

HIST 4414F: Secrets, Spies and Surveillance in Modern British History

Huron University College 2018

Course Instructor: Dr. Tim Compeau

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Office A2B

Office hours: Mondays 2:30-4:30, Thursday 11:30-12:30

Class meets: Friday 11:30-2:30

Room: V207

Prerequisite(s): 2.0 courses in History at the 2200 level or above, or permission of the department.

Introduction

(Original Syllabus by Professor Amy Bell)

This half-year course will examine the constellation of forces behind Britain's 'culture of secrecy'. Beginning with the 1911 Official Secrets Act, the media blackout of the Abdication Crisis of 1936, and the foundation of social research organization Mass-Observation in 1937, we will examine how official and private secrecy was defined, enacted and contradicted. The course will then examine secret Britain during the Second World War, including the creation of a subterranean London, the investigation of homicides in London, the exponential growth of MI5 and MI6 and the recruiting of the ring of Soviet Spies known as the Cambridge Five. The course will end with a discussion of how state-controlled electric monitoring through CCTV and anti-terrorism laws such as the Crime and Security Act 2001 and the Prevention of Terrorism Act 2005 have affected the balance between the public need for security and private liberties.

Learning Objectives

By the end of the course, you should be able to:

1. Understand the broad sweep of modern British social and political history as it relates to secrecy;
2. Assess and articulate the historiographical debates concerning secrecy, lies, omissions and controlled information;

3. Understand about the effect of secrecy on the creation and meaning of historical knowledge in political, social and intellectual context;

4. Relate class material to current cultural and political debates on secrecy, state surveillance and spying.

Students will also set their own learning objectives according to their engagement with the class, their individual interests, their learning styles, and their ideological approach to the material.

Course Requirements

Participation 30%

Seminar Presentation 10%

Book Review 20% **(Due Oct. 5)**

Essay Proposal and Bibliography 10% **(Due Oct. 26)**

Research Paper 30% **(Due Dec. 7)**

Required Texts:

Rory Cormac, *Disrupt and Deny: Spies, Special Forces, and the Secret Pursuit of British Foreign Policy*. Oxford: Oxford University Press, 2018. (Available in electronic or print form).

All other readings can be found through OWL.

Participation

Because this is a seminar class, your participation is required. Participation grades are based on the cumulative evidence that you have thought critically about the reading, and are engaged in the work of voicing your views and listening to others. Components of participation grade will include: defining students' own learning objectives, taking notes of class discussions to post on OWL, written assessments of the readings, engaging with other students' seminar presentations and general participation in class discussion.

Seminar Presentation

Your oral presentation should last approximately forty-five minutes and consist of additional primary and secondary research that relates to the topic or your chosen research topic, preferably using it as a basis for student discussion. Students will also have five questions for class discussion that link their presentation to the readings and to wider course themes and historiographical investigations.

Students **MUST** contact the professor (and the other presenter if any) the week before with an outline of the questions and details of the background to ensure there is no overlap.

Students will be assessed on the quality of the presentation, background research, the questions and their ability to generate discussion among their peers.

Book Review

Students will choose from a list of scholarly monographs (or choose their own with the instructor's approval) and write a concise 7 to 9 page review. Reviews must evaluate the main argument, the historian's evidence and use of sources, discuss strengths and shortcomings of the work, and place the monograph within the wider historiography of the subject. A handout and further instruction will be provided in class.

Research Paper

Students will choose their own research topic on any aspect of modern British history related to course themes. Possible topics include: spies, spy rings such as the Cambridge Five, double agents and defectors such as Kim Philby, code-breaking, wartime spies and SOE, the Official Secrets Act 1911-1989, classified ads, abortion prior to 1967, birth control prior to the 1960s, asylums for the mentally ill, homes for unwed mothers, adoption, secrets and family history, secrecy and oral history, illegal migrants, controversies surrounding spy memoirs such as *Spycatcher* (1987), Irish terrorism in England, the 'Ghost Squad' of the London Metropolitan Police 1946-9, Security Service (MI5) or Secret Intelligence Service (MI6) and its directors and/or operators, historiographical debates on secrecy, state history and historical silences, etc.

Your paper should include two primary sources, five scholarly monographs books, and three scholarly articles from academic journals. Papers should be 3,500-4000 words (14-16 d.s. pages) in formal prose, with footnotes in the departmental style (see below). Students will be required to submit their papers to turnitin.com via OWL. No hard copies are required. Marks and comments will be returned via OWL.

Class Schedule

1. Sept. 7: Introduction: Modern Britain and secrecy

Reading: Christopher Moran, "Introduction" in *Classified: secrecy and the state in modern Britain* (Cambridge: CUP, 2013), 1-20. [Online via Library]

Background: Norman McCord and Bill Purdue, *British History 1815-1914*, 2nd ed. (Oxford: Oxford University Press, 2007), Chapters 11 and 12, 447-538. [Online Via Library]

2. Sept. 14: Early British Spies, Surveillance, and Espionage

Readings: Roger Kaplan, "The Hidden War: British Intelligence Operations in the American Revolution," *The William and Mary Quarterly*, Vol. 47, No. 1 (Jan. 1990): 115-138.

Carl Van Doren, *Secret History of the American Revolution: An Account of the Conspiracies of Benedict Arnold and Numerous Others* (New York: Viking Press, 1941), v-vii, 196-216.

David Vincent, "The Origins of Public Secrecy in Britain," *Transactions of the Royal Society*, Vol. 1, (1991): 229-248,

3. Sept. 21: Secrets, Lies, and Historiography

Readings: Richard J. Aldrich, "Policing the Past: Official History, Secrecy and British Intelligence Since 1945", *The English Historical Review*, Vol. 119, No. 483 (Sep., 2004), pp. 922-953.

Katie Engelhart, "Rule Britannia: Empire on Trial," *World Policy Journal*, Vol. 29, No. 4 (Winter 2012 / 2013), pp. 94-105.

Foreign and Commonwealth Office, *Anthony Cary report on release of the colonial administration files* (2011). [<https://www.gov.uk/government/publications/cary-report-on-release-of-the-colonial-administration-files> and OWL]

4. Sept. 28: Intelligence and the Great War

Reading:

Rhodri Jeffreys-Jones, Chapter 3 "Implications of the Zimmerman Telegram" in *In Spies We Trust: The Story of Western Intelligence* (Oxford: Oxford UP, 2013).

James Fox, "'Traitor Painters': Artists and Espionage in the First World War, 1914-18" *The British Art Journal*, Vol. 9, No. 3, (Spring, 2009), 62-68.

Sections from: Melanie King, *Secrets in a Dead Fish: The Spying Game in the First World War* (Oxford: Bodleian Library, 2014).

5. Oct. 5: Mass Observation

Book Reviews Due.

Reading: Peter Gurney, "Intersex" and "Dirty Girls": Mass-Observation and Working-Class Sexuality in England in the 1930s, *Journal of the History of Sexuality*, Vol. 8, No. 2 (Oct., 1997), pp. 256-290

6. Oct. 12: Interwar Intelligence and Wartime Secrets I

Reading: Bernard Porter, Chapter 8 "Dangers Ahead, 1920-1940" in *Plots and Paranoia: A History of Political Espionage in Britain, 1790-1988* (New York: Routledge, 1992).

Jo Fox, "Careless Talk: Tensions within British Domestic Propaganda during the Second World War," *Journal of British Studies*, Vol. 51, No. 4 (Oct. 2012): 936-966

7. Oct. 19: No Class: Research Day

****Reading Week****

8. Oct. 26: Wartime Secrets II: Code Breaking

Proposal and Bibliography Due

Readings:

Sections from: Sinclair McKay, *The Secret Lives of Bletchley Park* (London: Plume 2010), 308-322.

9. Nov. 2: The Cold War

Readings: Cormac, *Disrupt and Deny*, Part 1

10. Nov. 9: The Cambridge Five and the Special Relationship

Readings: Rhodri Jeffreys-Jones, Chapter 6: “Surviving Mistrust: Cold War Intelligence Episodes” in *In Spies We Trust: The Story of Western Intelligence* (Oxford: Oxford UP, 2013).

Miranda Carter, “Prologue” from *Anthony Blunt: His Lives* (London: Pan, 2002)

Kim Philby, Introduction, “My Silent War” (New York: Grove Press, 1968)

“Anthony Blunt”, report. (Washington D.C.: Federal Bureau of Investigation, [1999?])

[Online via Library Catalogue]]

11. Nov. 16: Spies and Popular Culture

Readings:

Adam Svendsen, “Painting Rather than Photography: Exploring Spy Fiction as a Legitimate Source Concerning UK-US Intelligence Co-operation” *Journal of Transatlantic Studies*, Vol. 7, No. 1, (Mar. 2009): 1-22.

Sections from: Ian Fleming, *Casino Royale* (1953)

John Le Carré. *The Spy who Came in from the Cold* (1964)

12. Nov. 23: The End of Empire

Readings: Cormac, *Disrupt and Deny*, Part II

13. Nov. 30: Modern Surveillance and the War on Terror

Reading: Cormac, *Disrupt and Deny*, Part III

14. Dec. 7: Conclusion and Review **Research Papers Due

RULES AND REGULATIONS

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows: First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript. 2

2 They should be in Arabic, not Roman numerals or letters.

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),

2. Title

o The title of a book is underlined or written in *italics*.

o The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*

o Place and date of publication in parentheses (),

o A fuller reference will include the publisher after the place of publication.

o Article citations do not include the place of publication and publisher.

3. Page number (including volume number if necessary)

For example:

1 J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

2 Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

3 Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

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Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



The Appendix to Course Outlines is posted on the OWL course site.