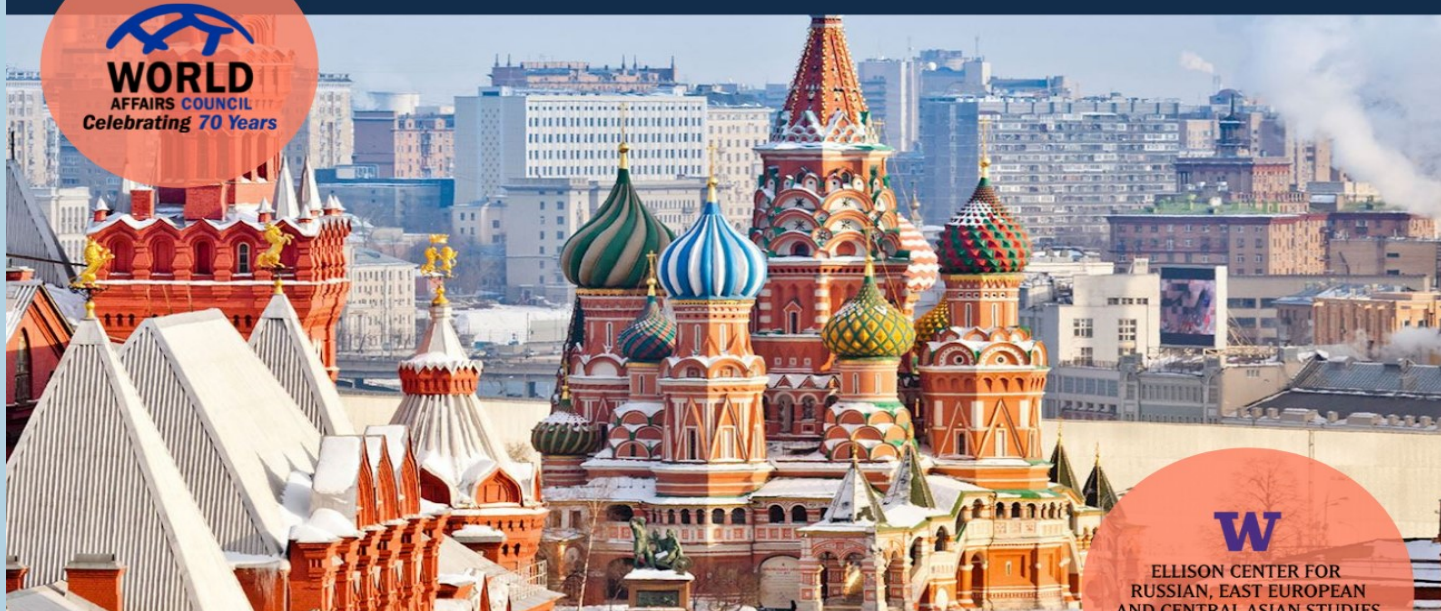



RESOURCE GUIDE FOR EDUCATORS

THE ELLISON CENTER'S 2021-2022 LECTURE SERIES

SCHEMING AND SUBVERSION: CONSPIRACY IN POST-SOVIET SPACE


WORLD
AFFAIRS COUNCIL
Celebrating 70 Years




ELLISON CENTER FOR
RUSSIAN, EAST EUROPEAN
AND CENTRAL ASIAN STUDIES
UNIVERSITY of WASHINGTON
The Henry M. Jackson
School of International Studies

SESSION DATES

SESSION 1 | NOVEMBER 8TH, 2021

SESSION 2 | JANUARY 13TH, 2022

SESSION 3 | APRIL 7TH, 2022

This series presents new research on the role that conspiracy theories, propaganda, and disinformation play in Russia and other post-Soviet States.

Compiled By: Ryan Hauck, Julianna Patterson, & Isabel Wilson



SESSION 1

HOW TO LOSE THE INFORMATION WAR: RUSSIA, FAKE NEWS, AND THE FUTURE OF CONFLICT

with NINA JANKOWICZ

Monday | November 8th, 2021 | 4:30 - 5:30PM PT

How to Use This Guide



Visual Media



Audio / Podcast



Charts and Graphs



Lesson Plans

***GLOBAL CLASSROOM WANTS TO KNOW HOW
YOU HAVE USED THIS RESOURCE PACKET IN
YOUR CLASSROOM!***

***EMAIL GC@WORLD-AFFAIRS.ORG
AND TELL US YOUR STORY***



**GLOBAL
CLASSROOM**
Bi-Weekly Newsletter

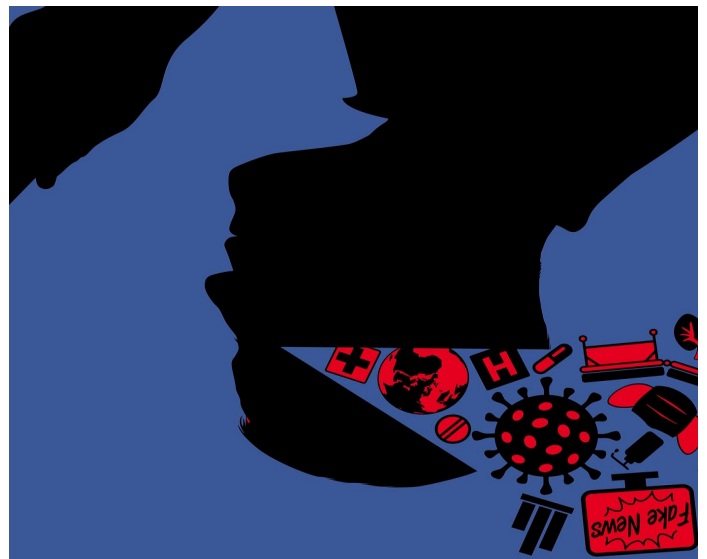
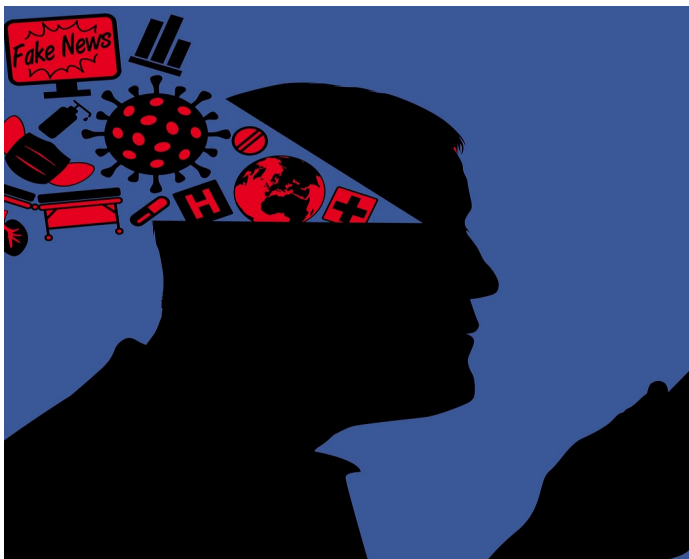


If you haven't already, **SUBSCRIBE** to our Global Classroom Bi-Weekly Newsletter for updates on our upcoming programs, professional development and virtual opportunities for teachers and students.

Check out our latest newsletter, [here](#), and subscribe today!

Table of Contents

Outlining Standards.....	pp. 5-6
Washington State K-12 Social Studies Learnings Standards.....	p. 5
College, Career, & Civic Life, C3 Framework for Social Studies State Standards.....	p. 6
Educating for Global Competence.....	p. 7
Introduction to Session Speaker.....	p. 8
Key Terms.....	p. 9
Learning Objectives.....	p. 10
Disinformation Russia.....	pp. 11-16
Information Warfare.....	pp. 17-20
Fake News.....	pp. 21-24
Photo Bibliography.....	pp. 25-26
Thank You to Our Sponsors.....	p. 27



Outlining Standards

A Note on Learning Standards Presented in this Guide

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

(1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

(2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

(3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

(4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

Outlining Standards

COLLEGE, CAREER, & CIVIC LIFE C₃ FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C₃ Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLU- SIONS AND TAKING INFORMED
Developing Questions and Planning Inquiries	<ul style="list-style-type: none">• Civics• Economics• Geography	<ul style="list-style-type: none">• Gathering and Evaluating Sources• Developing Claims and Using Evidence	<ul style="list-style-type: none">• Communicating and Critiquing Conclusions• Taking Informed Action

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

C₃ Framework Organization

CIVICS	ECONOMICS	GEOGRPAHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

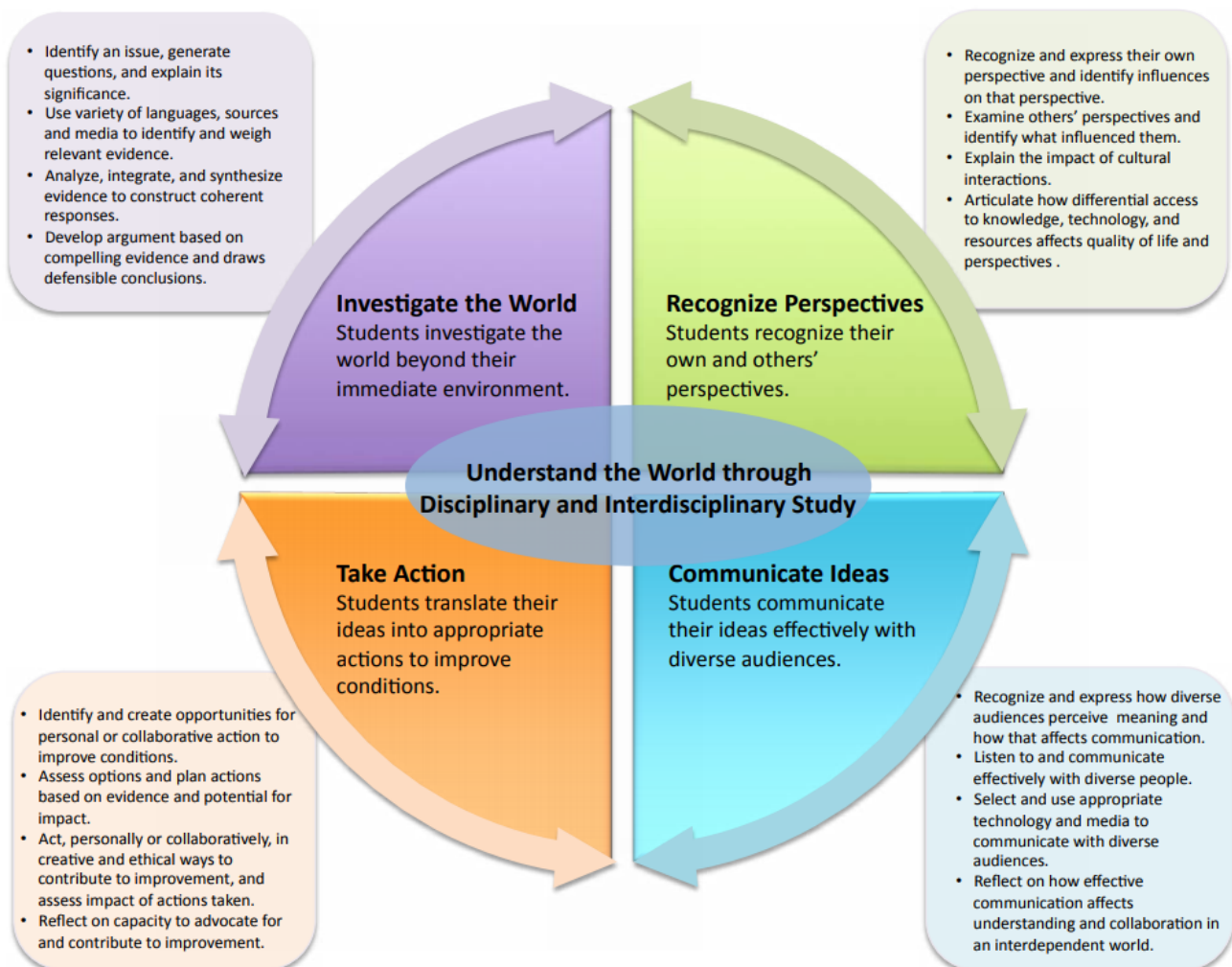
Educating for Global Competence

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

“Global competence is the capacity and disposition to understand and act on issues of global significance” (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives** others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



Introduction to Session Speaker



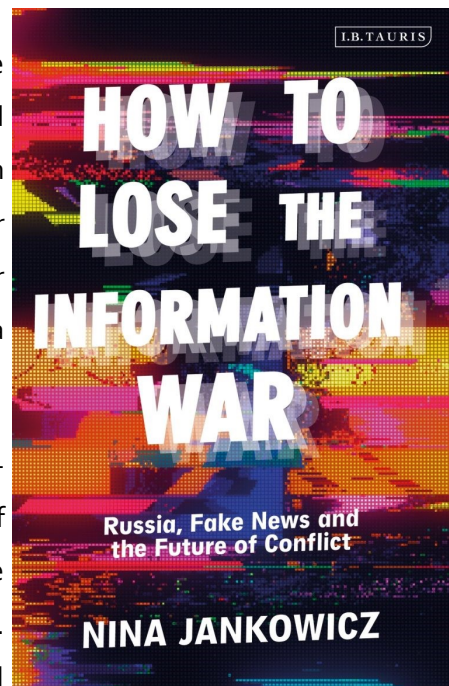
Nina Jankowicz is an internationally-recognized expert on disinformation and democratization. Her debut book, *How to Lose the Information War* (Bloomsbury/IBTauris), was named a New Statesman 2020 book of the year; The New Yorker called it “a persuasive new book on disinformation as a geopolitical strategy.” Her next book, *How to Be A Woman Online*, an examination of online abuse and disinformation and tips for fighting back, will be published by Bloomsbury in Spring 2022.

Jankowicz’s expertise spans the public, private, and academic sectors. She has advised governments, international organizations, and tech companies; testified before the United States Congress, UK Parliament, and European Parliament; and led accessible, actionable research about the effects of disinformation on women, minorities, democratic activists, and freedom of expression around the world.

Jankowicz has extensive media experience, with writing published in many major American newspapers and magazines, including *The New York Times*, *The Washington Post*, and *The Atlantic*. She is a regular guest on major radio and television programs such as the PBS Newshour, CNN’s Fareed Zakaria *GPS* and *Amanpour*, the BBC World Service, and NPR’s *All Things Considered*.

Since 2017, Jankowicz has held fellowships at the Wilson Center, where she has been affiliated with the Kennan Institute and the Science and Technology Innovation Program. In 2016-17, she advised the Ukrainian Foreign Ministry on disinformation and strategic communications under the auspices of a Fulbright-Clinton Public Policy Fellowship. Prior to her Fulbright grant, she managed democracy assistance programs to Russia and Belarus at the National Democratic Institute.

Jankowicz holds a Master’s degree from the Center for Eurasian, Russian, and East European Studies at Georgetown University’s School of Foreign Service. She is a proud alumna of Bryn Mawr College, where she studied Political Science and Russian and graduated magna cum laude. She is fluent in Russian, and speaks proficient Ukrainian and Polish, and serves on the Board of Trustees for the Eurasia Foundation.



Key Terms

Disinformation

deliberately misleading or biased information; manipulated narrative or facts; used in propaganda.

Fake News

false news stories, often of a sensational nature, created to be widely shared or distributed for the purpose of generating revenue, or promoting or discrediting a public figure, political movement, company, etc.

Information War

Information warfare is an operation conducted in order to gain an information advantage over the opponent. It consists in controlling one's own information space, protecting access to one's own information, while acquiring and using the opponent's information, destroying their information systems and disrupting the information flow. Information warfare is not a new phenomenon, yet it contains innovative elements as the effect of technological development, which results in information being disseminated faster and on a larger scale

Cyber Warfare

war conducted in and from computers and the networks connecting them, waged by states or their proxies against other states. Cyberwar is usually waged against government and military networks in order to disrupt, destroy, or deny their use.

Propaganda

dissemination of information—facts, arguments, rumours, half-truths, or lies—to influence public opinion. Propaganda is the more or less systematic effort to manipulate other people's beliefs, attitudes, or actions by means of symbols

Media Literacy

Media literacy consists the practices that allow people to access, critically evaluate, and create or manipulate media. Media literacy is not restricted to one medium. Media literacy education is intended to promote awareness of media influence and create an active stance towards both consuming and creating media.

Cyber Citizenship

Cyber citizenship is the rights, privileges and responsibilities required of internet and cellular network users.

Deep fake

a video of a person in which their face or body has been digitally altered so that they appear to be someone else, typically used maliciously or to spread false information.

Learning Objectives

Learning Objective 1: Students will be able to define media literacy and explain why it is important for citizens to evaluate the credibility of multimedia sources.

Learning Objective 2: Students will be able to define "geopolitics" and explain how the spread of disinformation has been used as geopolitical strategy.

Learning Objective 3: Students will be able to identify how the Russian government has utilized multimedia technology to spread false information and explain the goals of this specific strategy.

Learning Objective 4: Students will be able to evaluate different news sources and utilize specific criteria to determine their accuracy, bias, and/or point of view.

Learning Objective 5: Students will be able to recognize and identify the rights, responsibilities, and opportunities for living and working in an interconnected and interdependent digital world (adapted from ISTE Standards - see: <http://www.iste.org/standards/for-students>).

Learning Objective 6: Students will be able to define "fake news," analyze its effectiveness, and evaluate ways to stop the spread of inaccurate information.

Learning Objective 7: Students will be able to evaluate the role of multimedia sources in our society (print, video, social media, radio, etc.) and assess how they shape public opinion.

Disinformation | Russia



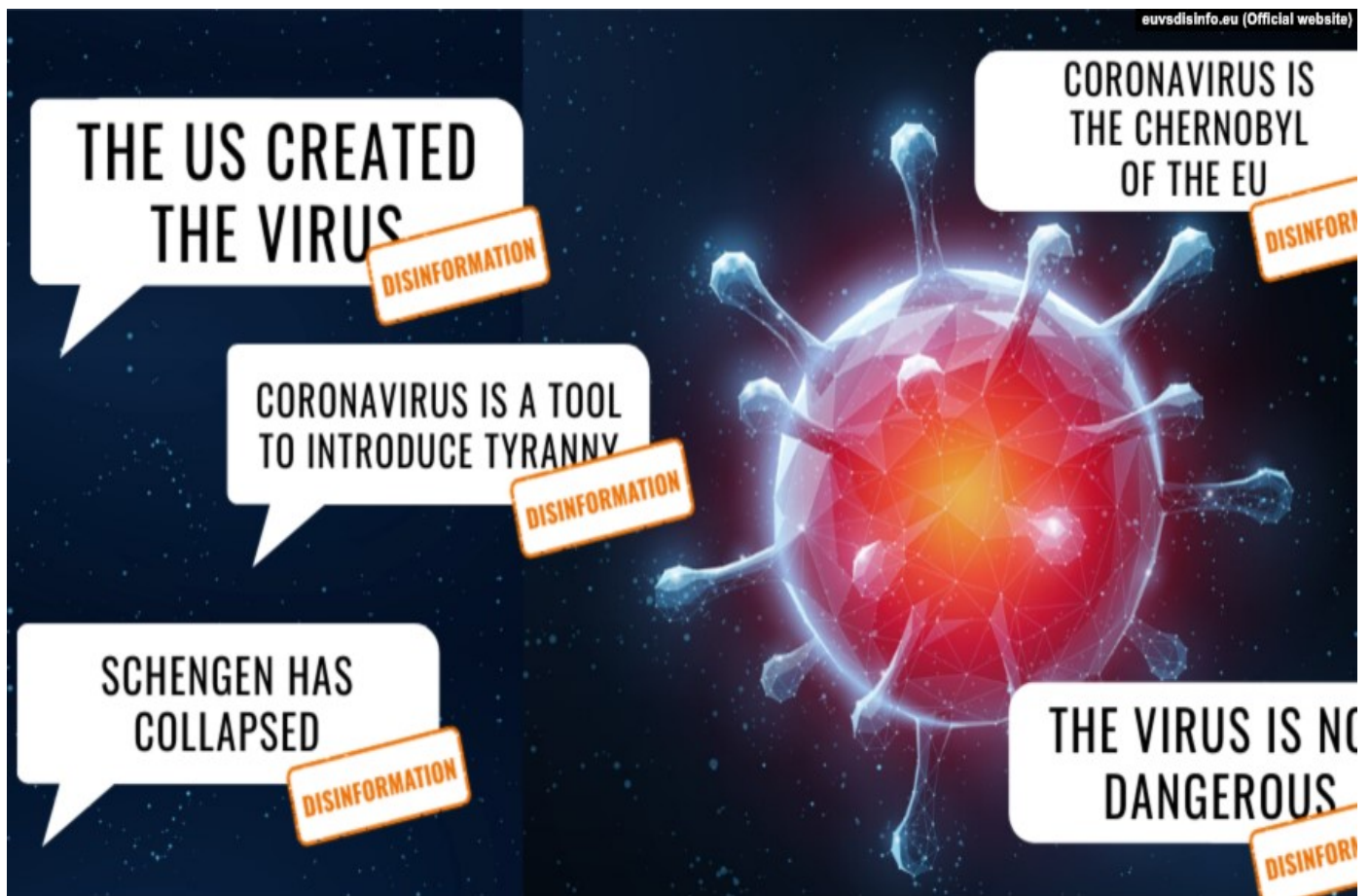
[Study Exposes Russia Disinformation Campaign That Operated In The Shadows For 6 Years](#)

For the past six years, an obscure disinformation campaign by Russian operatives has flooded the Internet with false stories in seven languages and across 300 social media platforms virtually undetected, according to a new report published on Tuesday by social media researchers. The operation, named "Secondary Infektion" by researchers, has sought to spread pro-Russian propaganda around the globe by sharing fake tweets from U.S. elected officials and conspiracy theories about the coronavirus. And it attempted to interfere in the 2016 presidential election. Researchers say it will likely try to spread falsehoods tied to the November election, too.



[How Russian Fake News Hardened America's Divide](#)

For government offices, one of the most worrying parts of the 2020 United States Election was the possible influence of Russian and other foreign media influence on American voters. The contentious election divided the nation and disinformation helped fuel hatred for opposing viewpoints. This documentary series investigates the long term impact of Russian interference online and how it has split American ideological groups.



Disinformation | Russia



[Pillars of Russia's Disinformation and Propaganda Ecosystem](#)

This report draws on publicly available reporting to provide an overview of Russia's disinformation and propaganda ecosystem. Russia's disinformation and propaganda ecosystem is the collection of official, proxy, and unattributed communication channels and platforms that Russia uses to create and amplify false narratives. The ecosystem consists of five main pillars: official government communications, state-funded global messaging, cultivation of proxy sources, weaponization of social media, and cyber-enabled disinformation



[Global Consequences of Escalating US-Russia Cyber Conflict](#)

As the world continues to embrace technology and the new digital landscape for commerce, communication and politics, conflicts once held on battlegrounds are now raging online. Cyberwarfare is increasingly becoming the domain of the world's power struggles, the various conflicts between the United States and Russia are also being battled out online, as exemplified from Russian interference in the 2016 election through social media disinformation.



[Inside the Russian Disinformation Playbook: Exploit Tension, Sow Chaos](#)

This podcast episode tells the story of Russia's disinformation campaign that began in the 1980s with a conspiracy theory that the U.S. Military was responsible for the AIDS crisis. Since then, Russia has continued to spread disinformation, with long lasting consequences.

Disinformation | Russia



The Russian Roots of Our Misinformation Problem

A 2019 book by Peter Pomerantsev, a Soviet-born ex-reality TV producer turned journalist and academic, claims that we're experiencing a brand of reality-bending politics that really began in post-Soviet Russia. It's a politics built on a distinctive form of propaganda, the goal of which is to confuse, not convince. In this interview with Pomerantsev, journalist Sean Illing, uncovers the shadows of misinformation hanging over the United States.



Russian Social Media Influence: Understanding Russian Propaganda in Eastern Europe

This study was conducted in order to understand the influence of Russia through the internet on former Soviet States such as Ukraine, Belarus, Latvia, etc. and the European Union as a whole. The study looked into the prevalence of Russian social media platforms, Russian language TV and radio programming outside of Russia, and how much of these accounts were controlled by the Kremlin.



How much are the costs of the Russian Information War?

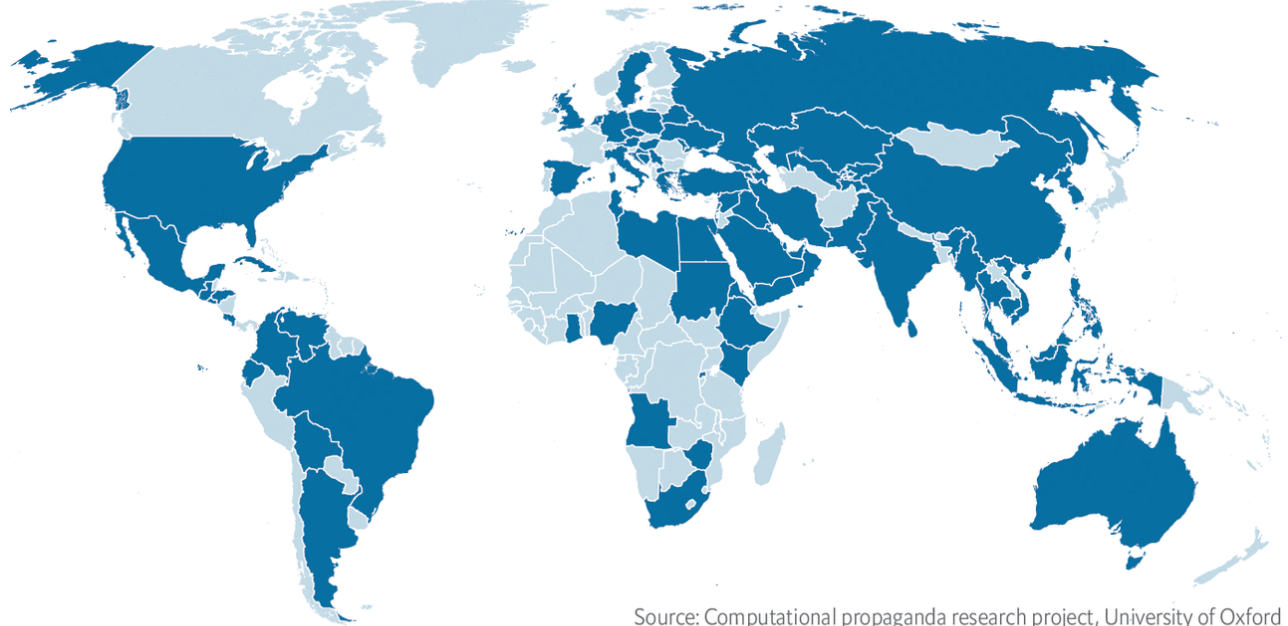


Disinformation | Russia



A wealth of misinformation

Countries affected by social-media misinformation campaigns, 2020



Source: Computational propaganda research project, University of Oxford

The Economist



[Russia is Censoring the Internet, With Coercion and Black Boxes](#)

Russia has been using technology to block internet access to its citizens, from censoring what Russians can view to slowing down loading times to discourage the use of the internet for political purposes, experts fear this blockade could send Russia back politically to the Cold War era.



[A Powerful Russian Weapon: The Spread of False Stories](#)

numerous analysts and experts in American and European intelligence point to Russia as the prime suspect, in a disinformation campaign against Sweden, noting that preventing NATO expansion is a centerpiece of the foreign policy of President Vladimir V. Putin, who invaded Georgia in 2008 largely to forestall that possibility. The ability of Russia to use disinformation to influence global politics is disturbing and must be addressed according to experts.



[The Scourge of Russian Disinformation](#)

Russian disinformation is a grave transnational threat, facilitating unacceptable aggression by Russia both at home and across the 57-nation OSCE region. Russian disinformation helps support rampant violations of OSCE norms by the Putin regime, ranging from internal human rights abuses to military intervention in neighboring states to interference in elections in several countries. In this video, the US Helsinki Commission leads a hearing on Russian disinformation and what to do about it.

Disinformation | Russia



We Need to Rethink the 'Information War' with Russia

While the Cold War has been over since the fall of the USSR, Russia and the United States have continued tense relationships. What was once a conflict of arms control is now an information war, with both Russia and the US fighting to ensure the other does not spread false information about the other. However, the term information war within itself may not be the best way to represent this conflict. Peter Pomerantsev argues in his article for Time magazine that we should be rethinking how we define the conflict with Russia.



DID YOU KNOW?

Between 2015 and 2019, 5455 items of dis-information were traced to Russia.

European Data Journalism Network



Russia's Efforts at Information Warfare Against the West

Russia - it's in the headlines a little less than we have gotten used to these last several years, which is not to say it has turned down its campaign of information warfare against the U.S. and against the West more broadly. We are watching this play out with an aggressive propaganda campaign to promote its Sputnik V vaccine in many Western countries. And meanwhile, the United States is still coming to grips with what is known as SolarWinds, this incredibly sophisticated hack targeting American computer networks, both government and private. So what are Russia's ambitions in 2021 and what might the new Biden administration do to counter them?

Disinformation | Russia



[It's a MAD Information War](#)

For as long as humans have fought, military tactics have always involved propaganda, information manipulation, and deception. Today, digital communication technologies have changed the landscape of what the U.S. military calls “irregular warfare.” As opposed to “conventional warfare,” this kind of war



is not primarily about the use of physical force, and it is not primarily about targeting an adversary's military assets. Irregular warfare includes economic warfare (sanctions), cyber warfare (attacks within the digital domain), and political

warfare (diplomacy), but it most pervasively manifests as some version of population-centric information and narrative warfare. The challenges before us are technological, psychological, and cultural. But the first step in all of this is knowing that we are caught up in a new kind of war.



[Russia's \(dis\)information warfare - BBC News](#)

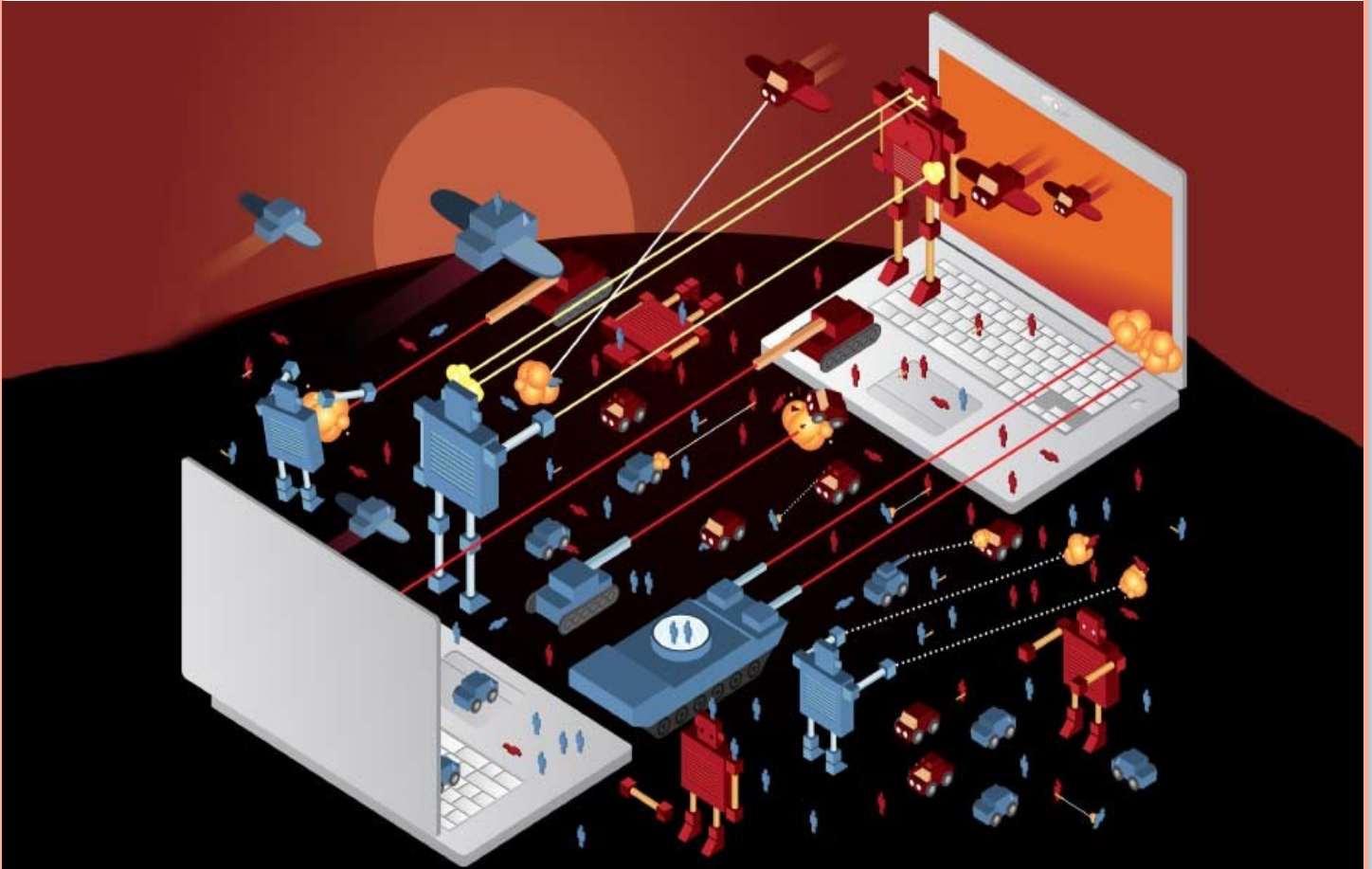
For many anxious citizens, the problem of our time is not just that so many challenging things are happening in the world, but that so much disinformation is spread about them. How can we even have a proper conversation about things going wrong when so many people seem intent on dividing and confusing us with falsehoods?



[The Information War is On. Are We Ready For It?](#)

While disinformation, misinformation, and social media hoaxes have evolved from a nuisance into high-stakes information war, our frameworks for dealing with them have remained the same. Addressing computational propaganda and disinformation is not about arbitrating truth. It's about responding to information warfare—a cybersecurity issue—and it must be addressed through collaboration between governments responsible for the safety of their citizens and private industry responsible for the integrity of their platforms.

Information Warfare



[How to Survive the Disinformation Wars](#)

In this extensive podcast with New Lines Magazines' Faisal Al Yafai, they discuss how Russia has weaponized disinformation, from the Middle East to America; how open-source intelligence has become a vital tool for journalists; the perils of being a woman online in the 21st century; why social media companies like Facebook are part of the problem; and why fighting disinformation is a lot like "Games of Thrones."



[Strategic Information Warfare: A New Face of War](#)

Information warfare (IW) represents a rapidly evolving and, as yet, imprecisely defined field of growing interest for defense planners and policymakers. The source of both the interest and the imprecision in this field is the so-called information revolution—led by the ongoing rapid evolution of cyberspace, microcomputers, and associated information technologies. The U.S. defense establishment, like U.S. society as a whole, is moving rapidly to take advantage of the new opportunities presented by these changes. At the same time, current and potential U.S. adversaries (and allies) are also looking to exploit the evolving global information infrastructure and associated technologies for military purposes.

Information Warfare



[Teaching Cyber Citizenship](#)

Our children, and our nation, face new challenges in our increasingly digital world. The following report makes the case for building greater resilience against the growing problems of misinformation and disinformation by equipping our teachers and students with the tools and skills they need to face and understand those problems. It begins with an exploration of the history of various terms and concepts, from media and digital literacy to digital citizenship and civics to cybersecurity awareness. The report finds that their respective treatments of skills, ethics, and threats is crucially needed—and that they now cross at what might be conceived of as “cyber citizenship.” This conceptual intersection allows a new kind of coalition-building, drawing together groups in fields that range from education to public interest technology to national security, who all now share an interest in tackling these challenges.



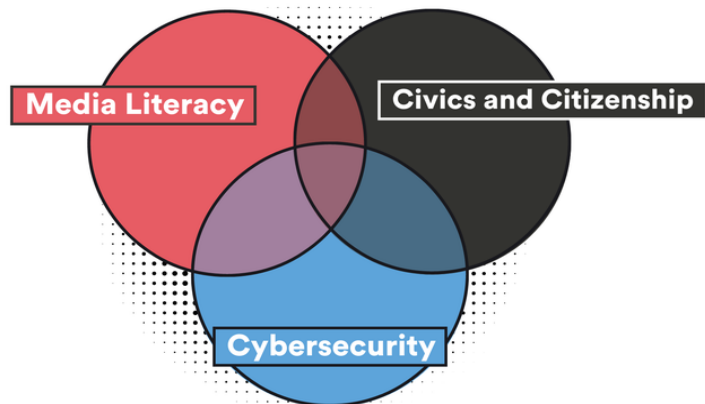
TO DEVELOP CYBER CITIZENSHIP

Invest in teaching and learning across, and at the intersection of, these three areas:



[How Disinformation Is Taking Over the World | NYT Opinion](#)

Governments from Pakistan to Mexico to Washington are woefully unequipped to combat disinformation warfare. Eastern European countries living in Russia’s shadow can teach us how to start fighting back, but only if our politicians decide to stop profiting from these tactics and fight them instead.



Note: The word “citizenship” here encompasses “digital citizenship” as well as programs that focus on interactions with and service to communities on and off line. “Media literacy” increasingly includes “algorithmic literacy”—being able to understand, for example, how the algorithms built into social media platforms affect what messages show up in a person’s news feed.



[Biden, Putin and the New Era of Information Warfare](#)

Even following the US 2020 election, Russia has continued to increase its misinformation campaigns in the hope of undermining the United State’s democratic process and its institutions. In response, President Biden must create a plan to combat misinformation and defend American cyber interests.

Information Warfare



[Myth Versus Lethality: Losing the Plot in the Information War](#)

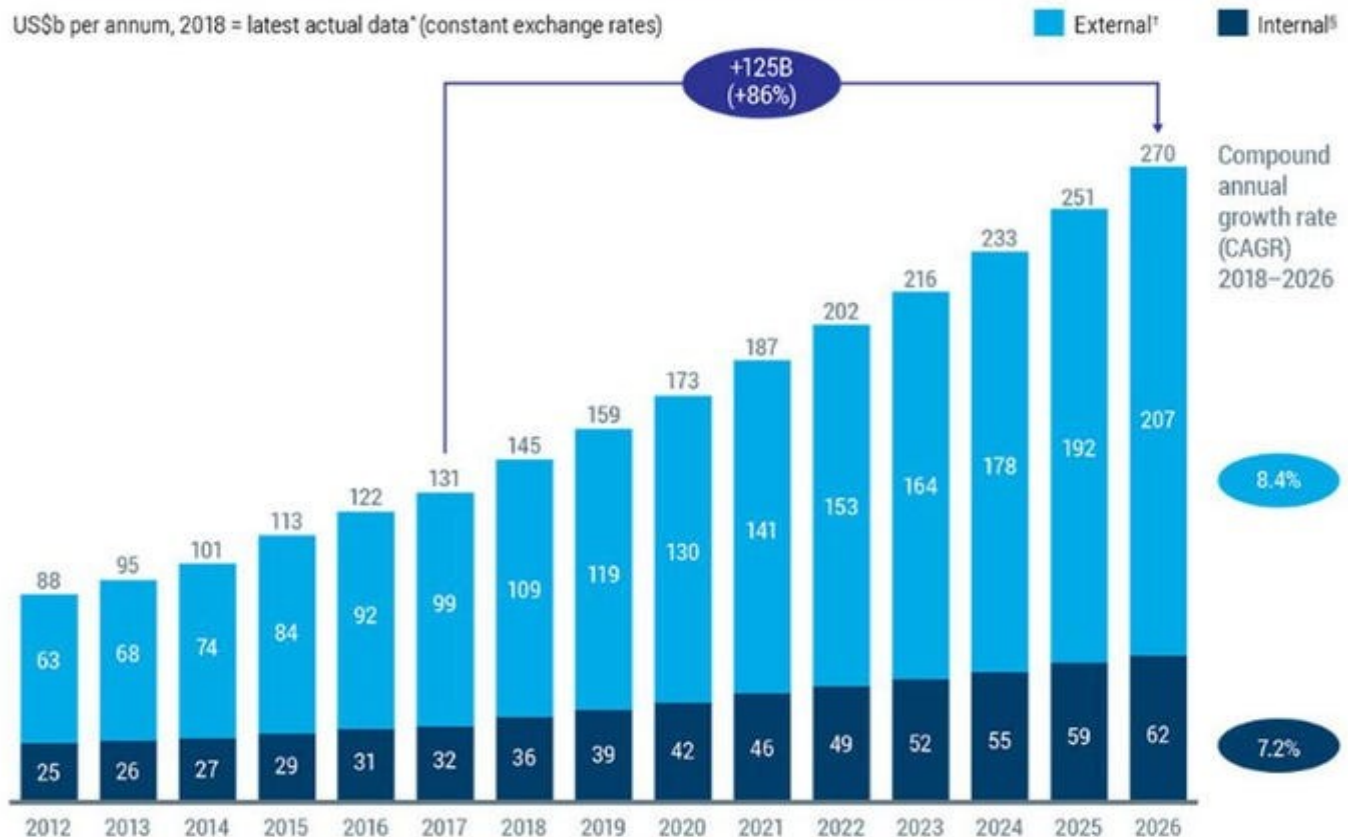
The nature of warfare has changed greatly in the last few decades. Conflicts once resolved on battle grounds are now fought on the internet. Using social media, hacking and disinformation, adversaries fight informational and ideological battles whose consequences transfer from the digital space into real life. However the United States, long considered the mightiest military power in the world, is widely believed to be losing the information war raging behind the screens. Experts expect that if the US does not address these issues soon, there will be serious consequences for the country.



[What is Cyber Warfare? | Ask An Expert](#)

The internet is essential to our livelihood, but it's also become the new battleground for 'cyber warfare', where harm can be inflicted in an instant, says Dr Alexey Muraviev. Should we be concerned?

Figure 2 – Global cyber security spend



* 2012–2016 data based on Gartner data as at 3Q16; 2017 and beyond based on Gartner data

† External spend based on forecasts to 2023 provided by Gartner, extrapolated to 2026 using the average growth rates. Growth rates applied at the product segment level

§ Internal spend refers to the compensation of in-house full-time equivalent employees. Estimated based on Gartner data on global internal spending.

Internal spend grows more slowly than external spend, linked to the increasing adoption of external managed security services

SOURCE: Gartner; Australian Bureau of Statistics; Burning Glass; expert interviews; AlphaBeta and McKinsey analysis

Information Warfare



Information Warfare and the Future of Conflict

In the coming decade, the scope, scale, and speed of Information Warfare (IW) will expand, radically transforming the future of conflict. IW attacks will sow disorder, mistrust, and radicalization to sway the sentiment of the public and the fighting force, at times compelling them to violence against institutions, organizations, and each other. This emerging information warfare attack plane stretches across three domains: digital, cognitive, and physical. Conflict will move swiftly, freely, and simultaneously between the three domains. Future attacks will utilize new technologies in novel ways and employ algorithm-on-algorithm conflict beyond the scope of human observation. These emerging factors will fundamentally change our understanding of conflict and require a new model to comprehend and operationalize the changing character of war.



Cyberconflicts as a New Global Threat

During the last decade, global social and political landscapes were changed by the revolutionary development of information and communications technologies (ICT). New ICT has also significantly influenced warfare, among other ways through the emergence of network-centric warfare doctrine and unconventional, hybrid, information, and asymmetric warfare. The most significant transformation brought by the ICT was the emergence of a totally new form of conflict—cyber conflict, the rise of which we are witnessing worldwide today.

DID YOU KNOW?

64% of Americans say fake news stories have left them confused about the basic facts of current events.

Pew Research Center



Cyberconflicts as a New Global Threat

During the last decade, global social and political landscapes were changed by the revolutionary development of information and communications technologies (ICT). New ICT has also significantly influenced warfare, among other ways through the emergence of network-centric warfare doctrine and unconventional, hybrid, information, and asymmetric warfare. The most significant transformation brought by the ICT was the emergence of a totally new form of conflict—cyber conflict, the rise of which we are witnessing worldwide today.

Fake News



[How to Teach your Students about Fake News - Lesson Plan \(Grades 7th-12th\)](#)

Fake news is making news, and it's a problem. This lesson gives students media literacy skills they need to navigate the media, helps teach critical thinking about information and news sources, and includes how to spot fake news activities.



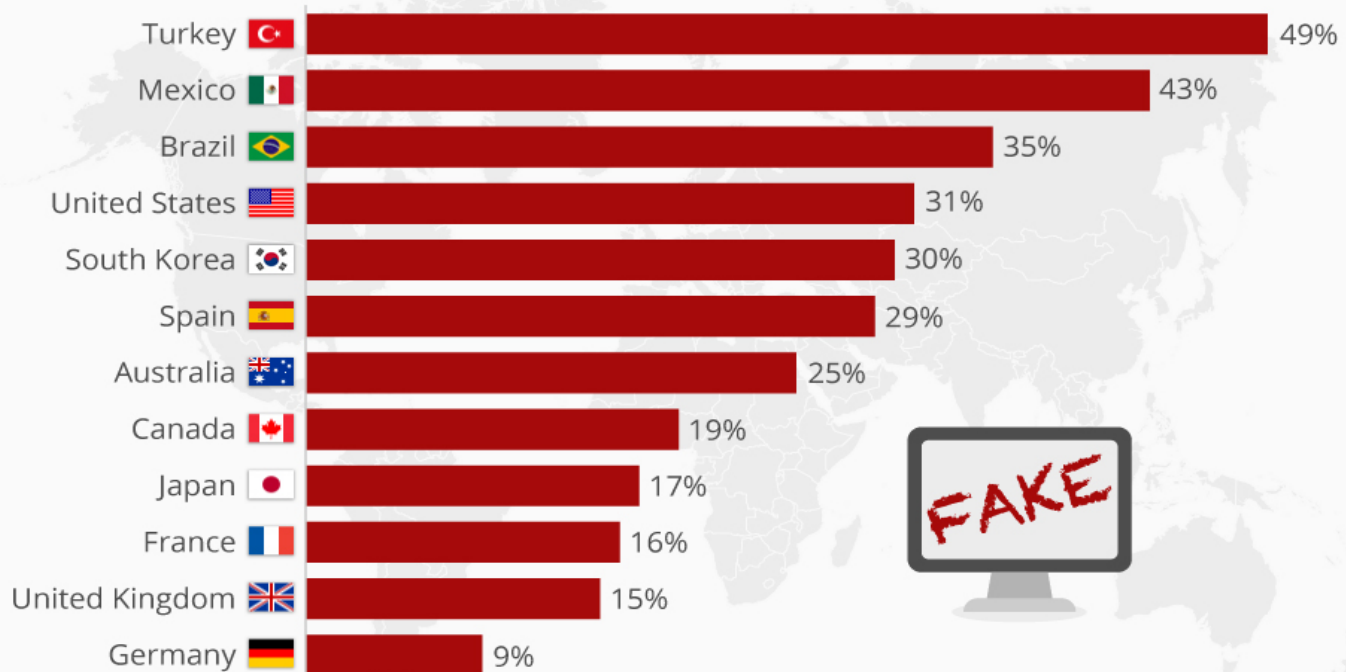
[Disinformation and Deep Fakes](#)

Disinformation is a separate phenomenon from misinformation. Disinformation relies on spreading deliberately false information in the hopes that your enemy will make a decision based off a lie. In this episode, we explore the past, present, and future of disinformation. How did a carefully placed corpse — planted by a submarine off the coast of Spain — help the Allies win World War II? Who is behind the fake news farms in Macedonia? How does Russian reality television function given that the whole media ecosystem is based on state propaganda? Why did *The Apprentice* flop with a Russian audience? What did Anne Applebaum learn from being the target of a Russian disinformation campaign? And what are deep fakes, why are they so dangerous, and how long will it be until we can no longer trust what we can see with our own eyes when we're watching a video of a world leader speaking?



Where Exposure To Fake News Is Highest

% who say they were exposed to completely made-up news in the past week*



Fake News



[Evaluating Sources in a 'Post-Truth' World: Ideas for Teaching and Learning About Fake News](#)

The New York Times guided lesson on identifying truth and fiction online. This lesson is an updated version of their 2015 post, it includes new resources, activities and questions to spark discussions with students.



[The Nature of Conflict - Podcast](#)

Former NSA Chief Cryptologic Technician, Retired US Navy Chief, and author Chase Cunningham is so fascinated by cyber conflict that it inspired him to create a comic book series. He and Bryan talk about the nation state interaction in cyberspace, APTs, deepfakes, and more.



[The Psychological Impact of Information Warfare & Fake News](#)

As more of our lives migrate online, many believe the use of disinformation as a tool of persuasion and weapon of influence has reached new heights. We have more access to news than ever before—from mainstream news channels to social media to radio and podcasts. And it's easier than ever to reach us—at any hour of the day or night—on any one of our many Internet-connected devices. A recent study by the American Psychological Association ¹ found that 66% of Americans are stressed out about the future of the country, and the constant consumption of news was pinpointed as a major contributor.

HOW TO SPOT FAKE NEWS



CONSIDER THE SOURCE

Click away from the story to investigate the site, its mission and its contact info.



READ BEYOND

Headlines can be outrageous in an effort to get clicks. What's the whole story?



CHECK THE AUTHOR

Do a quick search on the author. Are they credible? Are they real?



SUPPORTING SOURCES?

Click on those links. Determine if the info given actually supports the story.



CHECK THE DATE

Reposting old news stories doesn't mean they're relevant to current events.



IS IT A JOKE?

If it is too outlandish, it might be satire. Research the site and author to be sure.



CHECK YOUR BIASES

Consider if your own beliefs could affect your judgement.



ASK THE EXPERTS

Ask a librarian, or consult a fact-checking site.

Fake News



Factitious

This online game allows students to practice media literacy skills. Students will be shown news articles, some fake and some real, and have to determine which are which. This game is best used after a lesson on media literacy skills so that students may practice what they have learned.



Russia Still Largest Driver of Disinformation on Social Media, Facebook Report Finds

Russia continues to be the largest producer of disinformation on social media, with the country being the source of the most fake and misleading Facebook accounts, according to a new report. A report from Facebook revealed that the social media giant has uncovered disinformation campaigns in more than 50 countries since 2017 and that Russia is the top source of "coordinated inauthentic behavior," with 27 of the fake networks identified. According to the report, of the 150 networks Facebook has dismantled since 2017, 45% were targeting domestic audiences, with 38% targeting countries abroad. Of the countries most frequently targeted by foreign disinformation networks, the U.S. was the top target, followed by Ukraine and the United Kingdom.

FAST FACTS: Deepfakes are synthetic media in which a person in an existing image or video is replaced with someone else's likeness. Learn how the United States Government is working to combat Deepfakes, [here](#).

Photo Bibliography

Cover

Yulenochekk, et al. "Moscow Russia Pictures, Images and Stock Photos." *IStock*, <https://www.istockphoto.com/photos/moscow-russia>.

Session 1

Kent, Thomas, and Thomas Kent. "How to Combat Russian Disinformation in the U.S. Presidential Election." *Columbia News*, 14 Sept. 2020, <https://news.columbia.edu/news/how-to-combat-russian-disinformation-presidential-election>.

How to Use this Guide

"6 Must Read Travel Books." *Virtuoso*, www.virtuoso.com/travel/articles/6-must-read-adventure-travel-books.

Table of Contents

Ghaffary, Shirin. "Why No One Really Knows How Bad Facebook's Vaccine Misinformation Problem Is." *Vox*, Vox, 16 Aug. 2021, <https://www.vox.com/22622070/facebook-data-covid-19-vaccine-misinformation-researchers-access-nyu-academics>.

Introduction to Session Speaker

Nina Jankowicz, *The Wilson Center*, <https://www.wilsoncenter.org/person/nina-jankowicz>

How to Lose the Information War, Nina Jankowicz, Bloomsbury Publishing

Disinformation | Russia

Rfe/rl. "EU Monitor: Russia, China Sow Distrust in West through Coronavirus Disinformation." *RadioFreeEurope/RadioLiberty*, EU Monitor: Russia, China Sow Distrust In West Through Coronavirus Disinformation, 1 Apr. 2020, <https://www.rferl.org/a/eu-monitor-russia-china-sow-distrust-in-west-through-coronavirus-disinformation/30523558.html>.

"Inside Russia's Social Media Campaign against the US" *Time*, <https://time.com/4783932/inside-russia-social-media-war-america/>

"How Much Does the Russian Information War Cost?" *Inform Napalm*, <https://informnapalm.org/en/how-much-does-the-russian-information-war-cost/>

Photo Bibliography

- "A Growing Number of Governments are spreading Disinformation", *The Economist*, <https://www.economist.com/graphic-detail/2021/01/13/a-growing-number-of-governments-are-spreading-disinformation-online>
- "Concept Propaganda for Information War" *Alamy*, <https://www.alamy.com/concept-propaganda-weapon-for-information-war-image229688482.html>
- "Russia and Disinformation: Maskirovka" *Centre for Research and Evidence on Security Threats*, <https://crestresearch.ac.uk/resources/russia-and-disinformation-maskirovka-full-report/>
- "Myth Versus Lethality: Losing the Plot in the Information War" *The Strategy Bridge*, <https://thestrategybridge.org/the-bridge/2019/12/2/myth-versus-lethality-losing-the-plot-in-the-information-war>

Information Warfare

- "What do We Mean by Cyber Citizenship" *New America*, <https://www.newamerica.org/education-policy/reports/teaching-cyber-citizenship/what-do-we-mean-by-cyber-citizenship-and-what-skills-contribute-to-it/>
- "2020 Roundup of Cybersecurity Forecasts and Market Estimates" *Forbes*, <https://www.forbes.com/sites/louiscolombus/2020/04/05/2020-roundup-of-cybersecurity-forecasts-and-market-estimates/?sh=58701e19381d>
- "Strengthen Media Literacy to Win the Fight Against Misinformation" *Stanford Social Innovation Review*, https://ssir.org/articles/entry/strengthen_media_literacy_to_win_the_fight_against_misinformation

Fake News

- "Where Exposure to Fake News is Highest" *Statista*, <https://www.statista.com/chart/14265/where-exposure-to-fake-news-is-highest/>
- "How the Coronavirus is testing social media's efforts to stem the flow of fake news amid global public health crisis" *South China Morning Post*, <https://www.scmp.com/tech/apps-social/article/3065103/how-coronavirus-testing-social-medias-efforts-stem-flow-fake-news>
- "Fake News, Propaganda, and Disinformation: Learning to Critically Evaluate Media Sources: Infographic" *Cornell University Library*, https://guides.library.cornell.edu/evaluate_news/infographic
- "Tech Tent: Social Media Fights a Fresh Flood of Fake News" *BBC*, <https://www.bbc.com/news/technology-52245992>

Thank You to Our Sponsors!

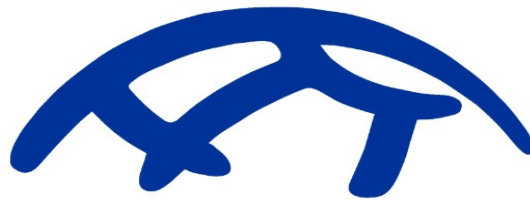
The [Ellison Center for Russian, East European, and Central Asian Studies](#),
[Henry M. Jackson School of International Studies](#), University of Washington.



**ELLISON CENTER
FOR RUSSIAN, EAST EUROPEAN
& CENTRAL ASIAN STUDIES**



HENRY M. JACKSON SCHOOL OF INTERNATIONAL STUDIES | UNIVERSITY of WASHINGTON



WORLD
AFFAIRS COUNCIL
Celebrating 70 Years

