



Seminar in Organizational Communication COMS948 FA2022

Instructor: Cameron W. Piercy, PhD

Office hours and virtual meetings: Bailey 6c, Monday's 10 to noon, Wednesday 2 – 3 p.m. or anytime I am available: <https://go.ku.edu/38tfcv>

Email: cpiercy@ku.edu

Class meeting times and locations: Monday's 4:00 to 6:45 CST, Bailey 401 and <https://kansas.zoom.us/j/96230830238> (Passcode: 948948)

Textbook (available online or as a download via KU libraries):

Nicotera, A. M. (Ed.). (2019). *Origins and traditions of organizational communication: A comprehensive introduction to the field*. Routledge. <https://doi-org.www2.lib.ku.edu/10.4324/9780203703625>

Course Overview

This course provides an introduction and overview of the major theories, themes, foundational, and (emerging) revolutionary works in organizational communication. As a survey course, it covers a range of paradigmatic perspectives, grounds them in extant theory and literature, and emphasizes the development and integration of ideas. This course is for anyone interested in understanding the constitutional role of communication in organizations. Topics surveyed will include the history of organizational science/communication, significant paradigms (e.g., qualitative, critical, rhetorical, quantitative, network) and, major theories of organizational communication (e.g., structuration, sensemaking, identification, communication constitutes organizing, feminist and postcolonial organizing, power and control, 'nontraditional' organizations).

Course Learning Goals and Objectives

By the end of this course, you will be able to:

- Understand the essential role communication plays in organizing and organizations
- Teach an undergraduate course in organizational communication
- Apply theory to remedy common and novel organizational problems
- Demonstrate expertise, beyond course readings, in at least two theories of organizational communication

Course Format

This is a graduate level course comprised primarily of PhD students. The course is discussion based, and all students are expected to have completed the class reading prior to the assigned day. Classes will feature a minimal amount of direct lecture and PowerPoint, and will focus on discussion of key ideas in the chapters/articles assigned.

Expectations, Requirements and Grading

There are two requirements for this course: (1) Please do the readings to the best of your abilities and (2) Please respect your fellow classmates. If you do these two things and keep up with the work as assigned, you will succeed in the course.

Writing is a critical part of communication, and in order to be successful in this class, it is important that you communicate clearly and concisely in writing. KU offers a Writing Center where students can obtain help with writing skills and assignments: <http://writing.ku.edu/ku-graduate-students>. Students are encouraged to take advantage of their tutoring services before handing in any written work.

Instructor Positionality

I am a young white cis-gender male, and a member of the Choctaw Nation of Oklahoma. I received my PhD in 2017. Prior to coming to KU, I was employed at the University of Central Missouri from 2016 to 2018 as an assistant professor of business communication in a management department. I was trained in Organizational Communication primarily by Ryan Bisel and Michael Kramer who are both white cis-gender men, and quite influential in some schools of organizational communication. In fact, they have a widely-adopted undergraduate textbook. But, as I would share with either of them, or my academic co-advisor Sunny Lee, a cis-gender female from South Korea who also taught me social network analysis, my training was narrow relative to the entire field. I have great depth on some (arguably foundational) topics like identity, leadership, technology, networks, voice, and socialization. I also took two classes entitled Organizational Behavior in management and psychology while I was in graduate school, which led me to value concepts which are new to the ‘canon’ or organizational communication like justice and citizenship. The reality is we are trained in what our instructors know and trust.

My epistemological commitments lean towards a relational post-positivism, though I also use interpretivist approaches. My research is more frequently quantitative than qualitative, and quite often involves questions about relationships in organizations, especially using social network analysis. As a scholar, I enjoy critical and rhetorical work, but my own research probably would not be classified under these forms of reasoning/knowing. I think you will be surprised to see little quantitative work in our schedule—that has to do with the dominate paradigms and landscape of organizational communication.

My positionality affects what you will learn from me in this course, but does not change the wide-body of research in organization science and organizational rhetoric. As I plan our course, I am trying to strike a balance between what I know and can share with you in great depth, and what I am learning is important to other experts whose paradigm, methods, training, and experiences are not like my own in our field. All this to say, please be patient with me as I share both the knowledge I’ve gained in my prior training and I explore new and novel areas (many of which you’ve asked me to include) with you throughout this course.

Ungrading

Your final grade will be allocated between the three requirements as follows. In the spirit of ungrading, a practice designed to center your contribution and the value of feedback, each assignment will be graded only as pass or not. Ungrading values feedback over evaluation—it centers conversation over penalization. I’m new to ungrading, and it requires a great deal of trust between you and me. Please let me know if you prefer I evaluate your work in a ‘conventional’ points-based way (I have much experience with this approach). Otherwise, it is my hope you feel more comfortable talking to me about what you hope to accomplish, how you

see the work of this class relative to your own career and interests.

For me, ungrading centers your efforts and contributions (varied as they may be across your graduate program) and helps both of us find ways to increase the value of this course by focusing on conversation and growth. The weights assigned below signal that by completing each component you will receive the cumulative percent of your grade. For example, if you choose not to engage in a Discussion Leadership or Teaching Activity, your grade for the course will be 90%:

- **Discussion Leadership (10% each, 20% total).** These are one-to-two page single-spaced briefs that outline the theory, topic, ideas, or principles we are studying for the week. These topical briefs are meant to distill key concepts for future references. Each brief should end with five to seven (5-7) discussion questions for the class. In addition to your summary, you will also be expected to lead conversation throughout class with the help of your instructor. We will sign up for discussion briefs during the first week of class.
- **Teaching Activities (10% each, 20% total).** One of the goals of this course is to prepare and equip you to teach organizational communication at the undergraduate level. To this end, you are required to create two executable teaching activities. Your activities should have (1) clear directions, (2) strong connects to key theories, concepts, topics, or principles in organizational communication, and (3) sufficient debrief/discussion material to help a novice instructor connect the topic with their undergraduate students. With your permission, we will create a shared repository of these resources. We will sign to create teaching materials during the first week of class.
- **Final project in four steps (60% total):** The goal of the final project is simple, connect at least two organizational communication theories/topics. A common theme in organizational communication is the connection of differing theoretical perspectives: structuration and emotion; sensemaking and ethics; discursive leadership and dialectical tensions; nonprofit work and networks. Now it is your turn. Start with what you are interested in and go from there!
 - **Step 1: Create a work plan (10%):** This plan of work shares with me what you hope to accomplish in the class. This assignment is designed to be flexible. You can create a draft of your prospectus, you can create the front end of a paper, you can complete an analysis of a paper you've already started, you can develop an evidence-based training, or you can do something else. This plan of work is a means for you to tell me what your end goal is from this class. There are very few requirements for this plan (1) it must include at least two theoretical/topical perspectives, and (2) it ought to require work equivalent to a final project for a graduate seminar course. In line with those requirements, consider this a dialogue between you and I where I may request modifications to your work plan (up or down) to fit your capacity as a graduate student in this course. The challenge of this plan of work will be to try and select key theories/topics which fit your goals prior to the weeks we read about those topics. Please feel free to reach out to me (email cpiercy@ku.edu any time) to talk about the ideal topics/theories.
 - **Step 2/3: Summary of a theory/topic #1 and #2 (15% each):** To help you progress toward your research-guided outcome, I have created two milestone mini-papers (i.e., summary of theory/topic #1 and summary of theory/topic #2). These two papers should be around five pages and should offer a deep dive (depth

> breadth) on a key theory or topic you wish to utilize in your final project. I expect each of these papers will include around 10-15 outside sources. The goal is simple: Demonstrate your mastery of a theory/topic (beyond course readings).

- **Step 4: Final product (20%).** The product we agree upon in Step 1 will be produced at this stage. All expectations should come from Step 1, the only requirement is that this is a well-researched and supported product (e.g., an empirically supported approach to training; a thorough literature review; a thoughtful proposition paper). Here is a non-exhaustive list of potential options for this project to help you consider the possibilities: a training or a workshop with materials; practice comprehensive exam questions with a final paper synthesizing disparate theory; a literature review and methods section for a paper you hope to complete; completing a paper you've already started; a grant application; a syllabus, schedule, and major assignments for a related course; journaling throughout the course with a final reflection about what you learned and how you would change the course in the future; a proposition paper laying out key intersections in an area which interests you; or something else that represents your interests and passions.

Other Important Policies

Religious Holidays: Students observing religious holidays that may require them to miss class periods or scheduled exams, speeches, assignment due dates, etc., should contact Dr. Piercy privately (as soon as possible) to arrange alternative times for completing assignments and/or have these absences excused. If any schedule change interferes with a religious observance, please contact me as soon as possible for alternative arrangements.

Student accessibility and success: Any student needing accommodations for the course should let the instructor know. The earlier we coordinate any accommodations, the better I can support your learning. Students who need assistance obtaining accommodations may contact Student Access Services in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at <http://www.access.ku.edu>. Please contact your instructor privately in regard to your needs in this course.

Mandatory Reporting: With very few exceptions, all employees at the University of Kansas are required to contact the Office of Institutional Opportunity and Access (IOA) at 785-864-6414 or ioa@ku.edu to report incidents of discrimination and sexual harassment, including sexual violence, of which they know or have reason to believe may have occurred. For example, if a student shares information about discrimination or sexual harassment, including sexual violence, with a faculty or staff member, the faculty or staff member must report the information to IOA. Asking faculty or staff members to keep something “confidential” does not exempt them from the mandatory reporting requirement.

Academic Misconduct: Academic misconduct is a serious offense. Academic misconduct is described in *Article II, Section 6* of the University Senate Rules and Regulations. You are responsible for knowing the standards of academic conduct. The document is available here: policy.ku.edu/governance/USRR

Plagiarism: Plagiarism is a serious offense. Using the words and ideas of others is borrowing something from those individuals. It is always necessary to identify the original source of supporting information. **You must cite the source of any material, quoted or paraphrased, in both written work and oral presentations.**

Sometimes writers are uncertain about what to cite. Here are two firm guidelines:

- If you write word for word what appears in another source, put quotation marks around it and cite the source (author, year, page number).
- If you borrow and summarize ideas, arguments, data, or other information from another source, cite the source even if you put the material in your own words (author, year).
- Agreeing with the material does not make it your own; if it originated with someone else, give that person credit according to a formally recognized style.

Helpful websites:

- <http://writing.ku.edu>
- <https://owl.purdue.edu/>

Late work: If you are an instructor yourself, we will use whatever late work policy you include in your own syllabus. If you are not an instructor, please take a moment to craft a late work policy that is not longer than one paragraph and share it with me via email at cpiercy@ku.edu. Ideally, we will stay on track with work this semester. If, for some reason, we cannot, we will rely on your late work policy to guide our progress forward. I will talk a bit about why I am implementing this policy in class.

Finding Support: We remain in the midst of an ongoing global pandemic. It has been tough. If you tell me you are having trouble, I'm not going to judge you or think less of you. In fact, I hope you will extend me the same grace. Here are some ground rules:

- You never owe me personal information about your health (mental or physical), or anything else. However, you are always welcome to talk to me about things that you might be going through.
- If I can't help you, I know about many resources on and off campus and I will do my best to direct you to resources for assistance.
- If you need extra help, please *just ask!* I will listen and will work with you.
- KU is a large campus and finding help or support can be challenging. The Communication Studies Department has a dedicated committee to focus on IDEA (Inclusion, Diversity, Equity, and Access). You can find many resources, events, reporting tools, and more on their website: <https://coms-idea.ku.edu> A large list of KU resources is available directly on this page: <https://coms-idea.ku.edu/find-support>

Schedule

NOTE: SideQuests replace rather than supplement readings. Any 'additional reading' may be used as a SideQuest. Selecting a SideQuest means agreeing to share what you learned during class.

Monday, August 22nd 2022

Topic: What is organizational communication anyway?

Leader(s): Dr. Piercy

Readings:

Nicotera, A. N., (2019). Ch. 1: Organizing the Study of Organizational Communication

Nicotera, A. N., (2019). Ch. 4: Paradigms: Ways of Knowing in Organizational Communication

Read these 5 short essays (2-8 pages each) from the 2017 *Management Communication Quarterly* (hereafter *MCQ* forum)

- 1) Kuhn, T. (2017) Developing a communicative imagination under contemporary capitalism
- 2) Stephens, K. K. (2017). Organizational communication methods published in *MCQ*
- 3) Leonardi, P. (2017). How to build high impact theories of organizational communication.
- 4) Tracy, S. J. (2017). Practical application in organizational communication
- 5) Meisenbach, R. J. (2017). Integrating ethics and responsibility into organizational communication research.

Monday, August 29th, 2022

Topic: What is happening in organizational communication today?

Guest: Dr. Angela Gist-Mackey

Leader(s): Katie and Rachelle

Readings:

- Watch this short background video: <https://www.youtube.com/watch?v=R9DeOUYyN14>
- Harris, K. L., (unpublished manuscript and reviews). Unlearning border defensiveness, undermining white supremacist violence: Renewing the case for interdisciplinary inquiry in organizational communication. Please read the reviews as well, and please do not share this manuscript with Dr. Harris' permission.
- McDonald, J. (2019) Differences and intersectionality.

Please read all of the special issue paper from the *Departures in Critical Qualitative Research* forum in 2020. Each paper is just a few pages, in total there are about 35 pages:

- 1) Chawla, D., (2020). An extra-ordinary critical intervention forum.
- 2) Hanchey, J. N., (2020). Beyond race scholarship as groundbreaking/irrelevant.
- 3) Cruz, J. M., (2020). Object: Letter of disapplication.
- 4) Leslie, K. J., (2020). Scenes from the margins: One queer's response to navigating professionalism at NCA
- 5) Jensen, P. R., (2020). Reflections on complacency and inadequacy in the face of violence.
- 6) Gist-Mackey, A. N., (2020). The pain of performative professionalism: Emotionally embodying business as usual.
- 7) Kenney, S. C., (2020). (Un)Disciplining the graduate student, and a queer otherwise.
- 8) Harris, K. L., (2020). Time to #ToneUpOrgComm.

9) #ToneUpOrgComm Collective, (2020). #ToneUpOrgComm: A manifestx.

Monday, September 5th, 2022

Labor Day please try to rest and relax. Labor organizations worked hard to honor this day in our overworked culture. In academia, we often work very hard. Please *at least* take the class time to rest and recuperate.

Monday, September 12th, 2022

Topic: The Future of Organizational Communication

Leader(s): Anna and Myleah (likely no teaching materials this week)

-DUE: Step 1 of Final Work: Plan of Work

- Pal, M., Kim, H., Harris, K. L., Long, Z., Linabary, J., Wilhoit Larson, E., ... & Dempsey, S. E. (2022). Decolonizing Organizational Communication.
- Ballard, D., Allen, B., Ashcraft, K., Ganesh, S., McLeod, P., & Zoller, H. (2020). When words do not matter: Identifying actions to effect diversity, equity, and inclusion in the academy.
- Cruz, J. M. & Sodeke C. U., (2021). Debunking eurocentrism in organizational communication theory.
- Rice, R. M. (2021). Feminist theory and interorganizational collaboration: An ethnographic study of gendered tension management.

Additional Readings:

- Linabary, J. R., Cruz, J. M., Allen, B. J., Chalupa, J. A., Dempsey, S. E., Glenn, C. L., ... & Sobande, F. (2021). Envisioning more equitable and just futures: Feminist organizational communication in theory and praxis.
- Cruz, J., McDonald, J., Broadfoot, K., Chuang, A. K. C., & Ganesh, S. (2020). "Aliens" in the United States: A collaborative autoethnography of foreign-born faculty. *Journal of Management Inquiry*, 29(3), 272-285.
- Wilhoit Larson, E., Linabary, J. R., & Long, Z. (2022). Communicating inclusion: A review and research agenda on inclusion research in organizational communication. *Annals of the International Communication Association*, 1-28.
- Van Eck, D., Dobusch, L., & van den Brink, M. (2021). The organizational inclusion turn and its exclusion of low-wage labor. *Organization*, 28(2), 289-310.

Monday, September 19th, 2022

Topic: Communication Constitutes Organizations

Leader(s): Joseph and Rachelle

- Schoeneborn, D., Kuhn, T. R., & Kärreman, D. (2019). The communicative constitution of organization, organizing, and organizationality.
- Cooren F., Kuhn T., Cornelissen J. P., Clark T. (2011). Communication, organizing, and organization: An overview and introduction to the special issue.
- Koschmann, M. A., & Campbell, T. G. (2019). A critical review of how communication scholarship is represented in textbooks: the case of organizational communication and CCO theory

- Bruscella, J. S., & Bisel, R. S. (2018). Four Flows theory and materiality: ISIL's use of material resources in its communicative constitution.

Additional readings:

- McPhee, R. D., & Zaug, P. (2009). The communicative constitution of organizations. *Building theories of organization: The constitutive role of communication*, 10(1-2), 21.
- Cooren, F., & Seidl, D. (2020). Niklas Luhmann's radical communication approach and its implications for research on organizational communication. *Academy of Management Review*, 45(2):479-497. DOI: <https://doi.org/10.5465/amr.2018.0176>
- Nathues, E., van Vuuren, M., & Cooren, F. (2021). Speaking about vision, talking in the name of so much more: A methodological framework for ventriloquial analyses in organization studies. *Organization Studies*, 42(9), 1457-1476

Monday, September 26th, 2022

Leader(s): **Rebeca and Nazra**

Topic: Structuration and Organizational Life

- Giddens, A. (1984). Ch. 1
- McPhee, R., Poole, M.S., & Iverson, J. (2014). Structuration theory.
- Zanin, A. C., & Piercy, C. W. (2019). The structuration of community-based mental healthcare: A duality analysis of a volunteer group's local agency.
- Tracy, S. J. & Melvani Redden, S. (2019). The structuration of emotion. (in Nicotera)

SideQuest:

- Mumby, D. K. (2019). Work: What is it good for?(Absolutely nothing)—a critical theorist's perspective. *Industrial and Organizational Psychology*, 12(4), 429-443.

Additional readings:

- Kirby, E., & Krone, K. (2002). " The policy exists but you can't really use it": communication and the structuration of work-family policies. *Journal of Applied Communication Research*, 30(1), 50-77.

Monday, October 3rd, 2022

Topic: Joining, Leaving, and Sharing about Organizations

Leader(s): **Kate (Myleah may do teaching)**

- Kramer, M. K., & Miller, V. (2014). Socialization and assimilation: Theories, processes, and outcomes.
- Sias, P., & Shen, Y. (2019). Socialization. (in Nicotera)
- Gist-Mackey, A. N. (2018). Disembodied job search communication training.
- Sánchez Sánchez, V. (2021). "Dando las Gracias a Mis Papás": Analyzing the enactment of callings across generations of Latinx immigrants.

Additional readings:

- Piercy, C. W., & Carr, C. T. (2020). Employer reviews may say as much about the employee as they do the employer: Online disclosures, organizational attachments, and unethical behavior.

- Gist-Mackey, A. N., Wiley, M. L., & Erba, J. (2018). “You’re doing great. Keep doing what you’re doing”: socially supportive communication during first-generation college students’ socialization. *Communication Education*, 67(1), 52-72.
- Smith, S. A., Piercy, C. W., & Zhu, Y. (2022). Exploring early-career job seekers’ online uncertainty management. *International Journal of Business Communication*, 23294884221096673.

Monday, October 10th, 2022

Fall Break Please enjoy your Fall Break.

Monday, October 17th, 2022

-DUE: Step 2 of Final Work: Progress Report #1, Overview of First Theory/Topic

Topic: Identity and Identification at work

Guest: Dr. Patricia Dahm

Leader(s): Ian and Rebecca

- Scott, C. R., (2019). Identity and identification. (in Nicotera)
- Zanin, A. C., Shearer, E. T., & Martinez, L. V. (2020). Toward a typology for negotiating layered identities: An oppositional discourse analysis of girls’ youth sport.
- Stanko, T. L., Dahm, P. C., Lahneman, B., & Richter, J. (2022). Navigating an identity playground: Using sociomateriality to build a theory of identity play.
- Piercy, C. W., & Carr, C. T. (2020). The structuration of identification on organizational members’ social media.

SideQuest:

- Cheney, G. (1983). The rhetoric of identification and the study of organizational communication. *Quarterly Journal of Speech*, 69(2), 143-158.

Additional readings:

- Dahm, P. C., Kim, Y., Glomb, T. M., & Harrison, S. H. (2019). Identity affirmation as threat? Time-bending sensemaking and the career and family identity patterns of early achievers. *Academy of Management Journal*, 62(4), 1194-1225.
- Scott, C. R., Corman, S. R., & Cheney, G. (1998). Development of a structural model of identification in the organization. *Communication Theory*, 8(3), 298-336.

Monday, October 24th, 2022

Topic: Sensemaking and relationships

Leader(s): Rebeca and Kelsi

- Weick, K., Sutcliffe, K., & Obstfeld, D. (2005). Organizing and the process of sensemaking.
- Bixel, R. S., & Barge, J. K. (2011). Discursive positioning and planned change in organizations.
- Dulebohn, J. H., Bommer, W. H., Liden, R. C., Brouer, R. L., & Ferris, G. R., (2012). A meta-analysis of the antecedents and consequences of leader-member exchange.
- Lee, J. (2001). Leader-member exchange, perceived organizational justice, and cooperative communication

Monday, October 31st, 2022

Topic: Framing and Leadership

Leader(s): Kelsi and Nazra

- Fairhurst, G. T., (2011). Ch. From: The Power of Framing
- Barge, J. K. (2019). A communicative approach to leadership. (in Nicotera)
- Cornelissen, J. P., & Werner, M. D. (2014). Putting framing in perspective: A review of framing and frame analysis across the management and organizational literature.
- Mackey, J. D., Huang, L., & He, W. (2018). You abuse and I criticize.

Monday, November 7th, 2022

Topic: Organizational Justice, Citizenship, and More

Leader(s): Myleah

- Bolino, M. C., Flores, M. L., Kelemen, T. K., & Bisel, R. S. (2022). May I please go the extra mile? Citizenship communication strategies and their effect on individual initiative OCB, work-family conflict, and partner satisfaction.
- Adame, E. A., & Bisel, R. S. (2019). Can perceptions of an individual's organizational citizenship be influenced via strategic impression management messaging?
- Kim, H., & Leach, R. B. (2021). Mitigating Burnout Through Organizational Justice: Customer Support Workers' Experiences of Customer Injustice and Emotional Labor.
- Greenberg, J. (1990). Employee theft as a reaction to underpayment inequity: The hidden cost of pay cuts
- Sonenshien, S. (2007). The role of construction, intuition, and justification in responding to ethical issues at work: The sensemaking-intuition model.

Monday, November 14th, 2022

Topic: Organizational Structure, Culture, and Change

Leader(s): Rebecca

-DUE: Step 3 of Final Work: Progress Report 2, Overview of Second Theory

- Karikari, E. (2022). Drawing the contours of organizational culture through neoliberal and colonial discourses.
- Lewis, L., (2019). Organizational change. (in Nicotera)
- Leonardi, P. M., Bailey, D., & Pierce, C. (2019). The coevolution of objects and boundaries over time: Materiality, affordances, and boundary salience
- Keyton, J. (2014). Organizational culture
- McDonald, J. (2015). Organizational communication meets queer theory: Theorizing relations of "difference" differently.

Monday, November 21st, 2022

Topic: Power, Voice, and Resistance in Organizations.

Leader(s): Ian

- Zanin, A. C., & Bisel, R. S., (2020). Concertive resistance.
- Zoller, H. M., & Ban, Z. (2019). Power and resistance. (in Nicotera)

- Bisel, R. S., & Adame, E. A. (2019). Encouraging upward ethical dissent in organizations: The role of deference to embodied expertise
- Mumby, D.K. (2015). Organizing power.

Monday, November 28th, 2022

Topic: “Non-traditional” Organizing and Dialectical Tensions

Leader(s): Anna

- McNamee, L. G., & Peterson, B. L. (2014). Redefining and reconciling “Third Space/Place”
- Woo, D. J., (2020). Reconceptualizing interorganizational collaborations as tensile structures: Implications of conveners’ proactive tension management.
- Atouba, Y. (2019). Let’s start from the beginning
- Hoelscher, C. S., (2019). Collaboration for strategic change

SideQuest (Ian, Joseph, and Cameron committed):

- Musgrave, K. (2022). Persons of the Market: Conservatism, Corporate Personhood, and Economic Theology.
- Scharp, K. M., & Thomas, L. J. (2020). A child for every family? Characterizations of “adoptable” foster children in online permanency advocacy publications. *Journal of Social and Personal Relationships*, 37(7), 2098-2117.

Additional readings:

- Atouba, Y., Dempsey, S. E., Koschmann, M. A., Kramer, M. W., McAllum, K., McNamee, L. G., & Peterson, B. L. (2021). The Foundations and future of npvo communication scholarship.
- Gibbs, J. L. & Ganesh, S. (2019) Globalization and organizational communication (in textbook).
- Cruz, J. M. (2017). Invisibility and visibility in alternative organizing: A communicative and cultural model. *Management Communication Quarterly*, 31(4), 614-639.

Monday, December 5th, 2022

Topic: Narrative in Organizations

Leader(s): Joseph (Anna may do teaching)

- Dutta, D. (2019). Communicating resilience in actual and imagined boundaries: Narrative plots and meanings of retention in organizations.
- Rudnick, K. (2017). A critical organizational communication framework for communication and instruction scholarship: narrative
- Peterson, B. L., & Garner, J. T. (2018). Tensions in narrative ownership.
- Dailey, S. & Browning, L. (2014). Retelling stories in organizations.

Monday, December 12th, 2022 – Final presentations, celebration

-DUE: Step 4 of Final Work: Finished Product Presentation