Secret Police Under Communism
EUS 3220 – Section 24985 (Spring 2024)

Time: Tuesday P4 (10.40-11.30am) and Thursday P4-5 (10.40-12.20pm)
Location: LEI 0104 (Leigh Hall)

Instructor:	**Edit Nagy**
Office:	**Turlington Hall (TUR) 3307**
Office Phone:	**352-294-7149 (voice)**
E-mail:	**edit@ufl.edu**

Office Hours (in person or via Zoom https://ufl.zoom.us/j/94338109265)
Wednesday **P4-5 (10.40 am-12.35pm)**
Thursday **P2 (8.30 am-9.20 am)**
(or by appointment)

Course Description

The course *Secret Police Under Communism* provides an in-depth exploration of the secret police and intelligence agencies that operated in communist states and societies during the twentieth century, with a focus on the period between 1945 and 1990. It examines the functions, methods, and development of these organizations, emphasizing their roles in maintaining domestic control and conducting international espionage during the Cold War.

The course is structured around two main themes. The first, **Domestic Terror**, investigates the practices of repression, surveillance, and control employed by communist regimes to suppress dissent and maintain authority. The second theme, **Espionage and Security Services**, examines intelligence and counterintelligence operations, highlighting major international cases and their far-reaching implications. Students will engage with a variety of primary and secondary sources, such as archival documents, reports, memoirs, films, and documentaries, to critically analyze the political, cultural, and ethical dimensions of these institutions. Additionally, the course explores the enduring legacies of secret police organizations in the post-communist world, providing a comprehensive understanding of their historical significance and impact.

Course Objectives and Learning Outcomes

This course provides students with a comprehensive exploration of the history, operations, and impact of secret police and intelligence services within communist regimes, particularly in the Soviet Union and its satellite states of Central and Eastern Europe (East-Germany, Poland, Czechoslovakia, Hungary, Romania, Bulgaria, Albania, and Yugoslavia).. Through an examination of key historical events and eras, students will investigate the establishment, structure, and functions of secret police organizations as tools of domestic repression and international espionage. The course is divided into two primary segments: the relationship between the secret police, communist parties, and governments, and the operations of communist intelligence services on the global stage during the Cold War.

Students will engage with a variety of primary and secondary sources, including secret police reports, court documents, memoirs, films, and documentaries. Topics will include industrial and military espionage, secret codes and code-breaking techniques, as well as the recruitment and training of secret police officers and agents. These materials and discussions will help students analyze how these organizations enforced state ideologies, the methods they employed, and their broader political and cultural ramifications.

By the end of the course, students will have achieved several key learning outcomes:

Content Knowledge: Students will demonstrate an in-depth understanding of the historical context, major events, and turning points in the post-World War II history of Central and Eastern Europe. They will gain familiarity with the roles, language, and operations of the secret police and intelligence services during the Cold War and interpret these within their historical contexts. These skills will be assessed through a course project, written assignments, and midterm and final evaluations.

Communication Skills: Students will develop their ability to effectively communicate complex ideas both individually and in groups. This will be demonstrated through discussions, presentations, and collaborative activities, including the use of audio-visual aids and participation in small-group settings.

Critical Thinking: Students will refine their analytical skills by navigating diverse sources and interpretations, forming well-reasoned and defensible conclusions about the past. They will identify research problems, evaluate evidence, and craft informed and persuasive representations of historical phenomena. This critical thinking process will culminate in a comprehensive course project involving both written and oral components.

The course ultimately aims to deepen students' understanding of the intricate connections between state power, ideology, and surveillance, fostering a nuanced appreciation of the ethical and historical legacies of these institutions and their relevance to contemporary discussions on power and control.

Textbooks, other required materials

All classroom materials (readings, visual materials, worksheets) will be uploaded to Canvas. The virtual or physical location of the materials will be marked on the course's Canvas pages.

The required text is available for borrowing from the professor and online. All other recommended materials will be posted on the Canvas website. There are no additional fees for this course. Additional databases will also be consulted throughout the semester.

Required Technology:
The technologies students will need to complete course work includes Zoom, Adobe Reader and Office-word (or other tools for reading pdf files and writing doc files); both Adobe and Office supplied to students by UF software helpdesk or https://software.ufl.edu/)
- Reliable computer
- High-speed internet connection
- Webcam, sound card and a headset with a microphone

Evaluation of Grades

Assignment	Total Points	Percent of Grade
Class Participation – Attendance (1 point x 15weeks)	15	10%
Class Participation - Discussion*	15	15%
Weekly Brief – Warm-ups (min. 1 time/semester)	10	15%
Midterm Exam (take home)	30	20%
Course Project – Presentation and Discussion	20	20%
Final Peer Review	10	20%
Optional Creative Component	(10)	(10%)
TOTAL	100	100%

Class Participation – Attendance (10%)
Your attendance is important to success in this course. Consistent attendance ensures that you stay engaged with the course material and class discussions. Absences will impact your overall participation grade. Students are also required to visit one office hour during the semester (preferably between week 4 and week10) and talk to the course instructor about his/her progress.

Class Participation - Discussion (15%)
Active participation in class discussions is also important to the learning experience. You will be expected to engage thoughtfully in discussions, demonstrating your preparation through informed questions and comments based on the readings, films, and class materials. This grade reflects your overall involvement in discussions and your ability to contribute meaningfully to the class's intellectual environment.

Weekly Brief – Warm-ups (15%)
Each student will give a **10-minute "warm-up" presentation** each week on a notable person, event, or concept related to the class topic. The presentations will be followed by a class discussion, lecture etc. These presentations encourage active engagement with the material.

Midterm Exam (Take-Home) (20%)
The **midterm exam** (around Week 7) will be a **take-home assignment** covering the first half of the course. It will require you to answer quizzes, short answers and short essay questions that test your understanding of the key concepts, readings, and discussions from the course. The exam will assess your ability to analyze, synthesize, and apply the material in a coherent and thoughtful manner.

Course Project – Presentation and Discussion (20%)
For your course project, you will research a topic related to Cold War espionage or secret services and present your findings in a 15-minute presentation in the final weeks of the course. You will also engage in a class discussion after your presentation.
Possible Topics:
• Human intelligence (famous agents/cases during the Cold War)
• Signals intelligence (equipment and uses)
• Military intelligence (traitors or heroes)
• Technology intelligence (developments)
• Cryptanalysis (codes and ciphers)
Steps to Complete the Project:
1. **Weeks 4-6**: Schedule a meeting with me (in-person or via Zoom – this meeting counts as a required office hour meeting) to discuss your project topic and focus. The topic must be related to a secret service/spying/espionage (not secret police) during the Cold War, based on a book, movie, or documentary.
2. **Weeks 6-9**: Write a 3-page paper (1600-1800 words) and create a 10–15-minute PowerPoint presentation.
3. **Week 10**: Submit your paper and presentation to Canvas.
4. **Weeks 11-14**: Present your project to the class, followed by a discussion. Be prepared for questions from the class (as part of participation).

Final Peer Review (20%)
At the end of the semester, you will complete a **peer review** of a classmate's research paper and presentation. This will be only a **written review** (500 words) **summary**. This assignment encourages critical thinking and helps develop your skills in evaluating scholarly work.

Optional Creative Component (10%)
If you choose to participate in the **optional creative component**, you may complete a project related to the course material. This could include creating a visual, digital, or written work that explores a theme from the course in a creative manner. The creative component is an opportunity to express your understanding of the

material in a non-traditional way and earn additional points toward your final grade.

Grading Scale

A = 93.4-100%	B+ = 86.7-89.9%	C+ = 76.7-79.9%	D+ = 66.7-69.9%	E = 59% and below
A- = 90-93.3%	B = 83.4-86.6%	C = 73.4-76.6%	D = 63.4-66.6	
	B- = 80-83.3%	C- = 70-73.3%	D- = 60-63.3	

More information on grades and grading policies is here:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Class Attendance and Make-Up Policy

https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/
Class attendance is expected. If you miss class for medical reasons, religious holiday or for any other reason you consider valid, notify your instructor in advance.
Unexcused absence (each) will be lowered your final grade with one "notch" (ie. from an A to an A-)
Excused absences are consistent with university policies in the undergraduate catalog and require appropriate document(s).
Make-up Exam Policy: Students who have been granted an excused absence and miss a scheduled exam (because of illness, mandatory religious obligations, or other unavoidable circumstances), must reschedule the make-up exam.
Auditors are requested to complete assignments and prepare for class as if they were registered as regular students. If an auditor does not fulfill these requirements, he/she will be asked to withdraw from the course.

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/
It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

E-mail Policy

University of Florida requires that you use your UF Gatorlink account for university (and class) related email communication. Please see http://www.it.ufl.edu/policies/#email to read more on this policy.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://gatorevals.aa.ufl.edu/.
Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://gatorevals.aa.ufl.edu/.

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at a minimum, if at all.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. https://sccr.dso.ufl.edu/process/student-conduct-code/
Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: https://counseling.ufl.edu/, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Canvas Privacy Policy

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

In-Class Recording Policy

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. Th only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private 2 conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without the permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be

subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code**.**

Academic Resources
E-learning technical support:
Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
Library support:
Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
Teaching Center:
1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
Writing Studio:
Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Course Schedule (Tentative)

VPN setup
https://it.clas.ufl.edu/kb/category/vpn/

Section 1: Foundations of the Secret Police and Domestic Terror

- **Week 1**: Introduction to Secret Police Organizations
  Origins and historical context of state policing in Europe.
    o Reading: Matthieu Deflem, "International Policing in Nineteenth-Century Europe"

- **Week 2**: Secret Police in the Soviet Union (1917–1945)
  From the Cheka to the NKVD: Stalin's Great Terror.
    o Readings: Rupert Butler, *Stalin's Secret Police* (pp. 26–44); Paul R. Gregory, *Terror by Quota* (pp. 38–58)

- **Week 3**: Communist Takeovers in Eastern Europe
  The establishment of regimes and their secret police structures.
    o Readings: Ben Fowkes, *Eastern Europe 1945–1969* (pp. 17–32); Jonathan Adelman, *Terror and Communist Politics* (pp. 17–41)

- **Week 4**: Techniques of Domestic Terror
  Interrogation, indoctrination, and the psychology of control.
    o Readings: L. Hinkle and H. Wolff, "The Methods of Interrogation and Indoctrination"; Amnesty International, "Historical Aspects of Torture"
    o Film: *Interrogation* (dir. Ryszard Bugajski)

- **Week 5**: Show Trials and Legal Systems
  Communist justice: Socialist law and its use in political repression.
    o Readings: George Hodos, *Stalinist Purges in Eastern Europe* (Chapters 8-9); "The Slansky Trial" from *From Stalinism to Pluralism*
    o Documentary: *A Trial in Prague*

- **Week 6**: Labor Camps and the Gulag System
  Forced labor and political imprisonment under communist regimes.
    o Readings: Anna Applebaum, *Gulag: A History* (pp. 18–41); Richard Carlton, "Forced Labor in the People's Democracies"
    o Documentary: *Beyond Torture: The Gulag of Pitesti*

Section 2: Espionage and International Operations

- **Week 7**: Secret Police vs. Secret Services
  Case study: The Stasi's dual domestic and international roles.
    o Readings: David Childs, *The Stasi* (pp. 33–55)
    o Film: *The Lives of Others* (selected clips)

- **Week 8**: Espionage in the Early Cold War (1945–1960)
  Signals intelligence, cryptography, and the Atomic Age.
    o Readings: Matthew M. Aid, "The Importance of Signals Intelligence"; Rodney Carlisle, *Encyclopedia of Intelligence* (selected terms)

- **Week 9**: The Cambridge Spies and Espionage Networks
  The motivations and fallout of major espionage rings.
    o Readings: Jeffrey Richelson, *A Century of Spies* (pp. 87–100); FBI Vault documents on the Cambridge Five
    o Film: *Bridge of Spies* (dir. Steven Spielberg)

- **Week 10**: Spying and International Law
  Legal and ethical dimensions of espionage.
    o Readings: Geoffrey Demarest, "Espionage in International Law"; Len Scott, "Oleg Penkovsky and the Cuban Missile Crisis"
    o Documentary: *Secrets, Lies, and Atomic Spies*

- **Week 11**: Military and Industrial Espionage
  COCOM, technology transfers, and economic warfare.
    o Readings: Tor Egil Forland, "Economic Warfare and Strategic Goods"; Gus Weiss, "The Farewell Dossier"
    o Film: *Farewell* (dir. Christian Carion)

Section 3: Fictions, Legacies, and Comparative Analysis

- **Week 12**: Fictions of the Secret State
  *Analyzing works like *1984* and *Darkness at Noon.*
    o Readings: George Orwell, *1984* (selected pages); Arthur Koestler, *Darkness at Noon* (selected pages)

- **Week 13**: Superspy Narratives
  The James Bond phenomenon and its Cold War context.
    o Readings: Tony Bennett, "The Bond Phenomenon"; Jeremy Black, *The Politics of James Bond* (pp. 3–49)
    o Film: Selected Cold War-era James Bond clips

- **Week 14**: Legacy of Secret Agencies
  State security archives and their impact on public memory.
    - Readings: Leo van Rossum, "Former Communist Party Archives"
    - Virtual tours: Spy Museum, KGB Museum, Stasi Museum

- **Week 15**: Course Review and Reflections
  Examining the long-term consequences of secret police and espionage systems.
    - Review session and final exam preparation