

INR 4931: IR AND THE POLICY WORLD
Spring 2023, T 3:00–4:55 & R 4:05–4:55 pm @ Anderson 034

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Course Description and Required Texts

This course is designed for students contemplating a policy-oriented career in international affairs. It has three objectives. First, it will give you an idea of how to prepare for and develop such a career. Second, the course will give you an idea of how the US foreign policy community works: the backgrounds and career paths of the people who make/inform policy, and some of the organizations—inside and outside the government—in which these people are employed. The third objective of the course is to expose you to debates on the connection between IR theory and practice: what is the relationship between academic IR and the policy world?

Please purchase the following required books from your favorite vendor.

- Harry W. Kopp and John K. Naland, *Career Diplomacy: Life and Work in the US Foreign Service*, Fourth Edition (Georgetown University Press, 2021). [Do not purchase earlier editions]
- Thomas Medvetz, *Think Tanks in America* (University of Chicago Press, 2012).
- John Gans, *White House Warriors: How the National Security Council Transformed the American Way of War* (Liveright Publishers, 2019).

In addition to these three books, the required readings for this course include book chapters, scholarly articles, newspaper pieces, and blog posts. These readings are listed on the course schedule. Some of them can be accessed by following hyperlinks on the syllabus. Others are available in PDF format on Canvas.

Course Requirements

Class attendance and participation: I expect you to attend class sessions regularly and to complete all the readings in timely fashion, as specified by the schedule below. Ten percent (ten points) of the total grade for the class will be based on class attendance and participation. My criteria for evaluating attendance/participation are as follows. You will earn 10 points if you attend class regularly and participate frequently in class discussions (demonstrating familiarity with the readings); 8–9 points if you attend class regularly and participate sporadically in class discussions; 6–7 points if you attend class regularly and (almost) never participate, or if you attend class and participate sporadically; 5 points or less if you attend class sporadically and never participate.

Course assignments: You will be required to complete nine assignments throughout the semester, as follows.

- Short reaction pieces: This assignment is designed to ensure that you perform the reading assignments on schedule. Ten times during the semester you will be required to respond briefly to a

prompt/question related to the reading materials assigned for the following week. The prompts will be posted on Canvas on Fridays at 5 pm and the assignment will be due the following Tuesday at 12 Noon. The relevant dates are listed on the course schedule.

- A diplomatic cable: As Kopp and Naland explain (pp. 57–58), drafting reports about developments in foreign countries is a crucial part of the work of foreign service officers. Fancy yourself a US foreign service officer posted at a country of your choice. Compose a diplomatic cable reporting to Washington on developments in “your” country. This assignment is due on March 7. See the syllabus appendix for a more detailed description of this assignment.
- An op-ed: Draft an op-ed article on an issue that may be (or should be) of interest/concern to US foreign policy makers. Avoid topics that dominate current headlines. I recommend, but do not require, that the topic of the piece be related to that of the diplomatic cable. Before drafting the piece, carefully reread Bret Stephens’s “Tips for Aspiring Op-Ed Writers” (required reading for January 11—see syllabus) and skim a few recent op-eds in major publications such as the *NY Times* (note that the *Times* recently renamed op-ed articles “guest essays”). Include hyperlinks in the piece to sources you quote from or draw on. The typical length of op-eds is 750 words. Shoot for 750 and do not exceed 800 words (please provide a word count). I recommend you compose a rough draft early, then edit and trim it, as necessary. This assignment is due on April 13 at 12 Noon.
- A policy memo: Draft a policy memorandum on an issue that may be (or should be) of interest/concern to US foreign policy makers. Avoid topics that dominate current headlines. I recommend, but do not require, that the topic of the memo be related to that of the op-ed and/or diplomatic cable. Before drafting the memo, carefully review the policy memo “how to” documents listed on the syllabus. Specify the author of the memo (“FROM”), its intended recipient (“TO”), the date, and subject (“RE”). Make sure the memo includes an executive summary, background, three or more policy options, and recommended action. The length of the memo should not exceed 1,000 words (high-level officials are very busy); please provide a word count. Include hyperlinks in the piece to sources you quote from or draw on. This assignment is due on April 25 at 12 Noon.
- PowerPoint presentation: This presentation should be based on the policy memo and should be aimed at the same official addressed by the memo. It should include 3-5 slides. You are not required to record yourself presenting the slides. Before preparing the presentation, carefully review the slide presentation “how to” documents listed on the syllabus. This assignment is due on April 25 at 12 Noon.
- Short bios of Department of State (DOS) officials: Review the DOS organization chart at <https://www.state.gov/department-of-state-organization-chart/>. Write biographical sketches (1-2 paragraphs each) of four office holders at the ranks of Under Secretary, Assistant Secretary, or Director. Two of the bios should be of office holders in the Biden Administration (see <https://www.state.gov/>). The other two bios should be of officials who held the same (or similar) two positions during the Trump Administration (see the archived website at <https://2017-2021.state.gov/index.html>). The bios should include the educational credentials and career highlights of the four officials, as well as any other information you judge relevant. Indicate whether the official, based on their career path, is a foreign service officer, a career civil servant, or “in-and-outer.” You may consult Wikipedia, but only as a way of identifying other sources; do not cite Wikipedia entries. Provide hyperlinks to your sources. This assignment is due on February 16 at 12 Noon.
- Intelligence agency profile: Write a description (1-2 pages, double spaced) of one of the following US intelligence organizations. Office of the Director of National Intelligence; Defense Intelligence

Agency; Army Intelligence; Navy Intelligence; Air Force Intelligence; Marine Corps Intelligence; Department of State Intelligence; Department of Energy Intelligence; Department of Treasury Intelligence; Department of Homeland Security Intelligence; FBI, Drug Enforcement Administration Intelligence. The profile should be based on Jeffrey Richelson's volume *The US Intelligence Community*. You may, but are not required to, supplement this volume with other sources (provide hyperlinks if you do so). This assignment is due on February 23 at 12 Noon.

- Think tank profile: Pick a think tank that is not mentioned, or is mentioned only in passing, in Medvetz's *Think Tanks in America*. It should be a think tank that focuses either primarily or significantly on international policy affairs. Write a description of this think tank (1-2 pages, double spaced). Some of the questions the report may address include: When was the organization founded, by whom? How big is its staff? What is its ideological position? Who are some of its leading IA experts? Its director/president? Where is it located physically? And where is it located in terms of the social space and fields analyzed by Medvetz? Include references to the sources of information you use; provide hyperlinks when relevant. This assignment is due on March 23 at 12 Noon.
- APSIA member school profile: Write a short description (1-2 pages, double-spaced) of one of APSIA's 38 member schools (listed at <https://apsia.org/graduate-schools-programs/member-directory/>). Include any information that you think may be useful to a prospective MA-level student. For example, where is the school located? When was it founded? What is the cost of attendance? What graduate programs/degrees/tracks does the school offer? What's the curriculum like? What courses are required (for example, are languages courses required? Quantitative analysis courses? IR theory courses?) Is the school known to have strengths in specific areas? Who are the school's leaders? Prominent faculty/alums? This assignment is due on April 4 at 12 Noon.

For your convenience, the assignment deadlines and related critical dates are listed on the course schedule in **red font**.

The final grade for the course will be distributed as follows:

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|-------------------------------|-----|
| • Reaction pieces (3% each) | 30% |
| • Policy memo | 15% |
| • Attendance/participation | 10% |
| • Diplomatic cable | 10% |
| • Op-ed piece | 10% |
| • Dept. of State bios | 5% |
| • Intelligence agency profile | 5% |
| • Think tank profile | 5% |
| • APSIA member school profile | 5% |
| • Slide presentation | 5% |

For each assignment, you will receive a numerical score, not a letter grade. Your final cumulative score will be translated into a letter grade according to the following schedule: 93 points or higher = A; 90–92.9 = A-; 87–89.9 = B+; 83–86.9 = B; 80–82.9 = B-; 77–79.9 = C+; 73–76.9 = C; 70–72.9 = C-; 67–69.9 = D+; 63–66.9 = D; 60–62.9 = D-; <60 = E.

Late reaction pieces will be penalized at a rate of 0.5 points per day. Other late assignments will be penalized at a rate of 10 percent of the assignment's maximum score per day. For example, if you submit the op-ed assignment within 24 hours after its due date, you will lose one (of 10) point.

Other Matters/Policies

Individual extra-credit work is not allowed.

Deadline extensions may be granted under special circumstances—if you anticipate such circumstances, please do not hesitate to ask for an extension. But you must do so prior to the deadline; retroactive extensions will not be granted.

Students with disabilities requesting accommodations should first register with the Disability Resource Center (<https://disability.ufl.edu/>). Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Requirements for class attendance, assignments, and other work in this course are consistent with university policies posted at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. More information about in-class recording is available at <http://aa.ufl.edu/policies/in-class-recording/>

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Course Schedule

January 10 Course Overview

Personal Development and Preparation for International Careers

- January 12 On reading, writing, and presentation skills
- Jane Rosenzweig, “The Whistle-Blower Knows How to Write,” *NY Times*, Sept. 27, 2019. [On Canvas]
 - Skim the Whistle-Blower complaint letter (dated Aug. 12, 2019) at <https://www.justsecurity.org/wp-content/uploads/2019/11/ukraine-clearinghouse-whistleblower-complaint-aug-12-2019.pdf>
 - Policy Memo Writing Tips (from Princeton School of Public and Int’l Affairs) at <https://spia.princeton.edu/blogs/2020-application-pro-tip-writing-effective-policy-memo>
 - “Policy Memo” (from Duke University’s writing program), at <https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/policy-memo.original.pdf>

- Watch “How to Make an Effective Slide Presentation” at <https://www.youtube.com/watch?v=yQc9Mu55qjE>
- “Tips for Making Effective PowerPoint Presentations” (from National Conference of State Legislatures), at <http://www.ncsl.org/legislators-staff/legislative-staff/legislative-staff-coordinating-committee/tips-for-making-effective-powerpoint-presentations.aspx>
- Bret Stephens, “Tips for Aspiring Op-Ed Writers,” *NY Times*, Aug. 25, 2017. [On Canvas]
- Kathleen Kingsbury, “Why the New York Times is Retiring the Term ‘Op-Ed,’” *NY Times*, April 26, 2021. [On Canvas]

January 13 **Reaction piece #1 posted at 5 pm**

January 17 Study Abroad; Internships; Working or Teaching English Abroad

- **Reaction piece #1 due at 12 Noon**
- Browse the Study Abroad statistics at <https://opendoorsdata.org/data/us-study-abroad/>
- Liam Knox, “International Enrollments Rebound,” *Inside Higher Ed*, November 14, 2022, at <https://www.insidehighered.com/news/2022/11/14/international-students-are-coming-back-us-campuses>. [Focus on the article’s last section, titled “US Students Stayed Home”]
- Martin Tillman, “The Right Tools for the Job,” *International Educator*, July-Aug. 2005, at <https://www.nafsa.org/sites/default/files/ektron/files/underscore/InternationalEducator/FrontLinesJulAug05.pdf>
- Laura Begley Bloom, “23 Companies That Help You Travel The World For Free,” *Forbes*, July 27, 2016, at <https://www.forbes.com/sites/laurabegleybloom/2016/07/27/23-companies-that-will-help-you-travel-the-world-for-free-and-maybe-even-pay-you-to-do-it/#50b4b1811e0f>
- Poke around Dave’s ESL Café at <http://www.eslcafe.com/>
- Danielle Desimone, “Working Holiday Visas for U.S. Citizens: Are You Qualified?” at <https://www.goabroad.com/articles/jobs-abroad/working-holiday-visa>
- Poke around the internship data base posted by UT-Austin Clement Center for National Security at <https://www.clementscenter.org/internship-database/view-all>
- Annie Karni, “The 20-Somethings Who Help the 70-Somethings Run Washington,” *New York Times*, July 1, 2022 [On Canvas]

January 19 The Peace Corps

- Browse the Peace Corps website, <https://www.peacecorps.gov/>
- “Peace Corps at UF,” at <https://internationalcenter.ufl.edu/student-opportunities/peace-corps-uf>
- Stephanie Topacio Long, “9 Things to Know Before Joining the Peace Corps,” October 9, 2018, at <https://www.gooverseas.com/blog/10-things-wish-knew-joining-peace-corps>

January 24 Wrapping up Personal Development and Preparation

Who Makes Foreign Policy? Career Officials; Business Execs; Lawyers; Academics

- January 26 Career officials versus “ins-and-outers”
- Thomas McCormick, *America’s Half Century: U.S. Foreign Policy in the Cold War and After*, 2nd edition (Johns Hopkins University Press, 1995), chapter 1 (pp. 1-16). [On Canvas]
 - David Rothkopf, *Running the World: The Inside Story of the National Security Council and the Architects of American Power* (Public Affairs, 2005), pp. xi-xix and 14-21. [On Canvas]
 - Jennifer Szalai “The Agony of Richard Holbrooke,” *NY Times*, May 7, 2019. [On Canvas]
 - George Packer, *Our Man: Richard Holbrooke and the End of the American Century* (Alfred Knopf, 2019), pp. 112-123 and 165-175. You may skim most of the text but carefully read pp. 115-116 and 172-173. [On Canvas]
- January 27 **Reaction piece #2 posted at 5 pm**
- January 31 Ins-and-outers
- **Reaction piece #2 due at 12 Noon**
 - Skim short bios of senior officials in the Biden Administration’s National Security Council [on Canvas]
 - Poke around a spreadsheet summarizing the educational credentials of these National Security Council officials [on Canvas]
- February 2 A case study: who makes US policy toward Russia?
- Keith Gessen, “The Quiet Americans Behind the U.S.-Russia Imbroglio,” *NY Times Magazine*, May 8, 2018. [On Canvas]
- February 3 **Reaction piece #3 posted at 5 pm**
- February 7 Wrapping up “who makes foreign policy?”
- **Reaction piece #3 due at 12 Noon**
- Foreign Relations’ Actors: Key Government Agencies/Bureaucracies**
- February 9 The Foreign Service I
- Kopp and Naland, chaps. 1–5 (pp. 3–89)
- February 10 **Reaction piece #4 posted at 5 pm**
- February 14 The Foreign Service II
- **Reaction piece #4 due at 12 Noon**
 - Kopp and Naland, chaps. 6–9 (93–186)
- February 16 The Foreign Service III
- **Department of State bios due at 12 Noon**
 - Kopp and Naland, chaps. 10–12 (189–233)
 - Nahal Toosi, “Ivy League Grads Have a Leg Up in State Dept. Promotions, Stats Show,” *Politico*, June 14, 2020, at <https://www.politico.com/news/2020/06/14/ivy-league-grads-state-department-promotions-316531>

- February 17 **Reaction piece #5 posted at 5 pm**
- February 21 The Intelligence Community
- **Reaction piece #5 due at 12 Noon**
 - Jeffrey Richelson, *The U.S. Intelligence Community*, 7th edition (Westview Press, 2016), chapters 1-2. [This text is available as an e-book via the UF Libraries portal].
 - Matthew Rosenberg, “At Booz Allen, a Vast U.S. Spy Operation, Run for Private Profit,” *NY Times*, October 6, 2016. [On Canvas]
- February 23 Intelligence as a career
- **Intelligence agency profile assignment due at 12 Noon**
 - Association of Former Intelligence Officers, “Intelligence as a Career” (2017) at https://www.afio.com/publications/AFIO_2017_Careers_Booklet.pdf
 - Poke around “CIA Careers” (including Student Programs) at <https://www.cia.gov/careers>
- February 24 **Reaction piece #6 posted at 5 pm**
- February 28 (1) Wrapping up the Intelligence Community
(2) The National Security Council I
- **Reaction piece #6 due at 12 Noon**
 - Gans, *White House Warriors*, Introduction and chap. 4
- March 2 The National Security Council II
- Gans, *White House Warriors*, chaps. 5–7 and Epilogue
- March 7 Wrapping up the National Security Council
- **Diplomatic cable assignment due at 12 Noon**
 - Be Prepared to speak informally about your cable.
- March 9 Make-up session
- March 14/16 No classes (Spring Break)

Other Foreign Relations’ Actors: Think Tanks; Policy Schools; Congress; Consultants; NGOs

- March 17 **Reaction piece #7 posted at 5 pm**
- March 21 Think Tanks I
- **Reaction piece #7 due at 12 Noon**
 - Medvetz, *Think Tanks in America*, Prologue and chaps. 1–2
- March 23 Think Tanks II
- **Think Tank profile due at 12 Noon**
 - Medvetz, chaps. 3–4
- March 24 **Reaction piece #8 posted at 5 pm**

- March 28 Think Tanks III
- Reaction piece #8 due at 12 Noon
- March 30 Professional International Affairs (IA) schools I
- Browse the APSIA website at <https://apsia.org/>
 - Ido Oren, “Schools of International Affairs in the United States: A Historical Sketch,” *Cambridge Review of International Affairs*, published online on December 14, 2020. [On Canvas]
- April 4 Professional IA schools II
- APSIA member school profile due at 12 Noon
 - Laura Pappano, “The Master’s as the New Bachelor’s,” *NY Times*, July 22, 2011. [On Canvas]
- April 6 Professional IA schools III
- William Arkin and Alexa O’Brien, “The Most Militarized Universities in America: A VICE News Investigation.” *Vice News*, November 6, 2015, at https://news.vice.com/en_us/article/j59g5b/the-most-militarized-universities-in-america-a-vice-news-investigation
- April 7 Reaction piece #9 posted at 5 pm
- April 11 Consulting, lobbying, government relations’ firms
- Reaction piece #9 due at 12 Noon
 - Jeff Gerth With Sarah Bartlett, “Kissinger and Friends and Revolving Doors,” *NY Times*, April 30, 1989. [On Canvas]
 - Bob Silverman, “Why the Unregulated Influence of Strategic Advisory Firms Is Destroying Washington,” *The National Interest*, Feb. 7, 2021, at <https://nationalinterest.org/feature/why-unregulated-influence-strategic-advisory-firms-destroying-washington-177588>
 - Theodoric Meyer, “The Blob Abides,” *Politico*, March 23, 2021. <https://www.politico.com/newsletters/transition-playbook/2021/03/23/the-blob-abides-492214>
 - Poke around the Albright Stonebridge Group (recently incorporated into Dentons Global Advisors) website at <https://www.albrightstonebridge.com/>
 - Matthew Brunwasser, “That Crush at Kosovo’s Business Door? The Return of U.S. Heroes,” *NY Times*, December 11, 2012. [On Canvas]
- April 13 Careers on Capitol Hill; in international development organizations
- Op-ed assignment due at 12 Noon
 - Terry Carmack, “How to Get a Job on Capitol Hill,” *Politico Magazine*, August 4, 2015, at <https://www.politico.com/magazine/story/2015/08/12-steps-to-a-capitol-hill-job-121012>
 - Rebecca Gale, “Secrets from Capitol Hill’s Back Rooms: How to Get Hired on the Hill,” *Roll Call*, October 7, 2014, at <https://www.rollcall.com/news/how-to-get-hired-on-capitol-hill>
 - “What Is Daily Life Like for a Member of Congress or Congressional Staffer?” *Slate*, November 7, 2013, at <https://slate.com/human-interest/2013/11/congressional-staffers-what-s-it-like-to-work-for-a-member-of-congress.html>
 - Browse the website of DAI at <https://www.dai.com/>

- “12 Tips for Getting a Job in International Development,” *The Guardian*, at <https://www.theguardian.com/global-development-professionals-network/2014/aug/26/international-development-career-advice-tips>
- Atossa Araxia Abrahamian “How to Help Endangered and Impoverished Peoples,” *New York Times*, March 2, 2021. [On Canvas]

Theory and Practice: Academic IR and the Policy World

- April 14 **Reaction piece #10 posted at 5 pm**
- April 18 Concerns about the “gap” between IR theory and practice
- **Reaction piece #10 due at 12 Noon**
 - Joseph Nye, Jr., “Bridging the Gap between Theory and Policy,” *Political Psychology*, Vol. 29, No. 4, (August 2008), pp. 593-603. [On Canvas]
 - Paul Avey and Michael Desch, “What Do Policymakers Want from Us? Results of a Survey of Current and Former Senior National Security Decision Makers,” *International Studies Quarterly*, vol. 58 (2014), pp. 227–246. [On Canvas]
 - Nicholas Kristof, “Professors, We Need You!” *NY Times*, February 15, 2014. [On Canvas]
 - Browse the “Bridging the Gap” project website at <https://bridgingthegaproject.org/>
- April 20 Questioning the “gap”
- Ido Oren, “International Relations Ideas as Reflections and Weapons of US Foreign Policy,” in *The SAGE Handbook of the History, Philosophy and Sociology of International Relations* (Sage, 2018), pp. 399–413. [On Canvas]
 - Tony Smith, *A Pact with the Devil: Washington’s Bid for World Supremacy and the Betrayal of the American Promise* (Routledge, 2007), Preface and Chapter 4. [On Canvas]
- April 25 Conclusion and discussion of policy memos
- **Policy memo assignment due at 12 Noon**
 - **PowerPoint presentation assignment due at 12 Noon**
 - Be prepared to speak informally about your memo and PP presentation

Appendix: Detailed Assignment Description

Diplomatic Cable

Carefully read Kopp and Naland's discussion of the work of political officers in the US Foreign Service (pp. 57–59). As the authors explain, a key part of the job of political officers consists in drafting cables reporting on developments in their country of assignment.

Fancy yourself a junior political FSO posted to a country (or international organization) of your choice. Draft a diplomatic cable reporting about developments in “your” country/IO that someone in Washington may/should be interested in. The length of the report should not exceed 1000 words (provide a word count, please). Make sure your report is concise and informative. It should have “a short, informative subject line (title) and a clear, concise summary at the top” (Kopp and Naland, p. 58).

In selecting a country and topic to report on, avoid issues that dominate current headlines. Report on issues that go under the proverbial “radar screen” of most Americans. The following brief item, which appeared in the *Gainesville Sun* on October 6, 2019, is an example of such an “under the radar” issue. The item, in its entirety, read:

The United States and Greece on Saturday signed a revised defense cooperation pact, which American officials described as critical to responding to new security challenges in the eastern Mediterranean Sea. The deal provides for increasing joint U.S.-Greece and NATO activity at Larissa, Stefanovikio, and Alexandroupoli as well as infrastructure and other improvements at the Souda Bay naval base. “Greece can play an important strategic role here in the region,” U.S. Secretary of State Mike Pompeo told Greek PM Kyriakos Misokakis. ■

Your report should be in the main based on facts reported in open sources (the press; blogs; Twitter, etc.). But you may embellish it a bit by inserting yourself into the report. For example, suppose you are reporting from Athens about Greek attitudes toward enhanced security cooperation with the US (see above). Suppose, further, that, according to the sources you read, party X is opposed to such enhanced cooperation. You may embellish your cable by reporting that you met with MP Jane Doe from Party X and learned from her about the party's position.

Diplomatic cables do not typically contain citations. For this assignment, however, please include an appendix listing your sources. Include hyperlinks when relevant. The appendix does not count toward the assignment's word limit.

This assignment is due on March 7 at 12 Noon. Good reporting requires considerable research. Start working on this assignment early, zooming in on a country/IO and gathering background information. Do not procrastinate.