

Purdue University Fort Wayne
History of Espionage:
Spies, Intelligence, and Intelligence Agencies
in an International Context

College of Liberal Arts
Department of History

History 34502
MW 1:30–2:45
Liberal Arts (LA) 112

Classroom Syllabus, Fall 2021

Instructor: Dr. Deborah Bauer

Office: Liberal Arts (LA) 205
Office Hours: M 3:00–4:00 and by appointment either in my office on campus or via WebEx.
Email: bauerds@pfw.edu
Tel: 260-481-6698

Course Overview

The course examines the development of espionage and intelligence agencies in an international context. The evolution of spying will be studied alongside major historical developments such as the growth of the state, the rise of public opinion, and the appearance of the 20th century's catastrophic international conflicts – the First World War, the Second World War and the Cold War. Through a study of espionage, we will seek to discover what is at stake during different historical eras, and will therefore delve into questions of power, patriotism, honor and treason, control of information, and gender issues, all as they relate to the development of espionage and an intelligence community. In addition, we will explore the popular culture of espionage through a study of selected memoirs, spy novels and films. The geographic focus of the course will be primarily in Western Europe, Russia and the United States, looking at a variety of questions as they relate to both national and global concerns. With the selected readings, students will get a sense of the nature of historical thinking and of the different ways to approach historical material and analysis. Through the study of espionage and intelligence agencies we will ask and try to answer questions about the role of knowledge and of secrecy in construction and maintenance of the modern state.

Learning Outcomes

After completing this class, students should have a nuanced understanding of the history of espionage as it has been employed by individuals and states to shape international relations. This includes:

- Learning about specific events and institutions relating to spies and spying
- Assessing how instrumental (or not) intelligence has been to the course of history
- Learning the “tools” of espionage: terms, techniques, challenges, reasons for successes or failures
- Drawing connections between the “real” world of espionage and the perception of espionage in the public sphere

In addition to specific subject material, by the end of the semester, students should have achieved the following learning outcomes:

- Mastery of the use of primary source documents to extract meaning from the voices of the past.
- Relating intellectual, political, social, and cultural trends to one another
- Hone skills of interpretation, analysis, and written presentation
- Assess historiographical contributions and understand historical debates
- Contextualize secondary source readings and pair them with primary source documents to drive discussion
- Identify arguments in secondary source material and produce a thesis of your own.

Course Expectations and Grading

Assessment in this class is based on a combination of exams, papers, comprehension of readings, and discussion. Students will answer questions based on assigned readings, take one midterm and final exam, and write two short papers and a longer research paper (details below). The exams will draw from lecture material and from the readings. Because the learning objectives focus heavily on reading and analysis, an important component of your grade will be based on your reading quizzes and regular class discussions. I also reserve the right to give **occasional in-class quizzes or writing responses** based on the reading during class time. Students are expected to have completed the assigned reading by the class period for which it is assigned on the syllabus. Students should be prepared to discuss the material in class.

Attendance

Attendance in class is required. The learning process is a collaborative effort, and as such, attendance and participation will be assessed throughout the semester. Students who miss more than 3 classes will be unable to get an A grade in this portion of the class. **More than 7 unexcused absences will result in the student failing the class.** Please know that I am willing to be flexible and understanding regarding the events in your lives, whether pertaining to work, family, physical or mental health, or any kind of care for yourself or relatives. If this is the case, however, I would ask that you email me **as soon as possible** to inform me of absences, or similarly to request extensions or other exceptions to the course policy. I am more likely to grant your request before the deadline than after it.

Participation

In addition, this portion of the grade will be determined by your level of participation in class discussions. You will be assessed on both the quality and quantity of your contributions to class. A-level class participation means not merely showing up to each class having read the required material, but also actively contributing in an intelligent and helpful way to class discussion and posing appropriate and useful questions.

Reading Quizzes

For EACH CLASS, you will be asked to complete assigned readings relating to the topic of the day. In order to assure comprehension of the material, I will be posting regular reading quizzes on Brightspace. The reading quiz is due prior to the start of the relevant class period.

Papers

Students will work on expressing ideas through the writing of papers in a few different ways, each with the aim of familiarizing yourself with one specific topic, which will be the subject of your final research paper. You will be turning in two shorter papers in the first two months of the semester: one paper that explores and compares two articles or chapters on your chosen topic, and a second that explores a representation of your topic in the “popular” media (movie, tv show, podcast, etc).

The second paper will be the culmination of your work over the course of the semester and will entail considerable outside research, employing both primary and secondary sources. I am available to discuss topics and/or sources at any point, and also may require an appointment with the history liaison at the library, Ann Marshall. You will find a list of recommended readings for many topics on the class Brightspace page, as well as a link to the library’s Research Guide designated specially for our class.

This paper should be approximately 12-14 pages and must meet formatting and source requirements, which we will go over later in the semester. There will be a series of intermediary deadlines that must be met prior to the final due date, as follows (other than the first 5 pages, all assignments are turned in through Brightspace):

M Nov 15: Annotated Bibliography due

M Nov 22: “Primary Source Summary” due

W Dec 1: Outline + first 5 pages of paper due in class

Thurs, December 9: Research paper is due

Note that there will be no additional reading or lecture assignments on days when papers are due.

For history majors and minors: **Your choice of topic will determine which geographic category this class will count towards.** The course can count towards the Western Europe, United States, or Other World requirement, and your final paper will need to be based on the geographic area that you want the credit for.

Your grade will be broken down as follows:

Attendance/Participation	100 points
Reading Quizzes	150 points*
Secondary Source Paper	100
Midterm	100
Popular Culture Assignment	100
Annotated Bibliography	50
Primary Sources Essay	50
Final Paper	250
Final	100
Total:	1000

*Each quiz answer is 2 points, making 10 points per quiz. There are 17 quizzes, so I will drop the two lowest quiz grades for a total of 150 points.

Grading Scheme

Final grades will be calculated according to the following scale:

980-1000 A+	870-899 B+	770-799 C+	670-690 D+	<600 F
930-979 A	830-869 B	730-769 C	630-660 D	
900-929 A-	800-829 B-	700-720 C-	600-620 D	

University and Class Policies

Academic Honesty: Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments/tests to expulsion. It is never permissible to turn in any work that has been copied from another student or copied from a source (including Internet) without properly acknowledging the source. Plagiarism, the use of others' words or ideas in a paper or a written assignment, is a violation of academic honesty and will not be tolerated. **If you ever have a question about proper citation or what might constitute plagiarism, please do not hesitate to contact me.**

Special Accommodations: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb Union, Room 113, telephone number 481-6658) as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for [Services for Students with Disabilities](http://www.pfw.edu/ssd). (<http://www.pfw.edu/ssd>).

Mental Health Statement: Balancing life and school is not always easy. At Purdue University Fort Wayne every student matters. We are your Mastodon family and we CARE. If you are feeling sad or depressed, are having trouble sleeping, concentrating, finishing tasks, or feeling anxious or fearful, or have any concerns, academic or otherwise, it can be helpful to talk with someone. Asking for help can be hard, but is an important first step. There are a number of campus and community resources created to help you navigate a wide variety of challenges.

The CARE team helps students create a plan to confront difficulties while providing support and the resources needed to keep you safe and successful. They can be found at <https://www.pfw.edu/offices/dean-of-students/about/care-team> or call the Dean of Students office at 260-481-6601 or dos@pfw.edu

The Student Assistance Program for counseling is staffed by The Bowen Center and is located on the second floor of Walb in the Health Center. The 24-hour Counseling Hotline is 800-342-5653. For more information go to <https://pfw.edu/get-support>

The PFW Police Department is trained to respond to mental health/psychological emergencies; the Fort Wayne Police Department also has crisis intervention officers available 24/7. In case of emergency, call 911 (from a campus phone 9-911).

For more information or other resources, contact Project COMPASS (COMMunity Partners Against Student Suicide) compass@pfw.edu

Tentative Nature of the Syllabus: If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications distributed in class or posted on Brightspace.

Expectations for Classroom Behavior: I expect everyone to be respectful of the professor and your classmates throughout the semester. This means paying attention during class time, and not talking, texting, reading, or sleeping while the professor or other students are talking.

Electronics

I am allowing laptops in class for note-taking on a provisional basis. If as the semester proceeds laptops appear more distracting than helpful, I will not hesitate to ban them.

Cell phone use is **absolutely not permitted during class-time**. The interruptions and/or distractions they cause disrupt class and interfere with the learning process. Students will get one warning of improper cell phone use, and the next time, I will take the phone away for the remainder of the class period.

Email Communication: I will be communicating with you throughout the semester by email using the campus email system, so it is essential that you regularly check the account with your email address on file. I will respond to emails in a timely fashion, though please be patient if you do not get a response immediately. If you have not heard back from me within 48 hours of an email, please feel free to contact me again, as I may have missed the first message. I would appreciate emails to me to be written in complete sentences, using proper punctuation. Also, please address the emails to me (i.e. Dear Professor Bauer,) rather than simply including a message without any salutation.

Lecture and Reading Schedule

All readings are posted to Brightspace.

M Aug 23 Introduction

W Aug 25 Espionage Advocates from the Ancient World through the Renaissance

Reading: Sun Tzu, *The Art of War*, Chapter 13, "Employing Spies," 229-233.
 Kautilya, *The Arthashastra*, "The Institution of Spies"
 Philip Davies, "The Original Surveillance State: Kautilya's *Arthashastra* and Government by Espionage in Classical India" in *Intelligence Elsewhere*, ed. Davies and Gustafson, 49-65.

M Aug 30 Diplomats and Spies in Early Modern Europe

Reading: Ronald Pollitt, "The Abduction of Doctor John Story and the Evolution of Elizabethan Intelligence Operations," *The Sixteenth Century Journal* 14 (2) (1983): 131-156.
 William J. Roosen, "The Functioning of Ambassadors under Louis XIV," *French Historical Studies* 6 (3) (1970): 311-332.

W Sept 1 Espionage During the American Revolution

Reading: Roger Kaplan, "The Hidden War: British Intelligence Operations during the American Revolution," in *The William and Mary Quarterly*, Third Series, Vol. 47, No. 1 (Jan., 1990), pp. 115-138.
 Sean Halverson, "Dangerous Patriots: Washington's Hidden Army during the American Revolution," *Intelligence and National Security*, 25:2, 123 – 146.

M Sept 6 Labor Day – No Class

W Sept 8 Spies in the American Civil War

Reading: Stephen E. Towne, *Surveillance and Spies in the Civil War* (Athens, OH: Ohio University Press, 2015). Chapter 3, 61–88.

M Sept 13 The Birth of "Modern" Intelligence and the Modern Spy Novel

Reading: Deborah Bauer, "Planting the Espionage Tree: The French Military and the Professionalization of Intelligence at the end of the Nineteenth Century," *Intelligence and National Security*, Vol. 31(5), 2016, pp. 659-673.
 David A. T. Stafford, "Spies and Gentlemen: The Birth of the British Spy Novel, 1893-1914," *Victorian Studies* 24 (4) (1981): 489-509.

W Sept 15 WWI: Espionage's First World War and Women's Roles

Reading: Tammy M. Proctor, "Spies Who Knew How to Die," "Intimate Traffic with the Enemy," and "Conclusion," in *Female Intelligence: Women and Espionage in the First World War*. New York: University of New York Press, 2003; 99-149.
 Ernest H. Hinrichs, *Listening In*, 21-34, 93-99.

M Sept 20 Paper Assignment 1: Two secondary Sources

W Sept 22 SIGINT and Code-breaking in WWII

Reading: Stephen Budiansky, "Nature of the Beast," in *Battle of Wits: The Complete Story of Codebreaking in World War II*, pp. 62-88.
Code-Breakers: The Inside Story of Bletchley Park, eds. F.H. Hinsley and Alan Stripp (Oxford: Oxford University Press, 1993); "Introduction" (1-13) and recollections pp. 83-99; 132-137.

M Sept 27 Stalin and Barbarossa

Reading: David E. Murphy, *What Stalin Knew: the Enigma of Barbarossa* (New Haven: Yale University Press, 2005). (xv-xx, 62-70, 84-90, 173-191, 245-251, 256-258).

W Sept 29 Deception in WWII: Intelligence against Hitler

Reading: Helen Fry, *The Walls Have Ears: The Greatest Intelligence Operation of World War II* (New Haven: Yale University Press, 2019).

M Oct 4 The Intelligence Failure of Pearl Harbor

Reading: Peter Kahn, "The Intelligence Failure of Pearl Harbor," *Foreign Affairs* Volume 70, Number 5 (Winter, 1991): 138-152.
 Roberta Wohlstetter, *Pearl Harbor: Warning and Decision* (Stanford, 1962), Ch. 7, "Surprise" (382-402).

W Oct 6 Cold War Origins of the CIA

Reading: NSC 68: United States Objectives and Programs for National Security, April 14, 1950
 Amy Zegart, *Flawed by Design: The Evolution of the CIA, JCS, and NSC*, (Stanford, Calif.: Stanford University Press, 1999); Ch. 6, (163-184)

M Oct 11 MIDTERM

W Oct 13 The Golden Age of Espionage

James Miller, "Taking Off the Gloves: The United States and the Italian Elections of 1948," *Diplomatic History*, Vol 7, Issue 1, pp. 35-56.
 T.H. E. Hill. "The Berlin Tunnel Operation Gold (U.S.) Operation Stopwatch (U.K.) available at this link:
http://www.coldwar.org/articles/50s/berlin_tunnel.asp#bt3
 Primary Document: "Clandestine Services History: The Berlin Tunnel Operation, 1952-1956" available at: <http://www.fas.org/irp/cia/product/tunnel-200702.pdf>

M Oct 18 Fall Break – No Class

W Oct 20 Cold War Spies

Reading: Stan A. Taylor and Daniel Snow, "Cold War Spies: Why They Spied and How They Got Caught," *Intelligence and National Security* Volume 12, Number 2 (January 2008): 101-125.

LISTEN: Spy Museum Podcast: "The Rosenbergs: The Definitive Debate"
<http://www.spymuseum.org/multimedia/spycast/episode/the-rosenbergs-the-definitive-debate/>

M Oct 25 Popular Culture Assignment due – Discuss!

W Oct 27 Oil in the Middle East: UK, US, and the Case of Mohammad Mosaddeq

Reading: Steven Kinzer, *All the Shah's Men: An American Coup and the Roots of Middle East Terror*, John Wiley and Sons, 2011, 1-46.

M Nov 1 East Germany and the Stasi

Reading: Kristie Macrakis, *Seduced by Secrets: Inside the Stasi's Spy-Tech World* (Cambridge: Cambridge University Press, 2008); "Agent Gorbachev" (8-19) and "James Bond, Communist-Style" (142-178).

W Nov 3 Threats in the Backyard: The Bay of Pigs and the Cuban Missile Crisis

Reading: Special National Intelligence Estimate, "The Military Buildup in Cuba," 19 September 1962, reproduced in *CIA Documents on the Cuban Missile Crisis*, ed. Mary S. McAuliffe (Washington, D.C. 1992), pp. 91-96.
 Sherman Kent, "The Cuban Missile Crisis: A Crucial Estimate Relived," originally published in the Spring 1964 edition of *Studies in Intelligence*, CIA.

M Nov 8 Regime Change: The CIA's Contested Role in Overthrowing International Leaders

Reading: Kristian Gustafson, *Hostile Intent: U.S. Covert Operations in Chile, 1964-1974*, Potomac Books, 2007, 1-18, 113-138.

W Nov 10 The Arab-Israeli Wars of 1967 and 1973

Reading: Abraham Ben-Zvi, "Between Warning and Response: The Case of the Yom Kippur War." *International Journal of Intelligence and Counterintelligence* Volume 4, no. 2 (Summer 1990): 227-242

M Nov 15 Annotated Bibliography due

W Nov 17 Intelligence Oversight and the Ethics of Espionage and Covert Action

Reading: Seymour Hersh, "Huge C.I.A. Operation Reported in the U.S. Against Antiwar Forces, Other Dissidents in Nixon Years," *New York Times*, December 22, 1974

Loch K. Johnson, "Congressional Supervision of America's Secret Agencies: The Experience and Legacy of the Church Committee," in *Public Administration Review*, Vol. 64, No. 1 (Jan. - Feb., 2004), pp. 3-14

Shannon Mollie Epps, "The Bourne actuality: A look at reality's role in the Bourne Identity novel and film," *Intelligence and National Security*, 23: 1 (2008), 103-111.

M Nov 22 Work on Paper (Primary source assignment due)

W Nov 24 Thanksgiving Break – No Class

M Nov 29 The Iraq War and the Hunt for Weapons of Mass Destruction/War on Terror

Reading: Robert Jervis, *Why Intelligence Fails: Lessons from the Iranian Revolution and the Iraq War* (Ithaca: Cornell University Press, 2011), 123-156.
The US October 2002 National Intelligence Estimate, "Iraq's Continuing Programs for Weapons of Mass Destruction," [released by White House July 18, 2003].

W Dec 1 Work on Paper – BRING IN 5 PAGES

M Dec 6 Leakers, Hackers, and Intelligence in the 21st Century

Reading: David Cole, "The Three Leakers and What to do About Them," in *New York Times Review of Books*, February 6, 2014.
BRING IN: News story of intelligence information/scandal from past several months and plan to discuss.

W Dec 8 Work on Paper

PAPER DUE Thursday, Dec 9

Final Exam: Monday, December 13, 1-3 p.m.