

PAPM 4000 A
International Policy Capstone:
Frontiers of Emotional Diplomacy
Thursdays 8:35 a.m. – 11:25 p.m.
This course will be held synchronously online

Instructor: Dr. Eric Van Rythoven
Office Hours: Fridays between 10:00 a.m. – 11:00 a.m. (via Zoom)
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 appointment.

Social Distancing Policy: Please note that this course will be conducted virtually (i.e. with no in-person contact). We will use Brightspace and applications like Zoom for seminar discussion and group activities. A computer with a reliable internet connection is required to participate effectively. A working microphone is highly recommended.

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 Afghanistan, 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 summitry, 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 13 weeks we will examine these questions and more as we explore the frontiers of emotional diplomacy.

2. Objectives

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

<i>Item</i>	<i>Value</i>	<i>Timeline</i>
Participation	20%	Weekly, starting on September 9 th
Social Reading	20%	Weekly, starting on September 16 th
Short Commentaries	20%	Four times over the course of the semester. Must be submitted before the readings are discussed in class.
Research Paper	40%	Outlines are due before class on November 25 th . Final papers are due on December 14 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.

A significant portion of your participation will occur in the context of ‘base groups’. These are fixed groups of 4-5 students assigned at the beginning of the semester. It’s highly recommended that you get to know the other members of your base group early in the semester and share contact information.

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%)

Each week students will cover a portion of the class reading through the social annotation platform *Perusall*. In their base group students will asynchronously read, highlight, raise questions, post comments, and interact with each other in a conversation anchored to a seminar reading. Other students in your base 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 difficult academic texts in a cooperative manner, rather than have students read them in isolation. Students will be graded weekly on their contribution to social reading based on the rubric posted on Brightspace. You can see the social reading schedule and instructions for logging into *Perusall* on the Brightspace course page.

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

Short Commentaries (20%)

You will write four (4) single-page commentaries in response to the required readings. Each commentary will be graded out of 10. The total score out of 40 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: Four 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)

On November 25th you will present your outline to other students and receive feedback during the seminar. 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 14th, at 11:59pm.

5. Class Format

Using Zoom

Seminars will be held synchronously every Thursday between 8:35 a.m. – 11:25 p.m. The instructions for connecting to the Zoom session will be posted on the Brightspace course page. A computer with a reliable internet connection is required to participate effectively. A working microphone is highly recommended.

Brightspace Logs and Recordings

Please be advised that Brightspace tracks and logs all usage by students. This means that in any dispute over attendance in a discussion group, or the date and time an assignment is submitted, the Brightspace logs will serve as the final authority.

While every seminar is recorded it can take some time for the Zoom platform to upload the recording. In some cases it can take 1-2 days for a video to become available.

Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: <https://carleton.ca/registrar/wp-content/uploads/self-declaration-1.pdf>.

Technical Difficulties with Brightspace

Most students are still unfamiliar with Brightspace. If you have questions please ask me and I will do everything I can to help. For serious technical issues, please contact technical support here: <https://carleton.ca/brightspace/students/>. If students encounter a technical problem which is interfering with their ability to participate in the course, it is their responsibility to document it and notify the instructor as quickly as possible.

6. Course Schedule & Assigned Readings

Class 1 – September 9th *Introduction and Welcome*

- No readings

Class 2 – September 16th *The Historical Context*

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

Class 3 – September 23rd *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 4 – September 30th

Different Perspectives on Emotional Diplomacy (Part 2)

Guest Speaker

Dr. Simon Koschut (Freie Universität Berlin)

- Koschut, Simon. 2014. "Emotional (security) communities: the significance of emotion norms in inter-allied conflict management." *Review of International Studies* 40 (3):533-58.
- 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 5 – October 7th

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.
- Crilley, Rhys, and Precious Chatterje-Doody. 2020. "Emotions and war on YouTube: affective investments in RT's visual narratives of the conflict in Syria." *Cambridge Review of International Affairs* 33 (5):713-733.

Class 6 – October 14th

Digital Diplomacy

Guest Speaker

TBD

- 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.

Holiday (Reading Week) – October 21st

****No class****

Class 7 – October 28th

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

Class 8 – November 4th

Humour and Diplomacy

- 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.
- Brassett, James, Christopher Browning, and Muireann O'Dwyer. 2021. "EU've Got to Be Kidding: Anxiety, Humour and Ontological Security." *Global Society* 35 (1):8-26.
- Chernobrov, Dmitry. 2021. "Strategic humour: Public diplomacy and comic framing of foreign policy issues." *British Journal of Politics and International Relations*:1-20.

Class 9 – November 11th

Insults, Mockery, and Humiliation

- 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. Unpublished Paper. "Backstage Mockery in International Politics". 1-22.
- Fattah, Khaled, and K.M. Fierke. 2009. "A Clash of Emotions: The Politics of Humiliation and Political Violence in the Middle East." *European Journal of International Relations* 15 (1):67-93.

Class 10 – November 18th

Populism(s) and Diplomacy

Guest Speaker

Georg Löffmann (Warwick University)

- Homolar, Alexandra, and Georg Löffmann. 2021. "Populism and the Affective Politics of Humiliation Narratives." *Global Studies Quarterly* 1 (1):1-11.

- Kurylo, Bohdana. 2020. "The discourse and aesthetics of populism as securitisation style." *International Relations*:1-21.
- 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 25th

Research Essay Outline Discussion and Peer Review

- Come prepared to talk about your essay outline and give feedback to other students.

Class 12 – December 2nd

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 13 – December 9th

Emotional Diplomacy and Settler Colonialism

Guest Speaker

TBD

- 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>.

7. Accommodations During COVID

Requests for accommodation for missed term work or in-class tests due to illness may require a doctor's note. During periods of public health concern, students may instead be asked to complete the Medical Self-Declaration form available on the Registrar's Office website. Given that the public health situation surrounding COVID-19 is constantly evolving, instructors will inform students of the specific documentation requirements as directed by the Provost.

8. Academic Accommodations

Pregnancy

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 obligation

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

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, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is 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

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 compete or perform 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

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

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).