

## **FUBiS Term II: Espionage in the 20<sup>th</sup> Century**

Type:	B Track
Instructor(s):	Dr. Arne Kislenko ( <a href="mailto:akislenk@ryerson.ca">akislenk@ryerson.ca</a> / <a href="http://www.kislenko.com">www.kislenko.com</a> )
Language:	English
Contact hours:	72 (6 contact hours per day)
Credit Points:	
Capacity:	
Class hours:	Tuesday & Friday 9 a.m. - 10.30 a.m. / 11 a.m. - 12.30 p.m. / 2 p.m. - 3.30 p.m.

- Weekly seminars based on readings 40%
- one essay 30%
- one final exam 30%

### **Course Description**

Hidden codes, special devices, fiendish villains, and top secrets. This is the world of James Bond, the CIA, the KGB, and the X-Files. Secret agents and spies have a special place in popular culture, but as alluring as the mythology may be, it does not answer important questions about the role espionage has played, and will continue to play, in international relations. This course examines the evolution of intelligence services throughout the twentieth century, with particular reference to the two world wars, technological changes, and the “Cold War” confrontation after 1945. In many respects the epicentre for espionage during these periods, the city of Berlin will provide a unique setting for our examination of one of the most fascinating and important, dimensions of diplomatic history. Special attention in the course will be paid to the role that Germany and Berlin in particular played in the secret world of spies. The focus in the first part will be on British, German, and Russian intelligence, before we turn towards the development of services in the United States and the Soviet Union. The course will conclude with an examination of challenges intelligence services face today, and the future of spying in the post Cold War world. In this regard, the events of September 11, 2001 and the “war on terrorism” will be discussed.

### **Course Sources**

The lecture material has been taken from a wide array of sources, including interviews in North America and Europe with academics, former and serving intelligence officers, and spy fiction writers. Material is also drawn from primary documents in the various government archives, secondary scholarship, and Dr. Kislenko’s own experience serving in the law enforcement/intelligence community.

## **Course Organisation**

This course uses a lecture format with seminars, as well as excursions around Berlin. There is much to cover in a short period of time. Regular attendance will be essential to keep up with the volume of material and pace of the course. As participatory seminars make up a sizeable portion of the overall grade you will be expected to have completed all the readings, integrate them with lectures, and come ready to discuss the topics.

## **Seminars and Assigned Readings**

Scholarly readings are an essential component of any course and this will be no different. All the seminars will involve articles or chapters from renowned academics in the field. Participation in seminars will be marked, but it is sincerely hoped that you will actually get something out of it beyond grades. The overall objective is to have everyone apply critical, reasoned analysis to the study of international relations history. However, engaging in scholarly discourse need not be terribly intimidating, boring, or formal. To prove this point your humour, passion, experiences, and opinions are essential ingredients in this course. As long as everyone and their perspectives are treated with respect, and a relative decorum is maintained, you are strongly encouraged to voice your interpretations. In this kind of an environment everyone will gain greater intellectual self-confidence, as well as better knowledge of intelligence issues and international relations. In addition, drawing connections to current events, such as the U.S. occupation of Iraq or the “war on terror,” is not only welcome – it may in fact be quite useful in better understanding other topics in the course material. Just be prepared to *think* things through.

### **Seminar 1: World War I**

#### **READ:**

- Jeffrey T. Richelson, A Century of Spies: Intelligence in the 20<sup>th</sup> Century (Oxford: Oxford University Press, 1995.) chapters 1-3.
- Christopher Andrew, “Spies and Spy Scares: The Birth of the Secret Service Bureau,” in Christopher Andrew, ed., Secret Service: The Making of the British Intelligence Community (London: Heinemann, 1985): pp. 35-85.

### **Seminar 2: The Inter-War**

#### **READ:**

- Christopher Andrew, “Secret Intelligence and British Foreign Policy, 1900-1939,” in Christopher Andrew and Jeremy Noakes, eds., Intelligence and International Relations 1900-1945 (Exeter: Exeter University Press, 1987): pp. 9-27.
- Christopher Andrew and Oleg Gordievsky. “Stalin and Spy Mania,” in Christopher Andrew and Oleg Gordievsky, eds., KGB: The Inside Story (New York: Harper Collins, 1991): pp. 107-147.
- Robert Lewis Koehl, The SS: A History, 1919-1945 (3<sup>rd</sup> edition) (Stroud, UK: Tempus, 2004): chapters 1-7

### **Seminar 3: Intelligence Successes and Failures in World War II**

#### **READ:**

- James Barros and Richard Gregor. "To The Bitter End," in James Barros and Richard Gregor, Double Deception: Stalin, Hitler and the Invasion of Russia (Dekalb, Illinois: Northern Illinois University Press, 1995): pp. 221-227.
- Constantine Pleshakov, Stalin's Folly: The Tragic First Ten Days of WWII on the Eastern Front (Boston: Houghton Mifflin, 2005): prologue, chapters 1-3
- Kahn, David. "The Intelligence Failure of Pearl Harbour," Foreign Affairs 70, #5 (Winter 1991-1992): pp. 138-152.
- Prados, John. "Hungry Ghosts," in John Prados, Combined Fleet Decoded: The Secret History of American Intelligence and the Japanese Navy in World War Two (New York: Random House, 1995): pp. 727-735.
- F.H. Hinsley, "Introduction: The Influence of Ultra in the Second World War," in F.H. Hinsley and Alan Stripp, eds., Code-Breakers: The Inside Story of Bletchley Park (Oxford: Oxford University Press, 1993): pp. 2-13
- Lewin, Ronald. "A Plan Called MO and a Plan Called MI," and "The Mastiffs and the Spaniel," in Ronald Lewin, The American Magic (New York: Penguin Books, 1983): pp. 82-110.

### **Seminar 4: "Golden Years": Espionage and the Cold War**

#### **Read:**

- G.J.A. O'Toole, "From OSS to Central Intelligence," in G.J.A. O'Toole, Honorable Treachery: A History of U.S. Intelligence, Espionage and Covert Action from the American Revolution to the CIA (New York: Atlantic Monthly Press, 1991): pp. 424-442.
- Christopher Andrew and Oleg Gordievsky. "The Cold War: The Stalinist Phase (1945-1953)," in Christopher Andrew and Oleg Gordievsky, eds., KGB: The Inside Story (New York: Harper Collins, 1991): pp.367-421.
- Robert Louis Benson and Michael Warner, eds., Venona: Soviet Espionage and the American Response, 1939-1957 (Washington: National Security Agency/Central Intelligence Agency, 1996): preface.
- David Stafford, Spies Beneath Berlin (New York: Overlook Press, 2002): introduction and chapters 8-11.
- Charles Ameringer, U.S. Foreign Intelligence (Toronto: Lexington Books, 1990): pp. 271-296.
- John Prados, President's Secret Wars: CIA and Pentagon Covert Operations From World War II Through the Persian Gulf (Chicago: Ivan R. Dee, 1996): chapters 10-11.

### Seminar 5: Terrorism and the Future for Intelligence Services

#### Read:

- Bruce Hoffman, Inside Terrorism (New York: Columbia University Press, 2006): chapters 8-9.
- Paul Pillar, Terrorism and U.S. Foreign Policy (Washington: Brookings Institution Press, 2001): chapter 3.
- William E. Odom, Fixing Intelligence (New Haven: Yale University Press, 2003): chapters 7-9.

#### Essay

- **Write an essay of 3,000 words** chosen from the list below and discuss its significance to espionage and/or the development of intelligence services and their impact on international relations. Please refer to additional information regarding the submission of essays in this outline. **This is due the last day of classes** and is worth 30% of your final grade. Please refer to additional information regarding essay submission in this outline.

#### *Essay Topics*

- Discuss the evolution of intelligence services in **ONE** of the following countries: Britain, Russia/USSR, Germany, France, or the United States **EITHER** between 1900 and 1918 **OR** 1919 and 1939.
- Discuss the role that intelligence played in the German attack on the USSR (*Operation Barbarossa*) in June 1941?
- Discuss the role that partisan or underground organisations had during WW II in **ONE** of the following countries/regions: France, the USSR, Italy, Poland, Yugoslavia, Greece, Thailand, the Netherlands
- Discuss the importance of “Ultra” to the Allied victory in Europe during WW II.
- Discuss Soviet efforts to learn about American atomic bomb research to 1949
- What role did Venona play in the early stages of the Cold War?
- Discuss American covert operations in **ONE** of the following cases: Iran 1946-53, Guatemala 1951-55, Thailand 1950-1975, Vietnam 1954-1964, Cuba 1959-1963, Congo 1960-1963, Chile 1970-1973, Indonesia 1964-1966
- Discuss the role of women in espionage during the 20<sup>th</sup> century, using specific examples. You should likely consult with Dr. Kislenko for further direction on this topic.
- Discuss the development and importance of intelligence services in **ONE** of the following countries during the Cold War: Iran, Israel, East Germany, Canada
- Relate the treatment or characterisation of espionage in one major spy novel or spy film of your choosing to the evolution of that genre. You **MUST** discuss the novel or film *in advance* with Dr. Kislenko or a teaching assistant, and approval must be given.
- Discuss the role that terrorism has played in affecting the development of intelligence agencies. As there are many possible approaches to this topic, you **MUST** discuss this *in advance* with Dr. Kislenko for direction. Think about and come prepared to discuss

- specific countries, chronological periods, and/or specific terrorist-related events.
- Discuss the organisation and impact of **ONE** terrorist organisation or network of terrorist organisations. As there are several possible approaches to this topic, and considerable issue regarding available research, you **MUST** discuss this *in advance* with Dr. Kislenko for direction. Think about and come prepared to discuss specific countries, chronological periods, and/or specific terrorist-related events.

### ***Writing an essay***

Students should ask themselves the following questions in dealing with their chosen subjects. Of what does the event or policy being described consist? What caused it? What happened? What was its significance for national or international relations at the time and in history? You may find that there are differing interpretations of issues and events, and a good essay will show awareness of these. You may argue whatever you position you like, as long as you can back your arguments with reasonable and credible evidence.

### **References**

Essays **MUST** contain proper references, either in the form of footnotes or end notes, which include in the first citation the author, place and date of publication of the work cited, **as well as the specific and correct page number**. Essays without proper foot/end note citations **will be failed**. As a general rule, references should be given for direct quotations, summaries or paraphrases of other people's work or points of view, and for material that is not widely known or accepted. Although there is no specific formula or rule for referencing other than that, undergraduate papers of 3,000 words should have between 15 and 30 citations. **When in doubt, it is better to provide a reference**. There are several acceptable citation formats, but please make sure you follow one! Improper citations will result in lost marks. For example, here is an acceptable foot/end note citation: Jane Doe, The ABC's of History (Toronto, 1996), 20-23.

### **Bibliographies**

Essays **MUST** provide bibliographies of all works consulted, whether or not they have been quoted directly. An example of a bibliographic citation is as follows: Smith, John. History Rules (Toronto, 1996).

### **Sources and Research**

Strong research is of course essential in producing a good essay. The quality and breadth of research will be a major factor in evaluating the essay. You should exercise critical thought in dealing with your research, taking care to select scholarly and germane sources. Research advice can be obtained from Dr. Kislenko as well as librarians. There is no specific “magic number” of sources that you should consult, but research based on less than six books or articles related to the topic, or books that are entirely general work or texts, will be considered inadequate. Dictionaries, atlases, encyclopaedias and web-sites **DO NOT** count towards this minimum number of sources, and their inclusion should **NOT** be considered as research.

### Deduction of Marks

The evaluation of your research, content, and argumentation is of primary concern in marking. Equally important is the syntax or structure of your work. Marks will be deducted from work containing excessive grammar/spelling mistakes, which is excessively long or inadequately short, or which fails to provide proper footnoting/bibliography. Be sure to edit and check your work carefully. Do not simply rely on your computer's spelling or grammar check.

### Plagiarism and Other Grounds for Failure

An essay that does not supply adequate references and bibliographies **WILL BE FAILED**. It will receive **NO** marks and there will be **NO** chance to resubmit. Plagiarism is a form of intellectual dishonesty in which someone attempts to claim the work of others as his or her own. Work which has been researched and/or written by others, such as an essay writing agency, Internet service, friend, or family member is **NOT** acceptable. The submission of such work is one form of plagiarism, and it will be dealt with accordingly as academic misconduct. Quoting directly or indirectly from research sources without proper attribution is also plagiarism and it will also constitute an academic misconduct. If you have any questions or concerns about plagiarism, please feel free to speak to Dr. Kislenko.

### Submission of Essays

Essays must be typed. If this is a problem, please speak to me. **Please keep copies of all your work.** Extensions will be granted only on medical and compassionate grounds. Students should request this **BEFORE** the deadline.

### Assistance

If you have **ANY** questions about research or the correct procedure and style for writing an essay, feel free to contact Dr. Kislenko.

## FUBiS Term II: Espionage in the 20<sup>th</sup> Century

- Runs six weeks: June 2-July 12
- May 31<sup>st</sup> arrival of students
- June 1<sup>st</sup> orientation
- June 2<sup>nd</sup> classes begin

<i>Date</i>	<i>Time</i>	<i>Topic</i>
Tuesday, June 3	0900-1030	Introduction, evolution of intelligence services
	1100-1230	Espionage in World War I
	1400-1530	World War I
Friday, June 6	0900-1030	Espionage in the Inter-War period
	1100-1230	Inter-War period
	1400-1530	Espionage on the road to WWII
Tuesday, June 10	0900-1030	<b><i>Seminar 1 on assigned readings</i></b>
	1100-1230	World War II
	1400-1530	World War II
Friday, June 13	0900-1030	World War II
	1100-1230	World War II
	1400-1530	<b><i>Excursion 1 (Topography of Terror)</i></b>
Tuesday, June 17	0900-1030	<b><i>Seminar 2 on assigned readings</i></b>
	1100-1230	World War II
	1400-1530	World War II
Friday, June 20	0900-1030	<b><i>Excursion 2 (Sachsenhausen Concentration Camp)</i></b>
	1100-1230	<i>Excursion 2</i>
	1400-1530	<i>Excursion 2</i>
Tuesday, June 24	0900-1030	<b><i>Seminar 3 on assigned readings</i></b>
	1100-1230	Beginning of the Cold War
	1400-1530	Cold War
Friday, June 27	0900-1030	Cold War
	1100-1230	Cold War
	1400-1530	<b><i>Excursion 3 (TBA: walking tour)</i></b>
Tuesday, July 1	0900-1030	<b><i>Seminar 4 on assigned readings</i></b>
	1100-1230	Cold War
	1400-1530	Cold War
Friday, July 4	0900-1030	Cold War
	1100-1230	Cold War
	1400-1530	<b><i>Excursion 4 (Stasi Museum)</i></b>
Tuesday, July 8	0900-1030	<b><i>Seminar 5 on assigned readings</i></b>
	1100-1230	Post Cold War
	1400-1530	Post Cold War
Friday, July 11	0900-1030	Post Cold War
	1100-1230	Post Cold War
	1400-1530	<b>Final Exam and essay due</b>

