Review this syllabus carefully. By remaining enrolled in the course, you have accepted the conditions of the course. You should drop the class immediately if any aspects of the course and/or the instructor’s expectations are not acceptable to you. The syllabus is subject to change.

Course Description

This interdisciplinary course provides you with an opportunity to review, discuss, and critique extant research related to positive organizational scholarship, critical management studies, and other emerging theories on fair, equitable, and inclusive organizing. This course will introduce you to exemplar studies that have extended new visions and perspectives on work and organizing—that can be alternative, positive, meaningful, fair, equitable, moral, mindful, compassionate, inclusive, responsible, participatory, or healthy, depending on their foci. Each week, we will look into different but closely related topics that offer a new lens through which we can revitalize our “workplace” and re-envision our work-life relationship. Selected readings include both classical and contemporary works that have been highly influential across disciplines. That said, readings are not limited to the areas of organizational communication or management. Students are required to stay open-minded to different approaches and familiarize themselves with various theoretical viewpoints such as sociology and psychology. As a doctoral-level seminar, students are invited to deeply engage with readings and in-class discussions to create and share knowledge, produce high-quality scholarly writing, and contribute their original ideas to the learning community. Building upon our scholarly discussions, students will develop (a) their future research agenda and (b) policy recommendations for a contemporary organizational context.

Learning Objectives

The specific learning goals of this course are to:

- Demonstrate an in-depth understanding of key theories and terminologies in positive organizational scholarship and other course readings
- Assess and critique various paradigmatic assumptions, theoretical approaches, and methodological choices used in course readings
- Synthesize relevant scholarly works to reveal their historical relationships, commonalities, or differences
- Develop students’ own theoretical perspective or political stance on “positive” organizing
- Design organizational policies or intervention programs that can improve our organizational life
- Present original ideas and critiques by conducting a structural review of a selected area

Class Preparation

You should be able to answer the following questions with respect to all required readings.
1. What are the key terms that the author(s) articulate? What do they mean (to you)?
2. What is the theoretical insight that you have found in this study? How does this study fill the gap in the extant literatures?
3. Explain the practical significance of the study. Why does this study matter? Why should we care?
4. Identify limitations and weaknesses of the study.
5. If you disagree with the author(s), bring your counter-arguments.

**Required Texts**

There is no required textbook for this course. Readings are available on Canvas or through ASU Libraries Online.

**Evaluation (200 Points Possible in Total)**

*Participation (10%; 20 points)*

This course is a seminar; therefore, your participation in class discussions is vital. You are expected to attend classes, demonstrate familiarity with and critical reflection on the readings, ask insightful questions, and be involved in classroom activities. Much of classroom learning occurs through dialogues and sharing of ideas. Please be respectful for discussion leaders assigned for each session, be responsive to their questions, and actively engage in conversations with them. The experiences and perspectives you share provide important resources that will benefit everyone—your contributions will be valued and appreciated. Both the quality and quantity of your contributions in each class will factor into your participation grade. Since this course covers different topics each week and quickly moves to other areas, please attend all classes. If you have personal circumstances that will cause you to miss one or more classes, contact me as early as possible.

*Response Papers (15%; 30 points)*

You will write a total of two papers responding to the week’s reading (single-spaced, 2-3 pages, no title page needed). These papers should reflect familiarity with the materials but should go beyond merely summarizing them. This assignment is a chance for you to critically reflect on the readings, draw linkages between ideas, pose questions and comments that come to mind as you are reading. You do not need to cover every reading for that week; rather, I would like to see depth of thought and insight that relates materials to broader themes. You may choose two topics/weeks that are most relevant to your research interest. However, you cannot select the week that you are assigned to lead class discussions (see below).

*Discussion Leading and Review Paper (15%; 30 points)*

Each student will sign up to present a review of the readings and lead discussions for the chosen week (only 1 week per student). The first half of the review paper should provide an overview of the readings (e.g., purpose of the study, theory/rationale, methods, findings). The remainder of the review paper should situate the readings in other relevant literatures, provide critiques (e.g., strengths and limitations), make thematic connections, or identify major contributions to the discipline. The paper should not exceed 3 pages (single-spaced). Upload your review paper to the discussion board of the online course shell prior to class so that all students have access to your review paper. You can refer to your review paper when you lead discussions. You are encouraged to prepare a handout that includes a list of questions and/or food-for-thought. You may review recommended readings if you want to expand your discussions. Only 1 discussion leader will be assigned to each week.

*Policy Design Paper (15%; 30 points)*

Positive organizational scholarship and other works that will be reviewed in this course have strong practical values and implications. However, many organizations still consider such approaches to be some “additional” work or burden, rather than fundamental organizing principles. For instance, key dimensions of organizational justice can provide incredibly useful, effective, and consistent guidelines for HR policies; however, many HR executives perceive the notion of organizational justice to be at odds with business benefit or competitive
advantage. In this assignment, students will “translate” a key value pursued in positive organizational scholarship (or other research areas selected in this class) into a corporate language that is implementable in a particular organizational setting. This assignment can take a variety of forms such as HR policies, manager training programs, self-assessment and evaluation forms, workshop programs, and case studies. (e.g., If you plan to conduct a study of compassion as a researcher, how are you going to train executives to make them pursue a new mission based on compassion?) Be creative and practical. The assignment should not exceed 5 pages (single-spaced). To prepare for this assignment, students will read a popular press book that has been well received in industries; and in turn, they will brainstorm their ideas in class. More details will follow.

Final Project: Structural Review Paper or Research Proposal (45%; 90 points)

Students will select one out of the two options below:

1) Structural review paper
You can create a team to write a structural review paper on a selected topic covered in this class. The review paper should NOT merely summarize existing findings. It must identify a gap, present a way to fill the gap, and offer new insight and future research directions. The literature review must be presented following your own classification criteria or organization principles, demonstrating your profound understanding of the selected field. You can either (a) present possible research questions for future studies, (b) offer a series of propositions drawing on the synthesis of prior literatures, (c) develop a new or integrative theoretical model, and (d) reconceptualize a particular notion or theory. The paper should not exceed 35 pages (double-spaced, APA style), excluding references. Each member’s contribution must be specified. For this review paper, I will provide more details in class.

2) Research proposal
If you already have your own research idea related to the course materials or if you desire to build an early version of your dissertation prospectus, you are welcome to take advantage of this opportunity. You will write a research proposal (15-20 pages, double-spaced, APA style) on a theory, topic, concept, or idea of your choice that is related to positive organizational scholarship or other topics introduced in this class. You are not required to collect data for this paper. The paper will hence take a form of research proposals (e.g., introduction, critical review of prior work in the selected area, research questions or hypotheses, study plans, and implications). However, if you plan to collect data or already have data collected in organizational contexts, you can develop an empirical paper. (In this case, please consult with me in advance; an IRB approval is required.)

Course Policies

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 materials 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 other’s 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 it off.

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 assignments. 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 their name kept on file. Student assignments are 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.

Student Conduct

Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions. Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student’s behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior. The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Title IX

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.

Unique Academic Needs

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Absences, Due Dates, Late or Incomplete Work

Assignments will be marked down 10% for each 24 hours late. All coursework must be completed in order to pass the class. Incompletes are available to students who: a) have finished more than half the coursework and b) experience serious illness or personal emergency.
### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Due/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/10</td>
<td><strong>Positive Organizational Scholarship: Overview</strong>&lt;br&gt;Cameron, Dutton, &amp; Quinn, 2003&lt;br&gt;Luthans &amp; Youssef, 2004&lt;br&gt;Cameron, 2003&lt;br&gt;Cameron et al., 2011</td>
<td>Discussion Leaders:</td>
</tr>
<tr>
<td>1/24</td>
<td><strong>Care and Compassion</strong>&lt;br&gt;Frost et al., 2006&lt;br&gt;Kanov et al., 2004&lt;br&gt;Dutton et al., 2006&lt;br&gt;Madden et al., 2012&lt;br&gt;Miller et al., 2012</td>
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<tr>
<td>1/31</td>
<td><strong>Mindfulness and Reliability</strong>&lt;br&gt;Weick &amp; Roberts, 1993&lt;br&gt;Weick &amp; Putnam, 2006&lt;br&gt;Vogus &amp; Sutcliffe, 2012&lt;br&gt;Butler &amp; Gray, 2006&lt;br&gt;Dane, 2011</td>
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<td>2/14</td>
<td><strong>Organizational Justice</strong>&lt;br&gt;Colquitt, 2001&lt;br&gt;Rupp et al., 2017&lt;br&gt;Lee, Pillutla, &amp; Law, 2000&lt;br&gt;Ang, Van Dyne, &amp; Begley, 2003&lt;br&gt;Brown, Bemmels, &amp; Barclay, 2010</td>
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<tr>
<td>2/21</td>
<td><strong>Policy Design and Intervention</strong>&lt;br&gt;Bartunek &amp; Rynes, 2010&lt;br&gt;Quinn, 2015</td>
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<tr>
<td>2/28</td>
<td><strong>Writing Day</strong>&lt;br&gt;No Class</td>
<td>Policy Design Paper Due 2/28</td>
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<td>3/7</td>
<td><strong>Spring Break</strong>&lt;br&gt;No Class</td>
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<tr>
<td>3/14</td>
<td><strong>Voice and Silence</strong>&lt;br&gt;Van Dyne &amp; LePine, 1998&lt;br&gt;Maynes &amp; Podsakoff, 2014&lt;br&gt;Morrison &amp; Milliken, 2000&lt;br&gt;Burris, 2012&lt;br&gt;Tangirala &amp; Ramanujam, 2008</td>
<td>Welcome Weekend (Classroom will be announced)</td>
</tr>
<tr>
<td>Date</td>
<td>Component</td>
<td>References</td>
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| 3/28 | Status and Inequality | Magee & Galinsky, 2008  
| | | Baron & Pfepffer, 1994  
| | | Piazza & Castellucci, 2014  
| | | Ridgeway, 2014  
| | | Bunderson, 2003 |
| 4/4  | Diversity and Inclusion | Dobbin, Schrage, & Kalev, 2015  
| | | Dobbin & Kalev, 2016  
| | | Shore et al., 2011  
| | | Sabharwal, 2014 |
| 4/11 | Engagement and Commitment | Bakker et al., 2008  
| | | Shuck, 2011  
| | | Meyer & Allen, 1991  
| | | Farndale et al., 2011 |
| 4/18 | Well-being and Work-Life Relationship | Spreitzer et al., 2005  
| | | Wrzesniewski & Dutton, 2001  
| | | Pratt & Ashforth, 2003  
| | | Cheney et al., 2008  
| | | Schaufeli, Taris & van Rhenen, 2008 |
| 4/25 | Research Presentations | Final Papers Due 4/27  
| | | No extensions |

Note. The schedule is tentative and subject to change.

**Readings**

**Week 1 | Positive Organizational Scholarship: Overview**


*Further Readings:*


**Week 2 | Positive Organizational Scholarship: Advancement**


**Further Readings:**


**Week 3 | Care and Compassion**


**Further Readings:**


**Week 4 | Mindfulness and Reliability**


**Further Readings:**


**Week 5 | Positive Organizational Behavior**


Further Readings:


**Week 6 | Organizational Justice**


**Further Readings:**


**Week 7 | Policy Design and Intervention**


*Further Readings:*


**Week 8 | Writing Day**

No class.

**Week 9 | Spring Break**

No class.

**Week 10 | Voice and Silence**


*Further Readings:*


**Week 11 | Resistance and Dissent**


**Further Readings:**


**Week 12 | Status and Inequality**


**Further Readings:**


Week 13 | Diversity and Inclusion


Further Readings:


Week 14 | Engagement and Commitment


**Further Readings:**


**Week 15 | Well-being and Work-Life Relationship**


**Further Readings:**


**Week 16 | Research Presentations**

No readings. Bring your slides or handouts.