

History XXX – History of Espionage in the 20th Century

Spring 2016 | 3 credits

Instructor:

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[Email]

Office hours: [Office hours]

by appointment, including via Skype/Google Hangouts/email

Lectures/Discussions: Tuesdays and Thursdays 12:30-2pm, South 130

The United States intelligence community is a regular figure in news stories today, including in Edward Snowden's revelations about the National Security Agency's data collections, rendition and torture by the Central Intelligence Agency, cyberespionage by foreign powers, and worry about how to stop terrorist individuals, groups, and states. Yet as recently as the Second World War, the United States did not even have a permanent, civilian intelligence agency, much less the 17 separate agencies that exist (or sometimes compete) today.

This course addresses the history of espionage in world affairs over the twentieth century, emphasizing American and European (including Russian) history. Questions we will be returning to throughout the course include: What role is there for secret intelligence in a democracy founded on transparency? How can and should we balance privacy and security concerns? How have different nations' institutions and values shaped their use of espionage?

Course Requirements:

Open-source intelligence assignment: As we will be discussing, often times the most reliable sources available to intelligence agencies are the same ones available to the public: newspapers, Internet searches, government documents, court records, etc. Given the advances in information technology and social norms over the past few decades, dealing with too much information (some of it non-obviously incorrect) is one of the biggest challenges intelligence agencies (and historians, and most researchers) face.

In this assignment, you will pretend to be an investigator tasked with finding out information about you. Use Internet searches and any other publicly-available sources to write out a full profile. Try to preserve the illusion that you're starting from nothing but your full name and current address. It's okay (even expected) that your final report will have false information in it, as long as you document where you got this information and why you think it applies. For this assignment, you won't be required to seek out any sources that cost money, require travel, or involve actually interviewing/questioning people, but you should include a description of what steps you would take for further information. Remember that

it's important to be thorough in documenting *why* you come to the conclusions you do.

The dossier about yourself should be at least two pages long (double-spaced), but can be longer. **In addition**, you must write at least one page of reflection about the process. Things you can consider in this reflection: are you comfortable with the information that is available about you? Is your Internet presence an accurate representation of who you are? What amount of control do you feel you have over what conclusions people investigating you would draw?

OPTIONAL extra credit assignment: You can get team up with someone and investigate one another, writing up a dossier. After your investigations, you will exchange dossiers and see what the other person got right and got wrong. You would then write at least one page about reflection about this assignment. The point of this assignment is to see what information is out there that someone can find without your own insider knowledge/bias, and to think through how much control you have over this information.

NOTE: When investigating someone else for the assignment, it's absolutely vital to respect boundaries, to ignore any particular information or topics that the person requests, and otherwise to avoid going too far. In theory this information is publicly available, but there's a real difference between information *existing* and information *being known*.

Lateness policy: All assignments must be turned in by 12pm on their due-date. Any assignments submitted late will lose 2/3 of a grade per day (for example, a B+ becomes a B-, or a B becomes a C+). In *exceptional, rare* circumstances, you can *pre-arrange* an extension with me.

Midterm/Final exams - Exams will consist of two sections. In the first section, you will be given a number of key terms or names, and your job will be to define and explain the significance of several of the options, within about 3-5 sentences each. The second section will be a longer essay (or essays). For these essays, you will draw upon lectures, readings, and discussions.

Participation – This includes completing the week's readings *in advance*, and being ready to discuss them with the rest of the class.

Grading:

Class Participation (40%)
OSINT investigation paper (10%)
Midterm exam (20%)

Research paper (30%)

Required Texts:

- Christopher Andrew, *For the President's Eyes Only: Secret Intelligence and the American Presidency from Washington to Bush*

Recommended Texts:

This class will assume a basic knowledge of American, European, and to some degree world history over the 20th century. Since many students might feel themselves to be lacking in this area, the following texts are suggestions for helping keep pace and fill in background knowledge. I encourage you to ask questions when you don't know something, but these readings (and even Wikipedia) can also often help.

- Tony Judt, *Postwar: A History of Europe since 1945* – very long, but excellent
- Mark Mazower, *Dark Continent: Europe's Twentieth Century* – shorter, but also very well written
- William Chafe, *The Unfinished Journey: America Since World War II*.
- Ellen Schrecker, *The Age of McCarthyism: A Brief History With Documents*

In addition, the following books are excellent supplements to course information we will be discussing (and are a very short and incomplete list. I'd be happy to provide more recommendations for specific topics):

- Bamford, *The Shadow Factory: The NSA from 9/11 to the Eavesdropping on America*
- Bamford, *Body of Secrets: Anatomy of Ultra-Secret National Security Agency*
- Fursenko and Naftali, *One Hell of a Gamble: Khrushchev, Castro and Kennedy, 1958-1964*
- Haynes and Klehr, *Spies: The Rise and Fall of the KGB in America*
- Haynes and Klehr, *Venona: Decoding Soviet Espionage in America*
- Kohanson, *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government* (2013).
- Richelson, *A Century of Spies: Intelligence in the Twentieth Century*.
- Weinstein and Vassiliev, *The Haunted Wood: Soviet Espionage in America: The Stalin Era*

Course Readings and Schedule:

Week	Date	Lectures
1	12-Jan	Introduction: Intelligence and Policy Intro

	14-Jan	US through 20th C
		<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Andrew 1-29 • Aldrich and Andrew, <i>Secret Intelligence: A Reader</i>, Ch. 1-2 (p.1-19) (on Blackboard)
2		World War I
	19-Jan	Europe through 20th C
	21-Jan	WWI
		<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Andrew 30-74 • Hiley, "The Failure of British Espionage against Germany, 1907-1914," <i>The Historical Journal</i>, Vol. 26, No. 4 (1983): p.867-889. http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=3290404 • Bradley, "The Russian Secret Service in the First World War," <i>Soviet Studies</i>, Vol. 20, No. 2 (1968): 242-248 (http://www.tandfonline.com/doi/abs/10.1080/09668136808410649?journalCode=ceas19#.VoW4dhUrKhc)
3		The Interwar Years: Misunderstanding Hitler
	26-Jan	Interwar: Misunderstanding Hitler
	28-Jan	WWII lead-in, Pearl Harbor
		<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Andrew 75-122 • David Kahn, "The Intelligence Failure of Pearl Harbor," <i>Foreign Affairs</i>, 70, no. 5 (1992) (https://www.foreignaffairs.com/articles/japan/1991-12-01/intelligence-failure-pearl-harbor)
4		World War II
	2-Feb	The Western Front
	4-Feb	The Eastern Front
		<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Andrew 123-148 • Steury, review of David Murphy, <i>What Stalin Knew: The Enigma of Barbarossa</i> (https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol50no1/9_BK_What_Stalin_Knew.htm) • Harold Deutsch, "The Historical Impact of Revealing the Ultra Secret" https://www.nsa.gov/public_info/files/cryptologic_spectrum/ultra_secret.pdf
5	9-Feb	The Early Postwar

		Searching for German Sci/tech
	11-Feb	The CIA and NSA: Origins and early history
		<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Andrew 149-198 • NSC 68: United States Objectives and Programs for National Security, April 14, 1950. <ul style="list-style-type: none"> ○ Section on "Possible Courses of Action" http://fas.org/irp/offdocs/nsc-hst/nsc-68-9.htm
		Soviet Intelligence Abroad
	16-Feb	Early Soviet intelligence successes, communism as a world philosophy
	18-Feb	Atomic spies, KGB rings in the US
6		<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Andrew and Mitrokhin, <i>The Mitrokhin Archive: The KGB in Europe and the West</i>, p.1-22 (on Blackboard) • Usdin, "The Rosenberg Ring Revealed: Industrial-Scale Conventional and Nuclear Espionage," <i>Journal of Cold War Studies</i>, Vol. 11, No. 3 (2009): 91-143. (http://muse.jhu.edu/journals/cws/summary/v011/11.3.usdin.html)
		Paranoia, Witch Hunts, and Witches
	23-Feb	McCarthy, Lavender scare, FBI expands
	25-Feb	MIDTERM
7		<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Andrew 199-256 • Film: <i>Good Night and Good Luck</i>
		The Politics of Fear
	1-Mar	Missile Gap, Bomber gap
	3-Mar	U2, spy planes, TECHINT vs HUMINT
8		<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Andrew 257-306 • CIA history of the U-2: http://www2.gwu.edu/~nsarchiv/NSAEBB/NSAEBB434 • Philip Taubman, <i>Secret Empires</i>, p.xi-xvi, 3-34 (on Blackboard)
		American "Secret" Operations Abroad
	8-Mar	US in Latin America
	10-Mar	US in East Asia
9		<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Andrew 307-349

		<ul style="list-style-type: none"> Len Scott, "Espionage and the Cold War: Oleg Penkovsky and the Cuban Missile Crisis," <i>Intelligence and National Security</i> Volume 14, Number 3 (1999): 23-47. PDF
10	15-Mar	Spring Break
	17-Mar	
11		KGB and GRU: Soviet Intelligence and State Terror
	22-Mar	The KGB
	24-Mar	Stasi and other East Bloc nations
		<i>Readings:</i> <ul style="list-style-type: none"> Naimark, "To Know Everything and to Report Everything Worth Knowing': Building the East German Police State, 1945-1949," Cold War International History Project, Working Paper #10, Woodrow Wilson International Center for Scholars, 1992, available online at: www.wilsoncenter.org/topics/pubs/ACFB6.pdf
12		Cold War Espionage
	29-Mar	Berlin
	31-Mar	Mind Control, MKULTRA, LSD
		<i>Readings:</i> <ul style="list-style-type: none"> John Le Carre, <i>The Spy Who Came In from the Cold</i> Weiss, "The Farewell Dossier: Duping the Soviets," <i>CIA Studies in Intelligence</i> (https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/96unclass/farewell.htm)
13		Secret Intelligence, Open Society?
	5-Apr	Church Commission, Vietnam, Watergate
	7-Apr	Collapse of the Soviet Union
		<i>Readings:</i> <ul style="list-style-type: none"> Andrew 350-424 Church Commission report on mail opening program, pages 1-25 http://www.aarclibrary.org/publib/church/reports/vol4/html/ChurchV4_0003a.htm
14		Brave New World
	12-Apr	End of the Cold War? Top Secret America
	14-Apr	9/11 and Terrorism
		<i>Readings:</i> <ul style="list-style-type: none"> Andrew 425-537 9/11 Commission Report (Final report of the National Commission on Terrorist Attacks Upon the United States), July 2004 (http://govinfo.library.unt.edu/911/report/index.htm)

		○ Ch. 11 (Foresight and Hindsight)
15		Evolving Threats
	19-Apr	Snowden and the NSA
	21-Apr	Corporate espionage and cybercrime
		<i>Readings:</i> <ul style="list-style-type: none"> James Bamford, "They Know Much More Than You Think," <i>New York Review of Books</i> (http://www.nybooks.com/articles/2013/08/15/nsa-they-know-much-more-you-think/) Kristie Macrakis "Technophilic Hubris and Espionage Styles during the Cold War," <i>Isis</i>, Vol. 101, No. 2 (2010): 378-85. (http://www.jstor.org/stable/10.1086/653104)
16		Reflection and Wrap-up
	26-Apr	Reflection: What Role for Espionage in an Open Society?
	28-Apr	Wrap-up and review
		<i>Readings:</i> <ul style="list-style-type: none"> 2010 Washington Post articles: http://projects.washingtonpost.com/top-secret-america

General Policies:

Academic Honesty:

Academic dishonesty, including all forms of cheating, plagiarism, and fabrication, is prohibited, as is knowingly facilitating academic dishonesty. The expectation of the university is that all students will accept these standards and conduct themselves as responsible members of the academic community.

These standards should be interpreted by students as general notice of prohibited conduct. They should be read broadly, and are not designed to define misconduct in exhaustive forms. Faculty and their departments have jurisdiction over academic dishonesty discovered in their courses.

For this course, and all courses at WSUTC, you are responsible to understand and adhere to the

[Student Standards and Accountability](#).

Plagiarism is "knowingly representing the work of another as one's own, without proper acknowledgment of the source Plagiarism includes, but is not limited to, submitting as one's own work the work of a 'ghost writer' or work obtained from a commercial writing service; quoting directly or paraphrasing closely from a source without giving proper credit; using figures, graphs, charts, or other such material without identifying the sources." Each student is responsible for knowing and adhering to the university's standards for honesty in his/her academic work.

For a first violation of the academic honesty policy, students will fail the assignment, the office in charge of student conduct will be notified of the violation, and the student may be required to attend a workshop. For a second offense, the student may appear before the university conduct board and may be dismissed from the university. Exception: if the instructor or board determines that the academic dishonesty is particularly egregious or blatant the student may be dismissed from the university, even if it is the first offense.

Copyright:

Students can find the WSU copyright policy at <http://www.wsu.edu/Copyright.html>. Students are expected to read and adhere to this policy and copyright laws.

Severe weather:

The university does not close except under the most adverse conditions. If the decision is made to close the campus or delay the instructional day, key staff members and the news media will be notified. The closure status will also be posted on www.tricity.wsu.edu. If no notification is given, then students may assume that classes will proceed as usual.

Cases of severe weather should not affect our online course.

Emergencies:

In the event of any emergency, call 911. If you hear a fire alarm sound, leave the class and take your belongings (car keys, coats, backpacks, etc) with you. Exit the building immediately to your staging area, which is the Cougar Garden for East and West Buildings or the West Parking Lot for CIC

Building. Stay in these areas during an evacuation until released. Evacuation routes are posted inside the door of each classroom. Remember that elevators do not work and fire doors swing closed during a fire alarm.

Review the Campus Safety Plan (<http://safetyplan.wsu.edu/>) and visit the Office of Emergency

Management web site (<http://oem.wsu.edu/>) for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community.

Everyone should become familiar with the WSU ALERT site (<http://alert.wsu.edu/>) where information about emergencies and other issues affecting WSU will be found. This site also provides information on the communication resources WSU will use to provide warning and notification during emergencies. **It should be bookmarked on your computers.**

Americans with disability act (ADA)

Reasonable accommodations are available for students who have a documented disability. Classroom accommodation forms are available through the Disability Services Office. If you have a documented disability (even temporary) make an appointment as soon as possible with Disability Services. More information is available at: <http://www.tricity.wsu.edu/disability/>

You will need to provide your instructor with the appropriate classroom accommodation form from

Disability Services during the first week of class. Late notification may mean that requested accommodations might not be available. All accommodations for disabilities must be approved through the Disability Services Coordinator.