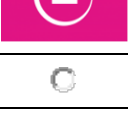
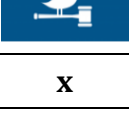
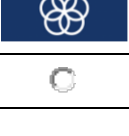
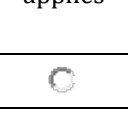
⁴ The evaluation criteria must directly reflect the learning outcomes targeted at the level of the degree programme respectively at the level of the subject. More specifically, the learning outcomes set out in the expected learning outcomes are assessed.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

Students must demonstrate a basic understanding of the core concepts of intelligence studies, including the role of intelligence in national security, the intelligence cycle, main intelligence disciplines, and the ethical and legal challenges associated with intelligence activities.

They must complete the required assignments (at least 1 of 2), participate in seminar activities (at least one simulation), and obtain the minimum passing grade according to institutional regulations for the written exam.

10. SDG labels (Sustainable Development Goals)⁶

		Sustainable Development Generic Label						
								
								No label applies
								

Date of entry:
01.05.2026

Signature of course coordinator

Lect. Raluca Luțai



Signature of seminar coordinator

Lect. Raluca Luțai



Date of approval in the department:

Signature of the head of department

Conf. Claudiu Marian

⁶ Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: "No label applies."

