

## REE 335 36, GOV 324E & EUS 348 19

### Intelligence and Espionage in the Eastern Block

Instructor: Dr. Kiril Avramov, DSES

Class meets: TTH, 11:00 am – 12:30 pm, BUR 136

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Instructor's office phone: 512-475-6145

Instructor's Office: Department of Slavic & Eurasian Studies, Burdine Hall, Office # 578

Instructor's Office Hours: Mondays 1:00 - 2:30 pm or by appointment.

Teaching Assistants:

- Polina Washington
- TA's email: [polinawashington@utexas.edu](mailto:polinawashington@utexas.edu)
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Courses' unique numbers: REE 335 36 – 42445, GOV 324E – 37244, EUS 384 19 - 35550

Course Description:

This course is designed to introduce and examine the specific national approaches to foreign and domestic intelligence and espionage of former Communist bloc countries from the early 20<sup>th</sup> century to the collapse of communism in Eastern Europe. Through the lenses of traditional international relations (IR) and emerging intelligence studies theories, the course aims to examine 1) the origins and evolution of foreign and domestic intelligence apparatus in the Soviet Union and its satellite countries 2) structure and functionality within the broad framework of totalitarian states and their specific role in conducting political warfare abroad, ensuring regimes' stability and suppressing dissent at home, 3) input and impact on political decision-making, 4) tasking, specialization and cooperation in terms of covert action within the framework of the Eastern bloc, and 5) totalitarian intelligence apparatus' post-communist legacies. In addition, the course will address the questions related to the role of East European totalitarian intelligence services in the processes of information flow control, cultural production regulation, and contributions to popular imaginations of the internal and external regime "enemies." To achieve its goals, the course will employ traditional IR theory approaches to analyze the role and function of intelligence and introduce key debates within the realm of intelligence studies focusing on the specifics of intelligence structures and their activities in non-democratic societies. Subsequently, the course will utilize Soviet, Bulgarian,

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Czechoslovakian, Hungarian, Polish, Romanian, and East German cases as illustrative historical examples based on primary and secondary sources, including, but not limited to, internal and external archival collections of declassified documents, collected histories, personal memoirs, fiction, and films. These cases will be examined to allow for a closer exploration and evaluation of the specific impacts of totalitarian intelligence structures and their activities on social life and external relations of former Eastern European communist states.

## Learning outcomes:

- Understanding the process of origination and evolution of totalitarian intelligence services in the former Eastern Bloc.
- Understanding the rationale behind operational tasking, structure, and functionality within the broader framework of the Cold War.
- Differentiating the specific national approaches to covert action abroad and
- Comprehend the methods and the impact intelligence services had on social control within totalitarian “closed” societies.

## Target audience:

Students interested in intelligence studies, international relations, diplomacy, and area Russia, Central and Eastern Europe studies specialists.

## Flags: Global Cultures

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should, therefore, expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

## Attendance:

Regular attendance in this class is required. Make-up work will be allowed in exceptional cases, such as during documented medical leave, religious holidays, military service, or family emergencies. It is required to notify me in writing as soon as possible so I can arrange the make-up work. You are allowed to miss up to three (3) undocumented absences without attendance repercussions. Each further undocumented absence will lower your course grade by one point (after the third absence,

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100 -1.0 = maximum grade of 99, etc.). Students who arrive over 15 minutes late without a valid excuse will not receive credit for attending.

## Reading load:

Participants in the course are expected to read 75 to 120 pages per week. Students are expected to budget their time accordingly and complete all required reading selections before the class for which they have been assigned.

## Evaluation:

The basis for evaluation and grading will consist of:

- 7 Packback discussion questions worth 63 % of the final grade ( $7 \times 9\%$ ).
- 2 online tests worth 22 % of the final grade ( $2 \times 11\%$ ).
- 1 final online test worth 15 % of the final grade.

## Late submission grading:

Each late submission will be subject to a 4 % reduction per day and will only be accepted within a three-business day window at the latest. Extensions beyond three business days will only be granted in extenuating circumstances. In such cases, please get in touch with the instructor. Please note that this rule applies to all components of the overall grade, namely Packback discussion entries and tests.

## Grading Scale

Grading will be done in points (0-100 points)

<b>A</b>	100	to 94	<b>C</b>	< 77	to 74
<b>A-</b>	< 94	to 90	<b>C -</b>	< 74	to 70
<b>B+</b>	< 90	to 87	<b>D +</b>	< 70	to 67
<b>B</b>	< 87	to 84	<b>D</b>	< 67	to 64
<b>B -</b>	< 84	to 80	<b>D -</b>	< 64	to 61
<b>C +</b>	< 80	to 77	<b>F</b>	< 61	to 0

### General directions for the Packback Discussion:

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications. For a brief introduction to Packback Questions and why we are using it in class, watch this [video](#).

### Packback Requirements:

Your participation in Packback will count toward 63 % of your overall course grade, and you will begin with your first entries on September 3<sup>rd</sup>, 2024. There will be a biweekly submission deadline on Mondays at 11:59 PM CST. Please see Packback for details on the discussion topics and the full schedule. To receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question on required dates (see Class schedule) with a minimum Curiosity Score

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of 60, worth 40 pts of each assignment grade.

- 2 Responses per required deadline (see Class schedule) with a minimum Curiosity Score of 60, worth 30 pts of each assignment grade.

[7 Packback Q&A assignments will be administrated during the semester:](#)

## Purpose:

This course will employ a Packback community to encourage student discussion, inquiry, and a deep dive into relevant topics to the course. Through biweekly question-and-answer sessions, you will be prompted to think critically about various topic areas and their application to the field of IR, area studies, and intelligence studies while helping your classmates answer questions about course concepts. This will allow you to learn through inquiry-driven discussion.

[More information on Packback can be found at this link.](#)

## Biweekly, you will be asked to:

Respond to one question about the course material that meets the community's minimum Curiosity Score of 60 points (rated based on Presentation, Credibility, and Effort). Answer two classmate questions about the course material in a response post that meets the community's minimum Curiosity Score of 30 points (rated based on Presentation, Credibility, and Effort).

## Criteria:

Points will be assigned on a purely binary basis; questions and answers that meet the Curiosity Score minimums (60 points for questions, 30 points for answers) will receive full credit regardless of content. However, you should be aware that the community is moderated, and posts will be removed if they are not on-topic with the course material or substantially replicate a previous response by another student. You will receive zero credit if your post is removed, either for being off-topic or for any other reason (e.g., if it is flagged for plagiarism, disrespectfulness towards others, etc.). Still, you can edit and repost for a chance at credit.

## General description:

When answering concrete questions, the responses should reflect students' ideas, reflections, and reactions to the prescribed texts and follow proper academic referencing. The references should follow APA style, and the sources should be referenced as footnotes in the general text. The responses aim to allow the students to share their reflections, ideas, and critiques of the respective weekly reading assignments.

## How to Register on Packback:

An email invitation will be sent to you from [help@packback.co](mailto:help@packback.co), prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to <https://app.packback.co> and clicking "Sign up for an Account."   
Note: If you already have an account on Packback, you can log in with your credentials.
2. Then, enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.  
**Community Lookup Key: MN2-L5Q-0XCO**
3. Follow the instructions on your screen to finish your registration.

## How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at [help.packback.co](https://help.packback.co). If you need more help, contact their customer support team directly at [help@packback.co](mailto:help@packback.co). For a brief introduction to Packback Questions and why we are using it in class, watch this video: [vimeo.com/packback/Welcome-to-Packback-Questions](https://vimeo.com/packback/Welcome-to-Packback-Questions).

## Online tests:

Online tests on Canvas will survey your familiarity with the ideas and concepts presented in the lectures and the mandatory assigned readings. The online tests will be administered during the corresponding scheduled class sessions and must be taken virtually but [within the assigned time window](#). Please note that these tests, namely two standard and a final test, are worth 22 % of the overall grade, each worth 11 % of the overall grade, and the final one worth 15%.

## Required core texts:

Please note that all the texts and readings that include entire chapters and individual research articles are included in the syllabus, and the schedule will be provided digitally via Canvas, as we will use only a specific section of them. [Please do not distribute or transmit any of them outside the course.](#) The required core texts that we will use segments of include:

- Andrew, C. (2000). *The Sword and the Shield: The Mitrokhin Archive and the Secret History of the KGB*. Hachette UK.
- Bittman, L. (1972). *The deception game: Czechoslovak intelligence in Soviet political warfare*. Syracuse University Press.
- Fedor, J. (2013). *Russia and the cult of state security: the Chekist tradition, from Lenin to Putin*. Routledge.
- McCauley, K. N. (2016). *Russian influence campaigns against the West: From the Cold War to Putin*. CreateSpace Independent Publishing Platform.
- McKnight, D. (2012). *Espionage and the Roots of the Cold War: The Conspiratorial Heritage*. Routledge.
- Persak, K. (2005). *A handbook of the communist security apparatus in East Central Europe, 1944-1989*. Inst. of nat. Remembrance.
- Phythian, M., Gill, P., & Marrin, S. (Eds.). (2008). *Intelligence Theory: key questions and debates*. Routledge.

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- Sims, J. E. (2022). *Decision Advantage: Intelligence in International Politics from the Spanish Armada to Cyberwar*. Oxford University Press.

## Required films:

- Bridge of Spies - <https://www.imdb.com/title/tt3682448/>
- Breach - <https://www.imdb.com/title/tt0401997/>
- The Lives of Others - <https://www.imdb.com/title/tt0405094/>
- Tinker Tailor Soldier Spy - [https://www.imdb.com/title/tt1340800/?ref\\_=ttls\\_li\\_tt](https://www.imdb.com/title/tt1340800/?ref_=ttls_li_tt)

## Reference core text for visual and other materials containing specific terminology (optional):

- Mitrokhin, V. (2013). *KGB Lexicon: The Soviet Intelligence Officers Handbook*. Routledge.

## Additional topical literature related to the themes of this course (optional):

- Adelman, J. R., & Bacon, W. (2019). *Terror and Communist politics: the role of the secret police in Communist states*. Routledge
- Andrew, C. (2018). The secret world. In *The Secret World*. Yale University Press.
- Andrew, C., & Mitrokhin, V. (2015). *The Mitrokhin archive: the KGB in Europe and the West*. Penguin UK.
- Bittman, L. (1985). *The KGB and Soviet disinformation: an insider's view*. Washington: Pergamon-Brassey's.
- Bruce, G. (2010). *The firm: The inside story of the Stasi*. Oxford University Press.
- Deletant, D. (2016). *Ceausescu and the Securitate: Coercion and Dissent in Romania, 1965-1989: Coercion and Dissent in Romania, 1965-1989*. Routledge.
- Gieseke, J. (2014). *The History of the Stasi: East Germany's Secret Police, 1945-1990*. Berghahn Books.

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- Glajar, V., Lewis, A., & Petrescu, C. L. (Eds.). (2016). *Secret Police Files from the Eastern Bloc: Between Surveillance and Life Writing* (Vol. 176). Boydell & Brewer.
- Kalugin, O. (2009). *Spymaster: My Thirty-Two Years in Intelligence and Espionage against the West*. Basic Books.
- Locke, C. (2016). *Handbook of European intelligence cultures*. Rowman & Littlefield.
- Richelson, J. T. (1997). *A century of spies: Intelligence in the twentieth century*. Oxford University Press.
- Rid, T. (2020). *Active measures: The secret history of disinformation and political warfare*. Farrar, Straus and Giroux.

## Trigger warning & Chicago Statement:

This course and the materials it uses (textual and visual) may be disturbing or upsetting. In this regard, you would be asked to review the syllabus and course framework and decide if the subject of the "Intelligence and Espionage in the Eastern Block" course is one you would like to study and learn about in a class that upholds the Chicago Statement.

## Chicago Statement

The course's content (readings, lectures, videos) is covered under the University of Texas at Austin's commitment to free speech and academic freedom as embodied in the Chicago Statement. One relevant excerpt of the statement reads:

"Because the University is committed to free and open inquiry in all matters, it guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn... it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive... concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community."

Each student must review the syllabus and course framework and decide if "*Intelligence and Espionage in the Eastern Block*" is a subject they would like to study and learn about in a class that

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upholds the Chicago Statement. Upon reviewing the syllabus, each student should indicate their consent to the Chicago Statement in the “Quizzes” section in Canvas before attending the second class meeting of this semester.

## In-class participation:

The class is lecture-style, but I ask for student participation and feedback multiple times during each session. Participation is critical in establishing in-class dynamics and gauging feedback regarding the perception of the material presented. Thus, active participation, rather than just voicing the correct answer, is very important for our progress.

## Class and Online Discussion:

I encourage a classroom atmosphere where everyone is treated respectfully, but this does not preclude disagreement. Classroom and online discussion of the material is an integral part of the learning process. You must feel safe and relaxed so that you can speak up in front of the class without undue anxiety, even if you are uncertain of how your contribution will be received. Please feel free to contact me if anything in the classroom prevents you from speaking in class.

## Sharing of Course Materials is Prohibited:

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am aware of the sites used for sharing materials, and any materials found online that are associated with you or any suspected unauthorized sharing of materials will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

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## Class Recordings:

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

## Attendance Policy & COVID-19 accommodations:

The attendance policy for this course remains consistent with UT's standard policy: Courses that meet 3x per week allow 3 unexcused absences per semester; courses that meet 2x a week allow 2 unexcused absences per semester; etc. However, the circumstances of the COVID-19 pandemic necessitate that students hold themselves to that standard as far as possible. It is an honor system. For further information on health-related policies and accommodations, please follow:

<https://protect.utexas.edu/>

## Zoom Etiquette:

(Applicable to the Zoom online sessions if such happen to occur)

To make this a viable learning environment, we ask you to abide by the following guidelines:

- Find a quiet space where you would not be disturbed during the Zoom session.
- Conduct yourself as you would in a face-to-face meeting.
- Clothing is not optional! Dress comfortably, but remember that you are in a public setting.
- Have your video on (unless you are experiencing technical difficulties; contact us if those persist).
- Mute your microphone when you're not speaking. This will help limit background noise. You can temporarily unmute by holding down the spacebar while you speak.
- When you wish to speak, raise your hand or post a hand icon in Zoom.
- To ensure optimal connectivity, close all other windows/applications on your device.
- We highly encourage you to take notes on paper, not on your device. Apart from keeping your

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screen less cluttered, taking notes by hand has been proven to be a much more effective way to learn during lectures.

- To hear and be heard better, consider using a headset with an external microphone.
- Be aware that you are on camera, and avoid doing other tasks during the class meeting (checking email, updating social networks, checking your phone, etc.)

## Questions? Comments? Concerns?

I highly value your feedback. If you enjoy your class, please let me know. Please let me know if there are aspects of the class that you find difficult or challenging. If you do not feel comfortable with it, please inform me too.

## Additional course offerings from the Department of Slavic and Eurasian Studies:

- If you would like information about majoring or minoring in Slavic Studies, contact Dr. Nicola Rajic, Undergraduate Advisor for DSES email: [nrt@austin.utexas.edu](mailto:nrt@austin.utexas.edu)
- or visit the department's webpage <https://liberalarts.utexas.edu/slavic/>

## Use of e-mail for official correspondence to students:

All students should become familiar with the University's official e-mail student notification policy. Students are responsible for informing the University about changes in their email addresses. Students are expected to check email frequently and regularly to stay current with university-related communications, recognizing that certain communications may be time-critical. Email should be checked daily, but at least twice weekly.

The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>. The class will use its Canvas site, accessible to each of you at <https://canvas.utexas.edu/> or through your UT Direct account. E-mail reminders

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and updates will be sent through Canvas. The instructor answers university email during business hours (M-F 8 am-5 pm). Do not expect a response after hours, immediately before class time, or on weekends. I do check my email after hours, but much more infrequently.

## Documented disability statement:

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are only required to provide accommodations with an official accommodation letter from SSD. Details of a student's disability are confidential. Faculty do not ask questions related to a student's condition or diagnosis when receiving an official accommodation letter.

- Please notify us as quickly as possible if the material presented in class is inaccessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify us as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information:

[http://www.utexas.edu/diversity/ddce/ssd/for\\_cstudents.php](http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php)

## Behavior concerns advice line (BCAL):

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss your concerns about another individual's behavior by phone. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

## Harassment Reporting Requirements:

Senate Bill 212 (SB 212), which goes into effect as of January 1, 2020, is a Texas State Law that requires all employees (both faculty and staff) at a public or private postsecondary institution to promptly report any knowledge of any incidents of sexual assault, sexual harassment, dating violence, or stalking "committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident." Please note that both the instructor and the TA for this class are mandatory reporters and MUST share with the Title IX office any information about sexual harassment/assault shared with us by a student, whether in-person or as part of a journal or other class assignment. Note that a report to the Title IX office does not obligate a victim to take any action. Still, this type of information CANNOT be kept strictly confidential except when shared with designated confidential employees. A confidential employee is someone a student can go to and talk about a Title IX matter without triggering that employee to have to report the situation to have it automatically investigated. A list of confidential employees is available on the Title IX website.

## Emergency evacuation policy:

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless instructed to do so by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**University of Texas Honor Code**

**The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.**

1. Each student in this course is expected to abide by the University of Texas Honor Code. Any work submitted by a student in this course for academic credit will be the student's own work unless the instructor explicitly allows collaboration.
2. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students.
3. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.
4. During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam and may lead to failure of the course and University disciplinary action.

**Class Schedule**

Week	Lecture topic	Required Reading	Additional reading	Date	Discussions/ tests
1	<b>Introduction to the course</b>	Distribution of syllabus, discussion about the aims and the rules of the course		August 27 <sup>th</sup>	
1	<b>Summarizing Arguments or The Art of Writing / Packback - workshop</b>	Packback platform		August 29 <sup>th</sup>	
2	<b>Theory, approaches, and instrumentation – the IR Realism perspective</b>	Phythian, M. (2008). Intelligence theory and theories of international relations: Shared world or separate worlds? In Intelligence theory (pp. 68-86). Routledge.  Sims, J. E. (2022). Decision Advantage: Intelligence in International Politics from the Spanish Armada to Cyberwar. Oxford University Press. pp. 1-23	Sims, J. E. (2022). Decision Advantage: Intelligence in International Politics from the Spanish Armada to Cyberwar. Oxford University Press. pp. 405-440.	September 3 <sup>rd</sup>	<b>1<sup>st</sup> Packback Discussion</b> (Open from September 3 <sup>rd</sup> to September 16 <sup>th</sup> )
2	<b>Theory, approaches, and instrumentation – the Intelligence theory perspective</b>	Sims, J. (2013). The theory and philosophy of intelligence. In Routledge companion to intelligence studies (pp. 60-67). Routledge.  Davies, P. H. (2008). Theory and intelligence reconsidered. In Intelligence Theory (pp. 200-221). Routledge.	Scott, L., & Jackson, P. (2004). The study of intelligence in theory and practice. <i>Intelligence &amp; National Security</i> , 19(2), 139-169.	September 5 <sup>th</sup>	
3	<b>Tentative: Central Intelligence Agency (CIA) Guest class visit</b>			September 10 <sup>th</sup>	
3	<b>The intelligence process and purpose in totalitarian states – confronting the “enemy” at home and abroad</b>	Pucci, M. (2020). Security Empire. Yale University Press., pp. 1-23.  Andrew, C. (2000). The Sword and the Shield: The Mitrokhin Archive and the Secret History of the KGB. Hachette UK. pp.68-88	Pucci, M. (2020). Security Empire. Yale University Press., pp. 29-150	September 12 <sup>th</sup>	
4	<b>Why people spy? - HUMINT and driving motivations</b>	Burkett, R. (2013). An alternative framework for agent recruitment: from MICE to RASCLS. <i>Studies in Intelligence</i> , 57(1), 7-17.  Scott, L. (2013). Human intelligence. In Routledge	Taylor, S. A., & Snow, D. (1997). Cold war spies: Why they spied and how they got caught. <i>Intelligence and National Security</i> , 12(2), 101-125.	September 17 <sup>th</sup>	<b>2<sup>nd</sup> Packback Discussion</b> (Open from September 17 <sup>th</sup> to September 30 <sup>th</sup> )

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		Companion to Intelligence Studies (pp. 96-104). Routledge.		
4	<b>Political Warfare in Historic context – dealing with the Main Enemy</b>	Lillbacka, R. (2017). The social context as a predictor of ideological motives for espionage. International Journal of Intelligence and Counterintelligence, 30(1), 117-146.		
5	<b>Origins and Genesis: From Cheka and OGPU to KGB</b>	McKnight, D. (2012). Espionage and the Roots of the Cold War: the conspiratorial heritage. Routledge. pp. 1-72	McKnight, D. (2012). Espionage and the Roots of the Cold War: the conspiratorial heritage. Routledge. pp. 127-200	September 19 <sup>th</sup>
5	<b>Espionage in Focus: The Great Illegals</b>	Andrew, C. (2000). The Sword and the Shield: The Mitrokhin Archive and the Secret History of the KGB. Hachette UK. pp. 1-23 and pp. 137-161	Andrew, C. (2000). The Sword and the Shield: The Mitrokhin Archive and the Secret History of the KGB. Hachette UK. pp. 137-161	September 24 <sup>th</sup>
6	<b>Active Measures and Theory of Reflexive Control: Unique Non-Western Contribution to Modern Warfare</b>	Andrew, C. (2000). The Sword and the Shield: The Mitrokhin Archive and the Secret History of the KGB. Hachette UK. pp. 162-223	Fedor, J. (2013). Russia and the cult of state security: the Chekist tradition, from Lenin to Putin. Routledge. pp. 9-86	September 26 <sup>th</sup>
6	<b>Ideological subversion in Focus: The Deception Game</b>	Chapter 1 and 2 from McCauley, K.'s "Russian Influence Campaigns Against the West", pp. 1-61.	Thomas, T. (2004). Russia's reflexive control theory and the military. Journal of Slavic Military Studies, 17(2), 237-256.  Andrew, C. (2000). The Sword and the Shield: The Mitrokhin Archive and the Secret History of the KGB. Hachette UK. pp. 224-275	October 1 <sup>st</sup>
				<b>3<sup>rd</sup> Packback Discussion</b> (Open from October 1 <sup>st</sup> to October 14 <sup>th</sup> )
				<b>Watch movie “Breach”:</b> (Due October 9 <sup>th</sup> )  “Breach” - <a href="https://www.imdb.com/title/tt3682448/">https://www.imdb.com/title/tt3682448/</a>

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				<a href="https://www.imdb.com/title/tt0401997/">b.com/title/tt0401997/</a>	
7	<b>Primers in Dezinformatsiya and collaboration: Operations Neptune and INFESTATION</b>	Boghardt, T. (2009). Soviet Bloc Intelligence and Its AIDS Disinformation Campaign. <i>Studies in intelligence</i> , 53(4), 1-24.  Bittman, L. (1972). The deception game: Czechoslovak intelligence in soviet political warfare. Syracuse University Press. pp. 39-78	Geissler, E., & Sprinkle, R. H. (2013). Disinformation squared: Was the HIV-from-Fort-Detrick myth a Stasi success? <i>Politics &amp; Life Sciences</i> , 32(2), 2-99.	October 8 <sup>th</sup>	
7	<b>In Focus: “Special Tasks”, political assassinations, as a foreign policy tool</b>	Nehring, C. (2017). Umbrella or pen? The murder of Georgi Markov. New facts and old questions. <i>Journal of Intelligence History</i> , 16(1), 47-58.	Nehring, C. (2021). Active and Sharp Measures: Cooperation between the Soviet KGB and Bulgarian State Security. <i>Journal of Cold War Studies</i> , 23(4), 3-33.	October 10 <sup>th</sup>	
8	<b>Fictional representation – film</b>	“Bridge of Spies” - <a href="https://www.imdb.com/title/tt3682448/">https://www.imdb.com/title/tt3682448/</a> “Breach” - <a href="https://www.imdb.com/title/tt0401997/">https://www.imdb.com/title/tt0401997/</a>		October 15 <sup>th</sup>	<b>4<sup>th</sup> Packback Discussion</b> (Open from October 15 <sup>th</sup> to October 28 <sup>th</sup> )
8	<b>In Focus – The “Export of Worldwide Revolution”: in support of “national-liberation movements”</b>	Richterova, D. (2018). Terrorists and Revolutionaries: The Achilles Heel of Communist Surveillance. <i>Surveillance &amp; Society</i> , 16(3), 277-297.  Telepneva, N. (2020). ‘Code Name SEKRETÁŘ’: Amílcar Cabral, Czechoslovakia and the Role of Human Intelligence during the Cold War. <i>The International History Review</i> , 42(6), 1257-1273.	Richterova, D., Pešta, M., & Telepneva, N. (2021). Banking on Military Assistance: Czechoslovakia’s Struggle for Influence and Profit in the Third World 1955–1968. <i>The International History Review</i> , 43(1), 90-108.	October 17 <sup>th</sup>	
9	<b>Online test</b>			October 22 <sup>nd</sup>	
9	<b>The GDR’s “Firm” – origins and operations</b>	Persak, K. (2005). A handbook of the communist security apparatus in East Central Europe, 1944-1989. Inst. of nat. remembrance. pp. 163-220	Gieseke, Jens. <i>The History of the Stasi: East Germany's Secret Police, 1945-1990</i> . Berghahn Books, 2014. pp. 1-47	October 24 <sup>th</sup>	<b>Watch movie:</b> “The Lives of Others” - <a href="https://www.imdb.com/title/tt0405094/">https://www.imdb.com/title/tt0405094/</a> (Due: October 28 <sup>th</sup> )
10	<b>Fictional representation – film</b>			October 29 <sup>th</sup>	<b>5<sup>th</sup> Packback Discussion</b>

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		Tentative Guest Speaker: <a href="#">Prof. Stephen Slick</a> , Director of UT's Intelligence Studies Project  “The Lives of Others” - <a href="https://www.imdb.com/title/tt0405094/">https://www.imdb.com/title/tt0405094/</a>		(Open from October 29 <sup>th</sup> to November 11 <sup>th</sup> )
10	<b>In Focus: Spymasters - The Man Without a Face</b>	Campbell, K. J. (2011). Markus Wolf: One of History's Most Effective Intelligence Chiefs. American Intelligence Journal, 29(1), 148-157.	Hiller, J. (2012). Shaken, not Stirred: Markus Wolf's Involvement in the Guillaume Affair and the Evolution of Foreign Espionage in the Former DDR. Voces Novae, 4(1), 6.  Documentary: “Markus Wolfs Remarkable Rise” <a href="https://archive.org/details/der-mann-ohne-gesicht-teil-1-markus-wolfs-steiler-aufstieg-doku-2-teiler-1998abc">https://archive.org/details/der-mann-ohne-gesicht-teil-1-markus-wolfs-steiler-aufstieg-doku-2-teiler-1998abc</a>	October 31 <sup>st</sup>
11	<b>StB and the Czechoslovak espionage in the “Third World”</b>	Koura, J. (2021). A prominent spy: Mehdi Ben Barka, Czechoslovak intelligence, and Eastern Bloc Espionage in the Third World during the Cold War. Intelligence and National Security, 36(3), 318-339.  Richterova, D. (2018). The anxious host: Czechoslovakia and Carlos the Jackal 1978–1986. The International History Review, 40(1), 108-132.	Chapter on Czechoslovakia in Persak, K. (2005). A handbook of the communist security apparatus in East Central Europe, 1944-1989. Inst. of nat. remembrance. pp.87-162	November 5 <sup>th</sup>
11	<b>Darzhavna Sigurnost (DS)– The Loyal Servant of the Bulgarian Communist Party</b>	Chapter on Bulgaria in Persak, K. (2005). A handbook of the communist security apparatus in East Central Europe, 1944-1989. Inst. of nat. remembrance. pp.37-86	Nehring, C. (2022). Files, Agents, “Deep State,” and Russian Influence: The Legacy of the Communist State Security Service in Bulgaria. International Journal of Intelligence and Counterintelligence, 35(2), 318-338.	November 7 <sup>th</sup>
12	<b>In Focus: A Soviet Satellite Nation’s intelligence services’ approach to covert action</b>	Avramov, K. (2024) Imitation, Specialization and Attempts at Innovation: Bulgarian State Security’s approaches to covert action.	Nehring, C. (2021). Active and Sharp Measures: Cooperation between the Soviet KGB and	November 12 <sup>th</sup> <b>6<sup>th</sup> Packback Discussion</b> (Open from November 12th to November 25 <sup>th</sup> )

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	Petrov, V. (2017). The Porous Curtain: Bulgarian Scientific-Technical Intelligence, Electronics, and Technological Transfer Between East and West.	Bulgarian State Security. Journal of Cold War Studies, 23(4), 3-33.		
12	<b>AVH &amp; AVO – Suppressing Dissent the Hungarian Way</b>	Vali, F. (2019). Hungarian Secret Police: The Early Years. In <i>Terror and Communist Politics</i> (pp. 175-193). Routledge.	Szabó, M. (2004). Intelligence Against Dissidents: The Kádár-Regime, Control of Dissenting Intellectuals, and the Emerging Civil Society in Hungary after 1956. <i>Journal of Intelligence History</i> , 4(1), 75-105.	November 14 <sup>th</sup>  <b>Watch movie:</b> “Tinker Tailor Soldier Spy”, <a href="https://www.imdb.com/title/tt1340800/?ref_=ttls_li_tt">https://www.imdb.com/title/tt1340800/?ref_=ttls_li_tt</a> (Due: November 20 <sup>th</sup> )
13	<b>Terror and Fear – The Reign of Romanian Securitate</b>	Chapter on Romania in Persak, K. (2005). A handbook of the communist security apparatus in East Central Europe, 1944-1989. Inst. of nat. remembrance. Pp.285-328	Deletant, D. (1994). The Securitate and the police state in Romania, 1964–89. <i>Intelligence and National Security</i> , 9(1), 22-49.	November 19 <sup>th</sup>
13	<b>Online test</b>			November 21 <sup>st</sup>
	<b>Fall Break / Thanksgiving</b>			November 25-30  <b>7<sup>th</sup> Packback Discussion</b> (Open from November 26 <sup>th</sup> to December 9 <sup>th</sup> )
14	<b>New perspectives on the Cold War and Beyond: Course overview</b>	Garthoff, R. L. (2004). Foreign intelligence and the historiography of the Cold War. <i>Journal of Cold War Studies</i> , 6(2), 21-56.	Richelson, J. T. (1997). A century of spies: Intelligence in the twentieth century. Oxford University Press. pp. 244-359	December 3 <sup>rd</sup>
14	<b>Final Test</b>			December 5 <sup>th</sup>