Carleton University Fall 2023

Arthur Kroeger College of Public Affairs

**GINS 4090C**

**Frontiers of Emotional Diplomacy**

**Wednesdays 8:35 a.m.** **– 11:25 a.m.**

**Instructor:** Dr.Eric Van Rythoven

**Office Hours:** By Zoom appointment on Mondays between 10:00am – 12:00pm

**Email:** EricVanRythoven@cmail.carleton.ca

**Contact Policy:** Email is the best way to contact me. I normally reply within 24-48 hours, weekends excluded. All email must be through official Carleton university email accounts. For longer questions I recommend scheduling a Zoom or in-person meeting.

# 1. Course Overview

International politics of often treated as a realm of dispassionate calculation where states efficiently maximize their national interest. Yet from state officials publicly trading barbs on social media, to populist narratives of national humiliation, to the emotional visuals emerging from the war in Ukraine, global events continue to complicate this image. In this seminar we will explore a series of emerging debates around the role of emotions in international politics with a special focus on practices of diplomacy. How do emotions shape diplomatic practices like face-to-face meetings, international summits, and public diplomacy at home and abroad? Why do some international bureaucrats engage in ‘emotional labour’? Are rituals important to NATO? What is the role of emotions in digital diplomacy, the increasing circulation of images, and global disinformation? How do diplomats and state leaders use humour, insults, and mockery in foreign policy? And what is ‘Wolf Warrior Diplomacy’ anyways? Over the next 12 weeks we will examine these questions and more as we explore the frontiers of emotional diplomacy.

**Content Note:** Some course material will include topics that students may find offensive and/or traumatizing. I will aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect. If you believe the discussion will be traumatizing, you may choose to not participate in the discussion or to leave the classroom. You will still, however, be responsible for material that you miss, so if you leave the room for a significant time, please arrange to get notes from another student or see me individually.

# 2. Learning Outcomes

By the end of this course, students will be able to:

1. Identify and explain key theoretical and empirical debates in the study of emotional diplomacy.
2. Analyze contemporary diplomatic practices including visual images, digital diplomacy, insults, and humour.
3. Make informed arguments about important international policy issues including populism and disinformation.
4. Speak clearly about contemporary international issues in a seminar setting.
5. Work effectively in groups to read and understand complex academic work.
6. Write clearly about the complexities of diplomacy, emotion and International Relations theory.

# 3. Required Texts

All readings are available via the course Brightspace page. No textbook is required. If you have difficulty accessing a text email me immediately.

# 4. Evaluation

|  |  |  |
| --- | --- | --- |
| *Item* | *Value* | *Timeline* |
| Participation | 20% | Weekly, starting on September 13th |
| Social Reading | 20% | Alternating weekly with Group Red starting on September 13th and Group Blue starting on September 20th |
| Short Commentaries | 20% | First by September 29th, Second by October 18th |
| Research Paper | 40% | Outlines are due before class on November 15th.  Final papers are due on December 9th, at 11:59pm. |

All written assignments must provide a full list of sources used and avoid plagiarism or other violations of academic integrity. The preferred citation style is the Chicago author-date style which used author-date citations in the text and a bibliography at the end (see <https://library.osu.edu/find/resources/citation-examples/chicago-author-date/>). In this style, footnotes or endnotes are used only for explanatory digressions or notes of clarification. All papers submitted should be formatted with the 12-point font and page numbers. The use of generative A.I. in written assignments is not permitted and will be treated as an academic integrity violation.

**Participation (20%)**

As a 4th year seminar this class relies on the active participation of students. A significant portion of our time will be focused discussing academic arguments, probing their strengths and weaknesses, and debating how well they explain real-world issues. For this reason participation counts for a large portion of your grade and attendance at weekly seminars is mandatory. Your participation grade will be based on your attendance throughout the term, as well as the quality and quantity of your participation in discussions. Students are expected to have completed the required reading before the seminar and to arrive prepared to discuss the week’s material.

Every student will be given one ‘pass’ for the semester where they can miss class with no penalty to their grade and no questions asked. Email the instructor to let them know you are using your pass.

**Weekly Social Reading (20%)**

Students will cover a portion of the class reading for each week through the social annotation platform Perusall. In an assigned group students will asynchronously read, highlight, raise questions, post comments, and interact with each other in a conversation anchored to a class reading. Other students in your group, as well as the Instructor, will be able to see your annotations and respond directly to them. You can use annotations to:

* Highlight key definitions, concepts, arguments, and types of evidence
* Flag passages you find interesting or relevant to international politics or contemporary events more broadly
* Raise questions about material you do not understand
* Offer criticism of an author’s argument (e.g. evidence, logic, conclusiveness)
* Signal connections to other readings and material we have covered in class
* Respond to other students’ comments (e.g. signaling points of agreement or disagreement)

The goal of social reading is to approach challenging academic texts in a cooperative manner, rather than have students read them in isolation.

At the beginning of the semester students will be assigned to ‘Group Red’ or ‘Group Blue’. Students will be graded on an alternating weekly basis with students in Group Red starting on September 13th and students in Group Blue starting on September 20rd. **You are not required to do annotations during your group’s ‘off week’.** You can see the social reading schedule, grading rubric, and instructions for logging into Perusall on the Brightspace course page.  We will cover how to sign-up and how to use Perusall in our first class.

**Due dates:**Your annotations to a reading must be completed before we discuss that reading in class.

**Short Commentaries (20%)**

You will write two (2) short commentaries in response to the weekly required readings. Commentaries should be **two pages single-spaced**. Each commentary will be graded out of 10 and are collectively worth 20 percent of your final grade. When citing refer to the author of the article and page number in parenthesis and I will assume that it corresponds to the reading in the syllabus.

Commentaries may address any component of the readings that piques your interest. Treat the commentaries as editorial reflections on the material at hand. Your commentary may focus in-depth on one particular reading, or discuss themes that carry across multiple readings for that week. This may include specific objections to the literature, broad commentaries, issues you would like to explore, et cetera. Though the direction is up to you, the compositions should avoid trivial concerns or summarizing the readings. Commentaries will be graded on the basis of substance and style. I want to see interesting and substantive insights into the content, and clear writing.

**Due dates:** Commentaries must be submitted to Brightspace before we discuss the readings in class. You must submit at least one commentary by September 29th, and a second by October 18th. Only one commentary can be submitted per class. You cannot bundle them together and submit them as a package later in the term.

**Research Paper (40%)**

You will write a research paper on a topic of your choice. The essay will be 3500-4000 words and may cover any issue relating to emotional diplomacy and international or global politics. This is your opportunity to explore an issue that interests you. Topics may flow from classroom conversations, commentary papers, or discussions of the social reading. Students may also select a topic that is not covered on the syllabus, provided it relates to the course’s theme, broadly construed. **I strongly recommend consulting with me first.** Your research should be framed by a question. A good research question allows you to offer an answer – also known as your thesis. Your paper must make an argument about its subject matter. This means that you must advance a normative, theoretical or an empirical claim in response to your research question. Papers that only describe a situation will not suffice. Your essay must have a bibliography and use a proper citation style.

Research papers will be graded in two parts. First, students will submit a 2-page outline before class on November 15th. The outline will include:

* A fully written introduction (at least two paragraphs) with a research question, thesis statement and summary outline of the parts of the essay.
* An opening sentence for each part of the essay, with point form notes describing the remainder of each part.
* A working Bibliography (at least five sources)

Your outline is worth 5 out of 40 points for your research paper grade. The remainder of your grade (35 out of 40 points) will come from the completed research paper due on December 9th, at 11:59pm.

# 5. Course Schedule & Assigned Readings

**Class 1 – September 6th**

*Introduction*

* Read the syllabus and review the Brightspace page.
* Watch [this video](https://www.youtube.com/watch?v=1_gR6E3dE-c) on how to use Perusal

**Class 2 – September 13th**

*Historical Context*

* Williams, Michael C. 2018. “International Relations in the Age of the Image.” *International Studies Quarterly* 62 (4):880–891.
* Van Rythoven, Eric. 2022. “Walter Lippmann, emotion, and the history of international theory.” *International Theory*, 14 (3): 526-550.
* Graham, Sarah E. 2014. “Emotion and public diplomacy: Dispositions in international communications, dialogue, and persuasion.” *International Studies Review*, 16(4), 522-539.

**Class 3 – September 20th**

*Different Perspectives on Emotional Diplomacy – Part 1*

* Hall, Todd. 2016. *Emotional Diplomacy: Official Emotion on the International Stage*. Ithaca: Cornell UP, Chapter 1.
* Nair, Deepak. 2020. “Emotional Labor and the Power of International Bureaucrats.” *International Studies Quarterly* 64(3): 573–587.
* Hedling, Elsa. 2020. "Storytelling in EU public diplomacy: reputation management and recognition of success". *Place Branding and Public Diplomacy*, 16, 143-152.

**Class 4 – September 27th**

*Different Perspectives on Emotional Diplomacy – Part 2*

* Holmes, Marcus. 2013. "The Force of Face-to-Face Diplomacy: Mirror Neurons and the Problem of Intentions." *International Organization* 67 (4):829-861.
* Eberle, Jakub, & Daniel, Jan. 2019. "‘Putin, you suck’: affective sticking points in the Czech narrative on Russian hybrid warfare." *Political Psychology*, 40(6), 1267-1281.
* Head, Naomi. 2020. "Sentimental politics or structural injustice? The ambivalence of emotions for political responsibility." *International Theory* 12 (3):337-57.

**Class 5 – October 4th**

*Images and International Politics*

* Hansen, Lene. 2015. "How images make world politics: International icons and the case of Abu Ghraib." *Review of International Studies* 41 (2):263-288.
* Adler-Nissen, Rebecca, Katrine Emilie Andersen, and Lene Hansen. 2020. “Images, emotions, and international politics: the death of Alan Kurdi.” *Review of International Studies* 46(1): 75–95.
* Cooper-Cunningham, Dean. 2022. “Security, sexuality, and the Gay Clown Putin meme: Queer theory and international responses to Russian political homophobia. " *Security Dialogue* (Online First): 1-22.

**Class 5 – October 11th**

*Rituals and International and Global Politics*

* Koschut, Simon. 2021. "Solidarity Without Consensus: How Ritual Explains Social Cohesion Among NATO Member States." Unpublished Manuscript. 1-27.
* Solomon, Ty. 2023. "Up in the air: Ritualized atmospheres and the global Black Lives Matter movement." *European Journal of International Relations* 29(3): 576-601.
* Wegner, Nicole. 2021. "Ritual, Rhythms, and the Discomforting Endurance of Militarism: Affective Methodologies and Ethico-Political Challenges." Global Studies Quarterly 1 (3):1-10.

**Class 6 – October 18th**

*Digital Diplomacies*

* Duncombe, Constance. 2019. "The Politics of Twitter: Emotions and the Power of Social Media." *International Political Sociology* 13 (4):409-29.
* Ross, Andrew A.G. 2020. "The power of viral expression in world politics." In *The Power of Emotion in World Politics*, edited by Simon Koschut, 166-181. New York: Routledge.

*\*The following are news articles about the online group ‘NAFO’. Read the articles and browse some of the group’s tweets and videos. What kind of practices does NAFO engage in?\**

* Gault, Matthew. 2022. "Shitposting Shiba Inu Accounts Chased a Russian Diplomat Offline." *Vice*
* Scott, Mark. 2022. "The shit-posting, Twitter-trolling, dog-deploying social media army taking on Putin one meme at a time." *Politico*

**Holiday (Reading Week) – October 25th**

*\*\*No class\*\**

**Class 7 – November 1st**

*Disinformation*

* Lanoszka, Alexander. 2019. "Disinformation in International Politics." *European Journal of International Security* 4 (2):227-48.
* la Cour, Christina. 2020. "Theorising digital disinformation in international relations." *International Politics* 57 (4):704-23.
* Manfredi-Sánchez, Juan L., & Huang, Zhao A. (2023). Disinformation and Diplomacy. In *The Palgrave Handbook of Diplomatic Reform and Innovation*, edited by Paul Webster Hare, Juan L. Manfredi-Sánchez, and Kenneth Weisbrode, 375-396, Cham: Springer International Publishing.

**Class 8 – November 8th**

*Humour, Insults and Mockery*

* Adler-Nissen, Rebecca, and Alexei Tsinovoi. 2018. "International misrecognition: The politics of humour and national identity in Israel’s public diplomacy." *European Journal of International Relations* 25 (1):3-29.
* Rousseau, Elise, and Stephane J. Baele. 2020. "“Filthy Lapdogs,” “Jerks,” and “Hitler”: Making Sense of Insults in International Relations." *International Studies Review* 23 (3):532-555.
* Van Rythoven, Eric. 2022. Backstage Mockery: Impoliteness and Asymmetry on the World Stage. *Global Studies Quarterly* 2(4):1-12.

**Class 9 – November 15th**

*Public Diplomacies and Image Management*

* Pacher, Andreas. 2018. “The ritual creation of political symbols: International exchanges in public diplomacy.” *The British Journal of Politics and International Relations*, 20(4), 880-897.
* Duncombe, Constance. 2019. “Digital diplomacy: Emotion and identity in the public realm.” *The Hague Journal of Diplomacy* 14(1-2):102-116.

*\*The following are photo essays. Review the essays and take notes on how the photos are used, what kind of story is being narrated, and how visuals and text produce images.\**

* Donadio, Rachel and Annie Leibovitz. 2022. "Portrait of Bravery: Ukraine’s First Lady, Olena Zelenska" *Vogue Magazine*
* Buck, Joan Juliet. 2011. "Asma al-Assad: A Rose in the Desert." *Vogue Magazine*

**Class 10 – November 22nd**

*Populism(s) and Diplomacy*

* Homolar, Alexandra, and Georg Löfflmann. 2021. "Populism and the Affective Politics of Humiliation Narratives." *Global Studies Quarterly* 1 (1):1-11.
* Kurylo, Bohdana. 2022. "Counter-populist performances of (in) security: Feminist resistance in the face of right-wing populism in Poland." *Review of International Studies* 48 (2):262-281.
* Hall, Todd H., and Andrew A.G. Ross. 2019. "Rethinking Affective Experience and Popular Emotion: World War I and the Construction of Group Emotion in International Relations." *Political Psychology* 40 (6): 1357-1372.

**Class 11 – November 29th**

*Wolf Warrior Diplomacy*

\*As a class we will watch a portion of *Wolf Warrior 2*\*

* Shi, Wei, and Shih-Diing Liu. 2020. "Pride as structure of feeling: Wolf Warrior II and the national subject of the Chinese Dream." *Chinese Journal of Communication* 13 (3):329-343.
* Palmer, Alex. 2021. "The Man Behind China’s Aggressive New Voice." *The New York Times Magazine*, 1-11.
* Huang, Zhao A. (2022). “‘Wolf Warrior’ and China’s digital public diplomacy during the COVID-19 crisis.” *Place Branding and Public Diplomacy* 18 (1): 37-40.

**Class 13 – December 6th**

*Review and Wrap Up*

* Half of this class will be used for a review and wrap-up of the content we covered this semester. The other half will be dedicated to 1-on-1 time to provide you with assistance on your research papers.

# 6. Appendix

**Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

***Pregnancy accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

***Religious accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

***Accommodations for students with disabilities:*** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, please visit [carleton.ca/pmc](http://carleton.ca/pmc).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](http://students.carleton.ca/course-outline).

**Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support).

**Plagiarism**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”*This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

* any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
* using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
* using another’s data or research findings without appropriate acknowledgement;
* submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
* failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

**Intellectual property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

**Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Percentage** | **Letter grade** | **12-point scale** | **Percentage** | **Letter grade** | **12-point scale** |
| 90-100 | A+ | 12 | 67-69 | C+ | 6 |
| 85-89 | A | 11 | 63-66 | C | 5 |
| 80-84 | A- | 10 | 60-62 | C- | 4 |
| 77-79 | B+ | 9 | 57-59 | D+ | 3 |
| 73-76 | B | 8 | 53-56 | D | 2 |
| 70-72 | B- | 7 | 50-52 | D- | 1 |

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Statement on Student Mental Health**

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources** **(on and off campus):** [https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcarleton.ca%2Fhealth%2Femergencies-and-crisis%2Femergency-numbers%2F&data=05%7C01%7CEricVanRythoven%40cmail.carleton.ca%7Cc30034c344e041c4ed1f08da86a6be96%7C6ad91895de06485ebc51fce126cc8530%7C0%7C0%7C637970347962069293%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ZfgQGp%2F0rixRDfeICuZGV%2BQ%2BS87hPvFnVfZ3zwKHMAc%3D&reserved=0)

**Carleton Resources:**  
• Mental Health and Wellbeing: [https://carleton.ca/wellness/](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcarleton.ca%2Fwellness%2F&data=05%7C01%7CEricVanRythoven%40cmail.carleton.ca%7Cc30034c344e041c4ed1f08da86a6be96%7C6ad91895de06485ebc51fce126cc8530%7C0%7C0%7C637970347962069293%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=vGOLDN1EoxHW6IIyt5vfeEqUrMmbjj8qmu3XZcrM1mM%3D&reserved=0)  
• Health & Counselling Services: [https://carleton.ca/health/](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcarleton.ca%2Fhealth%2F&data=05%7C01%7CEricVanRythoven%40cmail.carleton.ca%7Cc30034c344e041c4ed1f08da86a6be96%7C6ad91895de06485ebc51fce126cc8530%7C0%7C0%7C637970347962069293%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=mYPNDw8dNsb3QsoMKHuNDlyokpJLW0Ydc9ano8SSJug%3D&reserved=0)  
• Paul Menton Centre: [https://carleton.ca/pmc/](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcarleton.ca%2Fpmc%2F&data=05%7C01%7CEricVanRythoven%40cmail.carleton.ca%7Cc30034c344e041c4ed1f08da86a6be96%7C6ad91895de06485ebc51fce126cc8530%7C0%7C0%7C637970347962069293%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=pLinUuQaEJt9pl002KFuGBORO7aD%2BmhZ0b6iYTiWrIM%3D&reserved=0)  
• Academic Advising Centre (AAC): [https://carleton.ca/academicadvising/](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcarleton.ca%2Facademicadvising%2F&data=05%7C01%7CEricVanRythoven%40cmail.carleton.ca%7Cc30034c344e041c4ed1f08da86a6be96%7C6ad91895de06485ebc51fce126cc8530%7C0%7C0%7C637970347962069293%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=3wt2KAM7Hk2jOUPv17Nxho0PQBCNmaLuBvF7WkhzipE%3D&reserved=0)  
• Centre for Student Academic Support (CSAS): [https://carleton.ca/csas/](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcarleton.ca%2Fcsas%2F&data=05%7C01%7CEricVanRythoven%40cmail.carleton.ca%7Cc30034c344e041c4ed1f08da86a6be96%7C6ad91895de06485ebc51fce126cc8530%7C0%7C0%7C637970347962069293%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=dfaj0tH6i1Ymdeyy%2BZmA3vPFsxEt0VosI1nYJWzj71E%3D&reserved=0)  
• Equity & Inclusivity Communities: [https://carleton.ca/equity/](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcarleton.ca%2Fequity%2F&data=05%7C01%7CEricVanRythoven%40cmail.carleton.ca%7Cc30034c344e041c4ed1f08da86a6be96%7C6ad91895de06485ebc51fce126cc8530%7C0%7C0%7C637970347962069293%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=INhOW2cZRQjXeudfe7pFC7WeRR0yPtdTDNF3DSrTYB8%3D&reserved=0)

**Off Campus Resources:**  
• Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, [https://www.dcottawa.on.ca/](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.dcottawa.on.ca%2F&data=05%7C01%7CEricVanRythoven%40cmail.carleton.ca%7Cc30034c344e041c4ed1f08da86a6be96%7C6ad91895de06485ebc51fce126cc8530%7C0%7C0%7C637970347962225510%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=FCnNF%2FvxRpAVwNJ1RdOoR9UNXOdst%2FDt75vPg8msGd8%3D&reserved=0)  
• Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, [http://www.crisisline.ca/](https://can01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.crisisline.ca%2F&data=05%7C01%7CEricVanRythoven%40cmail.carleton.ca%7Cc30034c344e041c4ed1f08da86a6be96%7C6ad91895de06485ebc51fce126cc8530%7C0%7C0%7C637970347962225510%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=IlJN4qFzId6keNycWt%2B8LUNeOAvEyRFs9tNT%2FY%2BrsxI%3D&reserved=0)  
• Empower Me: 1-844-741-6389, [https://students.carleton.ca/services/empower-me-counselling-services/](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fstudents.carleton.ca%2Fservices%2Fempower-me-counselling-services%2F&data=05%7C01%7CEricVanRythoven%40cmail.carleton.ca%7Cc30034c344e041c4ed1f08da86a6be96%7C6ad91895de06485ebc51fce126cc8530%7C0%7C0%7C637970347962225510%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Aq%2FPnHSHUPLaDZ6FaTc%2BAxLv5w78ja2%2B5mFLTq34mEo%3D&reserved=0)  
• Good2Talk: 1-866-925-5454, [https://good2talk.ca/](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgood2talk.ca%2F&data=05%7C01%7CEricVanRythoven%40cmail.carleton.ca%7Cc30034c344e041c4ed1f08da86a6be96%7C6ad91895de06485ebc51fce126cc8530%7C0%7C0%7C637970347962225510%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=917V5T2coxLVPgwcnf0tckFdnjxDJI90eAUdSeGNDsw%3D&reserved=0)  
• The Walk-In Counselling Clinic: [https://walkincounselling.com](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwalkincounselling.com%2F&data=05%7C01%7CEricVanRythoven%40cmail.carleton.ca%7Cc30034c344e041c4ed1f08da86a6be96%7C6ad91895de06485ebc51fce126cc8530%7C0%7C0%7C637970347962225510%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Geh1hBBoNQmPzZhzvknbacgiRaNThvcPw7BH5m%2BZWKs%3D&reserved=0)

**Carleton E-mail Accounts**

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace.  As important course and university information is distributed this way, it is the student’s responsibility to monitor their Carleton University email accounts and Brightspace.