

1-Unit Methods Module—COM 692: Metaphor and Sensemaking

Summer 2016 – Stauffer A417

SLN 40791 (1st session credit) or 40792 (2nd session credit)

9 a.m. – 12 noon, May 9, 10, 11, 12, 13

The Hugh Downs School of Human Communication, Arizona State University-Tempe

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This course is focused on immersing ourselves in two primary texts that are really useful for communication research -- Lakoff and Johnson's, "Metaphors we Live By" and Weick's "Sensemaking in Organizations.". For each class period, we as a class will read a portion of one of these books, do our best to understand the material through summarizing and discussing main ideas, and identify concepts we think are most important for communication theorizing. Students will also brainstorm how a subset of the concepts inform and contribute to each students' current or future research project.

Students taking this course should budget enough time over the course of the week to read and digest two books and ~3-4 articles, outline key concepts from a portion of the readings, and make notes to discuss in class. For most students this will likely take ~3 hours each day outside of class. The culminating project will not be due until a couple weeks later.

The culminating project will be a ~20-page paper / portfolio in which students overview a chosen subset of concepts from the readings; put L&J's metaphor and Weick's sensemaking theories in conversation with one another (e.g., how the two theorists view several topics or concepts similarly or differently and how so); review how concepts of metaphor and/or organizational sensemaking have made it into 8+ research monographs or 2 additional books (or a combination thereof); and how this material informs, contributes to, or sets up future research. It's perfectly fine to focus all your additional reading on one of the theories or the other.

You may also propose an alternate final paper/project. If you would like to do this, please create a brief overview / proposal by end of day Monday 5/16 and I will respond by Tuesday 5/17.

As a result of this class, students will get the basics of metaphor and organizational sensemaking, become fluent in a subset of concepts from this literature, become familiar with the ways these concepts have been incorporated by researchers in their chosen discipline, and create a plan for how they might incorporate these concepts in their future work.

Required Readings

Lakoff, G., & Johnson, M. (2008 [orig 1980]). *Metaphors we live by*. Chicago: University of Chicago Press.

Weick, K. E. (1995). *Sensemaking in organizations* (Vol. 3). Thousand Oaks, CA: Sage.

Weick, K. E. 1993. The collapse of sensemaking in organizations: The Mann Gulch disaster. *Administrative Science Quarterly*, 38(4): 628-652.

Tracy, S. J., * Lutgen-Sandvik, P., & Alberts, J. K. (2006). Nightmares, demons, and slaves: Exploring the painful metaphors of workplace bullying. *Management Communication Quarterly*, 20, 148-185.

Plus two more articles that we will choose and read collectively.

Assignments & Evaluation (100 pts possible)

Course assignments consist of daily notes and discussion, which include:

1. 1-2 page daily notes and discussion questions (posted by 9 a.m.), attendance, and verbal participation – 5 pts each x 5 = 25 pts
2. Final culminating paper / portfolio – 75 pts

You will turn in daily notes and discussion questions via a custom software called CritViz, <https://critviz.com/>, developed by ASU professors David Tinnapple and Loren Olson. Please create a user profile and enroll yourself into our course with this **Enrollment code:**

RWPPNWUM

Submit notes / discussion questions via CritViz. Please bring a paper or electronic copy to class for reference, and be prepared to discuss. These will be available to your peers for review. You are welcome to place any comments on the work via the “comment function.” Comments might include recommendations, acknowledgements of a job well done, or something you learned in the process of reviewing their notes. Most participation will happen verbally in actual class sessions. That said, comments on your peers’ notes is another valuable way to participate.

Class Policies and Procedures

Norms of Civility and Use of Technology in Class:

To create an oasis of civility in this class, please arrive on time and stay for the entire class period, keep an alert and enthusiastic presence in the group conversation, pay attention to course material rather than other distractions, listen supportively and attentively—speaking one at a time and helping others stay focused. Many of us are irresistibly drawn to our computerized devices. If this is the case for you, disable the temptations—put them away, turn off alerts, etc.

Unique Academic Needs:

Students with academic needs that require special course considerations can be accommodated. Students should document their needs with the University’s Disability Resources Center and see me no later than the second week of class to discuss options.

Plagiarism/Academic Dishonesty: Although several graduate papers may overlap in conceptual focus, students’ research projects should be original work devised for this class. Students are invited to build upon and improve analysis activities they have practiced in other research classes—but they should not duplicate them. ASU’s academic integrity and plagiarism policies are applicable to this course. Please see <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 and will not receive points more than two days past their due date. **All assignments must be completed (even if late) in order to earn B+ or higher in 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 May 20.

A very incomplete list of some other sources I think are especially promising.

- Weick, K. E. 1993. The collapse of sensemaking in organizations: The Mann Gulch disaster. *Administrative Science Quarterly*, 38(4): 628-652.
- Tracy, S. J., * Lutgen-Sandvik, P., & Alberts, J. K. (2006). Nightmares, demons, and slaves: Exploring the painful metaphors of workplace bullying. *Management Communication Quarterly*, 20, 148-185.
- Smith, R. C., & Eisenberg, E. M. (1987). Conflict at Disneyland: A root-metaphor analysis. *Communications Monographs*, 54(4), 367-380.
- Tracy, S. J., Myers, K. K., & Scott, C. (2006). Cracking jokes and crafting selves: Sensemaking and identity management among human service workers. *Communication Monographs*, 73, 283-308.
- Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the process of sensemaking. *Organization science*, 16(4), 409-421.
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Go to the following cites and enter: “metaphor” and “sensemaking” to see popular articles:

Communication Monographs

- <http://www.tandfonline.com/action/doSearch?quickLinkJournal=&journalText=&AllField=metaphor&publication=40001024>
- <http://www.tandfonline.com/action/doSearch?quickLinkJournal=&journalText=&AllField=sensemaking&publication=40001024>

Human Relations

- http://hum.sagepub.com/search/results?fulltext=metaphor&x=0&y=0&submit=yes&journal_set=sphum&src=selected&andorexactfulltext=and
- http://hum.sagepub.com/search/results?fulltext=sensemaking&x=0&y=0&submit=yes&journal_set=sphum&src=selected&andorexactfulltext=and

Journal of Social and Personal Relationships

- http://spr.sagepub.com/search/results?fulltext=metaphor&x=0&y=0&submit=yes&journal_set=spspr&src=selected&andorexactfulltext=and

Journal of Intercultural Communication

- <http://www.tandfonline.com/action/doSearch?quickLinkJournal=&journalText=&AllField=metaphor&publication=40001174>

Management Communication Quarterly

- http://mcq.sagepub.com/search/results?fulltext=metaphor&x=0&y=0&submit=yes&journal_set=spmcq&src=selected&andorexactfulltext=and
- http://mcq.sagepub.com/search/results?fulltext=sensemaking&x=0&y=0&submit=yes&journal_set=spmcq&src=selected&andorexactfulltext=and

Scarduzio, J. A., & Tracy, S. J. (2015). Sensegiving and sensebreaking via emotion cycles and emotional buffering: How collective communication creates order in the courtroom. *Management Communication Quarterly*, 29, 331-357.

Malvini Redden, S., Tracy, S. J., & Shafer, M. (2013). A metaphor analysis of recovering substance abusers' sensemaking of medication assisted treatment. *Qualitative Health Research*, 23, 951-962.

- Pratt, M. G. 2000. The good, the bad, and the ambivalent: Managing identification among Amway distributors. *Administrative Science Quarterly*, 45(3): 456-493.
- Gioia, D. A., & Chittipeddi, K. 1991. Sensemaking and sensegiving in strategic change initiation. *Strategic Management Journal*, 12(6): 443-458.
- Geary, J. (2011). *I is an other: The secret life of metaphor and how it shapes the way we see the world*. Harper Collins.
- Weick, K. E. (2001). *Making sense of the organization*. Malden, MA: Blackwell Publishing.
- See Kevin Corley's awesome semester-long organizational sensemaking syllabus linked on CritViz.
- Gabriel, Y. (2005). Glass cages and glass palaces: Images of organization in image-conscious times. *Organization*, 12(1), 9-27.
- Tracy, S. J., & Trethewey, A. (2005). Fracturing the real-self↔fake-self dichotomy: Moving toward crystallized organizational identities. *Communication Theory*, 15, 168-195.
- Brown, A. D., Stacey, P., & Nandhakumar, J. (2008). Making sense of sensemaking narratives. *Human relations*, 61(8), 1035-1062.
- Fairhurst, G., & Sarr, R. A. (1996). The art of framing.

2009 [Golden, Annis G.](#)

Employee families and organizations as mutually enacted environments: A sensemaking approach to work-life interrelationships.
Management Communication Quarterly. 22 (3, February), 385-415.

2009 [Lynch, Owen Hanley](#)

Kitchen antics: The importance of humor and maintaining professionalism at work
Journal of Applied Communication Research. 37 (4, November), 444-464.

Browning, L. D. (1992). Lists and stories as organizational communication.
Communication Theory, 2(4), 281-302.

Articles that classmates have suggested

Krippendorff, K. (1993). Major metaphors of communication and some constructivist reflections on their use. *Departmental Papers (ASC)*, 84.

These are some citations friends provided when I asked for what they had read or found interesting associated with metaphor or sensemaking.

Morgan, G., Gregory, F., & Roach, C. (1997). Images of organization.
 Hermann Stelzner, "Analysis By Metaphor," *Quarterly Journal of Speech* 51 (1965): 52-61
 Kenneth Burke, *Attitudes Toward History*, (3rd ed. Berkeley: University of California Press, 1984)

Kenneth Burke, "Four Master Tropes," *The Kenyon Review* 3 (1941): 421-438.
 George Lakoff and Mark Johnson. "Conceptual Metaphor in Everyday Language." *The Journal of Philosophy* 77 (1980): 453-486.
 Robert L. Ivie. "Metaphor and the Rhetorical Invention of Cold War 'Idealists'." *Communication Monographs* 54 (1987): 165-182.

- Saka, P. (2007). Hate Speech. In *How to Think About Meaning* (pp. 121-153). Springer Netherlands.
- Balogun, J., Jacobs, C., Jarzabkowski, P., Mantere, S., & Vaara, E. (2014). Placing strategy discourse in context: Sociomateriality, sensemaking, and power. *Journal of Management Studies*, 51(2), 175-201.
- Scott, C., Allen, J. A., Rogelberg, S. G., & Kello, A. (2015, July). Five theoretical lenses for conceptualizing the role of meetings in organizational life. In *The Cambridge Handbook of Meeting Science* (pp. 634-662). Cambridge University Press New York, NY.
- Linstead, S. A., & Maréchal, G. (2015). Re-reading masculine organization: Phallic, testicular and seminal metaphors. *human relations*, 0018726714558146.
- Sackmann, S. (1989). The role of metaphors in organization transformation. *Human Relations*, 42(6), 463-485.

Day & Time	Topic / Readings and Assignments Due (Subject to change via electronic or class announcement)
1 5/9	Lakoff & Johnson Chapters 1-19
2 5/10	Lakoff & Johnson Chapters 20-30
3 5/11	Weick Chapters 1-4
4 5/12	Weick Chapters 5-8
5 5/13	Weick, K. E. 1993. The collapse of sensemaking in organizations: The Mann Gulch disaster. <i>Administrative Science Quarterly</i> , 38(4): 628-652. Tracy, S. J., * Lutgen-Sandvik, P., & Alberts, J. K. (2006). Nightmares, demons, and slaves: Exploring the painful metaphors of workplace bullying. <i>Management Communication Quarterly</i> , 20, 148-185. Plus two more articles of our collective choosing
5/27 5 p.m.	Culminating Project / Portfolio Due (turn in via CritViz)