

HIST 498/670/870 Cold War Surveillance: United States and Eastern Europe

Semester: Fall 2009

Instructor: Elena Razlogova

Classroom: LB 1014

Time: Tue. 6-8:30 pm *Course website:* <http://digitalhistory.concordia.ca/courses/surveillance>

Office Hours: Tue 2-4 pm and by appt.

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Course Overview

This course will examine political, cultural, and ethical aspects of surveillance and informing in the United States and Eastern Europe during the Cold War. We will discuss surveillance studies theory and comparative history of surveillance in Western liberal democracies and Soviet authoritarian states. Primary and secondary readings will focus on topics such as surveillance technologies, national security state, spying, the ethics of informing, and the cultural experience of being an object of surveillance. We will analyze McCarthyism and the COINTELPRO program, as well as the Stasi techniques and Soviet intelligence. Requirements will include written responses to readings, a book review, and several assignments leading to a final research or historiographic paper.

In this seminar, students are expected to read a good deal each week and the weekly class sessions will consist of discussion of those readings.

Required Texts

Ellen Schrecker, *Many Are the Crimes: McCarthyism in America*.

David Cunningham, *There's Something Happening Here: The New Left, the Klan, and FBI Counterintelligence*.

Bernard Gordon, *The Gordon File: A Screenwriter Recalls Twenty Years of FBI Surveillance*.

Timothy Garton Ash, *The File: A Personal History*.

Articles available online

Assignments and Grading

Attendance is compulsory, and thus the participation grades of students who are absent without excuse more than once in the term will be reduced significantly.

Responses to Readings (every week, four best responses graded) – 20%

Book Review (due Oct. 27) – 15%

Research or Historiographic Paper (see assignments for due dates) – 45%

Class participation – 20%

Responses to Readings

Please use the comments feature to post your responses to weekly readings. Please compose your response in the word processor; it should be one-page long and single spaced. You should post your response at 8 am each Tue.

Book Review

You should review a book relevant to the topic of the course and relate it to materials discussed in class. Your review should be 5 pages long, typed, with standard margins, font faces, and sizes. It is due in hard copy in class on Oct. 27.

Your review should be analytical and critical, rather than descriptive. You should include descriptions and discussions from the book in the course of advancing an argument or thesis of your own. Articulate your own perspectives on the ideas expressed in the book. You will be graded on your ability to organize and support your own opinions.

Questions to consider in writing the review:

What is the book author's argument?

Does the author present sufficient evidence to support his/her argument?

Based on your knowledge of the subject matter derived from readings and other sources for this class, do you agree with the substance of the author's argument?

In what ways do you think the author might have done things differently?

For examples of book reviews that can help you in writing your own, check out *Reviews in American History* and *Journal of American History*

Research or Historiographic Paper

This is a longer essay assignment; it will be the major piece of work produced by the student in the course. In this essay, the student will focus on a particular subject related to the course; the student will meet with me early in the term to determine the subject and approach. The topic may be chosen in relation to the broad subjects of the weekly class meetings, or another subject if the student wishes and I approve, as long as it falls within the purview of the course. The essay will be written taking one of two following forms:

Focus on primary sources: the student will rely mainly on a body of primary sources to write an essay. The paper will be about 6000-7000 words (18-20 pages) for undergraduates, about 8000 words (24-25 pages) for graduate students. I will help the student determine an appropriate body of primary sources on which to focus.

Focus on historiography: the student will write a historiographic essay identifying major contributions to a particular subject and analyzing the approaches and methods the scholars in question have used, taking into particular account any theoretical perspectives that arise from the readings that we have done. The paper will be about 6000-7000 words (18-20 pages) for undergraduates, about 8000 words (24-25 pages) for graduate students. The student will determine an appropriate body of literature on which to focus using the bibliographical aids listed on the course web page and with my help.

The paper will take its shape over the course of the term, following a number of deadlines:

October 6: Paper proposal, with bibliography:

Describe, in 1-2 pages, the general problem you will investigate and the specific sources you will use, including a bibliography, formatted properly according to Chicago style.

Include a provisional title

The proposal must convince its reader that the project is both interesting and feasible

Write your proposal imagining your audience to be a fellow honours or graduate student in history, but in a different field (so does not necessarily understand the context)

Convey a clear sense that you know what to do and how to achieve it in the time available

Nov. 10: Show and Tell

Bring a key primary source for your research paper or a key book for your historiographic paper and explain how it illustrates your argument and helps you to answer your main research/historiographic question.

Late November-early December: A draft for circulation in class (no less than 10 pages), due electronically by 10 am the Sunday preceding the scheduled discussion.

Deadlines

The penalty for late papers and projects will be 5% of the grade per day. No extensions will be granted except in cases of a DOCUMENTED emergency.

Policies and Procedures

Plagiarism: Plagiarism is an affront to me and to your peers. Plagiarism is submitting work that is not your own as if it were yours. This includes copying material, even a few sentences, from published or unpublished sources, from the internet, or from another student without citing the source. It also includes presenting another person's ideas or paraphrasing the work of another person without citing the source. Plagiarism also includes handing in bought papers, papers obtained from free essay websites, or having another person write your paper for you. Anyone suspected of copying other people's work without clear acknowledgement, or of any comparable act, will be reported to the Faculty of Arts and Science for plagiarism.

Syllabus: I reserve the right to make changes to the syllabus during the year if/as necessary. Please check the online syllabus before every class.

Schedule

Sept. 8. Course Introduction

Sept. 15. Surveillance and History

David Lyon, *Surveillance Studies: An Overview* (Cambridge, UK: Polity, 2007), excerpt.

Michel Foucault, *Discipline and Punish: The Birth of the Prison*, trans. Alan Sheridan (New York: Vintage Books, 1995), excerpt.

Gilles Deleuze, "Postscript on the Societies of Control," *October* 59 (Winter 1992): 3-7. JStor

Sheila Fitzpatrick and Robert Gellately, "Introduction to the Practices of Denunciation in Modern European History," *Journal of Modern History* 68, no. 4 (December 1996): 747-767. JStor

Gerald K. Haines, "An Emerging New Field of Study: U.S. Intelligence," *Diplomatic History* 28, no. 3 (2004): 441-449. Wiley InterScience

Sept. 22. Comparisons

Michel Foucault, "Governmentality," in *The Foucault Effect: Studies in Governmentality*, ed. Graham Burchell, Colin Gordon, and Peter Miller (Chicago and London: University Of Chicago Press, 1991), 87-104.

Laura Engelstein, "Combined Underdevelopment: Discipline and the Law in Imperial and Soviet Russia," *American Historical Review* 98, no. 2 (April 1993): 338-353. JStor

Rudy Koshar, "Foucault and Social History: Comments on 'Combined Underdevelopment'," *American Historical Review* 98, no. 2 (April 1993): 354-363. JStor

Jan Goldstein, "Framing Discipline with Law: Problems and Promises of the Liberal State," *American Historical Review* 98, no. 2 (April 1993): 364-375. JStor

Laura Engelstein, "Framing Discipline with Law: Problems and Promises of the Liberal State: Reply," *American Historical Review* 98, no. 2 (April 1993): 376-381. JStor.

Peter Holquist, "'Information Is the Alpha and Omega of Our Work': Bolshevik Surveillance in Its Pan-European Perspective," *Journal of Modern History* 69, no. 3 (September 1997): 415-450. JStor.

Ann Laura Stoler, "Tense and Tender Ties: The Politics of Comparison in North American History and (Post) Colonial Studies," *Journal of American History* 88, no. 3 (December 2001): 829-865. JStor.

Sept. 29. Film: *I Was a Communist for the FBI* (1951)

Ellen Schrecker, *Many Are the Crimes: McCarthyism in America*, part 1.

Oct. 6. McCarthyism

Ellen Schrecker, *Many Are the Crimes: McCarthyism in America*, part 2.

Paper-proposal due.

Oct. 13. Spy Controversies

John Lewis Gaddis, *The Cold War a New History* (Minneapolis, MN: HighBridge Co, 2005), excerpt.

Tony Judt, "A Story Still to Be Told," *New York Review of Books*, March 23, 2006.

Nicholas Lemann, "Spy Wars," *New Yorker*, July 27, 2009.

Oct. 20. COINTELPRO

David Cunningham, *There's Something Happening Here: The New Left, the Klan, and FBI Counterintelligence*.

Oct. 27. Film: *The Lives of Others* (2006)

Timothy Garton Ash, *The File: A Personal History*.

Book Review due.

Nov. 3. Reading Files

Bernard Gordon, *The Gordon File: A Screenwriter Recalls Twenty Years of FBI Surveillance*.

We will discuss books by Bernard Gordon and Timothy Garton Ash together.

Nov. 10. Show and Tell

Bring a key primary source for your research paper or a key book for your historiographic paper and explain how it illustrates your argument and helps you to answer your main research/historiographic question.

Nov. 17. Film: *The Conversation* (1974)

Bruno Latour, *We Have Never Been Modern* (Cambridge, Mass.: Harvard University Press, 1993), excerpt.

Kristie Macrakis, *Seduced by Secrets: Inside the Stasi's Spy-Tech World* (Cambridge: Cambridge University Press, 2008), excerpt.

Nov. 24. Discussion of Drafts

Dec 1. Discussion of Drafts

Dec. 8. Term Paper Due