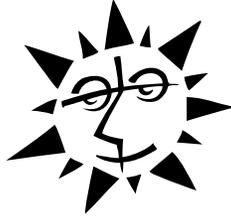


Communication & The Art of Happiness / Well-being — COM 691¹

Arizona St U-Tempe; Stauff 417 – Wed 3:15-6 p.m. – Fall 2011– SLN 84933



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Course Description

In this doctoral communication seminar, we explore communication associated with happiness and well-being. Much of the research emanates from the burgeoning areas of positive organizational scholarship (POS), positive psychology and appreciative inquiry.

“POS represents an expanded perspective that includes instrumental concerns but puts an increased emphasis on ideas of “goodness” and positive human potential. It encompasses attention to *the enablers* (e.g., processes, capabilities, structures, methods), *the motivations* (e.g., unselfishness, altruism, contribution without regard to self), and *the outcomes or effects* (e.g., vitality, meaningfulness, exhilaration, high-quality relationships) associated with positive phenomena. POS is distinguished from traditional organizational studies in that it seeks to understand what represents and approaches the best of the human condition” (Cameron, Dutton, & Quinn, 2003, p. 4).

Topics include empathy, gratitude, generosity, forgiveness, compassion, encouragement, social support, appreciation, playfulness, affection, virtue and communicative contagion of mood. We will examine how this research intersects with and impacts research in communication and organizational communication in particular.

Students who take this course should understand that positive organizational scholarship and positive psychology are still relatively young disciplines, and positive organizational communication scholarship is still nascent (from what I can tell, only two undergrad—one by Dr. Tom Socha and one my own—and one doctoral level class—by Dr. Pamela Lutgen-Sandvik—similar to this has ever been taught in the communication discipline). We will be encountering new literatures, asking novel questions, and challenging each other to find, co-create and disseminate fresh ideas. My hope is that we will enjoy this adventure together, and that as we encounter the scholarly sides of this work, that we will also learn skills that help us optimize our own happiness and wellbeing.

¹ This course and syllabus were designed by Sarah J. Tracy, with reference to excellent syllabi of related classes designed by Drs. Pamela Lutgen-Sandvik, Sonja Lyubomirsky, Tom Socha, Claudia Ricci, Jane Dutton & Barbara Fredrickson.

Course Readings and Reading Approach

We will approach reading in this class in the following manner:

- We begin by reading some of Martin Seligman’s work – a founder of the positive psychology movement and one of the most frequently cited psychologists in the 20th century (I encourage you to check out his web presence, TED talks, etc.).
- We then engage in intensive scholarly reading covering the field of POS that emphasizes breadth over depth (chapters from the Cameron, et al POS book).
- Simultaneously, we will be reading and practicing skills that will aid in our own personal “happiness projects.” This reading largely comes from Lyumbomirsky—a popular press book based on the science of positive scholarship.
- Halfway through the semester, students will choose several topics to delve into in more detail. We will choose readings that further engage a conversation between POS/positive psychology and specific areas of organizational communication.
- At the end of the semester, students will be focusing on various projects, and we will have less “common” reading.

For planning purposes, I’ve listed the number of pages of required reading each week. Keep in mind that book pages have about 60% of the words of journal article pages—and that much of our reading comes from books.

The following books are required and available at the ASU bookstore

Cameron, K. S., Dutton, J. E., & Quinn, R. E. (Eds.) (2003). *Positive organizational scholarship*. San Francisco: Berrett-Koehler.

Seligman, M. E. P. (2003). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: The Free Press.

Ehrenreich, B. (2009). *Bright Sided: How Positive Thinking is Undermining America*. New York: Metropolitan Books.

Lyubomirsky, S. (2008). *The how of happiness: A scientific approach to getting the life you want*. New York: Penguin.

Note: Some of these are also available in audio book and electronic book form. I have found these formats to be great companions (but not good substitutes) for the hard copy version.



Journal Articles

All of the required journal articles, along with a bunch of supplemental articles and bibliographies, will be available on our Blackboard website. Some library search engines have options to download articles in MP3 format, so if you’d like to have the article “read” to you (as you exercise, commute, garden, travel), you might check that out.

Assignments and Assignment Approach

The assignments in this class are designed with several primary goals in mind:

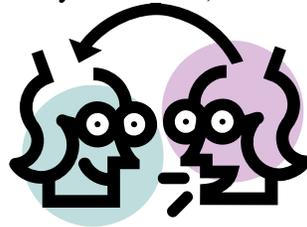
- To create a collaborative and participative atmosphere where we can try out new ideas, share the application of these practices in our own lives and trust and learn from one another.
- To better understand, in broad-brush strokes, the fields of positive organizational scholarship and positive psychology.
- To foster a conversation between the fields of positive organizational scholarship and organizational communication—especially in ways that may helpfully augment, complicate or extend communication scholarship.
- To critically reflect on the skills and practices from these areas so they may usefully implicate our own work and personal lives.
- To leave the course with several key “products” that are well suited for finding “homes” in terms of conference presentations, launching pads for future empirical study, consulting documents and/or publications.

Attendance and Participation (up to 50 pts)

Students should complete assigned readings before class so they can participate in an enthusiastic and informed manner. I will make notes about participation earned after every course session. Assignments are explained in class, and many activities/mini-assignments are completed during class. Being in class is integral to fulfilling and getting credit for these activities.

You can earn points toward participation through attendance and focused attention for the full class period, thoughtful and appropriate verbal participation (more does not always = better), listening alertly and taking notes, concentrating on course material rather than distractions, and providing enthusiastic and supportive interaction with other class members (which fosters collective focus on the course material).

If you must miss a single class, you can participate by reading an auxiliary article related to the topic and providing the class with an overview (verbally or written).



Fostering a Conversation between POS and Communication – Four Related Assignments

The primary goal for the four following assignments is to foster a conversation between POS and communication scholarship. To do so, you will choose to focus on a topic or set of topics we read about in the first half of class, and make a case about how these literatures may apply to a specific topic or set of topics in communication (likely, but not necessarily, organizational communication). I encourage you to envision specific communication scholars with whom you could discuss how POS research relates. To facilitate doing so, I have appended at the end of this syllabus the Table of Contents and author list for the forthcoming Handbook for Organizational Communication.

Book Review (up to 50 pts)

Each of you will choose a book related to positive organizational scholarship or happiness/wellbeing and write a review for a communication oriented audience. I will provide websites and bibliographies on Blackboard to provide ideas. I recommend choosing a book published in the last two years. You are welcome to incorporate the review of this book in your discussion leading and literature synthesis (both explained below) as appropriate.

For this assignment,

- For class 3, list and provide a brief (paragraph) abstract of three or more books you would potentially like to read and review (5 pts).
- For class 6, write a 1250-1500 word review (~ 5 double-spaced pps) (45 pts).
- Please upload both to Blackboard Discussion Board before the class periods in which they are due. Bring an electronic or hard copy with you to class.

The goal of a scholarly book review is not to summarize. Rather, the review should situate the merit of the book from a communication disciplinary viewpoint. In doing so, critically evaluate the book's purpose, thesis, primary arguments, methods and analysis—pointing out both strong points and shortcomings. The majority of the essay will be an evaluation of the book's merit and commentary on the book's contribution to understanding important issues related to POS, happiness and communication. In short, the review explains how this book impacts the way readers (especially communication scholars) should theorize or pursue research related to POS and happiness.

Take care in your writing style—especially your opening—so that the review immediately gains the attention of readers (and potential editors). Along the way, make reference to specific portions of the book to illustrate your points. The challenge, of course, is to provide examples in a limited space. You will need to find creative methods for communicating in a concise format.



Mini Synthesis Paper: Writing your own, and reflecting upon others (up to 25 pts)

This 1000-1250 word paper (~4 pages) is *due the Monday before Class 8*.

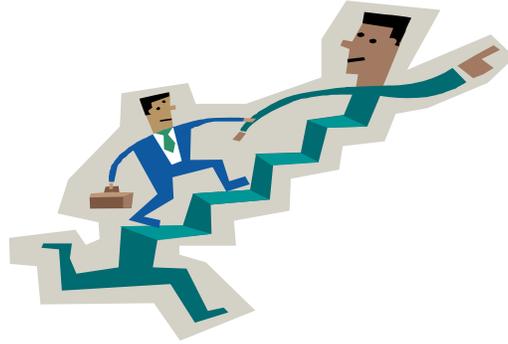
To prepare for writing this paper, you will read the book reviews submitted by your peers and review all the notes you have taken on concepts and topics read about in the first half the class. In the paper, you are asked to make a case about key focal areas in which a conversation between POS and communication could fruitfully extend, complicate or augment an area of communication research that you are experienced or interested in.

This paper is due two days before class and published for all course members. You will be asked to read and reflect upon other students' mini papers before class 8. Please come to class with notations about overlaps in interest and ideas on areas that seem most promising for us to focus on for the discussion leading. During class 8 students will decide which topics they would like to pursue (individually? together or in small groups) for the discussion leading.

Discussion Leading / Presenting on Key Focal Area (up to 50 pts)

The second third of class will be focused on discussion leading and presenting on key focal areas of POS/happiness applied to organizational communication. All of the activities listed for this assignment are ALSO part and parcel for final semester synthesis papers (see below). During the weeks of discussion leading, there is less class-wide required reading, providing time to focus on the activities below.

You may do this assignment on your own or in groups of up to three people (people working in groups will just have longer / more in-depth projects).



Each individual (whether working alone or in a group) is responsible for the following:

- Identify 15+ sources associated with the application, including sources associated with both the POS and communication scholarship.
 - Read a third of these sources in detail (for now), skim the rest.
 - Feel free to include book review books as appropriate.
- Assign ~25 pages of reading for the entire group and accompany with 2-3 discussion questions.
 - Ensure readings and discussion questions are available to class participants *at least a week in advance* (if you are in touch with the course assistant earlier, the assistant may be able to help with this).
 - The readings can include journal articles, books excerpts or websites.
- Write and distribute a 2-3 page outline summarizing information learned through researching this focal area. Make available via Blackboard Discussion Board 24 hours in advance or bring hard copies to class with Blackboard version uploaded soon after.
 - Append your 2-3 discussion questions
 - Append an APA reference list with the full citation of the 15+ sources, each with a sentence summarizing or otherwise explaining its relevance to the application.
 - Append a very brief (e.g., paragraph) description of any media, activities or creative examples used in presentation (if used).
 - Please include your name, date and page numbers.
- During class, provide an overview of the information in a lively, organized manner.
 - Presentations / discussion leading should last ~45 minutes per student.
 - Incorporate a dialogue based upon discussion questions and other student's insights, questions and comments.
 - Incorporate a review of your "book review" book, if appropriate.
 - Integrate media, activities or other creative examples, if appropriate.

Final Synthesis / Application Paper (up to 125 pts)

Students will write a synthesis paper that fosters a conversation between the POS / happiness and communication literatures. For the final paper, you should more closely analyze and make sense of all the resources collected for the discussion leading and book review assignments, and collect additional resources (as necessary) to make your case.

These are scholarly papers that may certainly serve as a launching pad for future empirical study. However, they should also stand as papers on their own (e.g., check out the comprehensive critical literature reviews in *Communication Yearbook*).

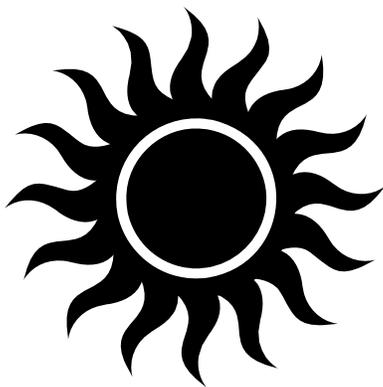
They should be about 10-12 pages in length per student and include ~20 scholarly references (not included in page length). You may individually or co-author the paper (co-authored papers should be respectively longer in length and include more references).

One thought is to propose an ICA panel which would feature these papers (and responses to these papers from key organizational communication scholars from throughout the nation). ICA submission deadline is Nov. 1, by which time we will have done discussion leading and should be able to create abstracts and brainstorm respondents—if desired.

Happiness Project – Two Related Assignments

Over the semester, you will essentially engage in your own “Happiness Project” engaging activities associated with happiness, including:

- | | |
|---|-------------------------------|
| a. Gratitude | i. Therapeutic Writing |
| b. Optimism | j. Forgiveness |
| c. Avoiding social comparison | k. Finding Flow |
| d. Acts of kindness | l. Savoring |
| e. Nurturing relationships | m. Committing to goals |
| f. Giving affection | n. Practicing spirituality |
| g. Coping strategies that curb negativity | o. Caring for body / exercise |
| h. Tracking mood contagion (e.g., thru monitoring complaints) | p. Focusing on strengths |



There are two primary assignments related to our engagement of happiness project activities, one that is individual and the other (if desired) which is collaborative. They are described on the next page.

Reflection & Activity Journal (100 pts)

A primary part of this class is journaling in response to discussion questions, readings and activities associated with these topics. Each journal entry is related to a reading and/or a course activity—so reading and completing the activity *first* is integral for writing a meaningful journal response. The journal entry prompts are located in the schedule of classes, below.

Students will journal through the Blackboard journaling function (to be demonstrated and explained in the first class period). Please follow these directions for submission:

1. Draft response in a separate word-processing program (e.g. Microsoft Word) and save a copy for yourself as back-up.
2. *Copy and paste* response into Blackboard. *Do not attach* as a separate document.
3. Title entries for the class session in which they are due: E.g. “Class 3 – Person-Activity Fit” or “Class 7 – Transgression Reflection & Goals.”
4. You should have access to your response in class, so either print it out or have it available on a lap-top or hand-held device.



Students should complete at least 10 of the 12 journal entries for up to 100 points. All students are required to complete the “Reflected Best Self Exercise” and “Job Crafting Exercise” during weeks 10 and 11 (to be described in more detail in class). Journal entries are to be ~500 word each (fyi, this syllabus page has 360 words). Points awarded depend on the entry’s thoughtful reflection on course and reading material, specific response to the journal query, being on time, and clearly evidencing your daily happiness activities and behaviors. Students are welcome and encouraged to complete all twelve journal entries as a way to earn bonus points.

Journals will be checked weekly for completeness, and you will receive global feedback via Blackboard a couple times throughout the semester. If you would like specific and immediate feedback on a certain response, feel free to be in touch.

We will decide as a class midway through the semester the extent to which and/or how we might share these journal responses with each other for use in our collaborative happiness project paper(s) (see below). You as a student will have control over which parts you decide to share with other class members.

Culminating Collaborative Project (100 pts)

A culminating project of the course is a (collaborative) paper or project related to our own practice of one or more happiness activities, and how these activities are informed by and inform research related to positive organizational scholarship/communication.

In the last third of the semester, we will devise a plan for how this project will proceed, and much of the final class periods will be devoted to its workshopping. Depending on student interests and proclivities, project(s) may take the form of a collaborative autoethnography, a workshop, a performance, or a training document.

No matter which direction happiness project(s) proceed, authors will provide a presentation in the final exam course period and turn in a written record of the project (a paper, a rationale and detailed explanation of the workshop, a performance script, or a rationale and training document). The written portion should evidence reference to relevant scholarship, but is not expected to be especially heavy with citation.



Grading: Letter grades are figured as to the following guidelines.

Outstanding – above expectations	Good – above average	Satisfactory	Unsatisfactory	Failing
A+ 485 – 500 pts	B+ 435 – 449 pts	C+ 385 – 399 pts		
A 465 – 484 pts	B 415 – 434 pts	C 350 – 384 pts	D 300–349 pts	E below 300 pts
A- 450 – 464 pts	B- 400 – 414 pts			XE - academic dishonesty

Class Policies and Procedures

Norms of Civility: Let's create an oasis of civility in this class by: arriving on time and staying for the entire class period, keeping an alert and enthusiastic presence, paying attention to course material rather than other distractions, listening supportively and attentively—speaking one at a time and helping others stay focused. When we speak about sensitive, personal or painful issues, I hope we can ensure a safe classroom environment by respecting each others' confidences.

To help create this environment, students should not: arrive late, leave early, sleep, use a phone or lap-top for non-course activities, eat odiferous or noisy food, or carry on side conversations. Many of us are irresistibly drawn to our hand-held devices. If this is the case for you, make it invisible—put it away and turn off the buzzer, beeper and vibrator.

Academic Integrity: Assignments with integrity are written at the graduate level, with clear and appropriate organization, full sentence structure, grammar and spelling. When referring to material from the text, class notes, or any other source (including Internet webpages), using quotation marks and appropriate citation is ethically and stylistically required.

Students are warned against cheating or plagiarizing on any assignment or exam, large or small. Plagiarizing includes copying from other students, past coursework, the Internet, the text, or other published sources without proper citation. It also includes excessive "help" or "editing" on assignments from others (if in doubt, ask me). Students found to be in violation of academic integrity guidelines will face disciplinary action which may include being suspended or expelled from the College or University, given an XE on the transcript, referred to Student Judicial Affairs and/or having his/her name kept on file. Student assignments are routinely checked against plagiarism-detection websites and files of past student papers, so do your own work and cite all sources.

While it is appropriate that several graduate school papers overlap in conceptual focus, your course assignments should be original work devised for this class. If you plan on using material prepared for a different course, please consult with me regarding appropriateness.

A note on collaborative work: Students working together on projects earn the same grade (unless they agree otherwise and together provide a note to the instructor explaining their respective work). As such, students are encouraged to choose their collaborators with this in mind.

Unique Academic Needs:

Students with unique academic needs who desire special accommodations should document their needs with ASU's disability resource center (<http://www.asu.edu/studentaffairs/ed/drc/lab/>) and contact me in the first couple sessions to discuss options.

Absences, Due Dates, Late or Incomplete Work:

Assignments will be marked down up to 10% each day and will not be accepted more than two weeks past their due date (and none will be accepted after December 9th). In-class work (e.g., exams, presentations and class activities) will receive credit only on the day they are due. **All coursework must be completed in order to pass the class.**

Incompletes are available to students who: 1) have finished more than half the coursework, 2) experience serious illness or personal emergency, 3) negotiate the incomplete before 12/6.

Date, Class Reading pps	POS and Organizational Communication C=Cameron et al POS book	Happiness Project Readings and Activities S = Seligman L= Lyubomirsky												
8/24 – Class #1 – 143 pages	<p>C-1: Foundations of Positive Organizational Scholarship. <i>Kim S. Cameron, Jane E. Dutton, and Robert E. Quinn</i></p>	<p>Introduction to course, overview syllabus and assignments S – Part 1 (thru p. 121). Explore & log-on to http://www.authentichappiness.sas.upenn.edu/Default.aspx</p> <p>Before today’s class, write a ~500 word entry motivated by the following:</p> <ul style="list-style-type: none"> • What makes you feel good? What activities do you find fun, satisfying, or energizing? • What makes you feel bad? What are life’s sources of anger, irritation, boredom, frustration? • Describe a time when you have felt most alive, excited or happy about <i>your involvement in an organization</i>. What was it (about you or the organization) that made it a peak experience? • In what areas of your life do you find progress, learning, challenge, and increased mastery? • What areas of your life don't feel right? Why? <p>Soon after class: Complete subjective happiness scale (L - p. 33), Oxford Happiness Questionnaire (L - pp. 84-86) & the authentic happiness inventory questionnaire (on http://www.authentichappiness.sas.upenn.edu/Default.aspx) and calculate your scores [~ 30 minutes]</p> <p>Soon after class: Mood tracker assignment: (to work on over next couple weeks and bring to class 4): Track your mood 3x a day. Graph the results and observe the patterns and your experience while tracking the results. You can choose your own mood tracker (on-line or on a smart-phone—e.g., “moody me”) or do free-hand. For example, rate on a scale of 1 to 10, 1 being severely sad and 10 being amazingly happy in the morning (M), afternoon (A) and night (N). Here is an example of one day:</p> <table border="1" data-bbox="682 836 1344 893"> <thead> <tr> <th></th> <th>M</th> <th>A</th> <th>N</th> <th>Avg</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>8/5/2009</td> <td>4</td> <td>7</td> <td>7</td> <td>6.00</td> <td>Sleep is very important to my happiness</td> </tr> </tbody> </table>		M	A	N	Avg	Notes	8/5/2009	4	7	7	6.00	Sleep is very important to my happiness
	M	A	N	Avg	Notes									
8/5/2009	4	7	7	6.00	Sleep is very important to my happiness									
8/31 – Class #2 – 130 pages	<p>C-2: Positive Organizational Studies: Lessons from Positive Psychology. <i>Christopher M. Peterson and Martin E. P. Seligman.</i></p> <p>C-3: Virtues and Organizations. <i>Nansook Park and Christopher M. Peterson</i></p> <p>C-4: Organizational Virtuousness and Performance. <i>Kim S. Cameron</i></p> <p>C-5: Positive Organizing and Organizational Tragedy. <i>Karl E. Weick</i></p>	<p>Is happiness a legitimate science? Is it possible to become happier? How Happy Are You? L – Forward, Chapters #1 & #2</p> <p>Before today’s class, write a ~500 word entry motivated by the following:</p> <ul style="list-style-type: none"> • What did you learn from completing the subjective happiness scale (p. 33), Oxford Happiness Questionnaire (pp. 84-86) and the authentic happiness inventory questionnaire (on http://www.authentichappiness.sas.upenn.edu/Default.aspx)? • Were you surprised by your scores—why or why not? • In your opinion, what is the value (or lack of value) of these three scales and knowing your score? Is one more valuable than the other? Why? • How do you think your score might change in the (near or long-term) future? <p>Soon after class: Person-Activity fit diagnostic (p. 74). Also: Find 3+ books you may want to review</p>												

9/7 – Class #3 -- 122 pages	<p>Virtuous Processes, Strengths, and Positive Organizing</p> <p>C-7: Organizing for Resilience. <i>Kathleen M. Sutcliffe and Timothy J. Vogus</i></p> <p>C-9: Transcendent Behavior. <i>Thomas S. Bateman and Christine Porath</i></p> <p>C-10: Courageous Principled Action. <i>Monica C. Worline and Ryan W. Quinn</i></p> <p>C-13: New Knowledge Creation in Organizations. <i>Fiona Lee, Arran Caza, Amy Edmondson, and Stefan Thomke</i></p> <p>C-14: Positive Deviance and Extraordinary Organizing. <i>Gretchen M. Spreitzer and Scott Sonenshein</i></p> <p>C-19: Finding Positive Meaning in Work. <i>Amy Wrzesniewski</i></p> <p>C-20: Fostering Meaningfulness in Working and at Work. <i>Michael G. Pratt and Blake E. Ashforth</i></p> <p>Due: Potential Book Review Abstracts</p>	<p>How to Find Happiness Activities That Fit Your Interests, Values & Needs</p> <p>L Chapter #3</p> <p>Before today’s class, write a ~500 word entry motivated by the following:</p> <ul style="list-style-type: none"> • What is meant by Lyubomirsky’s person-activity fit? Why is it important? • What did you learn from your person-activity fit diagnostic scores (p. 74)? • Which activity comes naturally to you (like a “signature strength”)? • Which activity is an area of low strength? How might you develop it? <p>Soon after class: Begin gratitude list or letter & continue mood tracker assignment</p> <p>Also: Access your book review book and begin reading (review due Class Six)</p>
9/14 – Class #4 – 148 pages	<p>Upward Spirals and Positive Change</p> <p>C-6: Acts of Gratitude in Organizations. <i>Robert A. Emmons</i></p> <p>C-11: Positive Emotions and Upward Spirals in Organizations. <i>Barbara L. Fredrickson</i></p> <p>C-12: Positive and Negative Emotions in Organizations. <i>Richard P. Bagozzi</i></p> <p>C-15: Toward a Theory of Positive Organizational Change. <i>David L. Cooperrider and Leslie E. Sekerka</i></p> <p>C-16: Authentic Leadership Development. <i>Fred Luthans and Bruce Avolio</i></p>	<p>Gratitude & Positive Thinking</p> <p>L Chapter #4</p> <p>Kowalski, R. M. (1996). Complaints and complaining: functions, antecedents, and consequences. <i>Psychological Bulletin, 119</i>, 179-196</p> <p>Hatfield, E., Cacioppo, J. T., & Rapson, R. L. (1993). Emotional contagion. <i>Current Directions in Psychological Science, 2</i>, 96-100.</p> <p>Before today’s class, write a:</p> <p>Gratitude List – List 20 things that you’re grateful or thankful for – the more specific the better (e.g., “Susie lets me use her hair products” is better than “A good hair day”).</p> <p>OR</p> <p>Gratitude Letter (aka Seligman, p. 74)</p> <p>AND</p> <p>~500 word response motivated by: [also bring graph to class or upload as attachment]</p> <p>How did you go about tracking your mood?</p> <p>How well did this work for you?</p> <p>What did you learn through the process?</p> <p>Soon after class: Participate in at least one pleasurable/fun activity, one philanthropic/helpful activity and one affectionate activity. Observe their effect on your happiness and how they compare.</p>

<p>9/21 – Class #5 – 154 pages</p>	<p>Positive Meanings and Positive Connections C-17: The Power of High-Quality Connections. <i>Jane E. Dutton and Emily D. Heaphy</i> C-18: A Relational Theory of Coordination. <i>Jody Hoffer Gittel</i> C-21: Positive Organizational Network Analysis and Energizing Relationships. <i>Wayne Baker, Rob Cross, and Melissa Wooten</i> C-22: Empowerment and Cascading Vitality. <i>Martha S. Feldman and Anne M. Khademian</i> Conclusion C-23: Developing a Discipline of Positive Organizational Scholarship <i>Kim S. Cameron, Jane E. Dutton, Robert E. Quinn, and Amy Wrzesniewski</i></p>	<p>Kindness & Social Connections L Chapter #5 –Kindness & Investing in Social Connections Floyd, K. (2002). Human affection exchange: V. Attributes of the highly affectionate. <i>Communication Quarterly</i>, 50, 135-154.</p> <p>Before today’s class, write a ~500 word entry motivated by the following:</p> <ul style="list-style-type: none"> • Describe your 1) pleasurable/fun activity; 2) your philanthropic/helpful activity; and 3) your affectionate activity. • How did these activities affect your happiness, if at all? • Was one more powerful than another? How so? <p>Soon after class: Reflect on injuries or transgressions that have happened to you in the last few years where you’ve had trouble forgiving.</p> <p>Also: Finish book review for next week</p>
<p>9/28 – Class #6 – 150 pages</p>	<p>Considering Critique Explore the website: http://thesecret.tv/ Ehrenreich, B. (2009). <i>Bright Sided: How Positive Thinking is Undermining America</i>. New York: Metropolitan Books. Chapters 4 & 6 Fineman, S. (2006). On being positive: Concerns and counterpoints. <i>Academy of Management Review</i>, 31, 270-291. Lair, D. J., Shenoy, S., McClellan, J. G., & McGuire, T. (2008). The Politics of Meaning/ful Work: Navigating the Tensions of Narcissism and Condescension While Finding Meaning in Work. <i>Management Communication Quarterly</i>, 22, 172-180. Tracy, S. J., & Wong, T. S. (2010). Can we be positive yet critical? Making a case for the study of positive emotion at work. Presented at the National Communication Association, San Francisco.</p> <p>Book Review Due</p>	<p>Managing Stress & Coping and Learning to Forgive L Chapter #6 – Managing Stress & Trauma and Learning to Forgive Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. <i>Psychological Science</i>, 8, 162-166. Waldron, V. R., & Kelley, D. L. (2005). Forgiving communication as a response to relational transgressions. <i>Journal of Social and Personal Relationships</i>, 22, 723-742.</p> <p>Before today’s class, write a ~500 word entry describing the two transgressions reflected upon. Choose one, and craft a letter to the person who caused the injury (you need not send this letter). This letter counts toward the wordcount. In this letter, explain why you were upset, how you moved on or what you might need in order to move on.</p> <p>Soon after class: Observe your reflections on the two different transgressions and how you now feel differently about them, if at all. AND Consider 6 goals with qualities associated with the left-hand column on p. 216 of Lyubomirsky</p> <p>Also, send initial email for the Reflected Best Self Exercise to your 20 potential respondents – We will discuss in class</p>

<p>10/5 – Class #7 – 120 pages</p>	<p>Positive Organizational Communication Barge, J. K. & Oliver, C. (2003). Working with appreciation in managerial practice. <i>Academy of Management Review</i>, 28, 124-142. Lutgen-Sandvik, P., Riforgiate, S., & Fletcher, C. (2011). Work as a source of positive emotional experiences and the discourses informing positive assessment, <i>Western Journal of Communication</i>, 75: 2-27. Way, D., & Tracy, S. J. (Under Submission). Conceptualizing compassion as recognizing, relating and (re)acting: An ethnographic study of compassionate communication at hospice. <i>Communication Monographs</i>. OR Miller, K. I. (2007). Compassionate communication in the workplace: Exploring processes of noticing, connecting, and responding. <i>Journal of Applied Communication Research</i>, 35, 223-245. <i>(you may choose Way/Tracy OR Miller)</i></p>	<p>Living in the Present & Committing to goals L Chapter #7 – Living in the Present and Chapter #8 – Committing to your goals</p> <p>Before today’s class, write a ~250 word entry motivated by the following:</p> <ul style="list-style-type: none"> • Reflect upon the two different transgressions you described lasts time. • In what ways, if at all, do you feel differently about these two situations? How did writing about one of them make a difference, if at all? • How does this diverge with or support research on therapeutic writing? • In what ways, if at all, do you feel better equipped to deal with forgiveness? <p>AND List 6 goals with qualities associated with the left-hand column on Lyubomirsky p. 216</p> <p>Soon after class: Practice finding flow and micro-flow through savoring communication. This means immersing ones’ self into the details of communication moments (e.g., subtle pitch and tone qualities of voice, qualities of facial cues, subtle body movements, present artifacts, scents, fine details of clothing, lighting, temperature, memorable expressions, etc.) and seeking to appreciate their qualities, as if these things were part of a gourmet meal.</p> <p>Also, Write Mini Synthesis Paper due Monday 10-10 at 10 p.m.</p>
<p>10/12 – Class #8 - 23 pages + each others’ mini synthesis papers</p>	<p>Synthesizing and Applying to Organizational Communication</p> <p>Mini Synthesis Paper Due by 10-10 at 10 p.m. (Monday)</p> <p>Please read others’ paper by class 10/12 and bring to class ideas on overlaps, specific areas of focus</p> <p>As a class (and in class), we will:</p> <ul style="list-style-type: none"> • decide which areas we want to focus in more depth on... • create plan/schedule for upcoming presentations (which will serve as launch pad for ICA panel)# 	<p>Taking Care of your body and soul</p> <p>L Chapter #9 – Spirituality, meditation, physiology, faking it to make it</p> <p>Before today’s class, write a ~500 word entry:</p> <ul style="list-style-type: none"> • describing one or more of the savored communication episodes (see description above) and its effects on... • 1) you as the listener, 2) the emerging conversation, 3) the other person, 4) the relationship. • The description should help the reader also savor the experience. • In what ways, if at all, is savoring similar to or different from your regular way of being in conversation? <p>Soon after class: Practice one or more activities related to this session’s readings (e.g., a religious service, meditation session, exercise) and reflect on its effects.</p> <p>Also soon after class: Follow up on your initial email with contacts for reflected best self exercise</p>

10/19 – Class #9 - TBA	<p>Applying happiness and positive scholarship to the communication discipline (discussion leading)</p> <p>Focus Area(s)</p> <p>Readings, TBA</p> <p>As a class, discuss ICA panel</p>	<p>Before today’s class, write a ~500 word entry motivated by the following:</p> <ul style="list-style-type: none"> • Describe one or more activities related to last session’s readings (e.g., a religious service, meditation session, exercise) and reflect on its effects. • How did it make you feel during the activity? • Immediately after? Several hours later? A day later? • Do you plan to repeat the activity? Why or why not? <p>Soon after class: Take the VIA signature strengths inventory available: http://www.authentic happiness.sas.upenn.edu/Default.aspx (half hour) And only then... Analyze data received from respondents on reflected best self exercise (we will discuss details on what this will entail in class)</p>
10/26 – #10 – 35 pps + TBA	<p>Applying happiness and positive scholarship to the communication discipline (discussion leading)</p> <p>Focus Area(s)</p> <p>Readings, TBA</p> <p>As a class, finalize ICA panel</p>	<p>Seligman Part II – Strength and Virtue, pp. 125-161</p> <p>Before today’s class, write a ~500 word entry motivated by: Data analysis of reflected best self exercise and VIA signature strengths (more details to be given in class prior) Bring to class: All the data collected through best self-exercise</p> <p>Soon after class: Job crafting exercise – details given in class</p>
11/2 - #11 – 38 + TBA	<p>Applying happiness and positive scholarship to the communication discipline (discussion leading)</p> <p>Focus Area(s)</p> <p>Readings, TBA</p>	<p>Wrzesniewski, A., McCauley, C., Rozin, P., & Schwartz, B. (1997). Jobs, careers, and callings: People's relations to their work. <i>Journal of Research in Personality</i>, 31, 21-33. C-8 Investing in Strengths. <i>Donald O. Clifton and James K. Harter</i></p> <p>Before today’s class, work on: Job crafting exercise analysis (details to be given in class prior)</p> <p>Soon after class: Retake subjective happiness scale (p. 33) & Oxford Happiness Questionnaire (pp. 84-86) and the authentic happiness inventory questionnaire (on the authentic happiness website) and calculate your scores [~ 30 minutes]; calculate your scores</p> <p>Also: Come to class next week with several ideas about ways that we might collaborate on a happiness project making use of our happiness activities and reflections throughout the semester</p>

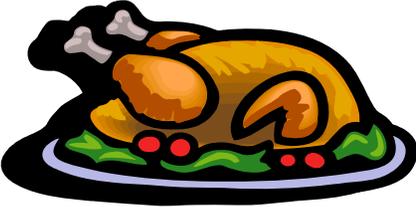
11/9 - #12 - 23 pps	<p>Trujillo, N. (1999). Teaching ethnography in the twenty-first century using collaborative learning. <i>Journal of Contemporary Ethnography</i>, 28, 705-719</p> <p>Brainstorm on collaborative semester project(s) (Please bring ideas about how we might make use of our happiness activities and reflections).</p>	<p>L Chapter 10 – The 5 Hows of Happiness, Afterword and Postscript</p> <p>Before today’s class, write a ~500 word entry motivated by:</p> <ul style="list-style-type: none"> • What did you learn from retaking the subjective happiness scale (p. 33), Oxford Happiness Questionnaire (pp. 84-86) and the authentic happiness inventory questionnaire http://www.authentichappiness.sas.upenn.edu/Default.aspx? • How did your scores change (if at all) from when you took it 2.5 months ago? • Why do you think it changed or didn’t change? <p>Soon after class: Work on final synthesis / application papers – due next week</p> <p>Also: Engage in activities to prep for collaborative semester project workshop next week</p>
11/16 – #13	Final Synthesis / Application Paper Due	Workshop on collaborative semester project(s).
11/23	<p>No Class</p> <p>Happy Thanksgiving!!</p>	
11/ 30 - #14 – 95 pps	Workshop on collaborative semester project	<p>Seligman Book Part 3 (In the Mansions of Life pp. 165-260) [work & personal satisfaction, love, raising children, meaning & purpose]</p>
Finals period TBA		Happiness Project Presentations & Celebrations!

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(use as a resource for how you might choose areas in org com that POS and happiness studies might extend, augment or complicate)

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