

SEST-6619-10

HUMAN INTELLIGENCE OPERATIONS

Professor Douglas London

Email: DHL53@Georgetown.edu

Class Meets: Tuesdays and Thursdays 6:00-9:10 PM

Start Date: May 19, 2025

Location: TBD

Office Hours: By Appointment

Course Description: For those considering a future in the United States Intelligence Community, or after watching thrillers and reading spy novels wondered what it's really like to be a spy, this course will give you a first-hand understanding.

The Human Intelligence Operations class will not teach you to be a spy, but help students better understand espionage, its relationships, and what makes its product so unique. Students will be offered an understanding of the roles and complexities of human intelligence operations and the impact it has had on history. The class will address clandestine and overt collection mechanisms, outlining the different objectives, risks, and goals of each. This will include an examination of ethical considerations, civil liberties, and the human face of clandestine HUMINT, a vocation which is powered by people- -for many, at the risk of their own lives.

By class end, students can expect to take away a sense of spying's realities, the nature and quality of its secrets, and discover how profoundly personal and intimate a business it is for the practitioners. The learning process will include practical exercises simulating what real spies do, enabling students to determine for themselves whether espionage is art or science. Moreover, students will be exposed to how clandestine HUMINT evolves with the social, political and technical landscapes of our time. In that context, we will explore the risks and restraints in today's age of ubiquitous technical surveillance, misinformation, and hybrid warfare.

Course Learning Objectives: Students will consider the various motivations for persons recruited as human sources (agents) and learn to assess the risks and gains that intelligence managers must weigh. Case studies and practical exercises will help students understand the special aspects of espionage operations. Special attention will be given to how communications advancements have affected agent operations.

Course Expectations: Students are not expected to be familiar with human intelligence operations prior to the course. No readings outside those assigned in class are required. Electronic devices may be used during in-person classes for note taking or to support exercises.

Students will complete papers on ethics, covert action and proposing a HUMINT campaign during the semester and take one 10- question quiz, all of which will be graded.

Students will participate in pass/fail simulations to provide experience aspects of HUMINT, some working with another student--this requires the student to simply execute the exercise and submit the required reporting details, including:

January 2025

- The loading and unloading of a “dead drop”
- The marking and reading of a signal site
- An elicitation and counter-elicitation exercise
- Conducting a “bump”
- Simulated agent debriefing
- Cover defense
- Targeting Exercise

Course Requirements and Grading

Readings must be completed by class time; classes will include cold calls in which students will be asked to summarize arguments. Final grades will be based on:

1. A 500-word paper on an aspect of ethics and intelligence (15% of grade)
2. A 1000-word covert action program proposal (20% of grade)
3. A 1500-word paper analyzing a critical human collection problem (30% of grade, due finals week)
4. Simulation completion (15% of grade)
5. 10-question Quiz (5%)
6. Participation (15% of grade)
7. Office Hours: All students are required to attend office hours at least one time during the semester. During in-person class, appointments can be made for the 1530-1800 period prior to class and will be conducted in the Security Studies Program Suite, Car Barn 206, or one of the public campus lounges (TBD).

Students will propose to the professor their subjects for their three papers in advance. They may do this orally, but they must also give or send the professor a written paragraph or two outlining their subject.

The final 1500-word written assignment will be due the first day of the finals period for seniors and the third day of finals for all others. There are otherwise no mid-term or final exams.

Grading Policy:

Grade	Quality Points	Grade	Description
--------------	-----------------------	--------------	--------------------

A	4.0	I	Incomplete
A-	3.67	W	Withdrawal
B+	3.33	NR	No Grade Reported
B	3.0		
B-	2.67		
C	2.0		
F	0.0		

Grades are assigned according to the following grading scale:

A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C	79-70

- All late assignments will be penalized two-thirds of a letter grade (i.e., from an A to a B+) for each day or fraction of a day late.
- No student can pass this course without completing all of the assignments.
- Students are responsible for retaining a copy of their assignments until they have received a letter grade.
- No student can pass the course with more than two absences.

Grading Criteria:

- A: Brilliant and original work; nearly publishable. Commendably clear and thoroughly analytical; comprehensively supported by, and systematically substantiated with, considerable empirical evidence.
- A-: Excellent work; powerful analysis with distinctive, well-structured argument; critical and full awareness of the literature alongside masterful use of empirical evidence to support and substantiate the arguments presented.
- B+: Very good; fine analysis with a coherent argument, most of the most important points are developed in a structured discussion; well-substantiated with clear and firm command of supporting empirical evidence.
- B: Good; sound analytical skill shown from identification and understanding of the core intellectual problem accompanied by a clear discussion of the subject substantiated with some (albeit, perhaps insufficient) empirical evidence. However, there are lapses in argumentation, research, or other important characteristics.

- B-: Satisfactory; Basic analytical skills apparent from identification of the intellectual problem and an insufficiently developed discussion of it. Poorly structured with inadequate empirical evidence provided.
- C: Below average. Little analysis and an insufficiently developed argument. Some, albeit cursory, knowledge of the main intellectual problem; some key empirical points may have been identified and touched on, but are anemically developed. No detailed familiarity with the literature evident. Weak analysis and an incoherent argument, bare evidence of ability to identify intellectual problem, little use of empirical evidence and minimal knowledge of literature.
- F: Totally unsatisfactory, absence of argument, analysis; little if any reference to, much less knowledge of, the literature.

SSP encourages students to take advantage of Georgetown's Writing Center, which is located on the second floor of Lauinger Library (<https://library.georgetown.edu/writing-center>) or SSP's writing fellows. Students are allowed to seek assistance from the Writing Center or the SSP writing fellows.

Academic Integrity:

- Please be certain that you understand Georgetown's policy on academic honesty. It is available in the Graduate Bulletin is at: <https://grad.georgetown.edu/policies/>
- The undergraduate Honor Council pamphlet may be useful in understanding what plagiarism is, as it contains several examples. It is available at: <https://honorcouncil.georgetown.edu/>
- For additional examples, please read "What is Plagiarism?" which you can find at: <https://honorcouncil.georgetown.edu/faculty-tas/>
- Students agree that by taking this course all required papers may be subject to submission for a Textual Similarity Review to Turnitin.com or another similar service for the detection of plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. For additional information on Turnitin, see: <https://honorcouncil.georgetown.edu/faculty/turnitin/>

Artificial Intelligence (AI) Tools: Students are welcome to use artificial intelligence (AI) tools for research purposes, but please note that all work submitted for grades or other formal evaluation must be a student's own original work. Students must properly cite their sources. The use of AI tools to write your papers or other graded assignments is not permitted. If students have any questions concerning this policy, please contact your instructor or academic advisor.

Continuity: Please download the Zoom software and make sure your version is updated.

Class Attendance: SSP policy states that students may not miss class except in extraordinary circumstances, such as illness or family emergency. Students are advised in the SSP Student

Handbook to request approval from the instructor as soon as possible in advance of an absence. In the event that a student is absent from any classes in a given course, instructors may:

- Reduce the final letter grade to reflect the absence(s);
- Require additional course assignments before assigning the final grade;
- Request that a student be withdrawn from the course.

Students missing three or more classes are asked to withdraw from the course. Students who expect to miss more than two classes are required to notify the Director of Graduate Studies immediately. In drastic circumstances, the program, in consultation with the course professor, may withdraw students from a course if they inexplicably miss the first class meeting or who are absent for two or more classes.

Arrival in the course later than 30 minutes into the class session will be recorded as an absence. Persistent tardiness to class may result in the professor deducting points from your course contribution grade or counting the cumulative lateness as an absence.

Academic Resource Center:

If you believe you have a disability, then you should contact the Academic Resource Center (arc@georgetown.edu) for further information. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the Campus Office Responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Copyright:

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes. Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

Title IX/Sexual Misconduct:

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in

turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.].

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu

Counseling and Psychiatric Services (CAPS): (202) 687-6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician

More information about reporting options and resources can be found on the [Sexual Misconduct Website](#).

Nomenclature and Espionage Jargon: Consistent with my obligation to CIA, all intelligence and HUMINT tradecraft terms are drawn from, and otherwise consistent with, the unclassified “Terms and Definitions of Interest to Counterintelligence Professionals,” originally published 02 May 2011 by the Office of Counterintelligence (DXC) Defense CI & HUMINT Center Defense Intelligence Agency and available on the ODNI website:

https://www.dni.gov/files/NCSC/documents/ci/CI_Glossary.pdf and at the FAS website <https://fas.org/irp/eprint/ci-glossary.pdf>, republished 09 June 2014.

Books for Purchase

Four books have been ordered for purchase and are available at the University bookstore. All other readings can be found on Canvas.

1. Benjamin Weiser. *A Secret Life: The Polish Colonel, His Covert Mission, and the Price He Paid to Save His Country*. Cambridge, MA: Public Affairs, 2005.
2. David Hoffman, *Billion Dollar Spy: A True Story of Cold War Espionage and Betrayal*. New York: Random House LLC, 2015.
3. Douglas London, *The Recruiter: Spying and the Lost Art of American Intelligence*. New York: Hachette, 2021.
4. James Olson, *Fair Play: The Moral Dilemmas of Spying*, Potomac Books, December 1, 2007.

Class Schedule and Reading Assignments

****Additional readings may be assigned or deemed optional so pay attention to weekly announcements****

January 2025

Class 1:

Course Introduction: HUMINT is for Humans; Intelligence Cycle; The Recruitment Cycle; (Access/Motivations/Suitability/Reliability/Accessibility);

Why do we need spies? We explore the recruitment cycle

1. Douglas London, "*The Recruiter: Spying and the Lost Art of American Intelligence.*" New York: Hachette, 2021. "Prologue" and "Humanity in All."
2. Benjamin Weiser, "Crossing the Line" in *A Secret Life: The Polish Officer, His Covert Mission, and the Price He Paid to Save His Country* (Cambridge, MA: Public Affairs, 2004), chapter 1.
3. Director Burns Remarks at Georgia Tech University, "The Role of Intelligence at a Transformational Moment," April 14, 2022
4. ICD 304: HUMINT Authorities and Responsibilities
5. ICD 204: National Intelligence Priorities Framework
6. Executive Order 12333: United States Intelligence

Class 2:

Why Do People Spy?

Targeting

Students will participate in a targeting exercise.

1. Douglas London, "*The Recruiter: Spying and the Lost Art of American Intelligence.*" New York: Hachette, 2021. "Render on to Caesar."
2. Joseph W. Wippl, "The Art of Agent Handling," *International Journal of Intelligence and CounterIntelligence*, 32: 781–789, 2019.
3. Randy Burkett, "An Alternative Framework for Agent Recruitment: From MICE to RASCLS," *Studies in Intelligence Vol. 57, No. 1 (Extracts, March 2013)*.
4. Dr. Ursula M. Wilder, "The Psychology of Espionage," *Studies in Intelligence Vol. 61, No. 2 (Extracts, June 2017)*. pp. 1-18.

Class 3:

Clandestine Operations:

The 5 W's Plus How; Agent Communications and Elicitation

Students will observe an Agent Debriefing

FE and MSS Exercise Assigned – To be Completed in Rotation

1. FBI Elicitation Brochure
2. Douglas London, *“The Recruiter: Spying and the Lost Art of American Intelligence.”* New York: Hachette, 2021. “Case Officers who go Bump in the Night and the Not so Good Doctor.”
3. Antonio J. Mendez, “A Classic Case of Deception: CIA Goes Hollywood,” *Studies in Intelligence* (Winter), 1999-2000.
4. Robert Wallace, H. Keith Melton, Henry R. Schlesinger, "Spycraft: The Secret History of the CIA's Spytechs from Communism to Al-Qaeda," Dutton Adult (May 29, 2008),
5. Robert Wallace and H. Keith Melton, *Spycraft: The Secret History of the CIA's Spytechs from Communism to Al-Qaeda*, (New York: Penguin Book, 2008). Chapter 24: Covert Communications and:
 - Building Better Gadgets, pp. 62-77
 - A Dissident at Heart, pp. 110-137
 - An Operation Called CKTAW, pp. 138-156
 - War by Any Other Name, pp. 292-306

Class 4:

Ethics: Interrogations, Renditions, Torture; Fighting Terrorism: Intelligence Aspects; Penetrations; Detentions, “Find, Fix, Finish,” or Monitoring; Just War Theory

The class will discuss the ethics of espionage and “intelligence wars” as illustrated in the Cold War and “The Global War on Terror.”

Bump and follow-on assignment discussed for next class

ETHICS PAPER ASSIGNED

1. R.V. Jones, “Intelligence Ethics” in Jan Goldman, ed. *Ethics of Spying: A Reader for the Intelligence Professional* (Lanham, MD: Scarecrow Press, 2006), pp. 18-38.
2. Angela Gendron, “Just War, Just Intelligence: An Ethical Framework for Foreign Espionage,” *International Journal of Intelligence and CounterIntelligence* 18, no. 3 (2007): 398-434.
3. Anonymous, “Inherently despicable?” Why spying agencies must prove they have a moral compass,” <https://www.the-tls.co.uk/issues/current-issue-8/>; May 13, 2022.
4. ICRC: Law of Armed Conflict.
5. James M. Olson. *Fair Play: The Moral Dilemmas of Spying*. (Washington, D.C.: Potomac Books, Inc, 2006).
 - Scenario 6: Kidnapping and Torture by Surrogates pp. 67-70
 - Scenario 10: Human Rights Violators pp. 81-85
 - Scenario 18: Terrorist Act for Bona Fides pp. 105-109
 - Scenario 42: Breaking a Promise to an Agent pp. 190-194

Suggested as Optional and worth a read at your convenience:

6. David Omand and Mark Phythian, "Secret Agents and Covert Human Sources," in *Principled Spying: The Ethics of Secret Intelligence* (Washington, DC: Georgetown, 2018), pp. 110-141.
7. William Nolte, "Just War, Ethics, and Terror," *Studies in Intelligence* 48, no. 4.
8. Michael Walzer, "Chapter 3: Political Action – The Problem of Dirty Hands" in Sanford Levinson ed. *Torture: A Collection* (Oxford: Oxford University Press, 2004), pp. 61-75.
9. David Omand and Mark Phythian, "The Ethics of Using Intelligence," in *Principled Spying: The Ethics of Secret Intelligence* (Washington, DC: Georgetown, 2018), pp. 170-199.
10. Larry Lundy, Alexa O'Brien, Christine Solis, Aaron Sowers, and Jeffrey Turner, "The Ethics of Applied Intelligence in Modern Conflict," *International Journal of Intelligence and CounterIntelligence* 32, no. 3 (2019): 587-599.

Class 5:

Covert Action Part I: Afghanistan, Taliban and al-Qa'ida

Students will conduct a "Bump" in class against their selected target.

FE Exercise Ongoing

1. Douglas A. Johnson, Alberto Mora, and Averell Schmidt, "The Strategic Costs of Torture: How 'Enhanced Interrogation' Hurt America," *Foreign Affairs*, September/October 2016.
2. Robert Gates, "Covert Action in the 80's," CIA redacted memo, 16 September 1981.
3. Presidential Policy Guidance: "Procedures for Approving Direct Action Against Targets Located Outside the United States and Areas of Active Hostilities," May 22, 2013, redacted/released August 5, 2016.
4. Principles, Standards and Procedures for U.S. Direct Action Against Terrorist Targets. Declassified May 2021.
5. PRESIDENTIAL POLICY MEMORANDUM GOVERNING DIRECT ACTION COUNTERTERRORISM OPERATIONS OUTSIDE AREAS OF ACTIVE HOSTILITIES, Declassified 06/29//2023.

Suggested Optional Reading at your convenience:

1. Nicholas Schmidle, "Getting Bin Laden," *New Yorker*, August 8, 2011.
2. Coll, Steve (December 28, 2004): *Ghost Wars: The Secret History of the CIA, Afghanistan, and bin Laden, from the Soviet Invasion to September 10, 2001*. Publisher: Penguin Books; ISBN-10: 0143034669. ISBN-13: 978-0143034667; OPTIONAL
3. Mike Morell, *The Great War of Our Time: The CIA's Fight Against Terrorism from Al Qaeda to ISIS*, pp. 64-67, 72-74, 319-321
4. Leon Panetta and Jim Newton. *Worthy Fights: A Memoir of Leadership in War and Peace* (New York, NY: Penguin Press, 2014), pp. 219-224.
5. Jeff Stein, "The Unmasking of Agent Z9A, July 2, 2022, Spy Talk."

Class 6:

Covert Action Part II: Iran (Abu Muhammad al-Masri, Stuxnet); Hizballah (Imad Mugniyah); Syria;

*****COVERT ACTION PAPER ASSIGNED*****

1. Ronen Bergman, "Rise and Kill First: The Secret History of Israel's Targeted Assassinations," Random House (January 30, 2018), "Killing Maurice," Chapter 34, PP 588-609.
2. Adam Goldman, Eric Schmitt, Farnaz Fassihi and Ronen Bergman, "Al Qaeda's No. 2, Accused in U.S. Embassy Attacks, Was Killed in Iran," Published Nov. 13, 2020 Updated Nov. 27, 2020, New York Times.
3. "Ukraine has cultivated sabotage agents inside Russia and is giving them drones to stage attacks, sources say," June 5, 2023, CNN
4. Adam Goldman and Ellen Nakashima, "CIA and Mossad killed senior Hezbollah figure in car bombing," January 30, 2015, Washington Post

Suggested as OPTIONAL:

5. P.W. Singer, "Robots at War: The New Battlefield," *The Wilson Quarterly* 33, no. 1 (Winter 2009), pp. 30-48
6. Josh Fruhlinger, "What is Stuxnet, who Created it, and How does it Work?" CSO, August 22, 2017
7. Matthew M. Aid, "The Role of CIA Covert Ops in Penetrating Foreign Computers and Communication Networks," *Atlantic Council*, July 17, 2013.
8. David Sanger, "Obama Order Sped Up Wave of Cyberattacks Against Iran," *The New York Times*, June 2012.

Class 7:

Value and Endurance of Agent Operations: Nosenko/Golitsyn/Polyakov/Penkovsky/Farewell

*****ETHICS PAPER DUE*****

1. Douglas London, "*The Recruiter: Spying and the Lost Art of American Intelligence.*" New York: Hachette, 2021. "Loving and Loathing Within CIA and Finding Common Ground with Your Agents" and "They Don't Have to Like Us...but They Do Have to Trust Us"
2. John Limond Hart, "Chapter 2: Oleg Penkovsky," in *The CIA's Russians* (Annapolis, Maryland: Naval Institute Press, 2003), pp. 57-127.
3. Gus W. Weiss, "The Farewell Dossier: Duping the Soviets," *Studies in Intelligence* 39, no. 5, 1996.
4. Sandra Grimes and Jeanne Vertefeuille, *Circle of Treason* (Annapolis, MD: Naval

January 2025

Institute Press, 2012), chapters 4-6, pp. 26-54.

5. Joseph Wippl, "The Qualities that Make a Great Case Officer," *International Journal of Intelligence and Counterintelligence*.

OPTIONAL:

6. Gordon Corera, "Targeting," in *Russians Among Us: Sleeper Cells, Ghost Stories, and the Hunt for Putin's Agents* (London: William Collins, 2020), 119–33.
7. See File for assorted background documents on Nosenko and Golitsyn provided in pdf format.

Class 8:

Value and endurance of Agent Operations: Kuklinski/Tolkachev/Ogorodnik/Salameh

1. Benjamin Weiser, *A Secret Life: The Polish Officer, His Covert Mission, and the Price He Paid to Save His Country* (Cambridge, MA: Public Affairs, 2004), chapters 3, 4, 7, 9, 10.
2. Julian Barnes, Adam Goldman, David E. Sanger, *New York Times*, "C.I.A. Informant Extracted From Russia Had Sent Secrets to U.S. for Decades," updated September 17, 2019
3. TRIGON Numbers Station: The Case of Alexandr Ogorodnik
4. Joseph Whipl and Donna D'Andrea, "The Qualities that Make a Great Collection Management Officer, *International Journal of Intelligence and Counterintelligence*.
5. Barry G. Royden, "Tolkachev, A Noteworthy Successor to Penkovsky: An Exceptional Espionage Operation", *Studies in Intelligence* 47, No. 3 (2003), pp 5-33. (28 pp.) This is the original, relatively short unclassified treatment of this case. For those wanting a more detailed treatment, see *The Billion Dollar Spy: A True Story of Espionage and Betrayal* (New York: Anchor/Random House, 2015).

STRONGLY RECOMMENDED AT SOME POINT DURING THE CLASS:

6. David Hoffman, *Billion Dollar Spy: A True Story of Cold War Espionage and Betrayal*. Random House LLC, 2015.

Hardcover: Chapter 1, 15-25; Chapter 3, all; Chapter 4, all; Chapter 6 all; Chapter 8, all; Chapter 9, all; Chapter 11, all; Chapter 12, 153-161; Chapter 13, all; Chapter 14, 191-197; Chapter 15, all; Chapter 19, all; Epilogue, all.

Paperback: Chapter 1, 17-31; Chapter 3, all; Chapter 4, all; Chapter 6, all; Chapter 8, all;

Chapter 9, all; Chapter 11, all; Chapter 12, 194-203; Chapter 13, all; Chapter 14, 242-250; Chapter 15, all; Chapter 19, all; Epilogue, all.

Class 9

ARTIFICIAL INTELLIGENCE; UBIQUITOUS TECHNICAL SURVEILLANCE; OSINT & HUMINT at DOD/FBI/State; Challenges with collecting against domestic terrorism

******Covert Action Paper Due******

Students will explore the impact of AI and UTS on the contemporary intelligence landscape from both a strategic perspective as a national instrument of power and tactical focus on its impact upon intelligence tradecraft.

1. Jenna McLaughlin and Zach Dorfman, "Shattered": Inside the secret battle to save America's undercover spies in the digital age," Yahoo News, December 30, 2019.
2. Washington Post, "AI deepfakes threaten to upend global elections. No one can stop them," April 2024
3. Anne Neuberger, "Spy vs. AI: *How Artificial Intelligence Will Remake Espionage*," *Foreign Affairs*, January 15, 2025, <https://www.foreignaffairs.com/united-states/spy-vs-ai>
4. Brookings, DAHLIA PETERSON AND SAMANTHA HOFFMAN, "GEOPOLITICAL IMPLICATIONS OF AI AND DIGITAL SURVEILLANCE ADOPTION," June 2022
5. Todd Helmus, "Artificial Intelligence, Deep Fakes and Disinformation, A Primer" July 2022
6. Kaspersky Daily, "Social scoring systems: current state and potential future Implications."
7. Amy Zegart, "American Spy Agencies Are Struggling in the Age of Data," Wired, February 2, 2022
8. Steven Lee Myers and Julian E. Barnes, "U.S. and Allies Take Aim at Covert Russian Information Campaign," NY Times, July 9, 2024

OPTIONAL:

1. Brookings, Daniel L. Byman, Chongyang Gao, Chris Meserole, and V.S. Subrahmanian DEEPFAKES AND INTERNATIONAL CONFLICT, January 2023
1. CNN, Heather Chen, Kathleen Magramo, "Finance worker pays out \$25 million after video call with deepfake 'chief financial officer,'" February 2024

Class 10:

Counterintelligence and Counterespionage:

- ***Today's threat from Russia, China, and Iran***
- ***Illegals and Non-Official Cover***
- ***CI Exercise***
- ***Howard/Ames/Yurchenko***

January 2025

*****HUMINT MEMO ASSIGNED*****

1. CSIS, "Survey of Chinese Espionage in the United States Since 2000," updated March 2023.
2. James M. Olson, "The Ten Commandments of Counterintelligence," *Studies in Intelligence*, (Fall-Winter) No. 11, 2001.
3. Jason Fagone, "The Amazing Story of the Russian Defector Who Changed his Mind, A saga from the last time Moscow's spies menaced Washington—and the lessons we forgot." *The Washingtonian*, February 18, 2018.
4. Dan Sabbagh, "Russia's 'illegals': the deep cover spies who can be both clumsy and dangerous," June 16, 2022, *The Guardian*
5. An Assessment of the Aldrich H. Ames Espionage Case and Its Implications for U.S. Intelligence, Senate Select Committee on Intelligence, 01 November 1994
6. Jenna McLaughlin, "Amid increasing U.S. pressure, Iranian intel head brags of uncovering network of Western spies," Aug. 26, 2019, Yahoo News.
7. Bellingcat, "Socialite, Widow, Jeweller, Spy: How a GRU Agent Charmed Her Way Into NATO Circles in Italy," August 25, 2022.
<https://www.bellingcat.com/news/2022/08/25/socialite-widow-jeweller-spy-how-a-gru-agent-charmed-her-way-into-nato-circles-in-italy/>
8. Chun Han Wong, "A Xi Enforcer Is Revving Up China's Spy Machine—and Alarming the West," November 9, 2024, *Wall Street Journal*
9. Assorted Articles and DOJ Bulletins on Espionage Cases

Optional but worth the time in discussing Yurchenko:

1. Victor Cherkashin, "Chapter 6: Washington Station – The Redefector," in *Spy Handler* (New York: Basic Books, 2005), pp. 137-177.

Class 11:

Counterintelligence and Counterespionage:

● ***Montes/Hanssen/Abu Dujana and Khost***

1. Jim Popkins, "Ana Montes Did Much Harm Spying for Cuba. Chances Are, You Haven't Heard of Her," *Washington Post*, April 18, 2013.
2. Affidavit in Robert Hanssen Spy Case, February 2001 (peruse)
3. Jeff Stein, "Riddle Resolved: Who Dined Out American Traitor and Super-Spy, Robert Hanssen?" *Newsweek*, November 1, 2018.
4. Joby Warrick, "CIA: Systemic Failures Led to Suicide Attack," *The Washington Post*, October 20, 2010.
5. Douglas London, "*The Recruiter: Spying and the Lost Art of American Intelligence.*" New York: Hachette, 2021. "When Good Agents do Bad things and Calculating Risk Versus Gain" pp 292-318

Class 12:

January 2025

Future of HUMINT and the Intelligence Profession: AI, Surveillance States, Emerging Challenges and Weaponizing Intelligence

1. Edward Lucas, “The Spycraft Revolution,” *Foreign Policy*, April 27, 2019.
2. David V. Gioe, “‘The More Things Change’: HUMINT in the Cyber Age,” in Robert Dover, Huw Dylan, and Michael S. Goodman, eds. *The Palgrave Handbook of Security, Risk and Intelligence* (London: Palgrave Macmillan, 2017), 213-227.
3. Amy Zegart and Michael Morell, “Spies, Lies, and Algorithms: Why U.S. Intelligence Agencies Must Adapt or Fail, April 16, 2019, Foreign Affairs
4. DCIA Burns on Face the Nation, February 26, 2023, <https://www.cbsnews.com/video/full-interview-cia-director-william-burns-on-face-the-nation-with-margaret-brennan/>
5. “2020-2023 CIA Diversity and Inclusion Strategy.” Central Intelligence Agency, 2020.