The Faculty of Arts

The Department of History

Course outline

Winter 2023

History 490: Espionage and the State, 1939 to the Present

Instructor: Dr. John R. Ferris

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Office Hours and Method: Thursday, 2 to 3, or email at any time

Course Delivery: In Person, with online asynchronous in case of instructor illness.

Class Time: TR, 1230-145 pm.

Introduction

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). Electronic copy available through the U of C Library.

Assessment

Letter grades will be assigned as per the "Departmental Grading System", listed below. Students may question their grades with the instructor. I will not use percentages.

Participation in class discussion, including Chat: 20% of course grade.

Assessment of Primary Documents: 20% of course grade (Due 28 February, 2023).

Mid Term exam, 16 March 2023: 25% of course grade.

Term Paper, topic selected after consultation with instructor, due 30 March, 2023: 35% of course grade.

Grading

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 four 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 (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.

Academic Integrity Statement

Students should read the University's statement on plagiarism.

Learning Technologies Requirement

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; a webcam (built-in or external); a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet connection.

Inclusiveness, Accommodation, and Classroom 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.

Course Structure

Week One, January 10-12, 2023:

Theory: Perception, Preconception and Interpretation; Politics and action; sources of intelligence.

Week Two, January 17—19, 2023;

History, 2500 BCE to 1900 ACE: intelligence, security, deception, political warfare, and political policing.

Week Three, January 24-26, 2023:

The First World War at sea, land and air

Week Four, 31 January—2 February, 2023:

The First World war; economic warfare; intelligence and diplomacy; subversion, internal security, political warfare and political policing.

Week Five, February 7—9, 2023:

 The Interwar Years: Intelligence structures and Competition; Subversion, internal security, political warfare and political policing; security intelligence in Japan, Germany and the USSR; intelligence, policy, and the road to the Second World War.

Week Six, February 14- 16, 2023: Chat Discussions

14 February, 2023: *Chat: "How the CIA and KGB Battled over Berlin, Battleground Berlin", Timeline, https://www.youtube.com/watch?v=q05rMyTzMrM

14 February 2023: *Chat: " "Jonna Mendes: Inside the CIA and the Moscow Rules", https://www.youtube.com/watch?v=ctFITH6LZ04 ;

16 February, 2023: *Chat: Ben McIntyre, "The Spy and the Traitor: The Greatest Espionage Story of the Cold War", https://www.youtube.com/watch?v=4uc5BxrWU_Q&list=PLdvpLgHnq6cNxsiV052Ke1OYWmpen5hoY;

16 February, 2023: *Chat: History Channel, "Traitors Within: Spies Who Sold out America", https://www.youtube.com/watch?v=FS6rFAxgt7g

READING WEEK

Week Seven, 28 February to March 2, 2023:

The Second World War: Overview, and Bletchley, Ultra and Fortitude: The Western Allies and the Axis; The Eastern Front

Week Eight, March 7 to 9, 2023:

The Second World War: The Pacific War; subversion, internal security, political warfare and pollical policing;

Week Nine, March 14 to 16, 2023:

16 March 2023: Mid Term Exam.

The Cold War, Overview and sources; NATO and the Warsaw Pact;

Week Ten, March 21 to 23, 2023:

The Cold War: intelligence in conventional wars; Israel and Arab states??

Week Eleven, March 28 to 30 March, 2023:

The Cold War—subversion; internal security and political policing; decolonization, security, guerrilla warfare and counter-insurgency; intelligence and the end of the cold war;

Week Twelve, 4 to 6 April, 2023 :

Intelligence and Canada: Women in intelligence

Week Thirteen, 11 April 2022:

Intelligence, 1992-2021: Strike and Space; Influence Operations; The Cyber Commons: Cyber intelligence, social media and civil liberties

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) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or book an appointment with an ASC advisor at https://arts.ucalgary.ca/current-students/undergraduate.

- For further information on academic advising and degree planning for arts students, see https://arts.ucalgary.ca/current-students/undergraduate/academic-advising.

- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Tower Room 116, call 403-210-ROCK (7625), or visit http://www.ucalgary.ca/registrar/.

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

- Registration Changes and Exemption Requests: https://www.ucalgary.ca/registrar/registration/appeals

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 one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. Please see *The History Student's Handbook*.

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 reference 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 Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar, Section K*.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (https://www.ucalgary.ca/access/) in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course 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

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board or the Conjoint Health Research Ethics Board. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have

applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

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 IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in Section E.6 of the University Calendar. Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. 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. The recording will be destroyed as specified by retention rule 2000.01 "Examinations and Student Assignments."

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by retention rule 98.0011 "Draft Documents & Working Materials."

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 and gender-based violence policy.

Other Useful Information:

- Department of history Twitter @ucalgaryhist

Please see https://www.ucalgary.ca/registrar/registration/course-outlines 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

- Campus Security 220-5333