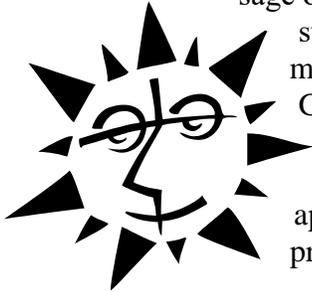


***Communication for Wellbeing and Social Impact – COM 691***  
Spring 2018 – Arizona St U-Tempe; Stauffer A301 – Thur 6-8:45 p.m.

**Professor:** Dr. Sarah J. Tracy, Ph.D. Email: [Sarah.Tracy@asu.edu](mailto:Sarah.Tracy@asu.edu)  
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Office hours (Stauffer 424): Tue 5:15-6:15 p.m.; Thur 4:25-5:25 p.m. & by appointment

**Disclaimer:** I have designed this class to teach for the first time Spring, 2018. For many topics, I will be serving as a co-learner and “guide on the side,” rather than as a topic matter expert or “sage on the stage.” Furthermore, my default way of being is to be quite



structured in my organization, something that I’ve (reluctantly) loosened my grip on so that I could bring this new course to our doctoral curriculum. Given all this, students choosing to enroll in this seminar should be comfortable with improvisation and taking an active part in their own pedagogical experience. Furthermore, my hope is that we may all approach course ambiguities and breakdowns as opportunities to practice practical wisdom and compassion. I hope you’ll join in the adventure!

**Course Overview**

The goal of this class is to create and inspire the being and practical wisdom of emotional wellbeing through communication and interaction. Along the way we will be examining exemplars of scholars / public intellectuals who have been making a significant impact in their own work, exploring research and best practices related to emotional wellbeing (e.g., on topics such as compassion, emotional intelligence, resilience, flow, and courage), and practicing these activities ourselves. The course will culminate in your drawing upon course resources and related auxiliary research to design, pilot, and critically reflect upon the impact of a project aimed toward creating the being of wellbeing among a desired audience.

Our journey will be marked four unique characteristics.

First, we’ll be going beyond increasing *knowledge about* the topics at hand (or as Paulo Freire would put it, the “banking model” of education). Rather, we will be examining and aiming toward scholarship and pedagogical methods that include and inspire the *practice of* communication and interactions that are associated with human flourishing. Given our focus on practice and being, a significant part of this class is focused on how to practice critically reflective, transformational, and experiential pedagogical techniques.

Second, this course asks us to focus on what we want to *create* in the world in terms of emotional wellbeing rather than concentrating on what we want to *eliminate*. Social science research (my own included) has historically focused on dark-side behaviors and perceived problems—topics such as burnout, bullying, incivility—rather than on desired practices—such as compassion, generosity, or human connection. Although problem-based research has been instrumental for transforming suffering to survival and shedding light on injustice, it has been less effective for transforming survival to human flourishing. Furthermore, there is still dire need for understanding communication behaviors related to emotional *wellbeing*.

Third, the course centrally incorporates “*phronesis*”, considered to be the practical wisdom of encouraging, practicing, and discerning virtuous activity and excellence of character. *Phronesis*, a term originally introduced by Aristotle and taken up by a variety of contemporary social science scholars, is unabashedly normative in nature and requires critical self-reflection and

consistent improvisation in context. Such an effort, by definition, is not hypothetical, conceptual, deductive, rule-based, or divorced from the everyday realities in which we live. As such, assignments in this class require acting and practicing specific activities and interventions within our immediate world. Furthermore, whatever students choose to create in this class for their semester project must be something they are themselves willing to practice, stumble with, share, and critically reflect upon.

Expertise and wisdom come through contextual improvisation, practice, and willingness to fail. Epistemological definitions, and learning theoretical concepts is not enough to create wisdom. Furthermore, as we will learn through course readings, going one step further in *applying* precise rules, theories, or recipes is also not enough for expertise in being. Rules and theories help people to become competent. However, high level expertise requires practice in the messy world as lived, and for your scholarship to impact others' being, you must write or represent your work in a public way in which people feel inspired to transform a fundamental way of talking, behaving, and/or interacting and try that practice themselves.

So, how might we attempt to achieve this in a doctoral class?

Research on skill acquisition suggests that expertise in any craft (whether that is cooking, playing piano, qualitative research, or shooting baskets) is benefitted by watching and immersing ourselves in the practice of other experts. So, we will collectively examine one positive deviant who has arguably been among the most successful scholars in the last 10 years for creating and inspiring the being of emotional wellbeing—and that is social work scholar, best selling author, and Ted-talk famous, Dr. Brené Brown. A favorite quotation by Brené in her latest book is this: “Anger is a powerful catalyst, but a life sucking companion.”

The next part of the course is focused on each student learning about a variety of issues related to emotional wellbeing and how scholars have shared these issues in a way that has public impact. As part of this, we will read the top-rated articles from “The Greater Good” as compiled into the book *The Compassionate Instinct*, as well as *HBR's 10 Must Reads on Emotional Intelligence*, and communication scholar Vince Waldron's *Communicating Emotion at Work*.” We will also read auxiliary resources on meaningful work, resilience, engagement, integrity, and flow. As a class we'll create a common Google Doc outlining key terms, concerns, and ideas from the readings.

During this time, you'll also **find and take three or more diagnostics** related to happiness, emotional intelligence, emotional agility or wellbeing—measures that are backed by scholarly research or sponsored by a respected scholar or. You'll also be asked to scan the most popular and impactful publicly available resources associated with emotional well-being—searching for those that are authored by social science scholars in particular and tracing how they are connected to their scholarly research.

Finally, you'll begin considering specific practices and activities associated with wellbeing—those found in the readings thus far, discovered in your independent research, and usefully synthesized by Lyubomirsky.

By Feb 22nd, each student will identify a core area of emotional wellbeing and communication that they are passionate about practicing themselves and centering their scholarship around for the semester. This should be something that holds more than epistemological curiosity. Rather, this should be something you are willing to investigate, reflect upon, and practice with in your own life, and take courageous action to create in the world in a way that will impact the being of three or more other people.

In doing this “**Strategizing, Activity Planning, Path-Finding**,” assignment, you're asked to imagine yourself not only right now, but also what—in terms of emotional wellbeing—you can

see yourself continuing to work toward as the future unfolds. Imagine you already have all you need to feel materially and personally successful, whether that is a good job, a certain type of family, or living in a specific space or way. What do you want to see yourself doing, being, and inspiring that is bigger than yourself? What will your life and career be about? What are you a stand for creating in the world?

**An incomplete synthesis of communication and emotional wellbeing developed by SJT...**

**What are you a stand for creating and inspiring?**

**What are you concerned with?**

|  |   |   |
|--|---|---|
| Freedom, fairness, equity, justice                     | ↔ | oppression, injustice, inequity, “isms”         |
| Kindness, civility, peace                              | ↔ | bullying, emotional tyranny, micro-aggression   |
| Dialogue, constructive conflict, collaboration         | ↔ | rage, division, violence, trolling, flaming     |
| Courage, bravery, heroism                              | ↔ | fear, cowardice, apathy                         |
| Integrity, Trust                                       | ↔ | deception, brokenness, unreliability            |
| Compassion, empathy, support                           | ↔ | pity, disdain, suffering, disconnection, apathy |
| Gratitude, appreciation, giving, generosity            | ↔ | selfishness, social comparison, envy, jealousy  |
| Hope, optimism   | ↔ | despair, desperation, pessimism, cynicism       |
| Social Connection, belonging, inclusion                | ↔ | loneliness, shame, depersonalization            |
| Forgiveness, reconciliation, love                      | ↔ | hatred, resentment, anger, bitterness, contempt |
| Resilience   | ↔ | burnout, defeatism                              |
| Flow, meaningfulness, engagement, inspiration, passion | ↔ | apathy, boredom, burnout                        |
| Vulnerability, openness, authenticity                  | ↔ | self-righteousness, closed-mindedness, fake     |
| _____  | ↔ | _____   |
| _____  | ↔ | _____   |

After exploring models of people practicing social science that matters, the middle part of the class is focused on experiential, transformative, or activism pedagogy, the idea being that these approaches go beyond helping others increase knowledge, but also significantly impact their practice and being.

The course closes with an exploration of practical application, skill acquisition, and how we might create communication expertise via craft practice, practical wisdom, and engaged scholarship that matters.

**Assignments**

| <b>Assignment</b>  | <b>Points</b>    |
|--|------------------|
| Participation & Embodied Presence  | Up to 25         |
| Reading Outlines, Class Activity Ideas, Discussion Questions               | Up to 25         |
| Strategizing, Activity Planning, & Path-Finding Assignment & Peer Feedback | Up to 60         |
| Public Impact Book Reviews & Analysis (on 3+ books)                        | Up to 40         |
| The Being of Wellbeing Semester Project                                    | Up to 100        |
| <b>Total</b>   | <b>Up to 250</b> |

Note: Assignments that are due on a specific Thursday are due by class time (3 p.m.)

| <b>Outstanding – above expectations</b> | <b>Good – above average</b> | <b>Satisfactory – meets min. requirements</b> | <b>Unsatisfactory</b> | <b>Failing or academic dishonesty</b> |
|---|-----------------------------|---|-----------------------|---------------------------------------|
| A+ 245 – 250 pts                        | B+ 218 – 224 pts            | C+ 193 – 199 pts                              |                       |                                       |
| A 233 – 244 pts                         | B 208 – 217 pts             | C 175 – 192 pts                               | D 150 – 174 pts       | E 149 pts and below                   |
| A- 225 – 232 pts                        | B- 200 – 207 pts            |   |                       | XE-academic dishonesty                |

**Participation and Embodied Presence (up to 25 pts) Ongoing**

Participation points are based upon thoughtful and informed verbal participation (more does not always = better), focused attention/attendance for the full class period, listening alertly, concentrating on course material rather than distractions, and providing supportive interaction with other class members (fostering collective focus). ***Please be fully present in the embodied conversation. Please avoid (in-person or online) side conversations or preoccupation with your screen or typing (ways that people often “check-out” from the challenging conversations).***

If you must miss a single class (for any reason), you can earn the missed participation points by: a) meeting virtually or F2F with a peer to discuss the unit, and b) e-mailing the instructor with a brief note about this meeting and key points you took away. If there is an extenuating emergency that interferes with your attendance or ability to keep up, please be in communication.

**Reading Outlines, Discussion Questions, Activity Ideas (up to 25 pts) Ongoing**

Students will be responsible for a subset of the readings – something we’ll discuss week one.

1. Outlines should include (imperfect rule of thumb: ~25 pages of reading = 1 page of outline):
  - a. Your name, date, and full citation of the article (APA style)
  - b. A bold claim about what *struck* you from the material. In other words, what did the material spark, kindle, produce, create, motivate, or ignite?
  - c. 2-4 primary arguments of the piece, incorporating any key concepts/terms and their definitions (what should everyone know and understand from this material?).
  - d. Evaluative note (e.g., could choose one or more of: connection to other readings or communication scholarship; “yeah buts, how ‘bouts, what ifs”; exemplary aspects; how the piece may be especially useful for your own or other students’ research and teaching)
  - e. A bold claim about how the material could *contribute to the being of well-being* (in class, be prepared to back this up, and be prepared for lively discussion and potential dispute).
2. Three-five discussion questions (some might be about specific readings, some might ask us to think about an issue across readings). See discussion question tips on Blackboard.
3. A related activity idea. Depending on the idea and format, it may be something we’ll do in class. That said, please provide enough detail in your activity description that students could do on their own or lead in their own communities. If applicable, link to related resources.

After developing these materials, please drop them in our shared Google drive and email the instructor. ***Please do your best to have these completed 5-8 days before the target class period.*** Doing so will provide me plenty of time to review, consider how these may be incorporated into class, and for us to correspond about potential class format.

After you hear from SJT, alert the class that the materials are available (at that time, you can also invite peers to place comments, questions, or responses on the collective document).

In class, provide a brief overview of the readings (to get us warmed up), cover any key terms or arguments (turning to the instructor for more information if desired), together with instructor lead discussion, and potentially lead course activity.

This assignment is evaluated based upon the thoughtfulness of discussion questions; outlines that highlight key concepts and arguments; relevance and feasibility of activity ideas; and command of topic / discussion / activity as discussed in class.



|  |  |                 |
|--|--|-----------------|
| <b>Book Reviews<br/>&amp; and Public Impact Analysis</b> | <b><i>CONT. FROM PREVIOUS PAGE</i></b> | <b>March 15</b> |
|  | <b>(up to 40 pts)</b>                  | <b>April 12</b> |

You will share the reviews on a collective course discussion board **by March 15**. Please include one review per discussion board post. You are encouraged but not required to read and provide feedback on your peers' reviews.

The next part of this assignment is to create with these reviews a significant impact with your desired audience (something that you'll need to find creative ways to judge). Ideas include sending them to a media outlet for potential publication, sharing them with people who regularly blog or have a YouTube channel, creating a YouTube video of your own, contributing to a related Wikipedia page, sharing them with undergrads or other members in your network, posting them on Amazon, Good Reads, or Google Books, or something else.

On this same discussion board, **by April 12**, you will write a short analysis which should include: 1) A description of your writing style and distribution choices for the reviews, and 2) what you learned through the process (e.g., what specific writing or distribution choices you think affected the impact of the reviews).

You are encouraged to be creative and take risks in the way you write, craft, and distribute the reviews – and vary their word count or process depending on outlet so you can ascertain what works and what doesn't and with what audiences. Take care in your writing style—especially your opening or title—so that the review immediately gains the attention of desired audiences (and potential editors). Along the way, it's valuable to reference 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 that attract your key publics.

|   |                        |                                   |
|---|------------------------|-----------------------------------|
| <b>The Being of Wellbeing Semester Project</b>  | <b>(up to 100 pts)</b> |                                   |
| <b>Proposal</b>                                 |                        | <b>March 29</b>                   |
| <b>Final project and analysis of its impact</b> |                        | <b>April 26</b>                   |
| <b>Presentation</b>                             |                        | <b>April 26 or Final's period</b> |

The culmination of the class will be a scholarly project, called **"The Being of Well-Being"** that has the potential to create and inspire communication and interaction related to the aspect of emotional wellbeing that you have chosen to be a stand for. This could be a course syllabus and lesson, a workshop, research/writing/poetry/music written in a publicly accessible and aesthetically appealing way, a performance, a film script, a blog, an art installation, or something else.

Students should propose the project by March 29, seek feedback from peers and mentors, pilot at least a portion of this project, seek feedback from actual people you are aiming for it to impact, critically reflect on its impact, and create a to-do list for future plans. **You will turn in final project and analysis of its impact by April 26, and present either April 26 or final period.**

You are encouraged to work collaboratively on this project – with people from this class, community members, mentors, etc. The point is to be the catalyst and space for making this project (and being of emotional wellbeing) show up in the world – not that you do every single task required to make it show up. Indeed, most people who make an impact in the world do so because they inspire others to work alongside them.

## **Course Schedule, Readings, Assignments (Books, \*Due\*)**

**Jan 11 & 18** - Please take informal notes that answer the kinds of questions that you'll be asked to take when doing the one page outlines (see below under discussion leading) and be prepared to share in class.

Brown, B. (2017). *Braving the wilderness: The quest for true belonging and how to stand alone*. New York: Random House.

Brown, B. (2006) Shame resilience theory: A grounded theory study on women and shame. *Families in Society: The Journal of Contemporary Social Services*, 87 (1), 43-52.

Brown, B. (1999) Searching for a Theory: The journey from explanation to revolution. *Families in Society: The Journal of Contemporary Social Services*, 80 (4), 359-366.

[https://www.ted.com/talks/brene\\_brown\\_on\\_vulnerability](https://www.ted.com/talks/brene_brown_on_vulnerability)

Review and sign up for newsletters if so inclined at the: <https://greatergood.berkeley.edu/>  
and <http://wisdomresearch.org/>

**\*Determine three books you'd like to practice in writing book reviews and evaluate their impact (could be assigned or your choice). See notes under assignments at end of syllabus for details.\***

**\*Begin working on mission / vision statement.\***

**Jan 25** - Come ready to share with informal notes using our standard questions. You are welcome and invited to share any of these to a common google document.

Keltner, D., Marsh, J., & Smith, J. A. (Eds.). (2010). *The compassionate instinct: The science of human goodness*. New York: WW Norton & Company. - Break up chapters among students so a third are reading each part.

Way, D., & Tracy, S. J. (2012). Conceptualizing compassion as recognizing, relating and (re)acting: An ethnographic study of compassionate communication at hospice. *Communication Monographs*, 79, 292-315.

**Feb 1** – Come ready to share with informal notes using our standard questions. You are welcome and invited to share any of these to a common google document.

Harvard Business Review. (2015). *HBR's 10 must reads on emotional intelligence*. Boston, MA: Harvard Business Review Press. - [note, to cite a chapter from this: Author (2015). Title of article. In *HBR's 10 Must Reads on Emotional Intelligence* (pp. \_\_ - \_\_). Boston, MA: Harvard Business Review Press]

Jensen, M. C. (2009). Integrity: Without it nothing works. *Rotman Magazine: The Magazine of the Rotman School of Management*, 16-20. - Harvard Business School NOM Unit Working Paper No. 10-042; Barbados Group Working Paper No. 09-04; Simon School Working Paper No. FR 10-01. Available at: <http://ssrn.com/abstract=1511274>

### **Feb 8 – Discussion: Lopez & Hommadova**

Waldron, V. R. (2012). *Communicating emotion at work*. Malden, MA: Polity Press.

Nakamura, J., & Csikszentmihalyi, M. (2014). The concept of flow. In *Flow and the foundations of positive psychology* (pp. 239-263). Springer Netherlands.

By today **find and take three or more diagnostics** related to happiness, emotional intelligence, emotional agility or wellbeing—measures that are backed by scholarly research or sponsored by a respected scholar or. Diagnostics related to emotional well-being. I'm familiar with include the following, but please explore! <http://www.susandavid.com/ea-quiz/>; <http://socialintelligence.labinthewild.org/mite/>; <https://www.authentic happiness.sas.upenn.edu/testcenter/>; [https://greatergood.berkeley.edu/quizzes/take\\_quiz/ei\\_quiz](https://greatergood.berkeley.edu/quizzes/take_quiz/ei_quiz)

Please also scan the most popular and impactful publicly available resources associated with emotional well-being—searching for those that are authored by social science scholars in particular and tracing how they are connected to their scholarly research.

### **Feb 15 – Discussion: Kolomyjec**

Cheney, G., Zorn, T. E., Jr., Planalp, S., Lair, D. J. (2008). Meaningful work and personal/social well-being: Organizational communication engages the meanings of work. *Communication Yearbook*, 32, 137-185.

Buzzanell, P. M. (2010). Resilience: Talking, resisting, and imagining new normalcies into being. *Journal of Communication*, 60(1), 1-14.

Lyubomirsky, S. (2008). *The how of happiness: A scientific approach to getting the life you want*. New York: Penguin. – Chapters 1-3 and 10 (and the diagnostics)

### **Feb 22 – No discussion leader**

Lyubomirsky, S. (2008). *The how of happiness: A scientific approach to getting the life you want*. New York: Penguin. Additional chapters as they support your assignment below

**\*Turn in via discussion board and informally share in class Strategizing, Activity Planning, Path-Finding (SAP) Assignment\***

### **March 1 – Discussion: Hawn, Niess**

Freire, P. (2000). *Pedagogy of the oppressed*. New York: Bloomsbury Publishing.

**\*Read and provide reactions, feedback, questions, recommendations, places of strength for two or more other students' SAP portfolios.\***

### **March 15 – Discussion: Tremblay - Activism, Freedom, & Critical Self-reflexivity in Pedagogy**

Cunliffe, A. L. (2004). On becoming a critically reflexive practitioner. *Journal of Management Education*, 28(4), 407-426.

Cunliffe, A. L. (2009). The philosophical leader: On relationalism, ethics, and reflexivity - a critical perspective to teaching leadership. *Management Learning*, 40(1), 87-101.

hooks, b. (1994). *Teaching to transgress. Education as the practice of freedom*. New York: Routledge. Chapter on "Theory as Liberatory Practice." - pps. 59-75.

Communication Activism Pedagogy Forum (2017). *Communication Education*, 66 (3), 361-384. [a series of short essays associated with Larry Frey's CAP]

**\*Turn in Book Reviews via Blackboard discussion board\***

### **March 22 – Discussion: Shufford**

#### *Experiential and Transformational Learning*

- Frey, L. R., & White, A. B. (2012). Promoting personal, interpersonal, and group growth through positive experiential encounter communication pedagogy. In T. J. Socha & M. J. Pitts (Eds.), *The positive side of interpersonal communication* (pp. 297-312). New York, NY: Peter Lang.
- Mezirow, J. (2003). Transformative learning as discourse. *Journal of transformative education, 1*(1), 58-63.
- Mortenson, S. T. (2007). Raising the question# 7 should we teach personal transformation as a part of interpersonal communication? If so, how is it done? *Communication Education, 56*(3), 401-408.
- Moore, J. (2005). Is higher education ready for transformative learning? A question explored in the study of sustainability. *Journal of Transformative Education, 3*, 76-91.
- Tomkins, L., & Ulus, E. (2016). ‘Oh, was that “experiential learning”?!’ Spaces, synergies and surprises with Kolb’s learning cycle. *Management Learning, 47*(2), 158-178

### **March 29 – Discussion: Hanna, Derk**

Flyvbjerg, B. (2001). *Making social science matter: Why social inquiry fails and how it can succeed again*. New York: Cambridge University Press.

**\*Turn in semester project proposal via discussion board (a one page description of what you plan to create, its rationale, and any questions or concerns you’d like feedback on). You are invited, but not required, to provide feedback to your peers.\***

### **April 5 – Discussion: SJT**

#### *Transformation, Narrative Knowledge, and Expertise in Being*

- Brook, J. (2010). An elaboration of the transformative approach to practical theory: Its connections with Gadamer's philosophical hermeneutics. *Communication Theory, 20*(4), 405-426.
- Dreyfus, H. L., & Dreyfus, S. E. (2005). Peripheral vision: Expertise in real world contexts. *Organization Studies, 26*(5), 779-792.
- Cook, S. D., & Brown, J. S. (1999). Bridging epistemologies: The generative dance between organizational knowledge and organizational knowing. *Organization Science, 10*(4), 381-400.
- Tracy, S. J., & Donovan, M. C. J. (2018). Moving from practical application to expert craft practice in organizational communication: A review of the past and OPPT-ing into the future. In P. J. Salem & E Timmerman (Eds.), *Transformative Practices and Research in Organizational Communication* (pp. 202-220). Hershey, PA: IGI Global.
- Tracy, S. J. (2016). Buds bloom in a second spring: Storying the male voices project. *Qualitative Inquiry, 22*, 17-24.

### **April 12 – Discussion: Razzante**

*Current conversations among communication scholars about practical & engaged research*

Barge, J. K. (2016). Crossing boundaries between communication activism research and applied communication research discourses. *International Journal of Communication, 10*, 4000-4008.

Dempsey, S. E., & Barge, J. K. (2014). Engaged scholarship and democracy. In L. L. Putnam & D. K. Mumby (Eds.), *The SAGE handbook of organizational communication: Advances in theory, research, and methods* (pp. 665-688, 3rd ed.). Los Angeles, CA: Sage.

Dempsey, S., Dutta, M., Frey, L. R., Goodall, H. L., Madison, D. S., Mercieca, J., ... & Miller, K. (2011). What is the role of the communication discipline in social justice, community engagement, and public scholarship? A visit to the CM Café. *Communication Monographs, 78*(2), 256-271.

Hartnett, S. J. (2010). Communication, social justice, and joyful commitment. *Western Journal of Communication, 74*(1), 68-93.

Putnam, L. L., & Dempsey, S. E. (2015). The five faces of engaged scholarship: Implications for feminist research. *Women & Language, 38*(1), 11-21.

**\*Turn in Book Review Public Impact Analysis\***

### **April 19 – Discussion: Tietsort**

Schwartz, B., & Sharpe, K. E. (2006). Practical wisdom: Aristotle meets positive psychology. *Journal of Happiness Studies, 7*(3), 377-395.

Schwartz, B., & Sharpe, K. (2010). *Practical wisdom: The right way to do the right thing*. New York: Riverhead Books. {Will collectively read a portion and break up other chapters among students }

### **April 26**

**\*Turn in final project and analysis of its impact\***

**\*Presentation of final project\***

### **Final's period**

**\*Presentation of final project and end of semester celebration\***

## **Course Policies**

### **Use of Personal Electronic Devices in Class:**

Research suggests that focus, comprehension, recall of ideas, and information processing increase when people hand-write their notes, read from physical paper, and read from documents *without* hyperlinks. I encourage you to take notes by hand and make handwritten notes on printed readings. For more information on this:

- <http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html>
- <http://www.newyorker.com/online/blogs/elements/2014/06/the-case-for-banning-laptops-in-the-classroom.html>
- <http://www.scientificamerican.com/article/reading-paper-screens/>

Many of us are irresistibly drawn to our electronic devices. In the classroom, you are asked to turn off notifications and disconnect from e-mail, social media, and all other Internet activities. If there is an activity in which use of the Internet will enhance our collective work, Dr. Tracy will alert the class. ***Otherwise, please wait until a break or after class to converse virtually with classmates or others, or browse the Internet.*** If there is an emergency or ongoing situation in which you would like to request a special exception, contact Dr. Tracy.

### **Unique Academic Needs:**

Students with unique academic needs who would like to coordinate special accommodations should contact Dr. Tracy in the first couple sessions to discuss options and document their needs with ASU's disability resource center (<https://eoss.asu.edu/drc>).

**Plagiarism/Academic Dishonesty:** Although several graduate papers may overlap in conceptual focus, students' 691 research projects should be original work devised for this class. If students plan on using material prepared for a different course, please consult with Dr. Tracy regarding appropriateness. ASU's academic integrity and plagiarism policies are applicable to this course. Students are responsible for knowing APA 6<sup>th</sup> edition style for citing outside sources. ASU's policies for academic integrity are available here <https://provost.asu.edu/index.php?q=academicintegrity>.

### **Absences, Due Dates, Late or Incomplete Work:**

Assignments will be marked down up to 10% each day late and will not receive points more than two weeks past their due date (and none will be accepted after April 30). Incompletes are only available to students who: 1) have finished more than half the coursework; 2) experience serious illness or personal emergency; and 3) negotiate the incomplete before 4/26.

### **Instructor's Mandated Reporting of Sexual Violence and Discrimination:**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

The following are recommendations when I asked my Facebook network (mostly communication scholars), “In your opinion, who has successfully created or inspired the being of emotional well-being through their scholarship?” This shows the great diversity of people who come to mind when asked this question.

|                      |                       |                    |
|----------------------|-----------------------|--------------------|
| Maya Angelou         | Jill Yamasaki         | Kristen Neff       |
| bell hooks           | Sara Ahmed            | Thich Nhat Hanh    |
| Robert Enright       | Elizabeth Povinelli – | Lorde              |
| Sonja Lyubomirsky    | (Economies of         | Anzaldua           |
| Michael McCullough   | Abandonment)          | Virginia Dominguez |
| Robert Emmons        | Jessica Gasiorek      | Kevin Barge        |
| Amber Johnson at SLU | Stephen Hartnett      | Jane Dutton        |
| Roslyn M. Satchel    | Barnett Pearce        | Dawn Braithwaite   |
| Maggie Pitts         | Lynn Harter           | David DeSteno      |
| John Nussbaum        | Doug Kelley           | Thomas Socha       |
| Craig Fowler         | Pema Chodron          |                    |

Authors of articles in: Communication for Social Impact: Engaging Theory, Research and Pedagogy (Harter, Dutta, Cole)

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