

TRIP Policymaker Survey 2011

Q1: What is your age?

Q2: Are you male or female?

- Male
- Female

Q3: What is your race?

- White, not of Hispanic origin
- White, of Hispanic origin (ex, Chicano, Mexican, Mexican-American, other Latin American descent)
- Black, or African-American
- American Indian or Alaska Native
- Asian Indian
- Japanese
- Native Hawaiian or other Pacific Islander
- Chinese
- Korean
- Vietnamese
- Filipino
- Other _____

Q4a: Which of the following most accurately describes your highest rank in the U.S. Government?

- Senate confirmable policy or department/agency leader
- Political appointee not-confirmable (DASD, office director, special assistant)
- SES-level civil servant
- Professional at the GS/GG 15/Band 5 level
- Professional at the GS/GG 13/Band 4 level
- Other _____
- Military officer

If you answered "Military Officer" in Q4a, please answer Q4b. If not, please skip to Q5.

Q4b: Which of the following most accurately describes your highest rank in the U.S. Military?

- O-10
- O-9
- O-7 or O-8
- O-6
- O-5
- Other _____

Q5: Which of the following best describes your primary job responsibility? Please check only one box.

- Analysis
- Management
- Policy-making/policy advice
- Policy implementation
- Other _____

Q6: For how many years have you worked in the U.S. Government? If you have worked there for less than one year, please write a zero (0).

Years: _____

Q7: What is your highest level of education?

- High school
- Some college
- College Degree
- Master's degree
- Terminal professional degree (J.D., MBA)
- All but dissertation
- Ph.D.

Q8: In which of the following fields did you earn your highest degree? Please check only one box.

- Economics
- Political Science
- Sociology
- Anthropology
- Psychology
- Public policy
- International affairs
- Foreign Languages
- Area Studies
- History
- Law
- Business.
- Natural, physical, biological, or computational sciences
- Other _____

Next, we would like to ask you about some arguments made by international relations scholars, and the importance these arguments may or may not have to your work in the US Government.

Q9: Are you familiar with Samuel Huntington's "clash of civilizations" thesis?

- Yes
- No

If you answered "Yes" in Q9, please answer Q9a, Q9b, Q9c, and Q9d. If not, please skip to Q10.

Q9a: How did you learn about it? (Check all that apply)

- I have read Huntington's book, *The Clash of Civilizations and the Remaking of World Order*.
- I have read his *Foreign Affairs* article.
- I have read his *New York Times* opinion piece.
- I have heard about his argument from colleagues.

Q9b: How confident are you in the accuracy of Huntington's "clash of civilizations" thesis that civilizations, not states, are likely to be the most important actors in the future of world politics? Are you...

- Very confident
- Somewhat confident
- Not very confident
- Not confident at all
- Don't know

Q9c: In your opinion, how useful is the "clash of civilizations" thesis for policymakers?

- Very useful
- Somewhat useful
- Not very useful
- Not useful at all
- Don't know

Q9d: Does Huntington's thesis about the clash of civilizations influence the work you do for the U.S. government?

- Yes
- No

Q10: Are you familiar with the “democratic peace” thesis?

- Yes
- No

If you answered “Yes” in Q10, please answer Q10a, Q10b, Q10c, and Q10d. If not, please skip to Q11.

Q10a: How did you learn about the "democratic peace" thesis? (Please check all that apply.)

- I have read scholarly works like Immanuel Kant’s *Perpetual Peace* and/or the work of contemporary academic social scientists such as Michael Doyle and Bruce Russett.
- I have read about the thesis in the 1994 and 2002 *National Security Strategies*.
- I have read about the thesis in opinion pieces.
- I have heard about the thesis from colleagues.

Q10b: How confident are you in the accuracy of the “democratic peace” thesis -- that because two countries are democracies, they are not likely to wage war against each other? Are you...

- Very confident
- Somewhat confident
- Not very confident
- Not confident at all
- Don’t know

Q10c: In your opinion, how useful is the “democratic peace” thesis for policymakers?

- Very useful
- Somewhat useful
- Not very useful
- Not useful at all
- Don’t know

Q10d: Does the democratic peace thesis influence the work you do for the U.S. Government?

- Yes
- No

Q11: Are you familiar with the theory of “mutual assured destruction”?

- Yes
- No

If you answered “Yes” in Q11, please answer Q11a, Q11b, Q11c, and Q11d. If not, please skip to Q12.

Q11a: How did you learn about the theory of “mutual assured destruction”? (Please check all that apply.)

- I have read about it in scholarly works such as Bernard Brodie’s *The Absolute Weapon*, Thomas Shelling’s *Arms and Influence*, or Robert Jervis’ *The Meaning of the Nuclear Revolution*.
- I have read articles about the theory in journals such as *Foreign Affairs* by analysts such as Albert Wohlstetter.
- I have read about the theory in opinion pieces.
- I have heard about the theory from colleagues.

Q11b: How confident are you that the theory of “mutual assured destruction” is correct -- that when two countries have an assured second strike capability the likelihood of conflict between them decreases? Are you...

- Very confident
- Somewhat confident
- Not very confident
- Not confident at all
- Don’t know

Q11c: In your opinion, how useful is the theory of “mutual assured destruction” for policymakers?

- Very useful
- Somewhat useful
- Not very useful
- Not useful at all
- Don’t know

Q11d: Does the theory of “mutual assured destruction” influence the work you do for the U.S. government?

- Yes
- No

Q12: Are you familiar with “population-centric counter-insurgency” theory?

- Yes
- No

If you answered “Yes” in Q12, please answer Q12a, Q12b, Q12c, and Q12d. If not, please skip to Q13.

Q12a: How did you learn about “population-centric counter-insurgency” theory? (Check all that apply)

- I have read about it in books like Douglass Blaufarb’s *The Counterinsurgency Era*, David Galula’s *Counterinsurgency Warfare: Theory and Practice*, or John Nagl’s *Eating Soup With a Knife*.
- I have read the joint Army-Marine Counterinsurgency Field Manual, FM 3-2.
- I have read about the theory in opinion pieces.
- I have heard about the theory from colleagues.

Q12b: How confident are you in the theory of “population-centric counterinsurgency” -- that the core of successful counterinsurgency operations entails securing the civilian population and that in these operations the role of traditional military force is less important than the other instruments of statecraft? Are you...

- Very confident
- Somewhat confident
- Not very confident
- Not confident at all
- Don’t know

Q12c: In your opinion, how useful is the theory of “population-centric counter-insurgency” for policymakers?

- Very useful
- Somewhat useful
- Not very useful
- Not useful at all
- I don’t know.

Q12d: Does the theory of “population-centric counter-insurgency” influence the work you do for the U.S. Government?

- Yes
- No

Q13: Are you familiar with Kenneth Waltz's "realist" thesis about state behavior?

- Yes
- No

If you answered "Yes" in Q13, please answer Q13a, Q13b, Q13c, and Q13d. If not, please skip to Q14.

Q13a: How did you learn about Kenneth Waltz's "realist" thesis? (Check all that apply)

- I have read Waltz's *Theory of International Politics*.
- I have read one or more of Waltz's scholarly articles in *The American Political Science Review* or *International Security*.
- I have read one or more of Waltz's articles in *The National Interest*.
- I have read one or more of Waltz's opinion pieces.
- I have heard about the thesis from colleagues.

Q13b: How confident are you in the accuracy of the "realist" thesis that states' behavior is influenced primarily by international factors like the distribution of power rather than the nature of their domestic politics?

- Very confident
- Somewhat confident
- Not very confident
- Not confident at all
- Don't know

Q13c: In your opinion, how useful is the "realist" thesis for policymakers?

- Very useful
- Somewhat useful
- Not very useful
- Not useful at all
- Don't know

Q13d: Does the "realist" thesis influence the work you do for the U.S. government?

- Yes
- No

Q14: Are you familiar with Bruce Bueno de Mesquita’s “expected utility” approach to international relations and foreign policy?

- Yes
- No

If you answered “Yes” in Q14, please answer Q14a, Q14b, Q14c, and Q14d. If not, please skip to Q15.

Q14a: How did you learn about Bueno de Mesquita’s “expected utility” approach? (Check all that apply)

- I have read one or more of Bueno de Mesquita’s books (*The War Trap*, *War and Reason*, *The Logic of Political Survival*, or *The Strategy of Campaigns*) or one or more of his scholarly articles in *The American Political Science Review* or *The Journal of Conflict Resolution*.
- I have read one or more of Bueno de Mesquita’s articles in *Foreign Affairs*.
- I have read one or more of Bueno de Mesquita’s opinion pieces.
- I have heard about the approach from colleagues.

Q14b: How confident are you in the accuracy of Bueno de Mesquita’s “expected utility” approach -- that states or political leaders make cost/benefit calculations of their interests and act rationally upon them in their foreign policy behavior?

- Very confident
- Somewhat confident
- Not very confident
- Not confident at all
- Don’t know

Q14c: In your opinion, how useful is the “expected utility” approach for policy makers?

- Very useful
- Somewhat useful
- Not very useful
- Not useful at all
- Don’t know

Q14d: Does the “expected utility” approach influence the work you do for the U.S. government?

- Yes
- No

Next, we would like you to think about the utility of academic knowledge to the policy community.

Q15: How useful to policy makers are the arguments and evidence used in the following disciplines?

	Very Useful	Somewhat Useful	Not Very Useful	Not Useful At All
Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sociology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anthropology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign Languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Area Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Natural, Physical, Biological, or Computational Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now, we would like you to think specifically about the impact that social science research has on the work that you do for U.S. government? By social sciences, we specifically mean the disciplines of political science, economics, sociology, anthropology, psychology, public policy, and international affairs. We are interested in what you may have learned from formal education in the social sciences as well as continued training or familiarity with these subjects that may influence your current work.

Q16: How often do you relate the arguments made in social science research to the work that you do for the U.S. Government? Is it...

- Daily
- A few times a week
- A few times a month
- A few times a year
- Never

If you answered anything other than “Never” in Q16, please answer Q16a. If not, please skip to Q17.

Q16a: Which of the following best describes how you relate the arguments made in social science research to the work that you do for the U.S. Government? Please check only one box.

- Directly applies to specific components of my work.
- Provides the intellectual background/framework of my work.
- Helps to provide a common language that helps me work with others.

Q17: How often do you make use of the evidence used in social science research to the work that you do for the U.S. Government. Is it...

- Daily
- A few times a week
- A few times a month
- A few times a year
- Never

If you answered anything other than “Never” in Q17, please answer Q17a. If not, please skip to Q18.

Q17a: Which of the following best describes how you make use of the evidence used in social science research to the work that you do for the U.S. Government? Please check only one box.

- Directly applies to the specific components of my work.
- Provides the intellectual background/framework of my work.
- Helps to provide a common language that helps me work with others.

Q18: How useful to policy makers are the following ways of conducting social science research?

	Very Useful	Somewhat Useful	Not Very Useful	Not Useful At All
Theoretical Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quantitative Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policy Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Area Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Historical Case Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contemporary Case Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal Models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operations Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q19: How should international relations scholars contribute to the policy-making process? (Please select all that apply.)

- Formal participants
- Informal advisors
- Creators of new information/knowledge for policy makers
- Trainers of policy makers
- Should not be involved in policy-making process
- I don't know.
- Other _____

Q20: Please list an example of social science research that you believe has been, is, or will be useful to policy makers in the formulation and/or implementation of foreign policy. (Please provide as much information as possible about author's name and title.)

Ex:

Q21: Please list an example of social science research that you believe has NOT been, is NOT, or will NOT be useful to policy makers in the formulation and/or implementation of foreign policy. (Please provide as much information as possible about authors name and title.)

Ex:

Q22: Where did you acquire the most important intellectual skills that you use in your job in the U.S. Government? Please check only one box.

- Formal education (high school, college, graduate school)
- Professional education or formal job training
- Field or work experience
- Mentoring
- Independent research and reading
- Other _____

Q23: How important are the following sources of information in giving you information to do your job at U.S. Government?

	Very important	Somewhat important	Not very Important	Not important at all
Academic books and/or articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trade press books and/or articles in popular magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet blogs, news sites, and/or streaming internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Television and/or radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classified U.S. Government reports (either oral or written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Next, we would like to ask you about learning and teaching in the social sciences.

After answering Q23 please answer Q25 (there is no Q24).

Q25: In your opinion, which universities have faculty who produce the most policy-relevant research in the social sciences? Please list up to **five**.

1: _____

2: _____

3: _____

4: _____

5: _____

Q26: In your opinion, which universities train the best candidates for jobs with the U.S. Government? Please list up to **five**.

1: _____

2: _____

3: _____

4: _____

5: _____

Q27: Please list up to **four** international relations scholars whose work has had the greatest influence on U.S. foreign policy in the past 20 years.

1: _____

2: _____

3: _____

4: _____

Finally, we would like to ask you some questions regarding U.S. Policy.

Q28: Which area of the world do you consider to be of greatest strategic importance to the United States today? Please check only one box.

- East Asia (including China)
- Former Soviet Union/Eastern Europe, including Central Asian states, except for Afghanistan
- Latin America (including Mexico and the Caribbean)
- Middle East
- North Africa
- North America (not including Mexico)
- Oceania
- South Asia (including Afghanistan)
- Southeast Asia
- Sub-Saharan Africa
- Western Europe

Q29: Which area of the world do you believe will be of greatest strategic importance to the United States in 20 years? Please check only one box.

- East Asia (including China)
- Former Soviet Union/Eastern Europe, including Central Asian states, except for Afghanistan
- Latin America (including Mexico and the Caribbean)
- Middle East
- North Africa
- North America (not including Mexico)
- Oceania
- South Asia (including Afghanistan)
- Southeast Asia
- Sub-Saharan Africa
- Western Europe

Q30: What are the **three** most important foreign policy issues facing the United States today?

- Arab Spring
- Collapse of the Doha Round of trade negotiations
- Conflict in the Middle East
- Cyber-security
- Decline of the US dollar as a reserve currency
- Epidemic disease
- Ethnic conflict
- Failed states
- Global climate change
- Global debt crisis
- Global population growth
- Global poverty
- Global reliance on oil
- International organized crime
- International terrorism
- Persistence of the U.S. trade deficit
- Reform of the United Nations
- Regional integration
- Resource scarcity
- Rogue states
- Russian resurgence
- Rising power of China
- War in Afghanistan
- War in Iraq
- WMD proliferation
- Other _____

Q31: What are the **three** most important foreign policy issues the United States will face over the next 10 years?

- Arab Spring
- Collapse of the Doha Round of trade negotiations
- Conflict in the Middle East
- Cyber-security
- Decline of the US dollar as a reserve currency
- Epidemic disease
- Ethnic conflict
- Failed states
- Global climate change
- Global debt crisis
- Global financial regulation
- Global population growth
- Global poverty
- Global reliance on oil
- International organized crime
- International terrorism
- Persistence of the U.S. trade deficit
- Reform of the United Nations
- Regional integration
- Resource scarcity
- Rogue states
- Russian resurgence
- Rising power of China
- War in Afghanistan
- War in Iraq
- WMD proliferation
- Other _____