As I begin my tenure as Director at Georgetown University Press, I’m delighted to present our Spring 2019 list.

We’re proud of publishing authors whose ideas will help shape our collective future. In *To Catch a Spy*, James Olson shows us the crucial role of counterintelligence in safeguarding our politics and economy, while in *Refugees’ Roles in Resolving Displacement and Building Peace*, Megan Bradley and colleagues explore the refugee crisis from a unique angle, namely the refugees’ own role in interpreting and pursuing solutions to their situation. With *C’est ce qu’en dit* and *Indagaciones*, the Georgetown Languages list continues to provide innovative, distinctive, and effective learning experiences for teachers and students alike.

Our location in the nation’s capital provides us with a unique vantage point. As we strive to be a global publisher in a global city, we offer Carol Lancaster’s *A Song to my City*, a tribute to the cosmopolitan capital which Washington, DC has become.

Al Bertrand
Director
Georgetown University Press
To Catch a Spy
*The Art of Counterintelligence*

JAMES M. OLSON, FORMER CHIEF OF CIA COUNTERINTELLIGENCE

The United States is losing the counterintelligence war. Foreign intelligence services, particularly those of China, Russia, and Cuba, are recruiting spies in our midst and stealing our secrets and cutting-edge technologies. In *To Catch a Spy: The Art of Counterintelligence*, James M. Olson, former chief of CIA counterintelligence, offers a wake-up call for the American public and also a guide for how our country can better protect its national security and trade secrets. Olson takes the reader into the arcane world of counterintelligence as he lived it during his thirty-year career in the CIA. After an overview of what the Chinese, Russian, and Cuban spy services are doing to the United States, Olson explains the nitty-gritty of the principles and methods of counterintelligence. Readers will learn about specific aspects of counterintelligence such as running double-agent operations and surveillance. The book also analyzes twelve actual case studies to illustrate why people spy against their country, the tradecraft of counterintelligence, and where counterintelligence breaks down or succeeds. A “lessons learned” section follows each case study.

JAMES M. OLSON served for over thirty years in the Directorate of Operations of the Central Intelligence Agency, mostly overseas in clandestine operations. In addition to several foreign assignments, he was chief of counterintelligence at CIA headquarters in Langley, Virginia. Currently, he is a professor of the practice at the Bush School of Government and Public Service of Texas A&M University. He is the author of *Fair Play: The Moral Dilemmas of Spying.*

“What you read in the papers about espionage isn’t necessarily wrong, it’s just missing half the story. Here’s the other half.”

—Joe Weisberg, Creator/Executive Producer, *The Americans*

“America’s counterintelligence guru has crafted a remarkable, indispensable book rich in heartbreaking detail and sharp analysis—serving as a clarion call for a stronger response to the unrelenting, sophisticated, and successful foreign espionage assault on our nation.”

—Henry A. Crumpton, a twenty-four-year veteran of the CIA’s Clandestine Service, author of *The Art of Intelligence*, and CEO of Crumpton Group LLC
Japan, a country once heralded for evolving a superior form of capitalism and seemingly ready to surpass the United States as the world’s largest economy, lost its way in the early 1990s. The bursting of the bubble in 1991 ushered in a period of political and economic uncertainty that continues today. There were hopes that the triple catastrophe of March 11, 2011—a massive earthquake, tsunami, and accident at the Fukushima Daiichi nuclear power plant—would break Japan out of its torpor and spur the country to embrace change that would restart the growth and optimism of the go-go years. But Japan is still waiting for needed transformation, and Brad Glosserman concludes that this reveals something about Japan’s political system and Japanese society. Glosserman explains why Japan has not and will not change. He concludes that Japanese horizons are shrinking and that the Japanese public has given up the bold ambitions of previous generations and its current leadership. This provocative insight into contemporary Japan is sure to stir much-needed debate.
Strategic Warning Intelligence
History, Challenges, and Prospects
JOHN A. GENTRY AND JOSEPH S. GORDON

John A. Gentry and Joseph S. Gordon update our understanding of strategic warning intelligence analysis for the twenty-first century. Strategic warning—the process of long-range analysis to alert senior leaders to trending threats and opportunities that require action—is a critical intelligence function. It also is frequently misunderstood and underappreciated. Gentry and Gordon draw on both their practitioner and academic backgrounds to present a history of the strategic warning function in the US intelligence community. In doing so, they outline the capabilities of analytic methods, explain why strategic warning analysis is so hard, and discuss the special challenges strategic warning encounters from senior decision-makers. They also compare how strategic warning functions in other countries, evaluate why the United States has in recent years emphasized current intelligence instead of strategic warning, and recommend warning-related structural and procedural improvements in the US intelligence community. The authors examine historical case studies, including postmortems of warning failures, to provide examples of the analytic points they make. Strategic Warning Intelligence will interest scholars and practitioners and will be an ideal teaching text for intermediate and advanced students.

JOHN A. GENTRY is an adjunct professor in the Security Studies Program at the Edmund A. Walsh School of Foreign Service, Georgetown University, and at Columbia University’s School of International and Public Affairs.

JOSEPH S. GORDON is the Colin Powell Chair for Intelligence Analysis at National Intelligence University, president emeritus of the International Association for Intelligence Education, and was formerly an analyst at the Defense Intelligence Agency.

“A welcome successor to Cynthia Grabo’s classic Handbook of Warning Intelligence.”
—Erik Dahl, Associate Professor, Naval Postgraduate School

“Provides an exhaustive discussion of how we got where we are, and . . . gives critical pointers to where we might go.”
—Greg Treverton, Former Chair of the National Intelligence Council

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MARCH 296 pages / 7”x10” / 1 figure, 2 tables

INTERNATIONAL AFFAIRS / INTELLIGENCE
World Rights
Surrogate Warfare
The Transformation of War in the Twenty-First Century
ANDREAS KRIEG AND JEAN-MARC RICKLI

Surrogate Warfare explores the emerging phenomenon of “surrogate warfare” in twenty-first-century conflict. The popular notion of war is that it is fought en masse by the people of one side versus the other. But the reality today is that both state and nonstate actors are increasingly looking to shift the burdens of war to surrogates. Surrogate warfare describes a patron’s outsourcing of the strategic, operational, or tactical burdens of warfare, in whole or in part, to human and/or technological substitutes in order to minimize the costs of war. This phenomenon ranges from arming rebel groups, to the use of armed drones, to cyber propaganda. Krieg and Rickli bring old, related practices such as war by mercenary or proxy under this new overarching concept. Apart from analyzing the underlying sociopolitical drivers that trigger patrons to substitute or supplement military action, this book looks at the intrinsic trade-offs between substitutions and control that shapes the relationship between patron and surrogate. Surrogate Warfare will be essential reading for anyone studying contemporary conflict.

ANDREAS KRIEG is an assistant professor at the School of Security Studies at King’s College, London, and cofounder of both the Near East Centre for Security and Strategy and the Private Military and Security Research Group at King’s College.

JEAN-MARC RICKLI is head of global risk and resilience at the Geneva Centre for Security Policy and a research fellow at King’s College.

“With remarkable erudition and insight, this study represents a bold and original contribution to the field of security studies.”
—Christopher Coker, Professor of International Relations, Director of LSE IDEAS, London School of Economics

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JUNE 264 pages, 6”x9”/2 figures
SECURITY STUDIES
World Rights
Pursuing Moral Warfare
*Ethics in American, British, and Israeli Counterinsurgency*

MARCUS SCHULZKE

During combat, soldiers make life-and-death choices dozens of times a day. These individual decisions accumulate to determine the outcome of wars. This work examines the theory and practice of military ethics in counterinsurgency operations. Marcus Schulzke surveys the ethical traditions that militaries borrow from; compares ethics in practice in the US Army, British Army and Royal Marines Commandos, and Israel Defense Forces; and draws conclusions that may help militaries refine their approaches in future conflicts. The work is based on interviews with veterans and military personnel responsible for ethics training, review of training materials and other official publications, published accounts from combat veterans, and observation of US Army focus groups with active-duty soldiers. Schulzke makes a convincing argument that though military ethics cannot guarantee flawless conduct, incremental improvements can be made to reduce war’s destructiveness while improving the success of counterinsurgency operations.

MARCUS SCHULZKE, formerly a lecturer in the Department of Politics at the University of York, specializes in security studies and applied ethics. He is the author of two previous books, *Just War Theory and Civilian Casualties: Protecting the Victims of War* and *The Morality of Drone Warfare and the Politics of Regulation*.

“Essential reading for anyone interested in military ethics, war studies, civil-military relations, and the ethics of war, it examines the relation between just war theory and just war practice. This is a groundbreaking work that deserves to be widely read.”

—Cian O’Driscoll, Senior Lecturer in Politics, University of Glasgow

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MARCH 256 pages/6" x 9"

INTERNATIONAL AFFAIRS
World Rights
Russia, BRICS, and the Disruption of Global Order
RACHEL S. SALZMAN

Russia’s leadership in establishing the BRICS group (Brazil, Russia, India, China, and South Africa) is emblematic of its desire to end US hegemony and rewrite the rules of the international system. Rachel S. Salzman tells the story of why Russia broke with the West, how BRICS came together, why the group is emblematic of Russia’s challenge to the existing global order, and how BRICS has changed since its debut. The BRICS group of non-Western states with emerging economies is held together by a shared commitment to revising global economic governance and strict noninterference in the internal affairs of other countries. BRICS is not exclusively a Russian story, but understanding the role of BRICS in Russian foreign policy is critical to understanding the group’s mission. In a time of alienation from the Euro-Atlantic world, BRICS provides Russia with much-needed political support and legitimacy. While the long-term cohesion of the group is uncertain, BRICS stands as one of Vladimir Putin’s signature international accomplishments. This book is essential reading for scholars and policymakers interested in Russian foreign policy, the BRICS group, and global governance.

RACHEL S. SALZMAN is a visiting scholar in the Department of European and Eurasian Studies at the Johns Hopkins School of Advanced International Studies. She was previously a postdoctoral fellow at Georgetown University’s Center for Eurasian, Russian, and East European Studies. This is her first book.
Refugees’ Roles in Resolving Displacement and Building Peace

Beyond Beneficiaries

MEGAN BRADLEY, JAMES MILNER, AND BLAIR PERUNIAK, EDITORS

How are refugee crises solved? This has become an urgent question as global displacement rates continue to climb, and refugee situations now persist for years if not decades. The resolution of displacement and the conflicts that force refugees from their homes is often explained as a top-down process led and controlled by governments and international organizations. This book takes a different approach. Through contributions from scholars working in politics, anthropology, law, sociology, and philosophy, and a wide range of case studies, it explores the diverse ways in which refugees themselves interpret, create, and pursue solutions to their plight. It investigates the empirical and normative significance of refugees’ engagement as agents in these processes, and their implications for research, policy, and practice. This book speaks both to academic debates and to the broader community of peacebuilding, humanitarian and human rights scholars concerned with the nature and dynamics of agency in contentious political contexts, and identifies insights that can inform policy and practice.

MEGAN BRADLEY is an associate professor in the Department of Political Science and at the Institute for the Study of International Development at McGill University.

JAMES MILNER is an associate professor in the Department of Political Science at Carleton University.

BLAIR PERUNIAK is a doctoral candidate in the Department of International Development at the University of Oxford.

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“With displacement at record-high levels, it has never been more important to find lasting solutions for refugees and displaced persons. This important volume provides valuable perspective on the role that refugees themselves play in forging solutions. With contributions from some of the most experienced and innovative researchers in the refugee field, it is bound to be useful to academics, policymakers, and practitioners alike.”

—Susan Martin, Donald G. Herzberg Professor Emerita of International Migration, Georgetown University
Why do women go to war? Despite the reality that female combatants exist the world over, we still know relatively little about who these women are, what motivates them to take up arms, how they are utilized by armed groups, and what happens to them when war ends. This book uses three case studies to explore variation in women’s participation in nonstate armed groups in a range of contemporary political and social contexts: the civil war in Ukraine, the conflicts involving Kurdish groups in the Middle East, and the civil war in Colombia. In particular, the authors examine three important aspects of women’s participation in armed groups: mobilization, participation in combat, and conflict cessation. In doing so, they shed light on women’s pathways into and out of nonstate armed groups. They also address the implications of women’s participation in these conflicts for policy, including postconflict programming. This is an accessible and timely work that will be a useful introduction to another side of contemporary conflict.

JESSICA TRisko DARDEN is an assistant professor in the School of International Service at American University and was a Jeane Kirkpatrick Fellow at the American Enterprise Institute from 2017 to 2019.

ALEXIS HENSHAW is an assistant professor in the Department of Political Science at Troy University and author of Why Women Rebel.

ORA SZEKELY is an associate professor of political science at Clark University and author of The Politics of Militant Group Survival in the Middle East.
New in Paperback!

A Song to My City

Washington, DC

CAROL LANCASTER

With Douglas Farrar

This deeply felt memoir is a love letter to Washington, DC. Carol Lancaster, a third-generation Washingtonian who knew the city like few others, takes readers on a tour of the nation’s capital from its swamp-infested beginnings to the present day, with an insider’s view of the gritty politics, environment, society, culture, and larger-than-life heroes that characterize her beloved hometown. The former dean of Georgetown University’s School of Foreign Service, a friend of presidents and dignitaries all over the globe, Lancaster colorfully describes the city’s many triumphs and tribulations that emerged as the city took shape. Along the way she provides brief biographies of three of the most influential figures in the city’s history: urban designer Pierre Charles L’Enfant, civic leader “Boss” Shepherd, and controversial mayor Marion Barry.

Teeming with informative anecdotes and two dozen illustrations of landmarks and key characters, Lancaster’s memoir is a personal and passionate paean to the most powerful city in the world—from one of its most illustrious native daughters.

CAROL LANCASTER was the dean of the School of Foreign Service at Georgetown University. Previously she had been member of the US Department of State’s policy planning staff and then deputy assistant secretary of state for Africa. She came to SFS as a research professor and later became director of the Africa Studies program. She also served as deputy administrator of the US Agency for International Development and authored several books including Foreign Aid: Diplomacy, Development, Domestic Politics.

DOUGLAS FARRAR, Carol Lancaster’s son, is a policy and communications professional living and working in Washington, DC. A fourth-generation Washingtonian, he completed his mother’s book after her death.

“Carol Lancaster was a pioneer who had an immense impact as a leader in government and at Georgetown University. This beautiful story of the city she loved is poignant, smart, lyrical, and funny—just like Carol herself. It is a must read for anyone who wants to learn about Washington, D.C., and one of its great personalities.”

—Madeleine K. Albright, 
Michael and Virginia Mortara Distinguished Professor in the Practice of Diplomacy, Georgetown University, Former US Secretary of State, 1997–2001
C’est ce qu’on dit
Deuxième année de français
With companion website
CLAUDE GRANGIER, NADINE O’CONNOR DI VITO, AND MARIE BERG

C’est ce qu’on dit is a second-year (intermediate-level) companion textbook to the beginning-level textbook Comme on dit. As they did in year 1, students using C’est ce qu’on dit work with hundreds of samples of authentic, nonscripted spoken and written French and are led in a step-by-step manner from rule discovery to the acquisition of speaking, reading, writing, and listening competence in conversational and formal registers. The workbook format and inductive presentation of grammar guarantee a student-centered approach, requiring student input in every activity. C’est ce qu’on dit includes a robust companion website for homework assignments and extensive instructor’s resources. By the end of C’est ce qu’on dit, an average student can be expected to have attained Advanced-Low proficiency on the ACTFL scale and B1 level proficiency on the Common European Framework scale (CEFR).

CLAUDE GRANGIER was senior lecturer and French language coordinator at the University of Chicago until 2018. With an academic background in philosophy, she devoted over forty years to teaching French as a foreign language, researching foreign language teaching methodology, and developing language learning materials.

NADINE O’CONNOR DI VITO is senior lecturer at the University of Chicago and was director of language programs in the Department of Romance Languages and Literatures from 1992 until 2018.

MARIE BERG has been a lecturer in French at the University of Chicago for over ten years, during which time she has been teaching and developing material for third-year students.

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FRENCH LANGUAGE
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SEE PAGE 18 FOR
Comme on dit: Première année de français
Indagaciones
Introducción a los estudios culturales hispanos
With online instructor’s manual
MARY ANN DELLINGER, ELLEN MAYOCK, AND BEATRIZ TRIGO

Indagaciones is a postintermediate Spanish textbook that introduces students to a wide variety of visual, audio, and written texts and teaches critical textual analysis in Spanish through a cultural studies approach. Deepening and enhancing students’ knowledge of the expression of culture within Latin America, Spain, and US-Latin@ areas, Indagaciones gives students ample opportunities to practice reading, listening, and viewing cultural content and textual analysis, including understanding culture, expanding their vocabulary, and learning how to engage in analysis. Students will gain the abilities to critically approach a cultural text, synthesize its main points, and prepare multimodal analyses all within a communicative context. This book provides the linguistic scaffolding necessary to help L2 students advance beyond the intermediate language level and heritage students progress, providing glosses, conceptual discussions, grammatical information, and key texts from around the Spanish-speaking world.

MARY ANN DELLINGER is professor of modern languages and cultures at the Virginia Military Institute. She has coauthored several textbook programs and coedited two collections of scholarly essays in addition to peer-reviewed and book chapter articles on second language methodology, literature, and Anti-Francoism.

ELLEN MAYOCK is Ernest Williams II Professor of Spanish at Washington and Lee University. Mayock has authored two scholarly monographs, coedited three collections of critical essays, and published more than thirty-five peer-reviewed articles and book chapters on Latin American and Spanish literature and film and on gender and the workplace.

BEATRIZ TRIGO is associate professor of Spanish at Gettysburg College. She has coedited two collections of critical essays, and published numerous peer-reviewed and book chapter articles on literature, film, and the digital humanities.

“Indagaciones positions literature as one part of a much broader and inclusive Cultural Studies curriculum that deals head-on with issues of social responsibility, identity, ideology, mass culture, and the global cultural marketplace. In this way it goes a long way toward bridging the always-problematic gap between intermediate and advanced Spanish courses structured on the ‘language-then-literature’ model.”

—Susan Larson, Charles B. Qualia Professor of Romance Languages, Texas Tech University
Faces of Contemporary Russia
Advanced Russian Language and Culture
OLGA M. MESROPOVA

*Faces of Contemporary Russia* is a one-semester textbook for high-intermediate to advanced level Russian students that aims to develop students’ linguistic proficiency by examining significant personalities in current Russian culture. In addition to introductory and concluding chapters, the book features twelve individuals (one per chapter), drawing from a range of areas such as arts, sports, journalism, and business. While upper-level Russian textbooks tend to emphasize grammar and reading more traditional works from Russian literature, this book seeks instead to primarily engage students in learning about and discussing the breadth of contemporary Russian culture while weaving the study of grammar and vocabulary into those discussions. In addition to readings and in-class communicative activities, the book also features guided research assignments that encourage students to make use of the many personality interviews and YouTube clips available online.

OLGA M. MESROPOVA is an associate professor of Russian at Iowa State University. She is the author of the advanced-level cinema-based Russian language conversation textbook, *Kinotalk*, has coedited two scholarly anthologies with Slavica Publishers and Johns Hopkins University Press, and has published numerous articles and reviews on Russian cultural discourse.
Rodnaya rech’, an introductory textbook for heritage learners, addresses the unique needs of students who have at least Intermediate-level listening and speaking skills on the ACTFL scale but who have underdeveloped or nonexistent literacy skills. With an emphasis on conceptual understanding of vocabulary and grammar, Rodnaya rech’ builds students’ literacy skills and teaches them to strategically use the linguistic intuition they have gained as heritage speakers while strengthening all four skill areas.

With a textbook designed for in-class work and an electronic workbook containing all homework activities and texts for reading comprehension, Rodnaya rech’ can be used as the main course material either in an intensive one-semester class or at a more measured pace over two semesters. This book is flexible enough to be used in specialized heritage or in mixed classes. It can also support independent study and learning in less formal settings, such as community schools.

IRINA DUBININA is associate professor of Russian at Brandeis University, where she also directs the Russian language program. She has extensive experience teaching Russian as L2 and heritage language.

OLESYA KISSELEV is an assistant professor in the Department of Bicultural-Bilingual Studies at University of Texas at San Antonio. She has many years of experience teaching Russian as a second and heritage language.

“Dubinina and Kisselev are at the top of their game: applying modern, innovative teaching methods, bringing to the fore the rich culture behind modern spoken Russian, and engaging their students in a sophisticated dialogue. This textbook will be a gold standard for future textbooks designed for heritage speakers of different languages.”

—Maria Polinsky, Department of Linguistics and Language Science Center, University of Maryland, College Park
Integrating Career Preparation into Language Courses

DARCY LEAR

Integrating Career Preparation into Language Courses provides foreign and second language teachers with easy and practical additions they can make to their existing curricula to help their students develop real-world professional skills and prepare to use the target language successfully in the workplace. The book is organized into six chapters, each addressing a different professional skill and opening with an explanation of how content typically included in a foreign language curriculum can be tied to this skill. Each chapter closes with class activities or lesson plans that include suggested materials and assessments that teachers can easily add to their language courses. Lear’s book is an accessible and practical guide designed to be adaptable for any language, offering exciting new possibilities to help teachers and students of foreign languages bring their language skills into the workplace.

DARCY LEAR has a PhD in Foreign and Second Language Education from the Ohio State University and teaches Spanish at the University of Chicago. She regularly gives presentations on teaching strategies to departments around the country and has developed languages for special purposes courses at several institutions. Lear is also a career coach, helping people to position themselves to use their language skills in rewarding careers.

“Lear’s integration of professional workplace skills with foreign language methodology resolves the conflict we have all experienced for years, that of falling short in our attempts to teach foreign language for professional purposes. Her recommended structure of gatekeeping, networking, correspondence, presentation, and digital literacy provides language instructors with a practical way to adjust foreign language learning to the needs of adult language learners. Additionally, the beauty of this approach is its flexible adaption by level and by professional area.”

—Orlando Kelm, Associate Professor of Hispanic Linguistics, University of Texas at Austin
Variable Properties in Language
*Their Nature and Acquisition*

DAVID W. LIGHTFOOT AND JONATHAN HAVENHILL, EDITORS

Language variation research asks broad questions such as, “Why are languages’ grammatical structures different from one another?” as well as more specific word-level questions such as, “Why are words that are pronounced differently still recognized to be the same words?” Too often, research on variation has been siloed based on the particular question—sociolinguists do not talk to historical linguists, who do not talk to phoneticians, and so on. This edited volume seeks to bring discussions from different subfields of linguistics together to explore language variation in a broader sense and acknowledge the complexity and interwoven nature of variation itself.

DAVID W. LIGHTFOOT is professor of linguistics and director of the Communication, Culture & Technology program at Georgetown University. He is also codirector of the Interdisciplinary Concentration in Cognitive Science.

JONATHAN HAVENHILL received his PhD in Theoretical Linguistics from Georgetown University in 2018. He is now an assistant professor in the Department of Linguistics at the University of Hong Kong.

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“The contributors include leading experts in our discipline and, more importantly, promising young researchers who now synthesize results and methods from previously disjoint research traditions. This collection of outstanding scholarly work will set the agenda for the integrated study of language in the years to come.”

—Charles Yang, Professor of Linguistics, University of Pennsylvania
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