

PAPM 4000 A
International Policy Capstone:
Frontiers of Emotional Diplomacy
Fridays 11:35 a.m. – 2:25 p.m.
Nicol Building 5010

Instructor: Dr. Eric Van Rythoven

Office Hours: By Zoom appointment on Wednesdays 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 meeting.

1. Course Overview

International politics is often treated as a realm of dispassionate calculation where states efficiently maximize their national interest. Yet from state officials publicly trading barbs on Twitter, to populist narratives of national humiliation, to the emotional visuals coming out of 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 the practice 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 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.

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.

- 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

<i>Item</i>	<i>Value</i>	<i>Timeline</i>
Participation	20%	Weekly, starting on September 9 th
Social Reading	20%	Alternating weekly with Group Red starting on September 16 th and Group Blue starting on September 23 rd
Short Commentaries	20%	Three times over the course of the semester. Must be submitted before the reading is discussed in class.
Research Paper	40%	Outlines are due before class on November 25 th . Final papers are due on December 9 th , 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.

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.

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, and arguments
- Flag passages you find interesting or relevant to international politics or contemporary events more broadly
- Raise questions over material you do not understand
- Insert criticism of an author's argument (e.g. evidence, logic, conclusiveness)
- Connect a reading to other texts and material we have covered in class
- Respond to another 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 alternating weekly basis with students in Group Red starting on September 16th and students in Group Blue starting on September 23rd.

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 sign-up for Perusall on 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 three (3) single-page commentaries in response to the required readings. Each commentary will be graded out of 10. The total score out of 30 will be worth 20 percent of the term for this portion of the coursework. Commentaries should be no longer than one page single-spaced. When citing refer to the author of the article and page number in parenthesis and I will assume that it corresponds to 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. 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: Three times throughout the eleven substantive weeks of class. Only one commentary can be submitted per class. Commentaries should be uploaded to

Brightspace prior to the seminar each week. 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 politics. This is your opportunity to explore an issue that interests you. Topics may flow from classroom conversations or from your commentary papers. Students may also select a topic that is not covered on the syllabus, provided it relates to the course's theme. **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 or argument. 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 essay outline before class on November 25th. 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 9th

Introduction and Historical Context

- Williams, Michael C. 2018. "International Relations in the Age of the Image." *International Studies Quarterly* 62 (4):880–891.
- Van Rythoven, Eric. 2021. "Walter Lippmann, Emotion, and the History of International Theory." *International Theory* :1–29.

Class 2 – September 16th

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.
- 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 3 – September 23rd

Different Perspectives on Emotional Diplomacy (Part 2)

- Koschut, Simon. 2021. "Solidarity Without Consensus: How Ritual Explains Social Cohesion Among NATO Member States." Unpublished Manuscript. 1-27.
- Holmes, Marcus. 2013. "The Force of Face-to-Face Diplomacy: Mirror Neurons and the Problem of Intentions." *International Organization* 67 (4):829-861.
- Head, Naomi. 2020. "Sentimental politics or structural injustice? The ambivalence of emotions for political responsibility." *International Theory* 12 (3):337-57.

Class 4 – September 30th

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.

No Class – October 7th (Dr. Van Rythoven is travelling)

- Use this week to start planning your research paper. I am available for Zoom meetings to talk about your paper.

Class 5 – October 14th

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.
- Gault, Matthew. 2022. "Shitposting Shiba Inu Accounts Chased a Russian Diplomat Offline." *Vice*

Class 6 – October 21st

Disinformation and Post-Truth Politics

- 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.
- Crilley, Rhys. 2018. "Book review essay: International relations in the age of 'post-truth' politics." *International Affairs* 94 (2):417-25.

Holiday (Reading Week) – October 28th

****No class****

Class 7 – November 4th

Humour, Insults and Mockery

- Adler-Nissen, Rebecca, and Alexei Tsinoi. 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. 2021. "Backstage Mockery in International Politics". Unpublished Paper. 1-22.

Class 8 – November 11th

Public Diplomacies and Image Management

- Duncombe, Constance. 2019. Digital diplomacy: Emotion and identity in the public realm. *The Hague Journal of Diplomacy* 14(1-2):102-116.
- 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*
- Fisher, Max. 2012. "The Only Remaining Online Copy of Vogue's Asma al-Assad Profile" *The Atlantic*

Class 9 – November 18th

Populism(s) and Diplomacy

- Homolar, Alexandra, and Georg Löffmann. 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 10 – November 25th

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.
- Martin, Peter. 2021. *China's Civilian Army: The Making of Wolf Warrior Diplomacy*. New York: Oxford University Press, 1-14.

Class 11 – December 2nd

Emotional Diplomacy and Settler Colonialism

- Tay-Burroughs, Robert, Liam Midzain-Gobin, and Caroline Dunton. 2021. "Shifting the relationship between provinces and First Nations to a diplomatic focus." *Policy Options*.
- Van Rythoven, Eric. 2021. "A Feeling of Unease: Distance, Emotion, and Securitized Indigenous Protest in Canada." *International Political Sociology* 15 (2):251-271.
- Szarejko, Andrew. 2021. "Responding to Chinese 'Whataboutism': On Uyghur and Native Genocides." *The Diplomat*.
- Hanley, Hans. 2021. "China weaponizes discovery of graves at Canadian residential schools to avoid Xinjiang criticism." *Digital Forensic Research Lab (DFRLab)*, July 21. <https://medium.com/dfrlab/china-weaponizes-discovery-of-graves-at-canadian-residential-schools-to-avoid-xinjiang-criticism-6bf618a6e954>

6. COVID-19 Information

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are a number of actions you can take to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's symptom reporting protocols.

Masks: Carleton has paused the COVID-19 Mask Policy, but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in cuScreen as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the University's COVID-19 website and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

7. 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.

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.

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 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.

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.

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.

Plagiarism

Carleton's [Academic Integrity Policy](#) defines plagiarism as "presenting, whether intentional 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, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, 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;
- 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 which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work or 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/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

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.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.