
HISTORY 584

HISTORY OF MODERN INTELLIGENCE

Instructor: Dr. Nicholas J. Steneck

Classroom: Page Hall 20

Meeting Times: Tuesdays and Thursdays, 5:30-7:18pm

Office: 164 Dulles Hall, 230 W. 17th Avenue

Office Hours: Tuesdays and Thursdays, 2:00-3:30pm, and by appointment

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Course Description. This course introduces students to the history of modern intelligence organizations and activities, their role in shaping policy, and their impact on society. Although we will begin with a brief review of intelligence organizations and activities prior to 1900, most of the course will focus on developments after 1939. In looking closely at the evolution of twentieth century intelligence, we shall focus on a variety of topics, including the origins of modern intelligence services and their histories; the evolution of overt and covert intelligence collection and analytical strategies; intelligence assessments affect perceptions of policy makers, military commanders, and public opinion in both war and peacetime; civilian oversight of intelligence communities and their operations; the impact of technology on the intelligence process; moral and ethical debates; counter-intelligence; the role of intelligence in the post-9/11 global system; and the portrayal of intelligence communities and their activities in popular culture. The course will emphasize the western (including Russian and Israel) political and military intelligence experience, but will devote some attention to economic intelligence and developments in the Middle East and Asia.

Assigned Readings. The following books are required for the course and are available at the SBX Bookstore. You are welcome to look for the books on-line but should make sure you purchase the correct edition. You are also responsible for any videos shown in class and class handouts.

- Christopher Andrew and Vasili Mitrokhin, *The World Was Going Our Way: The KGB and the Battle for the Third World* (Basic Books, 2006).
- Steve Coll, *Ghost Wars: The Secret History of the CIA, Afghanistan, and Bin Laden, from the Soviet Invasion to September 10, 2001* (Penguin, 2004).
- John le Carre, *Tinker, Tailor, Soldier, Spy* (Scribner, 2002).
- John Prados, *Safe for Democracy: The Secret Wars of the CIA* (Ivan R. Dee, 2006).
- Jeffrey T. Richelson, *Spying on the Bomb: American Nuclear Intelligence from Nazi Germany to Iran and North Korea* (W.W. Norton, 2007).

In addition to the books listed above, you should select one of the following:

- George W. Allen, *None so Blind: A Personal Account of the Intelligence Failure in Vietnam* (Ivan R. Dee, 2001).
- Uri Bar-Joseph, *The Watchman Fell Asleep: The Surprise of Yom Kippur and Its Sources* (State University of New York Press).

Finally, the following books are recommended, especially if you have a serious interest in intelligence history.

- Allen W. Dulles, *The Craft of Intelligence: America's Legendary Spy Master on the Fundamentals of Intelligence Gathering for a Free World*, First Reprint Edition (Lyons Press, 2006).
- Abram N. Shulsky and Gary J. Schmitt, *Silent Warfare: Understanding the World of Intelligence*, 3d. ed. (Potomac Books, Inc., 2002).

Graded Assignments. To receive full credit for this class you must complete all of the following assignments. Please note that I reserve the right to fail any student who does not complete both examinations.

Graded Assignments (continued)

- A take-home, essay midterm examination, about five to seven pages long, worth forty percent (40%) of the final grade.
- A cumulative, take-home, essay final examination, about eight to ten pages long, worth fifty percent (50%) of the final grade.
- Class participation and attendance, and the possible occasional in-class quizzes, worth ten percent (10%) of the final grade.

Students with a particular interest in historical research may substitute a ten to twelve page research essay, written in formal scholarly style and based on primary source research, for the midterm exam. Please come talk to me during the first full week of the quarter if you are interested in this option.

Grading Scale. I use the following grading scale when assigning grades in this course. Normal rounding rules apply. I DO NOT grade on a curve.

A	A-	B+	B	B-	C+	C	C-	D+	D	E
93+	92-90	89-88	87-83	82-80	79-78	77-73	72-70	69-68	67-60	59-

In the case of borderline final grades, I will take improvement into account.

Assignment Make-Up Policy. If for any family, medical, or personal emergency you find it necessary to miss a scheduled examination or assignment (but not a quiz), you must contact your section leader as soon as possible (preferably via e-mail). If you are unable to contact your section leader, please contact me, either via e-mail or by leaving a message with the History Department. Medical excuses will require a note from a doctor stating clearly that the student was **medically unable** to attend class on the day of the scheduled examination or assignment. (A note merely confirming that you **visited** the health clinic or your personnel physician is not sufficient.) We understand that genuine cases of extenuating circumstances may arise during the quarter and will try to make reasonable accommodations if you contact us in a timely manner. **Please note that scheduling conflicts with other University activities—such as band, sports, and exams outside of regularly-scheduled class meetings, etc.—or outside work is generally not a valid excuse for missing a scheduled assignment.** Also, please remember that you **MAY NOT make up missed quizzes for any reason.**

Statement on Course Accessibility. If you feel that you may need an accommodation based on the

impact of a disability, you should contact me to discuss your specific needs. You may also contact the Office for Disability Services at 292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for documented disabilities.

Statement on Academic Misconduct. I expect all work that you turn is your own. Attempting to pass off someone else's work as your own constitutes plagiarism. This as well as any other form of academic misconduct, such as cheating on exams or quizzes, will be dealt with through the procedures established by the Committee on Academic Misconduct. If you have not done so, I recommend you read Section 3335-23-04, "Prohibited Conduct," of the *Code of Student Conduct*. You will find the *Code* and additional details about academic misconduct at: http://studentaffairs.osu.edu/resource_csc.asp. For a useful discussion of how to avoid plagiarism in your own work, please see the handout "How Not to Plagiarize," available from the course website.

Department Enrollment Policy. All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the History Department after that date. Enrolling officially and on time is solely the responsibility of each student.

Lecture Behavior. All instructors have pet peeves: behavior they consider really annoying, if not outright disruptive. Unlike many of my colleagues, I like to list my pet peeves upfront. While you are taking my class, please refrain from the following.

- First, please avoid arriving late to class. Doing so is disruptive and disturbs the learning process for other students. If you need to park and ride the bus to Central Campus, leave early. If you absolutely must come to class late, please be quiet when you enter.
- Second, please refrain from using your cellular telephone during the class, including sending and reading text messages. Frankly, I hate cellular telephones, especially when they ring in the middle of a class. If you have a cellular telephone, please turn it off before class begins. If you are expecting an urgent call, please switch your cellular telephone to vibrate rather than ring. As far as I know, all cellular telephones manufactured since the late-1990s are capable of operating silently.
- Third, please do not pack up early or leave before the class ends. Just about every instructor absolutely loathes the sound of textbooks slamming shut and papers rustling five minutes before the class officially ends. I will tell you when the class is finished and guarantee never (or almost never) to continue into the break. If you must leave class early, please let me know in advance.
- Fourth, please do not surreptitiously read the newspaper (or your cellular telephone), work on non-class related assignments, or engage in non-class-related conversations with other students. If you believe your time is better spent reading the *Lantern*, working on homework, text-messaging, or talking with your friends, that is fine, but please do so someplace other than this class. You have my full attention during the time we meet; it is only polite to reciprocate.
- Finally, please remember that instructors, including myself, have outside lives just as you do. I will respond to messages and requests for information as quickly as possible, but it may take me a day or so to do so. Including the course number in the subject line of your e-mail as well as a signature will generally result in a more timely response.

Policy Regarding Lecture Notes, Class Session Recording, and Computer Usage. Because this is an upper-level course I will not post lecture outlines to the course website. Nor will I post the class presentations or my lecture notes, so please do not ask. In other words, it is important you attend class regularly. **Sound, image, or video recording of any part of the class meetings is prohibited without my prior consent.** If you wish, you may use a laptop computer to take notes during lectures, but **not** to surf

the web, watch movies, communicate with friends, or other purposes. You will be asked to put your computer away if I find it being used inappropriately. Repeated inappropriate use will result in the loss of computer privileges.

Course Schedule. As is the case with most schedules, this one is subject to change. I have divided the reading assignments into two types: general and specific. General reading assignments, which are drawn from the Prados, Richelson, and Andrew and Mitrokhin books, should be completed by specific points of the quarter. The class lectures will cover some, but by no means all of the material covered in these books. **Please note that these books are long and will take time to read. I urge you to devote several hours each week to completing the general reading assignments rather than try to complete them in a single day.** I have included recommended assignments for Prados and Richelson. Specific reading are those you should complete by the day they are assigned.

General Reading Assignments

- Prados, *Safe for Democracy*, Chapters 1-15 **by 02.07**; Chapters 16-25 **by 03.06**.
- Richelson, *Spying on the Bomb*, Chapters 1-6 (events through 1963) **by 02.07**; Chapters 6 (events after 1963-15) **by 03.06**.
- Andrew and Mitrokhin, *The World was Going Our Way*, Chapters 2-3, 7, 8 (through p. 151), 9, 12 (through p. 230), 14-15 (through p. 275), 16 (through p. 299), 17 (through 318), 20 (through p. 374), and 24 **by 02.07**; remainder of the book **by 03.06**.

Please note that certain days (01.22, 01.29, 01.31, 02.05, 01.31, 02.05, 02.14, 02.21, and 02.28) I have asked you to come prepared to discuss certain case-studies. You should read the appropriate sections from Prados, Richelson, and Andrew and Mitrokhin for these days.

01.03 Course Administration

01.08 Intelligence: What Is It and How Does it Work (in Theory)?

- Prados, Chapter 1 (Recommended)
- Hughes-Wilson, "On Intelligence" (electronic reading available via Carmen) OR Shulsky and Schmit, Chapters 2-4

01.10 Intelligence Services and Operations Prior to 1939

01.15 The Second World War and the Intelligence Revolution

- Richelson, Chapter 1 (Recommended)

01.17 The Second World War and the Intelligence Revolution (cont'd)

01.22 From Hot War to Cold: 1945-1949

- Prados, Chapters 2-3 (Recommended)
- Richelson, Chapter 2 (Recommended)

➤➤ Please come prepared to discuss U.S. and Soviet operations in China in the late-1940s.

01.24 The Cold War Intensifies, 1950-1956

- Prados, Chapters 4-5 (Recommended)
- Richelson, Chapter 3 (Recommended)

01.29 The Cold War Intensifies, 1950-1956 (cont'd)

- Prados, Chapters 6-7 (Recommended)
- Please come prepared to discuss U.S. and Soviet operations in Guatemala in the 1950s.

01.31 Global Conflict, 1957-1963

- Prados, Chapters 8-11 (Recommended)
- Richelson, Chapter 4 (Recommended)
- Please come prepared to discuss U.S. and Soviet operations in Congo (1960-1963)

02.05 Global Conflict, 1957-1963 (cont'd)

- Prados, Chapters 11-14 (Recommended)
- Richelson, Chapters 5-6 (events through 1963) (Recommended)
- Please come prepared to discuss U.S. and Soviet operations in Cuba through the Cuban Missile Crisis (1962).

02.07 Early Cold War Counterintelligence

- Le Carre, *Tinker, Tailor, Soldier, Spy* (all)

*** * MIDTERM DUE 02.07 AT THE BEGINNING OF CLASS * ***

02.12 Recovering from Cuba, 1963-1968

- Prados, Chapters 15-16 (Recommended)

02.14 Western Failures? Vietnam and Yom Kippur

- Richelson, Chapter 6 (events after 1963) (Recommended)
- Allen, *None So Blind* (all) -OR- Bar-Joseph, *The Watchman Fell Asleep*
- Please come prepared to discuss U.S. and Soviet operations in Asia (specifically Vietnam) and the Middle East (particularly leading up to and during the Yom Kippur War).

02.19 Intelligence in an Era of Suspicion and Hostility: The 1970s

- Prados, Chapters 17-19 (Recommended)
- Richelson, Chapters 6-7

02.21 The CIA Resurgent: The 1980s

- Prados, Chapters 20-22 (Recommended)
- Richelson, Chapter 8-11 (Recommended)

02.21 The CIA Resurgent: The 1980s (continued)

- Please come prepared to discuss U.S. and Soviet operations in Central and South America in the 1970s and 1980s.

02.26 The Road to 9/11, Part I

- Coll, *Ghost Wars* (first half)
- Prados, Chapters 23-24 (Recommended)
- Richelson, Chapters 12-14 (Recommended)

02.28 The Road to 9/11, Part II

- Coll, *Ghost Wars* (second half)
- Prados, Chapter 25 (Recommended)

- Please come prepared to discuss Soviet operations in Afghanistan.

03.04 Intelligence in the 21st Century: Some Observations about the Challenges Ahead

- Richelson, Epilogue

**** RESEARCH PAPERS DUE 03.04 AT THE BEGINNING OF CLASS ****

03.06 Catch-Up Day

03.11 Final Exam

**** FINAL EXAM DUE IN-CLASS DURING THE REGULARLY-SCHEDULED EXAM PERIOD ****