**Ryerson University**

# Department of History

***Espionage: A Modern History***

**Course Outline – Winter Session 2019**

**HST 540-1:**

**Mondays 1300-1400 KHE 127**

**Fridays 1400-1600 KHS 369**

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**Office Hours:**

Monday 11:10 – 13:00

Tuesday 13:10 – 15:00 *or by appointment*

**Please note:** Please do not use email for in depth discussions, such as essay advice. Although office hours might be busy, they are the best means to get direction and help. If it is possible, I will often stay in office hours beyond those posted. It is very difficult to respond to detailed questions by email. This outline will be available on my website (above) and on Ryerson´s D2L.

**Teaching Assistants:** *to be announced*

**Course Description**

Hidden codes, special devices, fiendish villains, and top secrets. This is the world of James Bond, Jason Bourne, the CIA, the KGB, cyber-attacks, and conspiracies about almost everything imaginable. 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. Special attention in the course will be paid to the role that intelligence played in securing the Allied victory during World War Two, and in crucial Cold War events like the Cuban Missile Crisis and Vietnam War. We will also study numerous historical intelligence failures and how they shaped the world in which we live. The course will explore various realities and perceptions of the intelligence world to examine the processes, see how institutions function, and come to terms with how intelligence is disseminated, employed, and understood. Because of the importance of popular culture in helping to form our understanding of espionage, we will also look at the impact of spy fiction and films in shaping our perceptions of intelligence matters. The course will conclude with an examination of the 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, the current “war on terrorism”, WikiLeaks, renewed rivalries between superpowers, and the many other facets of contemporary international security discourse will be discussed.

## Course Objectives and/or Learning Outcomes

1. To understand the origins of the "intelligence revolution" and the historical evolution of espionage and intelligence services as phenomena of mainly the 20th century.
2. To understand the importance that espionage and intelligence services have internationally today.
3. To understand the complex cycles of information gathering, processing, analysis, dissemination, and utilization.
4. To understand the successes and failures of intelligence using historical and contemporary case studies.
5. To understand how popular culture has shaped and distorted espionage and created many mythologies about the intelligence world.
6. To better understand the nature of international relations, both historically and in terms of the contemporary, with the hope of being more engaged about the world in which we live.
7. To develop strong research, analytical, and critical thinking skills by engaging the material and completing the various assignments of the course.
8. To engage your colleagues in scholarly fashion about various issues relating to course material, particularly in seminar discussions.
9. To help students develop their own intellectual curiosity and confidence.
10. To help students see how history shapes people, ideas, institutions, and events today, thereby becoming better educated about the world in which they live and contributing positively to it.

## Course Sources

The lecture material has been taken from a wide array of sources, including interviews in Canada, the United States, 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 my own experience serving as an officer and consultant in the law enforcement and intelligence communities over nearly three decades.

## Course Organisation

The course uses a lecture format with seminars and assigned readings. While some lecturing material will be fairly general, some topics will be dealt with in more depth. Any schedule is difficult to adhere to with precision, but I have listed below some of the major thematictopics we will cover and the accompanying readings. Keep in mind that specific events, people, and places will be discussed within these parameters.

**Readings**

There is one textbook required for this course, available at the Ryerson bookstore:

**Jeffrey T. Richelson, A Century of Spies: Intelligence in the 20th Century**

ISBN 9780195113907

Below is a general topic guide with required readings from the Richelson text. Note that some topics, such as the Cold War period, dominate the readings, while others, such as Canada’s role in espionage, have none assigned. Aside from those readings assigned for the seminars, you are encouraged to read the textbook at your own pace, keeping up with the course of lectures. Preparation for the seminars will involve select readings from the textbook and additional readings taken from Internet sources. Please see the section on seminars for further details.

**Lecturing Topics and Assigned Readings**

* The birth of modern espionage (chapter 1)
* Espionage in the First World War 1914-1918 (chapters 2-3)
* Espionage in the inter-war period 1918-1939 (chapters 4-6)
* Espionage in the Second World War 1939-1945 (chapters 7-12)
* The Superpowers Spy (chapters 13-18, 20-25)
* Covert Operations – Cuba and Vietnam (chapter 19)
* The Popular Culture of Espionage
* Terrorism and Counter-Terrorism
* The Future of Intelligence and Espionage (chapter 26)

**Additional Readings**

As a general, introductory text dealing with international relations in the 20th century, I recommend *The Twentieth Century World* (latest edition) by William R. Keylor. It is available at the used bookstore. It is, however, not a mandatory book for this course.Please see the section on seminars and suggested readings for a list of Internet materials that might also be helpful.

**Course Website**

I *do not* post lectures on line. However, the terms that I use and show in lectures are available on your D2L shell and my personal website ([www.kislenko.com](http://www.kislenko.com)). Also posted there is the course outline, maps and photographs, some tips on research and writing essays, details about the TAs, code-breaking exercises for those of you interested in trying your luck at cryptography, and information about special events/groups/issues that you might find interesting. I also use the website for regular updates relevant to the course, so checking on it is highly recommended. Keep in mind that signing up for seminars is also done through this website. User and passwords for the website will be given in class. D2L will be used for major announcements and to post seminar readings.

**Marking Scheme**

There will be **ONE** term test, **ONE** essay, **ONE** final examination, and **FOUR** seminars. The grade breakdown will be as follows:

Term Test = 15% Essay = 30%

Seminars = 25% Final Exam = 30%

## Assignments

***Term Test***

This will be held **Monday, February 25**. It will consist of short-answer identifications based on material covered to the previous lecture, and is worth 15% of your final grade.

***Essay***

There are two aspects of this essay:

* Prior to writing your essay, you may find it helpful to submit a **one page outline** that clearly defines your approach and lists some of your research. I will return it to you with comments and suggestions. ***This is not mandatory***, but is suggested for those students not familiar with writing university-level and/or history essays. If you wish to do this, please submit ***by email only*** no later than **Friday, February 15th**.
* **Write an essay** of **3,000 words** on a topic chosen from **ONE** of the lists below and **discuss its significance to espionage and/or the development of intelligence services**. Please refer to additional information regarding the submission of essays in this outline. **This is due Friday, March 15th by 18:00 hours in class or the essay drop box on the 5th floor of Jorgenson Hall.** It is worth 30% of your final grade. Please refer to additional information regarding essay submission in this outline. **Please note that there are two lists here**: one that requires no specific consultation with me (although you are still very welcome to come see me at any time) and one with topic suggestions for which ***you must come see me before beginning***. Please be absolutely sure that you do come see me if you want to tackle any of these from list 2. Office hours are the best way, as research advice as well as official permission can be extended then. I will be keeping a list of those students approved to tackle these topics. **Papers submitted on these topics *without* approval will NOT BE ACCEPTED.** This is not designed to treat you like children, but rather because some research and argumentation on these topics are extremely controversial if not ridiculous. We want to ensure that scholarly, academic essays are researched and written – and meeting with me will hopefully help with that.

**ESSAY TOPICS LIST 1** (choose **ONE** from this list)

* Discuss the origins and creation of the British intelligence system up to the 1920s.
* Discuss Pearl Harbour as an intelligence failure for **both** the U.S. and Japan.
* Discuss the role that intelligence played for **both** Germany and the Soviet Union in *Operation Barbarossa* in June 1941.
* Discuss the *Double Cross* system and its significance to British intelligence operations during WWII.
* Discuss the role that partisan or underground organisations had during WW II in **ONE** of the following countries/regions: France, the USSR, Poland, Yugoslavia, Greece, or Burma
* Discuss the importance of “Ultra” to the Allied victory in Europe during WW II.
* What role did intelligence assessments play in the American decision to drop the

 atomic bomb on Hiroshima and Nagasaki?

* 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?
* Detail the operations and importance of the *Cambridge Five* for Soviet espionage.
* 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 security threats to Canada between 1864 and 1939.
* How important was the defection of Igor Gouzenko in 1945?
* Discuss the development and importance of intelligence services in **ONE** of the following countries during the Cold War: Israel, East Germany, South Africa, Canada
* Detail and discuss the evolution and organization of intelligence services in **either** the Soviet Union **or** the United States during the Cold War.
* Discuss the evolution of the “Five Eyes” intelligence community and intelligence sharing today.

**OR**

**ESSAY TOPICS LIST 2** (choose **ONE** from this list)

Remember: for***ANY*** of the following essay topics in the list below, you **MUST consult with Dr. Kislenko before beginning your research and writing.**

* Discuss the role of women in espionage during the 20th century, using specific examples.
* Relate the treatment or characterisation of espionage in one major spy novel series or spy film(s) of your choosing to the evolution of that genre.
* Discuss the role that terrorism has played in affecting the development of intelligence agencies. 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. Think about and come prepared to discuss specific countries, chronological periods, and/or specific terrorist-related events.
* Produce a biography of a notable individual in espionage:  an agent, an operative, or

a director or founder of a service or agency.

* Discuss the relationship between the laws of a particular country and the practice of intelligence in the post-Cold War era
* Discuss the evolution of cryptography in **ONE** of the following countries: the UK, the US, or Russia
* Discuss the use of a particular technology in espionage.
* Discuss the current operation of one or a group of related intelligence agencies. You might want to focus on one country or do a more comparative approach.
* Discuss the roles that intelligence services might play in this “post-Cold War” era.
* Discuss and evaluate the conspiracy theories that surround 9/11.
* Discuss the threat of biological or chemical weapons and national security today.
* Discuss the impact of recent information leaks/whistle blowers like WikiLeaks and Edward Snowden on intelligence agencies in the United States.
* Pick a major “conspiracy theory” regarding some dimension of espionage or intelligence services and discuss it in *critical and scholarly fashion*.

**Other Topics**

If there is a topic you would like to write about that is not listed here, I encourage you to discuss it with me. Written approval from me must be given and attached to your essay. Please note that ***essays off the topic list that have not received approval will be given a zero, without re-submission!***

**Essay Sources**

Please feel free to come see me for advice and direction on finding sources for essay. There are simply too many topics and possible sources to list here with any efficiency. Please note that it will be exceedingly difficult to discuss essays with you via email. You should make the effort to come to office hours and I will happy to help. As an international relations and intelligence historian, I maintain large, current lists of scholarship on many topics and will be happy to help recommend some to you. However, finding reputable, factual sources on your own is part of the exercise, and it will greatly enhance your work. Be exhaustive and be critical. Each topic has specialized research which you should come and see me about. You are certainly encouraged to use your facility in any language while doing research, provided that you indicate any translations (including by you) and use them with the same rules regarding academic honesty discussed below. For further information on this, and for some advice on foreign language sources, please see me. Please also note that you will hopefully gain access to the University of Toronto library system through me. It is the best in Canada, close by, and easy to use. More information about access to U of T will be given in class. Also, please keep in mind that if you want to do an essay on something particular to recent or contemporary dimensions of intelligence, you are encouraged to come speak to me for additional help.

**Finding Material**

1. Consult the bibliography in the textbook.

2. Look for a recent work on your topic and consult its bibliography.

4. Use the Library on Line Catalogue to search by subject.

5. Follow directions on the Library Home Page to search databases for articles or books.

6. Search the Internet **WARNING: web sources are not generally scholarly: be careful.**

7. Search other library catalogues (i.e. university libraries, public libraries, Metropolitan Toronto Reference Library). Remember that both the Ryerson and public libraries can order books for you through inter-library loan.

8. Ask me, a TA, or a librarian for advice.

9. Attend the essay lectures discussed below.

10. Take advantage of access I will get you to the University of Toronto library system.

**Writing an Essay**

Discuss your topic in terms of intelligence services, espionage, and international relations. Domestic events may be important and worthy of discussion in your paper, but the emphasis should be on intelligence/espionage and the international dimensions. 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. Please note that the key to good research is to be as exhaustive and critical as possible. Selecting a few random sources off the shelf *will not* be productive. Good research requires skill. It will take time and effort to locate and read the best research possible. Again, it is highly recommended that you come see me or a TA for help, as well as attend the essay lectures offered in term.

**Submission of Essays**:

Essays must be printed in hard copy. If this is a problem, please speak to me. Students should hand essays in directly to an instructor **OR** put them in the essay drop box on the 5th floor of Jorgenson Hall, by the Administrative Assistant’s office. **Do not** put them in my personal mail box **OR** slide essays under my office door. They need to be stamped on the date received, and this is done by the Administrative Assistant. Students are responsible for ensuring that their essays have been received. Please keep copies of your work. **Please note that I cannot accept email essays** and that any late penalties apply until I receive a hard copy.

**Deadlines and Penalties**

**Late work will be penalized 3% per day, each day, including weekends**. Extensions may be granted on medical or compassionate grounds. Students requesting an extension must speak with me before the deadline. If this is not possible, students should provide appropriate documentation relating to the extension request (i.e. doctor’s note). No late work will be accepted after the last day of classes in the term.

**Footnote or Endnote Citations**:

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 correct page number**. **EVERY CITATION MUST GIVE SPECIFIC PAGE NUMBERS IN THE END/FOOT NOTE, NOT JUST IN A LIST OF SOURCES OR BIBLIOGRAPHY!!!** 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**. When in doubt, it is better to provide a reference.** Please take careful note to distinguish between direct and indirect citations/quotes. You should consult see the Ryerson Writing Centre, read a writer’s manual, attend Dr. Kislenko’s essay research/writing lectures, and come see him in office hours if you have any doubts about referencing. Confusion on the matter often leads to academic integrity violations, and ignorance of the rules is absolutely no defence! There are several acceptable citation formats, but please make sure you follow one! For example, here is an acceptable (Chicago style) citation format:

Jane Doe, The ABC's of History (Toronto: 123 Publishers, 1997), pp. 20-23.

**Bibliographies**:

Essays **MUST** provide bibliographies of all works consulted, whether or not they have been quoted directly. An inadequate bibliography (for assignments as long as those above) is one which contains less than six books or articles related to the topic, or books which are entirely general work or texts. Dictionaries, atlases and/or encyclopaedias **DO NOT** count towards this minimum number of sources, and their inclusion should **NOT** be considered as constituting research. Using all your sources from one or two authors is also unadvisable. You want a range of opinions. Above all, you want to be critical and scholarly in choosing your sources. Dr. Kislenko is happy to help if you come see him in office hours or attend his essay research and writing lectures.

An example of a (Chicago style) bibliographic citation is as follows:

Smith, John. History Rules (Toronto: 123 Publishers, 1997).

**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. Please see **grounds for failure** below. Be sure to edit and check your work carefully. Do not rely just on your computer’s spelling/grammar check.

**Grounds for Failure**

Essays on topics that are not listed on the course outline and have not received my permission prior to submission **will be failed.** Essays which do not supply proper and adequate references and bibliographies **will be failed**. Essays relying heavily on poor quality research (i.e. encyclopaedias, websites, works published decades ago, general histories, sources off topic or of marginal relation to the topic, works all by the same author(s) etc.) **will be failed**. If you have *any* doubts or questions as to research you should come see me. **Essays that contain no citations or citations without precise page numbers will receive a grade of zero.** Any written work that quotes directly from other material without attribution, or which paraphrases extensive tracts from the works of others, is plagiarised. **It will receive a grade of zero, without chance to resubmit.** **Further disciplinary action will be taken in keeping with the Faculty of Arts and University policies on plagiarism. Please consult the Ryerson academic calendar for further information on plagiarism**. If you have any questions or doubts about how to cite material, please contact me or a TA.

**Plagiarism**

Plagiarism is a form of intellectual dishonesty in which someone attempts to claim the work of others as their 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. The university policy on plagiarism will be strictly enforced in this course; resulting in a grade of zero for the assignment, a report to the Registrar and the programme department of the student, and possibly other academic penalties including suspension or expulsion as prescribed in the Code of Academic Conduct. See <http://www.ryerson.ca/academicintegrity/students/what-is-integrity-and-misconduct/> and Ryerson’s Senate Policy 60 at <http://www.ryerson.ca/senate/policies/pol60.pdf>

To combat this problem, I reserve the right to request research notes and/or to conduct a brief oral examination on the topic matter in order to ensure that submitted work is legitimate. Students may also be required to submit an electronic version of their work for verification purposes. I will give lectures on essay writing during the term in which plagiarism will be further discussed. If you have any questions or concerns about plagiarism, please feel free to speak me or the teaching assistants. I would **much** rather help you understand what to do than deal with any problems from you being unclear.

**Special Assistance and Essay Lectures**

If you have other questions about correct procedure and style for writing an essay, please feel free to contact me or the teaching assistants. There are several good guides to essay writing, such as ***Making Sense*** (available at the Ryerson bookstore). Students may also take advantage of help offered by the Writing Centre. **Please note** that in February I will be holding special lectures on essay writing that you are strongly encouraged to attend. However, with so much material to cover in a short time, and to coordinate with my other classes, these sessions will be held outside your scheduled hours for this course. Specific times and locations will be given in class. If you cannot attend, I would still be happy to go over things with you by way of special appointment or office hours. I would much rather have you come and ask questions about *anything* to do with essays than do poorly: essays are not easy - and you should be prepared to put in the time and effort for solid research, good writing, and an effective presentation of your arguments. We’re here to help, but don’t leave it to the last moment.

**Missed Classes and/or Evaluations**

When possible, students are required to inform their instructors of any situation which arises during the semester which may have an adverse effect upon their academic performance, and must request any consideration and accommodation according to the relevant policies as far in advance as possible. Failure to do so may jeopardize any academic appeals.

* *Health certificates* – If a student misses the deadline for submitting an assignment, or the date of an exam or other evaluation component for health reasons, they should notify their instructor as soon as possible, and submit a Ryerson Student Health Certificate AND an Academic Consideration Request form within 3 working days of the missed date. Both documents are available at [www.ryerson.ca/senate/forms/medical.pdf](http://www.ryerson.ca/senate/forms/medical.pdf).

**If you are a full-time or part-time degree student, then you submit your forms to your own program department or school; otherwise, you submit your forms at the front desk of the Chang School of Continuing Education.**

* *Religious, Aboriginal and Spiritual observance* – If a student needs accommodation because of religious, Aboriginal or spiritual observance, they must submit a Request for Accommodation of Student Religious, Aboriginal and Spiritual Observance AND an Academic Consideration Request form within the first 2 weeks of the class or, for a final examination, within 2 weeks of the posting of the examination schedule. If the requested absence occurs within the first 2 weeks of classes, or the dates are not known well in advance as they are linked to other conditions, these forms should be submitted with as much lead time as possible in advance of the absence. Both documents are available at <http://www.ryerson.ca/senate/forms/relobservforminstr.pdf>**.**

 **If you are a full-time or part-time degree student, then you submit the forms to your own program department or school. If you are a certificate or non-certificate student, then you submit the forms to the staff at the front desk of the Chang School.**

**Accommodations**

* *Academic Accommodation Support –* Before the first graded work is due, studentsregistered with the [Academic Accommodation Support office](http://www.ryerson.ca/studentlearningsupport/academic-accommodation-support/index.html) (AAS) should provide their instructors with an Academic Accommodation letter that describes their academic accommodation plan.

**Seminars**

At the beginning of the term you will be asked to sign up into small groups which will meet four times during the course to discuss major topics. Signing up will be on-line at [www.kislenko.com](http://www.kislenko.com) **Please *do not* attempt to sign up until given specific instructions to do so, otherwise you may be erased from the system.** Seminars will be one hour each, held during certain weeks in your two hour class block. **Please only sign up for section times in which you are registered.** The groups will discuss some of the problems and issues covered in the course and specific questions and readings will be assigned for each meeting. Everyone will be expected to attend and participate in all four one-hour meetings of his or her group**.** There are no formal presentations involved, but seminars are participatory. **Attendance alone will not constitute a passing grade**. If you have difficulty speaking in front of others, please consult with the teaching assistants or me as soon as possible. ***Seminars constitute 25% of the final grade, so you should consider them compulsory***. Please come at the time for which you have signed up. Changes can only be accepted if you speak with me beforehand. **Please note** that on seminar days (i.e. the four Fridays listed below) there **will be a lecture too** in the hour preceding or following your one-hour seminar slot. So, you will be expected to go to your one hour seminar **AND** a one hour lecture on those Fridays. Further information will be given well in advance in class.

**Seminar Marks**

Please note that your overall mark in seminars will not be available until shortly after your last seminar class. However, you can get a general idea of how you are doing and how to improve at *any time* by asking your TA. Their emails will be given in seminars and will be posted on my website.

**Preparing for Seminars**

Given the nature of the business, primary historical documentation on intelligence and espionage are relatively scarce. Where available, they also tend to be very complicated, and/or extremely dry. Consequently, the seminars in this course have been designed to meet academic objectives, while trying to maximise student interest and participation. They have also been designed to minimise the student costs involved in securing additional texts or readers. In order to achieve these objectives, the seminars have been constructed around the use of on-line scholarly articles and various Internet sources. Please note that this may include some *less-than-scholarly* web sites. This is designed to stimulate your critical thinking, and help advance your research skills. For each of the four seminars you are assigned a specific topic or issue. Your task is to research the topic or issue using suggested sources, and any other material you can come up with. All of the seminar topics are abundantly addressed on the Internet, but you are free (and strongly encouraged) to examine other sources as well, such as scholarly books or articles, television documentaries, newspapers, magazines, and, of course, your own opinions and observations. Readings from the course text are for background.

**Do not be put off by the number of websites recommended for each seminar**. You need not spend a great deal of time preparing for the seminars as most Internet sites dealing with these topics are fairly brief. **The minimum preparation** for seminars would involve examining any mandatory assigned readings and at least some of the sites listed below, as it will be assumed that you have done so. **However, students are highly encouraged to search for information beyond this minimum.** No formal presentations or submissions are required for the seminars, but you should come prepared for fairly detailed and hopefully intense debate. The better prepared you are, the better your participation is.

**Please keep in mind that while the assigned mandatory on-line articles are scholarly, many of the Internet sites are by not**. Part of your preparation for the seminars should involve a *critical examination* of the site, its author(s), and the argumentation. **The sites listed for each seminar are frequently controversial, heavily biased, or purposely superficial.** Some may be outright ridiculous, prejudiced, inflammatory, and insulting. The idea is that you exercise critical analysis in reviewing each and every site, and in developing your ideas and comments for the seminars. Please note that none of the sites are endorsed or favoured by me or the teaching assistants. Also, please keep in mind that while the topics are designed to cover thematic and chronological dimensions of the course, they are especially designed for interest. We want you to bring to each seminar your own opinions and observations, just as much as the information you draw from research and preparation. Remember that issues related to or stemming from the topics will also be addressed (i.e. the question of civil liberties, immigration and so on when discussing terrorism). Lastly, please note that websites are bound to change or disappear. The addresses given below may not be exact. If you do not have access to a computer and/or the intent, please contact me. If you come across ones not listed here that you think are interesting and important, please let me know.

**How to Access On-Line Articles**

All of the mandatory articles are available on Ryerson Library databases. Links are listed after each article. Simply click on the link and then enter your Ryerson ID. Should you have any problem you can track the article down through the Ryerson Library interface at <http://library.ryerson.ca/guides> All of the articles are also linked on D2L.

**The Inside Scoop**

Participation in seminars will be marked, but it is sincerely hoped that you will actually get something out of it beyond grades. You should care about these issues, historical or contemporary, as they seriously affect the world in which you live. The overall objective of this course is to have everyone apply critical, reasoned analysis to the study of intelligence. However, engaging in scholarly discourse need not be terribly intimidating, boring, or formal. Your humour, passion, experiences, and opinions are essential ingredients in this course. As long as everyone and their perspectives are treated with respect, you are strongly encouraged to voice your interpretations. In this environment everyone will gain greater intellectual self-confidence, as well as better knowledge of the material. In addition, drawing connections to current events is not only welcome it may in fact be useful in better understanding other topics in the course. In that spirit, the readings are designed to *provoke thought*, and not to be considered for simple memorization. Just be prepared to *think* things through.

**Seminar Topics and Schedule**

1. ***First Seminar*: Friday, January 25**

**“Stooges or Spies? Mata Hari, Edith Cavell and World War I”**

Were they spies, or merely victims of paranoia? Examining material on both Mata Hari and Edith Cavell, come prepared to sit in judgement of these two alluring women. Additionally, you are encouraged to consider how the “Great War” impacted upon intelligence services and vice-versa.

* *Background Reading*: Richelson, chapters 1-3
* *No mandatory article*
* *Some web sites*:
* <https://encyclopedia.1914-1918-online.net/article/espionage>
* <http://www.telegraph.co.uk/history/world-war-one/inside-first-world-war/part-nine/10803317/women-war-spies-cavell-hari.html>
* <http://www.cbc.ca/radio/ideas/the-vixen-and-the-virgin-women-espionage-and-propaganda-in-ww1-1.3010822> (radio show on women spies)
* <https://www.thoughtco.com/female-spies-of-the-world-wars-3530435>

* <http://www.ww1-propaganda-cards.com/miss_edith_cavell.html>

* <http://www.worldwar1.com/heritage/e_cavell.htm>

* <http://www.edithcavell.org.uk/>

* <http://www.firstworldwar.com/bio/cavell.htm>

* <http://www.bartleby.com/266/72.html>

* <http://www.oldcity.org.uk/norwich/names/cavell.php>

* [http://www.nurses.info/personalities\_edith\_cavell.htm](http://www.nurses.info/personalities_edith_cavell.htm%20) (see links)

* <http://www.firstworldwar.com/source/cavell_zimmermann.htm>

* <http://myhero.com/myhero/hero.asp?hero=e_cavell_webbcity>

* <http://www.pbs.org/wgbh/nova/venona/dece_hari.html>

* <http://www.firstworldwar.com/bio/matahari.htm>
* <http://www.bbc.co.uk/programmes/p04plxq2> (video on Mata Hari)

* <http://news.bbc.co.uk/1/hi/special_report/1999/01/99/wartime_spies/263437.stm>

* <http://www.encyclopedia.com/topic/Mata_Hari.aspx>

* <http://www.rotten.com/library/bio/misc/mata-hari/>

* <http://www.historylearningsite.co.uk/mata-hari.htm>

* <http://www.skygaze.com/content/mysteries/MataHari.shtml>

* [http://www.guardian.co.uk/international/story/0,3604,574775,00.html](http://www.guardian.co.uk/international/story/0%2C3604%2C574775%2C00.html)

* <http://www.biography.com/people/mata-hari-9402348>
* <https://www.youtube.com/watch?v=50etDaRV0Fs> (TV show on Mata Hari)
1. ***Second Seminar*: Friday, February 15**

**“The Darkest Side: Intelligence Services and Nazi Germany”**

Examine one of the darkest chapters in the history of espionage and intelligence services. How did Nazi Germany’s secret police and security forces work? What were their strengths and weaknesses? Could their fanaticism and excesses be repeated today?

* *Background Reading:* Richelson, chapters 5-7
* *Mandatory Article:*
1. Jürgen Matthäus, “Controlled Escalation: Himmler's Men in the Summer of 1941

and the Holocaust in the Occupied Soviet Territories”, *Holocaust and Genocide Studies*, Volume 21, Number 2 (Fall 2007): 218-242 on D2L

1. Kerstin von Lingen, “Conspiracy of Silence: How the “Old Boys” of American Intelligence Shielded SS General Karl Wolff from Prosecution”, *Holocaust and Genocide Studies*, Volume 22, Number 1 (Spring 2008): 74-109 on D2L
* *Some websites:*

* <http://www.historylearningsite.co.uk/nazi_police_state.htm> (see links)

* <http://en.wikipedia.org/wiki/Nazi_Germany> (see links)

* <http://www.globalsecurity.org/intell/world/germany/hist-bkg.htm>

* <http://www.bbc.co.uk/history/worldwars/wwtwo>

* <http://www.pbs.org/wgbh/nova/holocaust/>

* <http://www.patriot.dk/aryan1.html>

* <http://www.historyplace.com/worldwar2/biographies/heydrich-biography.htm>

* <http://auschwitz.dk/Canaris/id2.htm>

* <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007400>

* <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005130>
* <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007406>

* <http://www.consortiumnews.com/2001/051601a.html>

* <http://emperors-clothes.com/analysis/cia-.htm>

* [http://www.spiegel.de/international/0,1518,345720,00.html](http://www.spiegel.de/international/0%2C1518%2C345720%2C00.html)

* <http://www.calvin.edu/academic/cas/gpa/> (see links)
* <http://www.spiegel.de/international/germany/obscuring-the-past-intelligence-agency-destroyed-files-on-former-ss-members-a-800809.html>
* <http://ww2nation.com/the-gestapo-and-nazi-terror-state-with-professor-frank-mcdonough/>
* <http://avalon.law.yale.edu/imt/judorg.asp>
1. ***Third Seminar:* Friday, March 15**

**“The Communist Witch-Hunt: Alger Hiss, the Rosenbergs, and McCarthyism in America”**

Guilty or innocent? Examine the Hiss and Rosenberg trials and come prepared to debate these famous spy cases. Additionally, examine how these and other cases influenced, or were shaped by, the McCarthy era hysteria.

* *Background Reading*: Richelson, chapter 13
* *Mandatory Articles:*
1. Michael E. Parrish, “Cold War Justice: The Supreme Court and the Rosenbergs”, *American Historical Review*, Volume 82, No. 4, (1977): 805-842 on D2L
2. Kathryn S. Olmstead, "Blond Queens, Red Spiders, and Neurotic Old Maid: Gender and Espionage in the Early Cold War”, *Intelligence and National Security*, Volume 19, no. 1 (2004): pp. 78-94 on D2L
3. Stan A. Taylor and Daniel Snow, “Cold War Spies: Why they Spied and How They Got Caught,” *Intelligence and National Security* Volume 12, no. 2 (1997): pp. 101-125 on D2L
* *Some web sites:*

* [http://web.archive.org/web/20050320210136/http://www.dailybruin.ucla.edu/DB/Issues/95/10.31/view.hiss.html](http://web.archive.org/web/20050320210136/http%3A//www.dailybruin.ucla.edu/DB/Issues/95/10.31/view.hiss.html)
* <https://www.cia.gov/library/center-for-the-study-of-intelligence/kent-csi/vol44no5/html/v44i5a01p.htm>

* <http://www.english.upenn.edu/~afilreis/50s/hiss-chambers-nyt.html>

* <http://www.law.umkc.edu/faculty/projects/ftrials/hiss/hiss.html>

* <http://www.law.umkc.edu/faculty/projects/ftrials/hiss/hisslinks.html> (see links)

* <http://www.pbs.org/wgbh/nova/venona/dece_hiss.html>

* <http://www.infoplease.com/ce6/people/A0823808.html>

* <http://www.orwelltoday.com/stalinspies.shtml>

* <http://www.infoplease.com/spot/spies1.html>

* [http://web.archive.org/web/20031212041120/http://www.cia.gov/csi/studies/vol47no3/article07.html](http://web.archive.org/web/20031212041120/http%3A//www.cia.gov/csi/studies/vol47no3/article07.html)

* <http://news.bbc.co.uk/1/hi/world/americas/1180479.stm>

* <http://www.pbs.org/wgbh/nova/venona/resources.html>

* <http://intellit.muskingum.edu/spycases_folder/spycasesustoc.html>

* <http://www.law.umkc.edu/faculty/projects/ftrials/rosenb/ROSENB.HTM>

* <http://en.wikipedia.org/wiki/Ethel_and_Julius_Rosenberg>

* <http://www.theage.com.au/articles/2003/06/20/1055828486149.html>

* <http://library.thinkquest.org/22020/data/rosenbergs/rosen1.html>

* [http://web.archive.org/web/20060427065941/http://mccarthy.cjb.net/](http://web.archive.org/web/20060427065941/http%3A/mccarthy.cjb.net/)

* <http://www.earthstation1.com/Joseph_McCarthy.html>

* <http://historymatters.gmu.edu/d/6456/>

* <http://en.wikipedia.org/wiki/McCarthyism>

* <http://www.pbs.org/wnet/americanmasters/database/mccarthyism.html>

* <http://www.infoplease.com/ce6/people/A0830834.html>

* <http://www.ralphmag.org/CQ/reds.html>

* <http://www.english.uiuc.edu/maps/mccarthy/mccarthy.htm> (see links)

* <http://www.evesmag.com/murrow.htm>

* <http://www.colorado.edu/AmStudies/lewis/2010/mccarthy.htm>

* <http://www.writing.upenn.edu/~afilreis/50s/mccarthy-bio.html>
* <http://historymatters.gmu.edu/d/6444/>
* <https://www.mtholyoke.edu/~lillsie/McCarthyism/downfall.html>

* <http://mcadams.posc.mu.edu/progjfk2.htm>
* <http://www.nationalreview.com/article/206038/two-cheers-mccarthyism-jonah-goldberg>
* <https://www.nytimes.com/2017/06/22/opinion/sunday/donald-trump-joseph-mccarthy-west-virginia.html>
* <http://www.nytimes.com/1998/10/18/weekinreview/witching-hour-rethinking-mccarthyism-if-not-mccarthy.html>
* <http://www.sfgate.com/politics/article/Hoover-dismayed-by-McCarthy-s-methods-As-2539585.php>
* <http://www.motherjones.com/politics/2012/08/andrew-mccarthys-defense-mccarthyism/>
* <https://www.archives.gov/files/publications/prologue/2015/fall/ike-mccarthy.pdf>
1. ***Fourth Seminar*: Friday, April 5**

**“Is it ALL about Terrorism? Contemporary International Security Issues and the Future of Intelligence”**

In the face of global terrorism, we now face what many experts think is the greatest challenge that intelligence services have ever confronted. But is it? In the race to defend against terrorism, have other national security concerns been ignored? And, even more importantly, how do we balance the need to protect against threats against individual liberties? What measures should be taken in combating terrorism? How far should a government go in protecting its people? How best do we protect our societies, and what are the costs of protection? Please keep in mind the political, religious, ethnic, racial, and ideological sensitivity of others, especially in light of recent and current events. There is a wealth of web, television, and print information available on terrorism, but don’t forget to consider the legal, social, and ethical dimensions of these questions. It is highly recommended that in addition to these sites, you search for information and discussion on the pros and cons of anti-terror legislation, issues like rendition, the “war on terror”, immigration control, cyberespionage, and like matters.

* *Background Reading*: Richelson, chapter 26
* *Mandatory Articles*:
1. Peter Gill, “Security Intelligence and Human Rights: Illuminating the 'Heart of

Darkness'?,” *Intelligence and National Security* 24, no. 1 (February 2009): pp. 78-102 on D2L

1. Richard J. Aldrich, “Global Intelligence Co-operation versus Accountability: New Facets to an Old Problem,” *Intelligence and National Security* 24, no. 1 (February 2009): pp. 26-56 on D2L
2. Arne Kislenko, “Guarding the Border: Intelligence and Law Enforcement in Canada´s Immigration System”, The Oxford Handbook of National Security Intelligence (Oxford: Oxford University Press, 2010) ch. 19., p 307-327 on D2L
3. Magnus Hjortdal, “China's Use of Cyber Warfare: Espionage Meets Strategic Deterrence,” *Journal of Strategic Security* IV, no. 2 (2011), pp. 1-24 on D2L
4. Daniel R. Coats, Director of National Intelligence, Statement for the Record, Worldwide Threat Assessment of the US Intelligence Community, Senate Select Committee on Intelligence, May 11, 2017:

<https://www.dni.gov/files/documents/Newsroom/Testimonies/SSCI%20Unclassified%20SFR%20-%20Final.pdf>

* *Some websites:*

* <http://www.gwu.edu/~nsarchiv/NSAEBB/sept11/index.html>

* <http://www.au.af.mil/au/aul/bibs/tergps/tg98tc.htm>

* <http://cfrterrorism.org/terrorism/>

* <http://www.terrorism-research.com/>

* <http://www.fas.org/irp/threat/terror.htm>

* <http://www.state.gov/s/ct/>

* <http://www.llnl.gov/str/Imbro.html>

* <http://www.disastercenter.com/terror.htm>

* <http://dir.yahoo.com/Society_and_Culture/Crime/Types_of_Crime/Terrorism/September_11th_Attacks/Conspiracy_Theories__Hoaxes__and_Urban_Legends> (see links)

* <http://www.911truth.org> (see links)

* <http://www.fbi.gov/terrorinfo/counterrorism/waronterrorhome.htm>

* <http://www.terrorism-info.org.il/site/home/default.asp>

* <http://csis.org/category/topics/defense-and-security/homeland-security> (see links)

* <http://www.mipt.org/> (see links)

* <http://www.satp.org/> (see links)

* [http://www.whitehouse.gov/issues/homeland-security](http://www.whitehouse.gov/issues/homeland-security%20)

* <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB222/index.htm>

* <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB55/index1.html>

* <http://www.fas.org/sgp/crs/terror/R41004.pdf>

* <http://www.nationaldefensemagazine.org/archive/2012/November/Pages/TopFiveThreatstoNationalSecurityintheComingDecade.aspx>

* <http://www.wilsoncenter.org/event/fighting-trans-global-security-threats-beyond-the-border>
* <http://csis.org/publication/snowden-effect-can-we-undo-damage-american-power>
* <http://www.bbc.co.uk/news/world-us-canada-24664045>
* <http://www.npr.org/2013/09/20/224423159/the-effects-of-the-snowden-leaks-arent-what-he-intended>
* http://www.theguardian.com/world/media-blog/2013/dec/15/nsa-files-network-effect-journalism (see links too)

**Some Additional, General Web-Sources**

Listed below are some interesting and potentially useful intelligence-oriented websites posted by governments and academic organisations. Most are based in the United States, Great Britain, and Canada. These can be consulted for the seminars, your essay, or just for interest. Please note that this list is by no means exhaustive, and does not represent a personal endorsement of any sort. For infinitely better print material sources, please feel free to contact Dr. Kislenko or the teaching assistants. We maintain a large inventory of good research sources in this field. Please let us know of any web sites or books you would recommend.

[http://intellit.muskingum.edu](http://intellit.muskingum.edu/maintoc.html)(Muskingum College)

www.fas.org/index.html (Federation of American Scientists)

<http://www.casis-acers.ca/> (Canadian Association of Security and Intelligence Studies)

www.gwu.edu/~nsarchiv/ (U.S. National Security Archive)

<http://galenet.galegroup.com.myaccess.library.utoronto.ca/servlet/DDRS;jsessionid=2B1479EFAEE9D20CAEEE0245973DB607?locID=utoronto_main> (Declassified Documents reference system available through U of T library)

www.cia.gov (CIA)

www.nsa.gov (NSA)

<http://www.dia.mil/> (Defense Intelligence Agency (DIA)) <http://www.dhs.gov/index.shtm> (Department of Homeland Security) <http://www.nro.gov/> (National Reconnaissance Office)

www.defenselink.mil

[www.state.gov](http://www.state.gov)

www.csis-scrs.gc.ca/ (CSIS)

www.dnd.ca/ (Canadian Department of National Defence)

www.dfait-maeci.gc.ca/ (Canadian External Affairs Ministry)

www.cic.gc.ca (Canadian Citizenship and Immigration Department)

www.fbi.gov/homepage.htm (FBI)

www.ustreas.gov/ (U.S. Treasury Department)

www.intelligence.gov/index.shtml

www.spinet.gov.sg/pollink/agus/fed.html (link to all US)

www.usdoj.gov/dea (U.S. Department of Justice)

www.rcmp-grc.gc.ca (RCMP)

www.mi5.gov.uk/ (MI5)

<http://www.gchq.gov.uk/> (Government Communication Headquarters (GCHQ)) <http://www.insaonline.org/> (Intelligence and National Security Alliance)

www.sfu.ca/igs/CASIS/

www.interpol.int (Interpol)

[www.basicint.org/pubs/pubindex.htm](http://www.basicint.org/pubs/pubindex.htm) (British American Security Information Council)

[www2.warwick.ac.uk/fac/soc/pais/staff/aldrich/intel/reader/](http://www2.warwick.ac.uk/fac/soc/pais/staff/aldrich/intel/reader/) (Andrew, Aldrich, and Wark's *Secret Intelligence: A Reader*)

[www.globalsecurity.org/intell/index.html](http://www.globalsecurity.org/intell/index.html) (Global Security)

<http://intelligence-history.org/> (International Intelligence History Association)

<http://www.spymuseum.org/> (Spy Museum, Washington)

<http://www.bletchleypark.org.uk/> (Bletchley Park, UK)

<https://citizenlab.org/category/ron-deibert/> (Citizen Lab, University of Toronto)

**Some Links to On-Line Films, Propaganda Shorts, and Documentaries**

* *The 39 Steps (1935)*

<http://www.archive.org/details/The39Steps>

* *Secret Agent (1936)*

*[http://video.google.ca/videoplay?docid=-1536982308887890655&q=Maugham&total=59&start=0&num=10&so=0&type=search&plindex=3#](http://video.google.ca/videoplay?docid=-1536982308887890655&q=Maugham&total=59&start=0&num=10&so=0&type=search&plindex=3)*

* *The Spy in Black (1939)*

[http://www.youtube.com/watch?v=o7u-LS8ocKg&feature=related](http://www.youtube.com/watch?v=o7u-LS8ocKg&feature=related%20) (1/9)

[http://www.youtube.com/watch?v=XBKqmGsAi68&feature=related](http://www.youtube.com/watch?v=XBKqmGsAi68&feature=related%20) (2/9)

[http://www.youtube.com/watch?v=zCYH4CFpLB8&feature=related](http://www.youtube.com/watch?v=zCYH4CFpLB8&feature=related%20) (3/9)

[http://www.youtube.com/watch?v=mbuedtHVICM&feature=related](http://www.youtube.com/watch?v=mbuedtHVICM&feature=related%20) (4/9)

[http://www.youtube.com/watch?v=H6Y3u9zOPaA&feature=related](http://www.youtube.com/watch?v=H6Y3u9zOPaA&feature=related%20) (5/9)

[http://www.youtube.com/watch?v=3qsKG7JGLLU&feature=related](http://www.youtube.com/watch?v=3qsKG7JGLLU&feature=related%20) (6/9)

[http://www.youtube.com/watch?v=1MTkWSM5WHs&feature=related](http://www.youtube.com/watch?v=1MTkWSM5WHs&feature=related%20) (7/9)

[http://www.youtube.com/watch?v=CpLYOjZMABE&feature=related](http://www.youtube.com/watch?v=CpLYOjZMABE&feature=related%20) (8/9)

[http://www.youtube.com/watch?v=zwjPJomzM6o&feature=related](http://www.youtube.com/watch?v=zwjPJomzM6o&feature=related%20) (9/9)

* *Women in the Night* (1948)

<http://www.youtube.com/watch?v=bZVCGqm0p0o>

* Or find some other motion pictures like*:*

*Mata Hari (1932)*

*The Third Man (1949)*

*North by Northwest (1959)*

*The Ipcress File* (1965)

*The Spy Who Came in from the Cold (1965)*

*James Bond series (1965-)*

*The Day of the Jackal (1973)*

*Three Days of the Condor (1975)*

*The Fourth Protocol (1987)*

*Nikita (1990)*

*The Hunt for Red October (1990)*

*Patriot Games (1992)*

*Mission: Impossible series (1996-)*

*Austin Powers series (1997-2002)*

*Spy Game (2001)*

*The Tailor of Panama (2001)*

*The Bourne Identity series (2002-)*

*The Constant Gardener (2005)*

*Munich (2005)*

*The Lives of Others (2006)*

*The Good Shepherd (2006)*

*Breach (2007)*

*Charlie Wilson’s War (2007)*

*Body of Lies (2008)*

*Burn after Reading (2008)*

*The American (2010)*

*Fair Game (2010)*

*Salt (2010)*

*Tinker, Tailor, Solider, Spy (2011)*

*Argo (2012)*

*Zero Dark Thirty (2013)*

*Sicario (2015)*

*Bridge of Spies (2015)*

*Allied (2016)*

*Snowden (2016)*

* *Private SNAFU - Spies (1943) propaganda film*

 <http://www.youtube.com/watch?v=_FmhPY-YEAA>

• *Safeguarding Military Information 1941 Vintage World War II Film*

 <http://www.youtube.com/watch?v=zU8hXowpS7s>

• *The Enemy Agent & You - 1960s Counter-Espionage Film*

 <http://www.youtube.com/watch?v=mFsKAopLDkI>

* *The Rise of the Enigma*

<http://www.youtube.com/watch?v=5vC5f_Pwmdw&feature=related> (1/7)

<http://www.youtube.com/watch?v=Y1qDPArV8m8&feature=related> (2/7)

<http://www.youtube.com/watch?v=OnRIMNlSNeE&feature=related> (3/7)

<http://www.youtube.com/watch?v=uTFq3wN_leY&feature=related> (4/7)

<http://www.youtube.com/watch?v=9sqHadXf2ZQ&feature=related> (5/7)

<http://www.youtube.com/watch?v=1S9-2lYPhAQ&feature=related> (6/7)

<http://www.youtube.com/watch?v=cMdViHJCjfc&feature=related> (7/7)

* *World War II Code Breakers*

<http://www.youtube.com/watch?v=9hAzmh6XSr8&feature=related> (1/6)

<http://www.youtube.com/watch?v=HZx7g1aXyzg&feature=related> (2/6)

<http://www.youtube.com/watch?v=qXsqrSCRoa8&feature=related> (3/6)

<http://www.youtube.com/watch?v=-bVVe_F28pw&feature=related> (4/6)

<http://www.youtube.com/watch?v=GlHUvuXfxx8&feature=related> (5/6)

<http://www.youtube.com/watch?v=jSQNuV0DHR8&feature=related> (6/6)

* *World War II: Mind of a Code Breaker (documentary)*

<http://www.youtube.com/watch?v=-ITPAbYScIw&feature=related> (1/12)

<http://www.youtube.com/watch?v=Jlnc9yVKu0k&feature=related> (2/12)

<http://www.youtube.com/watch?v=AXwaqtLuZmI&feature=related> (3/12)

<http://www.youtube.com/watch?v=xv7OJe8wYsU&feature=related> (4/12)

<http://www.youtube.com/watch?v=Z-T-p_hmHAo&feature=related> (5/12)

<http://www.youtube.com/watch?v=vTkxLklphI4&feature=related> (6/12)

<http://www.youtube.com/watch?v=7uAA2y4FPmM&feature=related> (7/12)

<http://www.youtube.com/watch?v=bcCoFSTGcoo&feature=related> (8/12)

<http://www.youtube.com/watch?v=kjuHHd3K0dU&feature=related> (9/12)

<http://www.youtube.com/watch?v=tpFxUqo4ZoA&feature=related> (10/12)

<http://www.youtube.com/watch?v=NwVnOwCqo1U&feature=related> (11/12)

<http://www.youtube.com/watch?v=1stF0aZUz80&feature=related> (12/12)

* the Igor Gouzenko affair

<http://archives.cbc.ca/politics/national_security/topics/72/> (click on 1 and 2)

* *Cold War: Spies*

<http://www.youtube.com/watch?v=lFuwfLPJl-o> (1/5)

<http://www.youtube.com/watch?v=-l9U4IuGJ30&feature=related> (2/5)

<http://www.youtube.com/watch?v=UbJ3GIYmcXk&feature=related> (3/5)

<http://www.youtube.com/watch?v=RcHQZad_RbE&feature=related> (4/5)

<http://www.youtube.com/watch?v=hfJep1B2AIk&feature=related> (5/5)

* “*Spies: The Rise and Fall of the KGB in America*” (lecture by John Haynes at the Library of Congress)

<http://www.youtube.com/watch?v=4uBDddWBSdw>

* *Stalin's Secret Police*

<http://www.youtube.com/watch?v=TTdTcKqAeGM&feature=related> (1/5)

<http://www.youtube.com/watch?v=vEIxkwymZhs&feature=related> (2/5)

<http://www.youtube.com/watch?v=itPPRxy_AQ4&feature=related> (3/5)

<http://www.youtube.com/watch?v=14wJo2vhFTk&feature=related> (4/5)

<http://www.youtube.com/watch?v=sIZj3cSSp3g&feature=related> (5/5)

* "*Bloody History of Communism*" <http://www.youtube.com/watch?v=poXmVpf2aw4&feature=related> (1 of 14)

<http://www.youtube.com/watch?v=PRuSjs88aic&feature=related> (2 of 14)

* on line exhibit of the Gulag system of labour camps, at: <http://gulaghistory.org/nps/onlineexhibit/stalin/>

**Some On-Line Texts and Document Compilations**

* William le Queux's novels at the Internet Archive:
* *Britain's Deadly Peril: Are We Told the Truth?* (1915) at <http://www.archive.org/details/britainsdeadlyp00queugoog>
* *The Zeppelin Destroyer;* *Being some chapters of secret history* (1916) at <http://www.archive.org/details/cu31924013639061>
* Rudyard Kipling's *Kim* (1901) at Internet Archive at: <http://www.archive.org/details/kim01kiplgoog>
* the Zimmermann Telegram at the United States National Archives at: <http://www.archives.gov/education/lessons/zimmermann/>
* Room 40 at the GCHQ: <http://www.gchq.gov.uk/history/heroes.html>
* primary sources about wartime signals intelligence, visit the British National Archives at: <http://germannavalwarfare.info/02indexx.html>
* The CIA’s Internal Probe of the Bay of Pigs Affair” (internal document of the CIA)

[http://www.foia.cia.gov/search.asp?pageNumber=1&freqReqRecord=BayOfPigs.txt](http://www.foia.cia.gov/search.asp?pageNumber=1&freqReqRecord=BayOfPigs.txt%20) (and click on “The CIA’s Internal Probe of the Bay of Pigs Affair”)

* Official websites of MI5 and MI6 (SIS): (click on “History and Records”)
* <https://www.mi5.gov.uk/>
* <http://www.sis.gov.uk/output/sis-home-welcome.html>
* primary documents about the Soviet Union (including its intelligence) available through the Library of Congress at: <http://www.loc.gov/exhibits/archives/intro.html>
* Executive Summary of The 9/11 Commission Report (31 pages)

[http://www.9-11commission.gov/report/911Report\_Exec.pdf](http://news.bbc.co.uk/nol/shared/bsp/hi/pdfs/22_07_04911execsum.pdf)

* The 9/11 Commission Report (2004, full version of 585 pages)

<http://www.9-11commission.gov/report/911Report.pdf>

* Other interesting links via <http://www.investigativehistory.com/sources/>

**Course Evaluations**

You will be given an opportunity to evaluate this course on-line sometime in March. Specific dates will be given by the Registrar through email. Your participation in the survey is strongly encouraged. The process should take no more than 15 minutes.

**Final Exam**

The final exam will be held during the exam period in April. It will be **THREE** **HOURS** (3 **hours**) in length. There will be two sections. The first will be short answer format, and you will be asked to choose 4 from a list of 15 questions. The second section will be an essay answer, and you will be asked to do 1 from a list of about 8 questions. The exam will draw on material covered during the whole course, including seminar discussions. The exam will be discussed in more detail as the term progresses, but it should be noted now that **emphasis will definitely be on lectures**. It will be almost impossible to pass the exam unless you have regularly attended lectures.

**A Few Words About Mobile Phones and Laptops**

Please be sure to turn off your mobile phones and other devices during class. They can be disruptive to me and your colleagues. I will not ban, but strongly caution about the use of laptops in class. Please be sure to use them *only* for lecture notes. It is a matter of common courtesy in that many students regularly complain about the distraction of others using laptops to access email or surf the web during class time.

**Key Dates to Keep in Mind**

Friday, Jan. 11 : *classes in HST 540 start*

week of Jan. 14 : *seminar sign-up*

Friday, Jan. 25 : *seminar 1*

Week of Feb. 4 :  *essay research and writing lectures* (see above)

Friday, Feb. 15 : *seminar 2*

Friday, Feb. 15 : *outline due (optional)*

Week of Feb. 18 : ***Reading Week: NO CLASSES***

Monday, Feb. 25 : term test

Friday, Mar. 15 : *seminar 3*

Friday, Mar. 15 : *essay due*

TBA March : course evaluation

Friday, Apr. 5 : *seminar 4*

Tuesday, Apr. 9 : last lecture

TBA April : *final examination*

***If you have any questions, comments or concerns about this course, please feel free to talk to me about them at any time.***