1. Course Overview

An image ripples across the globe. In mere hours it travels through dozens of national communities, is seized upon by global news outlets, and is recirculated by powerful social media influencers. The image provokes heated reactions. For some, it evinces shame and disgust over failed policies and signals a failure of human decency. For others, it provokes simmering anxieties over the need to protect borders and guard national sovereignty. Mixed emotions over the image push their way into local, national, and international decision-making. The meaning of the image is contested; it is reshaped through political cartoons, murals, and other forms visual culture. And when the episode that gave rise to the image fades into the background, the iconic image can be resurrected as a potent emotional symbol.

Element of this description of the image of Aylan Kurdi—the three-year-old Syrian refugee found drowned on the shores of Turkey—can be found in any number of emotionally provocative images in international politics. Yet the academic discipline of International Relations (IR) often treats images and emotion as epiphenomenal to understanding war, security, diplomacy, and a range of other issues. In this course we will examine the role of emotion and images in international politics. We will explore different ways of thinking about emotion and images, reflect on how they challenge conventional ways of thinking about IR theory, and study the various roles they play in international issues such as war, security, diplomacy, and beyond.

2. Aims and Objectives

This course aims to deepen students’ general knowledge of international politics and to provide them with the conceptual tools to critically assess contemporary developments in international affairs. The course begins with a historical assessment of the recent ‘turn’ towards emotion and images in IR before moving to examine different ways of theorizing emotion and images in IR. The latter part of the course is organized around a weekly thematic focus (e.g. war, security, diplomacy, etc.). Each week we will examine
how a focus on emotion and images challenges how we think about a key theme in international politics.

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

- demonstrate factual knowledge about historical and contemporary issues in international politics
- explain central concepts and ideas stemming from literature on emotion and images in IR;
- identify the contributions of studying emotion and images to international politics
- generate critical and informed views on the role of emotion and images in international politics

**Please note:** This is not a political psychology course. While there are several excellent studies of political psychology in IR, the focus on images in this course—and especially public images—requires going beyond looking at the psychology of individual decision-makers. Therefore, while we inevitably engage with arguments from political psychology, this literature will not be our primary point of reference in this course.

### 3. Required Texts

There are no required books for this course. All readings are posted online on cuLearn.

Any readings listed as 'recommended’ are not mandatory.

### 4. Evaluation

Attendance ......................... 10%
Reaction Paper #1 ............... 20%
Reaction Paper #2 ............... 20%
Midterm Exam .................. 25%
Take-Home Exam .............. 25%

**Attendance (10%)**

This class will rely extensively on a seminar format where students actively engage with the readings and contribute to the discussion at different points during the lecture. The reading load is heavy, but I have compensated for this by giving fewer and briefer assignments. I therefore expect all students to attend class and come prepared to discuss the weekly readings. When participating, please remain focused on the quality of your contribution rather than the quantity.

Class lectures will often go beyond the assigned readings and can incorporate videos, audio recordings, news stories, and a range of other materials. All lecture material is subject to being on exams. Arriving late or leaving early will result in being marked as absent for the class.
To accommodate illnesses and extracurriculars I allow students to miss up to two classes. Students who miss five or more classes will receive '0' for their attendance grade. Students are responsible for all course material and announcements made during class. If you are unable to attend class because of a documented medical illness, please let me know as soon as possible.

**Reaction Papers (20% x 2)**

Students will write two two-page single-spaced reaction papers on different assigned readings from the course. The purpose of the reaction paper is for you to engage in an in-depth examination of an academic article or book chapter and to give a critical appraisal of its merits and weaknesses. Each reaction paper will:

1. Summarize the central arguments and concepts of the reading
2. Assess strengths and weaknesses of the argument
3. Evaluate the argument’s significance for understanding emotion and/or images in international politics
4. Pose two discussion questions

Readings eligible for reaction papers are marked with the ‘®’ symbol in the reading list below. Reactions papers are to be submitted through cuLearn at the beginning of the lecture on the day that reading is discussed in class. For example, a reaction paper covering Jonathan Mercer’s (2006) "Human nature and the first image: emotion in international politics" would be due on September 23rd.

**Late Paper Policy:** Papers are deducted 3% for each day they are late (e.g. an 80% grade becomes 77% for 1 day late).

**Midterm (25%)**

The midterm exam will be written in class and covers readings and lectures from classes 1-8. The exam will be divided between multiple choice, fill-in-the-blank, short answer, and long-form essay questions. Students will have three hours to write the exam. The midterm exam will be held on November 4th.

**Take-Home Exam (25%)**

The final exam for this course will be an open book take-home exam. The exam will be focused on long-form essay questions and will cover material from the entire course. Sources must be cited appropriately in either Chicago or APA styles. Students will be issued the examination questions at the end of the final class on Friday, December 6th. The exam is due on December 21st at 9:00am and must be submitted electronically via cuLearn. It is acceptable to participate in group discussions as you prepare for the written exam, but your exam must be written by you alone.
5. Schedule and Assigned Readings

Please note: Various readings and lectures in this course engage with disturbing content including images of violence and dead bodies. While I will endeavour to warn you about any specific instances of graphic material, if at any time you feel uncomfortable please feel free to take a break from the classroom and rejoin the discussion at a later time.

Week 1 – September 9th | Introduction to the Course


Recommended


Week 2 – September 16th | Turn or Return? Emotion, Images, and IR


Recommended


**Week 3 – September 23rd | Theorizing Emotion and Images in IR (Part 1)**


**Recommended**


**Week 4 – September 30th | Theorizing Emotion and Images in IR (Part 2)**


**Recommended**


**Week 5 – October 7th | Security**


**Recommended**


**Week 6 – October 14th | *Thanksgiving Holiday – No Class***

**Week 7 – October 21st | *Reading Week – No Class***

**Week 8 – October 28th | War**


Recommended


Dudziak, Mary L. 2017. "’You didn’t see him lying . . . beside the gravel road in France”: Death, Distance, and American War Politics." Diplomatic History 42 (1):1-16.


Week 9 – November 4th | Midterm Exam

Review all readings to this point

Week 10 – November 11th | Bodies, Embodiment, and Images of Bodies


**Recommended**


**Week 11 – November 18th | Diplomacy**


**Recommended**


**Week 12 – November 25th | Community**


*Recommended*


**Week 13 – December 2nd | Popular Culture and Everyday Politics**


*Recommended*


**Week 14 – December 6th | Justice and Ethics**


© Ross, Andrew A.G. forthcoming. “Emotions and Ethics in International Relations.”


*Recommended*
6. Academic Accommodations

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 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

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

Academic 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, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

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

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 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. 


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.

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 and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.
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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
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</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
<td>C</td>
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<tr>
<td>80-84</td>
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<td>10</td>
<td>60-62</td>
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<td>77-79</td>
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<td>9</td>
<td>57-59</td>
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<tr>
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<td>70-72</td>
<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
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Approval of final grades
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.

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 cuLearn. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and cuLearn accounts.

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/ and our website https://carletonpss.com/, or stop by our office in Loeb D688!"

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