



COM 7933.001: Career Theory
Mondays, 2-4:45 pm
CIS 3057
3 credit hours

Professor: Dr. Patrice M. Buzzanell
Professor & Chair, Dept. of Communication
Office: CIS 3054, my cell is 765.414.0353
Office Hours: Mondays, 5:00 pm, by appointment
E-Mail: pmbuzzanell@usf.edu

Course Materials: All readings are available online in Canvas. Please note that the numbers next to readings coincide with the week in which we'll be reviewing these materials.

Course Prerequisites: communication doctoral student and/or permission of instructor

Course Overview: This graduate seminar is designed to explicate the meanings of work and career in mediated and face-to-face contexts, in diverse cultures nationally and globally, with special considerations of mentoring, work-life issues, work acceleration, structural opportunities and constraints, and understandings of career in academe.

Career is a broad process centered in the theme that underlies individuals' choices about work as well as the structures and trajectories that such paid and unpaid work might take on individual-organizational-macro (societal and global) levels. Our course is a co-learning exploration into theory, research, and practical strategies on and about career. The materials for our course not only use various conceptualizations and operationalizations for career but also span communication contexts as well as metatheoretical, theoretical, methodological, and disciplinary areas.

Course Topics or Themes

- *Theme 1: Career Conceptualizations, Forms, and Implications for Meaningful Work and Personal Lives*
- *Theme 2: Sources of Career Information and Mentoring*
- *Theme 3: Academic Careers*
- *Theme 4: Work-life Balance and Acceleration*
- *Theme 5: Career and Lifespan*
- *Theme 6: Career and Difference*
- *Theme 7: Career Resilience, Happiness, and Return to Meaningfulness*

Course Objectives:

- To provide an historical and thematic overview of career theory, research, and practice, including issues and perspectives that have not been included in mainstream work.
- To provide a systematic but critical basis on which to discuss and analyze how career is communicatively constituted in everyday life.
- To provide opportunities to enhance students' research, analysis, writing, and presentational skills.

Assignments:

- **Reflections.** Toward the end of each theme, we'll take some time to summarize and derive implications from what we read and discussed. We'll also use that time to reflect upon research ideas for individual and collaborative projects as well as how the materials coincide with personal experiences. Because you'll write out these reflections for yourself and for your instructor, you'll be given credit as part of your grade. If you'd like to do these reflections in blog format with the entire class, that would be fine. Otherwise, emails to pmbuzzanell@usf.edu would suffice!! Criteria for grading are:
 - provide a contention, or central tension, problematic, or challenge that you find in your readings and engage in discussion about this contention, using readings for support,
 - define constructs, identify underlying assumptions, critically engage with the theories, methods, and findings in the readings and in our seminar discussions,
 - spin off into potential research ideas. You may talk about events outside of class and bring in materials from other courses, media, work, or university events, etc. This part is of lesser importance than the first two parts but has an application or engaged scholarship component.

There are 7 themes so there will be 7 reflections. Please include References on an additional page. (n=7, 6 will count toward your grade at 5% = 30% so if you are pleased with your grades for your first 6, then skip 7 OR if you have a horrendous week during the semester, then you can skip one as long as you let me know. My suggestion is to submit the first six).

- **Book Analysis OR MASHUP OR Cabinet of Curiosities.** To supplement your reading on specific topics and enable you to read some in-depth materials, I'm asking each class participant to *read one scholarly book* of his/her choice *or do one mashup*.

Media Mashup: According to Wikipedia, "the main characteristics of a mashup are combination, visualization, and aggregation. It is important to make existing data more useful, for personal and professional use." A media or social media "mashup" involves a process of selecting and reintegrating images (e.g., graphics, video, animation), text, and audio taken from pre-existing sources that are combined to create a new piece of media. You would create your own mashup (3 minutes or more) that offers reflection (maybe critique and/or analysis) of either the original "meanings" of source materials and/or extensions/extreme versions of these materials relevant to career.

On the first day of our seminar, for the book, I'll ask you to e-mail me with the title of your book so that I can make sure that there are no duplicate "presentations." I would like you to select a book that is no older than 2 years (2018 to the present). On the day of your presentation, please email a two-page (or front-to-back) copies of your abstract-critiques of the book for all seminar participants (and print for Patrice). *For the mashup*, you would also email and present two-page copies of your abstract-critique.

The **abstract and critique** should include: (a) an *overview* of the contents of the book/mashup, (b) whether there is a *communicative focus* and what that focus is (or how you could derive a communicative focus), (c) what you believe are the *unique theoretical and/or pragmatic contributions* of this book/mashup, (d) what you perceive to be the *limitations* of this book/mashup, and (e) your *personal response* to the material. You'll be asked to contribute to our class discussion on the evening for which your book analysis/mashup is due. There won't be any formal presentations although you'll provide an overview of your analysis and critique and will entertain questions from our class.

If you want to submit your book analysis as a **book review** to a journal, then contact an editor and suggest your book or books (you might want to review a couple that are in the same area). Use a book review format consistent with the journal.

If you should do a **wunderkammer, or cabinet of curiosities**, please follow Huber (2019) and refer to the companion article by Huber and McRae (2019) in *Text & Performance Quarterly*.

Huber, A. A. (2019). *Wunderkammer* as critical communication pedagogy: Collaboratively documenting pedagogical labor in a cabinet of curiosities. *Communication Teacher*. Advance online publication. <https://doi.org/10.1080/17404622.2019.1673455>.

Huber, A. A., & McRae, C. J. (2019). *Wunderkammer*: The performance showcase as critical performative pedagogy. *Text and Performance Quarterly*, 39(3), 285-304. <http://doi.org/10.1080/10462937.2019.1643905>

- **Research Presentation.** There are two times when you'll present your ideas to our class. The first is when you are completing a submission for NCA and the other is right before you turn in your final paper. These are working groups and you are expected to provide feedback to everyone (you'll hand write or email comments but we'll also do verbal feedback). You'll provide handouts (outline, definitions, tables if necessary) including a reference sheet in APA Style for all seminar members at the time of your presentations. Two presentations and two sets of feedback are worth 20% total.
- **Individual OR Collaborative Research Paper.** *You are encouraged to collect data* for this project; you must obtain IRB approval. You need to begin the IRB process *by the second week of class* to be able to collect sufficient data for your paper.

Your paper should be of conference and/or journal submission quality in APA style. Your paper should run around 25 pages of text, including endnotes but excluding references, tables, figures, appendices, title page, and abstract page. I would be happy to verify your

use of this style manual. Please note that the paper deadlines in your syllabus are designed to maximize your opportunity to develop a submission to the National Communication Association. The **NCA submission deadline is March 25th**, with the conference *scheduled for November 19-22, 2020 (Thursday through Sunday) in Indianapolis, IN. please note that the Dept. of Communication party is on Thursdays and the preconferences usually are on Wednesdays.*

I expect that final papers will be submitted to journals (or edited collection). I'll continue to work with groups on conference and/or publication revisions and outlets during and after the semester. Please keep a particular journal in mind and include **submission criteria** for my final evaluation of your paper.

This research paper may use any methodology, may be collaborative or sole-authored, could be empirical but could also be a literature review or critical analysis or text and media based, and may use a secondary database or previously collected set of data as long as the paper is newly developed for this careers class.

Grading:

<i>Assignment</i>	<i>Ideal Points=Percentage</i>
Reflections (n=7, 6 will count toward your grade at 5%)	30%
Book Analysis or Mashup or <i>wunderkammer</i>	15%
Research Presentations & Feedback for Others (2 at 10% each)	20%
Research Paper (15% for first submission; 20% for final)	35%
	100%

Core Syllabus Policy Statements. Policies about academic integrity, disability access, religious observances, academic grievances, academic misconduct, and several other topics are governed by a central set of policies that apply to all classes at USF. These policies may be accessed at <https://www.usf.edu/provost/faculty-info/core-syllabus-policystatements.aspx>

Standard University Policies

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

Emergency/Opportunity Plans: Consistent with University guidelines, our class schedule is flexible in the case of emergency and opportunities. This means that course requirements, speakers, deadlines, and grading percentages are subject to change. If USF suspends normal operations, USF may opt to continue delivery of instruction through Canvas and email. It's your responsibility to monitor Canvas, the main USF/College/Department websites, emails, and MoBull messages for important general information. If you find out about speakers or other opportunities on campus, then please let our course members know to see if we should adjust our schedule.

Special Needs/Accommodations: Please notify me if you have a special need so that I can accommodate you.

Course Schedule and Readings

Week 1

**January 13
2020**

Introduction to the Course -- hitting the ground running...

Introduction of Instructor and Student Participants
 Canvas document: syllabus with assignments and deadlines
 Canvas document: Career Surveys (especially do the questions highlighted in yellow before doing course readings)
 Canvas document: How to write a 25-page APA paper
 Discussion of student interests, selection of research teams or solo projects.
 Email Patrice with titles of books for analyses (or with decision to do a mashup or cabinet of curiosities) before our next class.

Theme 1: Career Conceptualizations, Forms, and Implications for Meaningful Work and Personal Lives

Flexible Careers across Life Course • Tomlinson et al., 2018
 Schein and Hall & Goodale • “Handout” of Career Models
 Cabinet of Curiosities • Reading by Huber, 2019

NOTE: I do not expect you to have read Tomlinson et al. before class today. I’ll discuss that article, related pieces, and the handout during class.

NCA Convention Central will open for submissions on January 13. The submission deadline is March 25, 2020, at 11:59 p.m. pacific time.

Week 2 – MLK Jr Celebration, no class

Please submit your surveys on or before Saturday, January 25, at noon.

Week 3

**January 27
2020**

Theme 1: Career Conceptualizations, Forms, and Implications for Meaningful Work and Personal Lives

Guest Scholar: Rahul Mitra—careers of sustainability professionals

Readings for all this week:

Discourse and Meanings of Career • Buzzanell & Goldzwig, 1991
 Some career survey results • Handout of Career Models

- Graduate Students' Enactment of
Structurational Resilience
- Mitra et al., in progress (to be added to Canvas later)
- Meaningful Work
- Mitra & Buzzanell, 2017

Theme 1 Reflection Paper due by noon on the Friday before our week 4 class.

**Week 4
February 3
2020**

Theme 2: Sources of Career Information and Mentoring

Readings for everyone this week:

- Some Career Survey Results
- Handout of Career Models
- Constituting Mentoring
- Long et al., 2014
- Typology of Sources
- Piercy & Lee, 2019

Distributed Readings for this week:

- Self-Authorship and Career
- Bennett & Hennekam, 2018
- Academic Social Justice Mentoring
- Bond et al., 2017
- Mentoring in Academe
- Buzzanell et al., 2015
- Advocate-Mentoring
- Harris & Lee, 2019
- Directive Mentoring in HROs
- McAllum, 2019
- Chatbots in Faculty Mentoring
- Mendez et al., 2019
- VAS
- Powers & Meyers, 2017
- Private Facebook for Professionals
- Pruchniewska, 2019
- Prosocial Advocacy Mentoring
- Waldeck, 2019

Theme 2 Reflection Paper due by noon on the Friday before our week 5 class.

**Week 5
February 10
2020**

Theme 3: Academic Careers

Distributed Readings for this week and next: (15)

- Autoeth Early Career Researchers
- Belkhir et al., 2019
- Gender Inequality
- Blithe, 2019
- Intersectionality in Academe
- Cordova & Knecht, 2019
- Collaborative Autoeth Foreign-Born
- Cruz et al., 2018
- Masque of Blackness
- Dar, 2019
- Bullying & Career Resilience
- Eddington & Buzzanell, 2019
- Pursuit of Success in Academia
- Elangovan & Hoffman, 2019
- Identity Work by Non-White Scholar
- Fernando et al., 2019
- Small Stories & Layered IDs
- Grossi, 2019

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|---------------------------------|----------------------------------|
| Foreign Scholars on Job Market | • McDonald, 2018 |
| Balancing Research & Service | • Miller & Roksa, 2020 |
| Precarious New Faculty Majority | • Murray, 2019 |
| Toxicity in Academe | • Pelletier et al., 2019 |
| Good Mother in Academe | • Tsouroufli, 2018 |
| Sheep With 5 Legs | • Van den Brink & Benschop, 2012 |

Week 6
February 17
2020

Theme 3 Academic Careers (continued)

(see last week for readings)

Theme 3 Reflection Paper due by noon on the Friday before our week 7 class.

Week 7
February 24
2020

Theme 4: Work-life Balance and Acceleration
Grad Recruitment

Readings for everyone this week:

- | | |
|---------------------------------|------------------------------|
| Living in a Culture of Overwork | • Bourne & Forman, 2014 |
| Stories of Caregiving | • Buzzanell & D'Enbeau, 2009 |
| Ventriloquial Voicings | • Long et al., 2019 |
| Mobile Devices & W-L Patterns | • Mullan & Wajcman, 2019 |
| Breaking Constant Connectivity | • Russo et al., 2019 |
| W-L Dilemmas of Living Alone | • Wilkinson et al., 2017 |

Week 8
March 2
2020

No Class Meeting--use the time to work on your NCA conference papers (NC State U Program Review)

NCA Deadline is March 25, 2020!!

NCA will celebrate its 106th Annual Convention this year in Indianapolis, IN from Thursday, November 19 through Sunday, November 22, 2020. Preconferences and some business meetings will take place on Wednesday, November 18, 2020.

Theme 4 Reflection Paper due by noon on the Friday before our week 9 class.

Week 9
March 9
2020

Theme 5: Career and Lifespan

Readings for everyone this week:

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|-----------------------------|-----------------------------------|
| Careers as Cycles | • Inkson et al., 2015 |
| From the Mouth of Babes | • Buzzanell et al., 2011 |
| Internships | • Woo, Putnam, & Riforgiate, 2017 |
| VAS & Adolescent TV viewing | • Woo & McDermott, 2019 |

Retirement

• Gettings, 2019

Week 10 -- March 16, 2020 – USF SPRING BREAK, no classes

Papers to be submitted to Patrice via email by Saturday night at the end of Spring Break so that I can get an advance look, given NCA deadline of March 25th, 3 pm eastern time.

Week 11
March 23
2020

Research Presentations—Working Session

This afternoon, you will be presenting your papers to the class and our class members will provide oral and written feedback in anticipation of what could be modified before the March 25th deadline and what might be considered for final paper submission for this class and journal submission. This class is also an opportunity to share additional readings you might have found that could be relevant to others' research. This is a developmental session designed to capture the expertise and wisdom of our class!!!

Theme 5 Reflection Paper due by noon on the Friday before our week 12 class.

Week 12
March 30
2020

Theme 6: Career and Difference

Readings for everyone this week:

Careers as Inheritance	• Inkson et al., 2015
Unequal Job Searches	• Gist-Mackey, 2018
Working Class Promise	• Lucas, 2011
Chinese Women Political Leaders	• Tian & Bush, 2019

Week 13
April 6
2020

Book Analyses or Mashups or Cabinets of Curiosities – Abstracts and Presentations

Theme 6 Reflection Paper due by noon on the Friday before our week 14 class.

Week 14
April 13
2020

Theme 7: Career Resilience, Happiness, and Return to Meaningfulness

Readings for everyone this week:

Careers as Journeys	• Inkson et al., 2015
Reimagining Graduate Employability	• Bennett, 2019
Fitting as Temporal Sensemaking	• Jansen & Shipp, 2019
Actual and Imagined Boundaries	• Dutta, 2019

Theme 7 Reflection Paper due by noon on the Friday before our week 15 class.

**Week 15
April 20
2020**

**Discussion of Papers and Journal Outlets
CoNECD**

**Week 16
April 27
2020**

**Last Class—Patrice’s House for Dinner
Discussion of Papers and Journal Outlets**

11204 Saginaw Drive, Temple Terrace, FL
No need to bring anything, my treat!!

Note: April 30-May 1 – Reading Days

Week 17, Exam Week, May 2-7, 2020

No Final Exam for this Class.

Final Papers are due: Monday, May 4, 2020 via email.

At the time you submit your final papers, indicate on the title page to what journal or other outlet you plan to submit your work and provide a URL. If you need more time to submit your paper, please just let Patrice know and we’ll negotiate deadlines for you.

USF Graduation is May 7-9, 2020.

Reading List

Theme 1: Career Conceptualizations, Forms, and Implications for Meaningful Work and Personal Lives

Week 1

- Tomlinson, J., Baird, M., Berg, P., & Cooper, R. (2018). Flexible careers across the life course: Advancing theory, research and practice. *Human Relations*, *71*, 4-22. doi: 10.1177/0018726717733313
- Huber, A. A. (2019). *Wunderkammer* as critical communication pedagogy: Collaboratively documenting pedagogical labor in a cabinet of curiosities. *Communication Teacher*. Advance online publication. <https://doi.org/10.1080/17404622.2019.1673455>

Week 2 – MLK Jr Celebration, no class

Week 3

Readings for All:

- Buzzanell, P. M., & Goldzwig, S. (1991). Linear and nonlinear career models: Metaphors, paradigms, and ideologies. *Management Communication Quarterly*, *4*, 466-505. doi: 10.1177/0893318991004004004
- Mitra, R., et al. (in progress). Graduate students' enactment of structural resilience: Adaptation and transformation in stress response. *Journal of Applied Communication Research*.
- Mitra, R., & Buzzanell, P. M. (2017). Communicative tensions of meaningful work: The case of sustainability practitioners. *Human Relations*, *70*, 594-616. doi: 10.1177/0018726716663288

Theme 2: Sources of Career Information and Mentoring

Week 4

Readings for All:

- Long, Z., Buzzanell, P. M., Anderson, L., Batra, J., Kokini, K., & Wilson, R. (2014). Episodic, network and intersectional perspectives: Taking a communicative stance on mentoring in the workplace. *Annals of the International Communication Association*, *38*, 387-422. doi: 10.1080/23808985.2014.11679169
- Piercy, C. W., & Lee, S. K. (2019). A typology of job search sources: Exploring the changing nature of job search networks. *New Media & Society*, *21*(6), 1173-1191. doi: 10.1177/1461444818808071

Distributed Readings:

- Bennett, D., & Hennekam, S. (2018). Self-authorship and creative industries workers' career decision-making. *Human Relations*, *71*(11), 1454-1477. doi: 10.1177/0018726717747369
- Bond, M. A., O'Connor, M., & Clinton, A. (2017). New pathways and alternative settings: Applying social justice principles to mentoring in the academy. In *Mentoring Diverse Leaders* (pp. 200-217). New York, NY: Routledge.

- Buzzanell, P. M., Long, Z., Anderson, L. B., Kokini, K., & Batra, J. C. (2015). Mentoring in academe: A feminist poststructural lens on stories of women engineering faculty of color. *Management Communication Quarterly*, 29(3), 440-457. doi: 10.1177/0893318915574311
- Harris, T. M., & Lee, C. N. (2019). Advocate-mentoring: a communicative response to diversity in higher education. *Communication Education*, 68(1), 103-113. doi: 10.1080/03634523.2018.1536272
- McAllum, K. (2019). Delegation-based and directive mentoring relationships in high reliability organizations: Negotiating the reliability-resilience tension in ambulance work. *Communication Monographs*, 1-23. doi: 10.1080/03637751.2019.1677926
- Mendez, S. L., Conley, V., Johanson, K., Gosha, K., Mack, N., Haynes, C., & Gerhardt, R. (2019). The use of chatbots in future faculty mentoring: A case of the engineering professoriate. *Proceedings of the 2019 ASEE Annual Conference*, Tampa, FL.
- Powers, S. R., & Myers, K. K. (2017). Vocational anticipatory socialization: College students' reports of encouraging/discouraging sources and messages. *Journal of Career Development*, 44(5), 409-424. doi: 10.1177/0894845316660627
- Pruchniewska, U. (2019). "A group that's just women for women": Feminist affordances of private Facebook groups for professionals. *New Media & Society*, 1461444818822490.
- Waldeck, J. H. (2019). Prosocial advocacy communication and mentoring in higher education. *Communication Education*, 68(1), 113-121. doi: 10.1080/03634523.2018.1538525

Theme 3: Academic Careers

Weeks 5 & 6

Distributed Readings for both weeks: (15)

- Belkhir, M., Brouard, M., Brunk, K. H., Dalmoro, M., Ferreira, M. C., Figueiredo, B., ... & Smith, A. N. (2019). Isolation in globalizing academic fields: A collaborative autoethnography of early career researchers. *Academy of Management Learning & Education*, 18(2), 261-285. doi: 10.5465/amle.2017.0329
- Blithe, S. J. (2019). Gender inequality in the academy: Microaggressions, work-life conflict, and academic rank. *Journal of Gender Studies*, 1-14. doi: 10.1080/09589236.2019.1657004
- Cordova, A. J., & Knecht, L. M. (2019). Liminal knowledge: Positioning intersectionality in academia. *Cultural Studies ↔ Critical Methodologies*, 19(3), 203-213. doi: 10.1177/1532708618819635
- Cruz, J., McDonald, J., Broadfoot, K., Chuang, A. K. C., & Ganesh, S. (2018). "Aliens" in the United States: A collaborative autoethnography of foreign-born faculty. *Journal of Management Inquiry*, 1056492618796561
- Dar, S. (2019). The masque of Blackness: Or, performing assimilation in the white academe. *Organization*, 26(3), 432-446. doi: 10.1177/1350508418805280
- Eddington, S., & Buzzanell, P. M. (2019). Tensions within bullying and career resilience

- in higher education. In R. West & C. Beck (Eds.), *Handbook of bullying, and communication* (pp. 164-172). New York, NY: Routledge.
- Elangovan, A. R., & Hoffman, A. J. (2019). The pursuit of success in academia: Plato's ghost asks "what then?". *Journal of Management Inquiry*, 1056492619836729.
- Fernando, M., Reveley, J., & Learmonth, M. (2019). Identity work by a non-white immigrant business scholar: Autoethnographic vignettes of covering and accenting. *Human Relations*, 0018726719831070.
- Grossi, V., & Gurney, L. (2019). 'Is it ever enough?' Exploring academic language and learning advisory identities through small stories. *Discourse Studies*, 1461445619887540
- McDonald, J. (2018). Negotiating the "closet" in US academia: Foreign scholars on the job market. *Management Communication Quarterly*, 32(2), 287-291. doi: 10.1177/0893318917740428
- Miller, C., & Roksa, J. (2020). Balancing research and service in academia: Gender, race, and laboratory tasks. *Gender & Society*, 34(1), 131-152. doi: 10.1177/0891243219867917
- Murray, D. S. (2019). The precarious new faculty majority: communication and instruction research and contingent labor in higher education. *Communication Education*, 68(2), 235-245. doi: 10.1080/03634523.2019.156851
- Pelletier, K. L., Kottke, J. L., & Sirotnik, B. W. (2018). The toxic triangle in academia: A case analysis of the emergence and manifestation of toxicity in a public university. *Leadership*, 1742715018773828.
- Tsouroufli, M. (2018). Gendered and classed performances of 'good' mother and academic in Greece. *European Journal of Women's Studies*, 1350506818802454
- Van den Brink, M., & Benschop, Y. (2012). Gender practices in the construction of academic excellence: Sheep with five legs. *Organization*, 19(4), 507-524. doi: 10.1177/1350508411414293

Theme 4: Work-life Balance and Acceleration

Week 7

Readings for All:

- Bourne, K., & Forman, P. (2014). Living in a culture of overwork: An ethnographic study of flexibility. *Journal of Management Inquiry*, 23, 68-79. doi: 10.1177/1056492613481245
- Buzzanell, P. M., & D'Enbeau, S. (2009). Stories of caregiving: Intersections of academic research and women's everyday experiences. *Qualitative Inquiry*, 15(7), 1199-1224. doi: 10.1177/1077800409338025
- Long, Z., Selzer King, A., & Buzzanell, P. M. (2018). Ventriloquial voicings of parenthood in graduate school: An intersectionality analysis of work-life negotiations. *Journal of Applied Communication Research*, 42, 223-242. doi: 1080/00909882.2018.1435901
- Mullan, K., & Wajcman, J. (2019). Have mobile devices changed working patterns in the 21st century? A time-diary analysis of work extension in the UK. *Work, Employment and Society*, 33(1), 3-20. doi: 10.1177/0950017017733052
- Russo, M., Ollier-Malaterre, A., & Morandin, G. (2019). Breaking out from constant

connectivity: Agentic regulation of smartphone use. *Computers in Human Behavior*, 98, 11-19. doi: 10.1016/j.chb.2019.03.038

Wilkinson, K., Tomlinson, J., & Gardiner, J. (2017). Exploring the work–life challenges and dilemmas faced by managers and professionals who live alone. *Work, Employment and Society*, 31, 640–656. doi: 10.177/0950017016677942

Theme 5: Career and Lifespan

Week 9

Readings for All:

Inkson, K., Dries, N., & Arnold, J. (2015). *Understanding careers* (2nd ed.). London, UK: Sage. Ch. 4: Careers as Cycles

Buzzanell, P. M., Berkelaar, B., & Kisselburgh, L. (2011). From the mouths of babes: Exploring families' career socialization of young children in China, Lebanon, Belgium, and the United States. *Journal of Family Communication*, 11, 148-164. doi: 10.1080/15267431.2011.554494

Woo, D., Putnam, L. L., & Riforgiate, S. E. (2017). Identity work and tensions in organizational internships: A comparative analysis. *Western Journal of Communication*, 81(5), 560-581. doi: 10.1080/10570314.2017.131251

Woo, D., & McDermott, K. W. (2019). Portrayals of unethical and unvirtuous workplace behaviors on TV: Implications for Vocational Anticipatory Socialization. *International Journal of Communication*, 13, 2859–2877. doi: 10.1080/03637751.2019.1614203

Gettings, P. E. (2019). Meanings of talk about the transition to retirement: Connecting macro and micro discourses. *Communication Monographs*, 1-22. doi: 10.1080/03637751.2019.1614203

Theme 6: Career and Difference

Week 12

Readings for All:

Inkson, K., Dries, N., & Arnold, J. (2015). *Understanding careers* (2nd ed.). London, UK: Sage. Ch. 3: Careers as Inheritance

Gist-Mackey, A. N. (2018). (Dis) embodied job search communication training: Comparative critical ethnographic analysis of materiality and discourse during the unequal search for work. *Organization Studies*, 39(9), 1251-1275. doi: 10.1177/0170840617736936

Lucas, K. (2011). The working class promise: A communicative account of mobility-based ambivalences. *Communication Monographs*, 78, 347-369. DOI: 10.1080/03637751.2011.589461

Tian, Z., & Bush, H. (2019). Half the sky: Interwoven resilience processes of women political leaders in China. *Journal of Applied Communication Research*. doi: 10.1080/00909882.2019.1704829

Theme 7: Career Resilience, Happiness, and Return to Meaningfulness

Week 14

Readings for All:

- Inkson, K., Dries, N., & Arnold, J. (2015). *Understanding careers* (2nd ed.). London, UK: Sage. Ch. 7: Careers as Journeys
- Bennett, D. (2019). Graduate employability and higher education: Past, present and future. *HERDSA Review of Higher Education*, 5, 31-61. www.herdsa.org.au/herdsa-review-higher-education-vol-5/31-61
- Jansen, K. J., & Shipp, A. J. (2019). Fitting as a temporal sensemaking process: Shifting trajectories and stable themes. *Human Relations*, 72(7), 1154-1186. doi: : 10.1177/0018726718794268
- Dutta, D. (2019). Communicating resilience in actual and imagined boundaries: narrative plots and meanings of retention in organizations. *Journal of Applied Communication Research*, 47(4), 401-419. doi: 10.1080/00909882.2019.1658888