



## Department of History

HTST 490  
Espionage and the State, 1939 to the Present  
Winter 2022

Course Outline Update  
January 10-28, Online

As announced by the University of Calgary on Dec. 22, 2021, almost all classes will be offered online for the first three weeks of the Winter Term, 2022 (Jan 10-28), and possibly longer, depending upon the ongoing Covid-19 situation in the province.

For this period, several important modifications to the original course outline will be in effect.

### Class Time

Synchronous instruction on-line will occur at the same time as the regular class. It can be accessed via Zoom on D2L.

### Office Hours

Office hours will occur at the same time as in the regular class. It can be accessed via Zoom on D2L.

### Online Instruction Specifics

There are no changes in responsibilities or expectations from regular class.

### Assessments

There is no change in assessments from regular class.

### Tech. Requirements

There is no change in the required technical requirements from regular class.

Campus Security (220-5333)



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Winter 2022

**Instructor:** Dr. John R. Ferris

**Email:** ferris@ucalgary.ca

**Office Hours and Location/Method:** Tuesday 2:00 – 3:00 pm, or email me anytime

**Class Room Location, Days and Times:** TR 12:30 – 13:45, AD142

**Course Delivery:** In person

### Description

This course will introduce students to the history of intelligence as an activity of states since 1900. In particular, it will consider how intelligence has affected the thinking and behaviour of statesmen and commanders in internal politics, power politics and war, and how security, surveillance, deception, political warfare, propaganda and political policing, have affected states and societies. This course will link history to contemporary issues, and theory to practice.

### Learning Outcomes

Participants in this course will have an opportunity to study primary documents and secondary sources on intelligence over the past century. They will have a chance to understand the complex, and often seemingly contradictory, ways in which intelligence affects action in different competitions, ranging from diplomacy and war to politics, and in which security, surveillance, deception, political warfare, propaganda and political policing, affect states and societies. In the process, students will gain experience in analysing primary and secondary sources, developing evidence based and argumentative research essays, and debating issues with colleagues.

### Reading Material

John Ferris, *Behind the Enigma, The Authorised History of Britain's Secret Cyber Agency*, (Bloomsbury, 2020).

This book is available at the UCalgary bookstore. You can also purchase at any other retailer. Only e-book is acceptable as well.

### Assessment

Method	Due Date	Weight
Participation in class discussion, including	Ongoing	20%

chat		
Assessment of Primary documents	Feb 29, 2022	20%
Mid Term Exam	March 15, 2022	25%
Term Paper (last day of class)	April 12, 2022	35%

## Grading Policies

Letter grades will be assigned as per the “Departmental Grading System”, listed below. Students may question their grades with the instructor.

## Details on Methods of Assessment

In-Class Discussions: Some of the course will consist of D2L Chat discussions, and in-class debate on these posts, the remainder consisting of lectures with ample room for class discussion. I will ensure that every student has an opportunity to speak, or Chat, but I am not a press-gang, and those who do not contribute at all in participation or Chat Rooms will receive a grade of “F” for that assignment. For a student to raise questions is regarded as a form of participation. Each student will be assigned to a group, which will comment on one of the three Youtube programmes denoted as “\*Chat” in the course outline below. In each case, students will provide one 400 word Chat, and two 150 word responses to the Chats of their colleagues.

All students also will complete two written works. One will be a 1500 word analysis of primary documents, selected from the seven topics listed immediately below. Students are expected to discuss some element of these readings, analyse them and, if necessary, expand their comments be using other primary documents, or secondary sources. This assignment enables each student to develop original comments or arguments. The second will be a 3000 word paper on some aspect of intelligence, chosen by yourself, which will make use of the advanced secondary literature. For this assignment, I expect students to use at least five monographs, or their equivalents in academic articles, with three articles equalling one monograph. The topic of the paper should be discussed with the instructor before you begin to write it.

### Primary Documents for Analysis:

1. FBI, The Vault: ( FBI assessments of Soviet penetrations of American security, 1946)

Nathan Silvermaster, Vol 82:

<https://web.archive.org/web/20130306064446/http://education-research.org/CSR/Holdings/Silvermaster/summaries.htm>

2. The websites of the Australian Signals Directorate, CSE, GCHQ and NSA.

<https://www.asd.gov.au/> , <https://www.cse-cst.gc.ca/en> , <https://www.gchq.gov.uk/>, <https://www.nsa.gov/>

### 3. Intelligence Briefing of the American President

John L. Helgerson, *Getting to Know the President: Intelligence Briefings of Presidential Candidates and Presidents-Elect, 1952-2012*, ( 4th. ed.), 2021, CIA, Center for the Study of Intelligence, <https://www.cia.gov/resources/csi/books-monographs/getting-to-know-the-president-fourth-edition/>

The National Security Archive, <https://nsarchive.gwu.edu/briefing-book/intelligence-nuclear-vault/2016-12-20/presidents-daily-brief-spotlighted-soviet-missile-space-programs-1960s-1970s>  
<https://nsarchive.gwu.edu/briefing-book/intelligence/2016-09-14/did-nixon-even-read-cias-daily-briefs>  
<https://nsarchive2.gwu.edu/NSAEBB/NSAEBB530-Presidents-Daily-Briefs-from-Kennedy-and-Johnson-Finally-Released/>  
[https://proquest.libguides.com/dnsa/dnsa\\_55](https://proquest.libguides.com/dnsa/dnsa_55) ( complicated to search).

### 4. Soviet and East Bloc Intelligence, 1944-1992.

The Mitrokhin archive, Cold War International History Project  
CWIHP <https://digitalarchive.wilsoncenter.org/collection/52/mitrokhin-archive>  
<https://digitalarchive.wilsoncenter.org/collection/45/intelligence-operations-in-the-cold-war>

### 5. CIA Estimates and the Collapse of the Soviet Union , Cold War International History Project

<https://digitalarchive.wilsoncenter.org/collection/633/cia-reports-on-the-collapse-of-communism-in-europe>

### 6. The Stasi

<https://www.stasi-mediathek.de/> ( Easily readable through Google Translate, though much of the collection remains in German)

### 7. Saddam Hussein

The Cold War International History Project, “Saddam Hussein’s Iraq”,  
<https://digitalarchive.wilsoncenter.org/collection/168/saddam-hussein-s-iraq>  
Kevin Woods and Mark E. Stout, “Saddam’s Perceptions and Misperceptions: The Case of ‘Desert Storm’, *The Journal of Strategic Studies*, 33/1, February 2010,  
<https://www.tandfonline.com/doi/full/10.1080/01402391003603433>  
Kevin Woods, James Lacey and Williamson Murray, “Saddam’s Delusions: The View from the Inside”, *Foreign Affairs*, 85/3, May-June 2006, <https://www.jstor-org.ezproxy.lib.ucalgary.ca/stable/pdf/20031964.pdf?refreqid=excelsior%3A23e14316677b688455499f1c0822ad8b>  
Kevin M. Woods, David Pallkki and Mark E. Stout, *The Saddam Tapes, The Secret Working of an Arab State*, ( CUP, 2011), Available ONLINE through the University of Calgary Library.

## Learning Technologies Requirements

The D2L site for this course contains relevant class resources. In order to successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable

access to the following technology: A computer with a supported operating system; a current and updated web browser; internet connection.

**Inclusiveness, Accommodation, Privacy, and Conduct**

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university’s mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

**Schedule**

Date	Topic & Reading
Jan 10 -14	Theory: Perception, Preconception and Interpretation; Politics and action; sources of intelligence.
Jan 17 - 21	History, 2500 BCE to 1900 ACE: intelligence, security, deception, political warfare, and political policing.
Jan 24 - 28	The First World War at sea, land and air
Jan 31 - Feb 4	The First World war; economic warfare; intelligence and diplomacy; subversion, internal security, political warfare and political policing.
Feb 7 - 11	The Interwar Years: Intelligence structures and Competition; Subversion, internal security, political warfare and political policing; security intelligence in Japan, Germany and the USSR; intelligence, politics and the road to the Second World War.
Feb 14 - 18	15 February, 2022: *Chat: “How the CIA and KGB Battled over Berlin, Battleground Berlin”, Timeline <a href="https://www.youtube.com/watch?v=q05rMyTzMrM">https://www.youtube.com/watch?v=q05rMyTzMrM</a> 15 February 2022: *Chat: ” “Jonna Mendes: Inside the CIA and the Moscow Rules”,

	<a href="https://www.youtube.com/watch?v=ctFITH6LZ04">https://www.youtube.com/watch?v=ctFITH6LZ04</a> ; 17 February, 2022: *Chat: Ben McIntyre, “The Spy and the Traitor: The Greatest Espionage Story of the Cold War”, <a href="https://www.youtube.com/watch?v=4uc5BxrWU_Q&amp;list=PLdvpLgHnq6cNksiV052Ke1OYWmpen5h">https://www.youtube.com/watch?v=4uc5BxrWU_Q&amp;list=PLdvpLgHnq6cNksiV052Ke1OYWmpen5h</a> 17 February, 2022: *Chat: History Channel, “Traitors Within: Spies Who Sold out America”, <a href="https://www.youtube.com/watch?v=FS6rFAxgt7g">https://www.youtube.com/watch?v=FS6rFAxgt7g</a>
Feb 21 - 25	Term Break, no lectures
Feb 28 – Mar 4	The Second World War: Overview, and Bletchley, Ultra and Fortitude: The Western Allies and the Eastern Front
Mar 7 - 11	The Second World War: The Pacific War; subversion, internal security, political warfare and political policing;
Mar 14 - 18	The Cold War, Overview and sources; NATO and the Warsaw Pact;
Mar 21 - 25	The Cold War: intelligence in conventional wars; Israel and Arab states
March 28 – Apr 1	The Cold War—subversion; internal security and political policing; decolonization, security, guerrilla warfare and counter-insurgency; intelligence and the end of the cold war;
Apr 4 – 8	Intelligence and Canada: Women in intelligence
Apr 11 & 12	Intelligence, 1992-2021: Strike and Space; Influence Operations; The Cyber Commons: Cyber intelligence, social media and civil liberties

**There is no registrar-scheduled final exam.**

## THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

### Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

**Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

### Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

*Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.*

### Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

### Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a

student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

### **Plagiarism**

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

### **Research Ethics**

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

## **Copyright Legislation**

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

## **Copyright of Educational Materials**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

## **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

## **Media Recording**

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

### ***Media Recording for the Assessment of Student Learning***

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

## **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

**Other Useful Information**

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**Department of History Twitter @ucalgaryhist**

*Winter 2022 (in-person)*