

CMST 7911: Communication and the Individual

Seminar Description: We will explore current theoretical approaches to the role of the individual in communication, while covering topics such as individual differences and imagined interaction.

Fall Semester 2017

Class location/time: 153 Coates, T 3-5:50 pm

Dr. James Honeycutt

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Dept. of Communication Studies

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Office Hours: TTh 10:30 – noon or by appointment

Famous Quotes Dealing with Imagery:

“Surrealism had a great effect on me because then I realized that the imagery in my mind wasn't insanity. Surrealism to me is reality. I believe in everything until it's disproved. So I believe in fairies, the myths, dragons. It all exists, even if it's in your mind. Who's to say that dreams and nightmares aren't as real as the here and now?” -- John Lennon, the cerebral cortex of the Beatles

Read more at: <https://www.brainyquote.com/quotes/quotes/j/johnlennon167353.html>

“Imagery is not past but present. It rests with what we call our mental processes to place these images in a temporal order.” -- George Herbert Mead

Read more at: <https://www.brainyquote.com/quotes/quotes/g/georgeherb389022.html>

“Politics will eventually be replaced by imagery. The politician will be only too happy to abdicate in favor of his image, because the image will be much more powerful than he could ever be.” -- Marshall McLuhan

“Yesterday's just a memory, tomorrow is never what it's supposed to be.” – Bob Dylan

Read more at: <https://www.brainyquote.com/quotes/quotes/b/bobdylan142086.html>

Course Objectives: People daydream every day. A primary way to operationalize the study of intrapersonal communication is through the study of individual differences in imagined interactions. I have taught an undergraduate, bridge-level in imagined interactions since 1999. THIS IS THE FIRST SEMINAR that I have led, exclusively dealing with this topic that is known around the world with research emanating from China, Thailand, Japan, the West Indies, England, France, and Holland. Imagined interactions occur when we imagine talking to someone in our minds with individuals who are important in our lives including family members, romantic partners, work associates, and rivals. They are the foundation of ALL communication, precisely because we use introspection and talk to ourselves. That is a self-monologue. Here, we will study self-dialogue. We may use them before a job interview or after an argument.

Following are seven specific objectives for the seminar:

1. To describe and understand intrapersonal communication--to study decoding, storing and retrieving information in the human mind;
2. To consider the relationship between intrapersonal communication and other levels of communication;
3. To understand the functions of intrapersonal communication in everyday life in terms of mental health;
3. To understand physiology and brain functioning of imagined interactions in terms of biofeedback;
4. To understand imagined interaction conflict-linkage theory and how ruminating about past grievances is common and why it is hard to “forgive or forget;”
5. To self-consciously experience intrapersonal processes;
6. To improve intrapersonal communication skills;
7. To read and report on research on imagined interactions.

Sampling of theories to be covered:

Symbolic interactionism
 Communibiology
 Script theory
 Role theory
 II conflict-linkage theory
 Dialogue theory
 Cognitive dissonance
 NV Functions
 Quantum Entanglement (Drawing upon the formal structures to understand behavior)

Texts and Readings:

Honeycutt, J. M. (2003). *Imagined Interactions: Daydreaming about Communication*. Cresskill Hills, NJ: Hampton.

Honeycutt, J. M. (2010). *Imagine that: Studies in imagined interaction*. Cresskill Hills, NJ: Hampton.

Note: Selected journal articles, book chapters noted under the primary and secondary readings for each week. The links to these articles should be loaded in Moodle. Additionally, a number of theses and dissertations have examined imagined interactions. Some of these

are listed under the weekly readings. Here is a composite, supplemental list designated by area of study for your access if you are interested:

Second-Generational Influence Evidenced in Theses/Dissertations Emanating from Imagined Interaction Theory

Area:

Interpersonal Communication— THE EFFECTS OF IMAGINED INTERACTIONS AND PLANNING ON SPEECH FLUENCY AND MESSAGE STRATEGY SELECTION, Terre H. Allen, 1990;
http://digitalcommons.lsu.edu/cgi/viewcontent.cgi?article=5967&context=gradschool_diss_heses

Organizational Communication--AN EXPLORATORY STUDY OF WORK-RELATED IMAGINED INTERACTIONS WITH REAL-LIFE COWORKERS, Paula Thomson, Pepperdine University, 2012;
<http://pepperdine.contentdm.oclc.org/cdm/singleitem/collection/p15093coll12/id/304/rec/2>

Political Communication: Imagined interactions as a link to political talk; Megan Lambertz; University of Nevada; Las Vegas; 2011;
<http://digitalscholarship.unlv.edu/cgi/viewcontent.cgi?article=1990&context=thesesdissertations&sei-redir=1&referer=http%3A%2F%2Fwww.google.com%2Fsearch%3Fq%3Dmaster%2Bthesis%2Bdealing%2Bwith%2Bimagined%2Binteractions%26ie%3Dutf-8%26oe%3Dutf-8%26aq%3Dt%26rls%3Dorg.mozilla%3Aen-US%3Aofficial%26client%3Dfirefox-a#search=%22master%20thesis%20dealing%20imagined%20interactions%22>

Health Communication; THE EFFECT OF IMAGINED INTERACTIONS ON SECRET REVELATION AND HEALTH, Adam Richards; University of Montana; 2009;
http://etd.lib.umt.edu/theses/available/etd-06032009-135857/unrestricted/Richards_Adam_Thesis.pdf

Interpersonal Communication; THE ROLE OF IMAGINED INTERACTION AND SELF-EFFICACY IN PSYCHOSOCIAL ADJUSTMENT TO SPOUSAL BEREAVEMENT: A COMMUNICATION PERSPECTIVE; Sherry Ford, Louisiana State University, 2003;
http://etd.lsu.edu/docs/available/etd-1107103-231802/unrestricted/Ford_dis.pdf

Interpersonal Communication: PLANNING FOR COMMUNICATION THROUGH REHEARSAL IMAGINED INTERACTIONS: Martijn Van Kelegom, University of Tennessee, 2014; http://trace.tennessee.edu/cgi/viewcontent.cgi?article=4071&context=utk_graddiss

Interpersonal Communication: THE LINK BETWEEN POPULAR LOVE SONGS AND IMAGINED INTERACTIONS OF ROMANTIC RELATIONSHIPS: A MIXED METHOD STUDY; Amanda Lewis, The University of the West Indies, 2015

Instructional Communication; THE INFLUENCE OF IMAGINED INTERACTIONS ON VERBAL FLUENCY, Charles Choi, Louisiana State University; 2002;
http://etd.lsu.edu/docs/available/etd-0417102-143155/unrestricted/Choi_thesis.pdf

Interpersonal/Intrapersonal Communication: THE RELATIONSHIP BETWEEN FORGIVENESS, IMAGINED INTERACTIONS, EMPATHY AND RELATIONAL SATISFACTION AMONG LONG-DISTANCE ROMANTIC COUPLES, Christopher M. Mapp, Louisiana State University; 2013;
http://digitalcommons.lsu.edu/cgi/viewcontent.cgi?article=1826&context=gradschool_dissertations

Requirements, Assignments, and Grading:

Due to the transformation of graduate study, there are two rubrics that you can use in this seminar; an applied and academic rubric. The applied rubric is designed for practical application to non-teaching jobs beyond higher education. This rubric consists of the following components: literature review and state of the art paper while the academic rubric consists of empirical study instead of a literature review. The appendix contains the format of the paper. Within both rubrics, you have the option of writing a final exam or participating in new group project or one that is currently in progress.

<u>Assignment</u>	<u>Percentage</u>	
Reading posts	17%	
2 Position papers (7% each)	14%	
2 presentations/discussions (10% each)	20%	
Initial Paper Proposal	6%	Due Date : _____
Final Paper	22%	Due Date: _____
Class Participation	5%	
Peer Feedback	5%	
<u>Choice Assignment:</u> (Choose one of the following)		Due Date: _____
a. Group Project	11%	
b. Final Exam		

- c. 2 Additional position papers

Grade Distribution:

A+ = 97% - 100

A = 93 - 96

A- = 90 - 92

B+ = 87 - 89

B = 84 - 86

B- = 80 - 83

C+ = 77 - 79

C = 73 - 76

C- = 70 - 72

D+ = 67 - 69

D = 63 - 66

D- = 60 - 62

F < 60

Attendance/Participation:

You are expected to attend all class sessions, complete primary readings, and participate regularly in class discussions. The seminar will NOT be successful without your participation. In accordance with LSU Faculty Senate and university policy statement, LSU PS-22, attendance in this class is required. If you find out that you must miss class for an excused absence, you should inform me as soon in advance as possible. Excused Absences that are outlined in Policy Statement #22 include illness, family emergency, legal obligations, military obligations, religious obligations, special curricular activities. If you miss class for reasons other than excused absences, you are responsible for making an appointment with me, or asking your classmates for their notes.

CLASSROOM ETIQUETTE: Always be prepared to be called on in class and respond to questions. You are expected to respond respectfully to other viewpoints. You are expected to be in class on time. Coffee/soda/water/food is permissible if it's not a distraction and you bring a bag to dispose of waste.

Reading Posts:

On the class sessions that you do not lead discussion in its entirety, you are required to provide a post to the forum posted on Moodle by **Noon** on the day of class. These posts should include two components. *First*, the post should include a thought-provoking paragraph indicating your reaction to, and/or evaluation of, the reading(s) for that night. Ideally, the information in this paragraph would be useful for stimulating thought about, and generating discussion of, the readings. *Second*, you should include a sentence or two on “*what I would like to talk about in class today is...*” This section should include the following two questions (and at least one

question for each topic discussed) that you would like to discuss in class pertaining to journal articles:

Journal Article Required Questions:

Note: Two standardized questions that can apply to journal readings:

1. Does this reading (specify the article, ICA convention paper, or book chapter) reflect an analysis of input, thruput, output, or some combination (e.g., input-thruput, input-output, thruput-output) of communication components? Provide specific examples. Many II papers are input or input-output studies.
2. Which macro theory, if any does this reading represent that you have been exposed to in communication theory courses or readings (e.g., cognitive script theory, symbolic interactionism, physiological arousal, or attachment theory)?

Evaluation of these discussion questions will count toward your class participation grade. These are ongoing and reflect class participation as well as oral comments during the seminar meetings.

You will be evaluated on the quality of your contributions throughout the semester. Here are some ideas of what high quality comments may involve:

- Considering issues addressed in assigned readings and previous class discussions;
- Offering constructive criticism of the materials as well as innovative ideas on how you would improve the object of critique; (Criticism without offering feasible alternatives is lame)
- Contributing to moving the discussion and analysis forward;
- Providing some increment to others' comments;
- Transcending the "I feel..." syndrome. That is, making arguments that include some evidence or that rely on broader theoretical positions.

Position Papers:

At two points in the semester, everyone will write two, short position papers (6 page max, 12-point font, 1 inch margins, double spacing, 1 additional page for references), each of which will require you to take a position on an issue in relational communication pertaining to the readings. Comments might include benefits of the research, criticisms of the research, and ideas for future research, or general thoughts on integrating the readings with other assigned materials. These papers may emanate from notes of thoughts that occur to you as you read the materials, and that you would like to have brought up in our class discussion.

*You have the option of writing two additional position papers for the choice assignment.

All papers should be type written, double-spaced, employ APA style, and be stapled together. It is particularly important to accurately and meticulously footnote (in APA style) all studies, ideas, and findings to avoid charges of plagiarism (i.e. copying a portion of another scholar's or student's work and submitting it as your own). The plagiarism policy is discussed in the appendix and is borrowed (note my citation) from the LSU policy manuals.

A good, quick electronic source for APA formatting, guidelines, examples is the following:
<https://owl.english.purdue.edu/owl/resource/560/01/>

You will turn in two copies of each paper. The first copy is for me and should be a hard copy. The second copy is for a group of your classmates and should be submitted through Moodle. All students are expected to give feedback on ONE paper (and I will assign those roles later). Feedback is due seven (7) days after the paper's deadline.

Plagiarism, like receiving or giving aid during an exam, will result in failure in this course. Please familiarize yourself with the dept. plagiarism policy at the end of this syllabus.

Class Presentations and Discussions:

You will lead two class discussions. When you lead a discussion, you must provide the seminar with a list of discussion questions *before class begins* (i.e., you can bring the list to class or e-mail it to us earlier in the day). On the days when a topic has not been assigned to an individual, all of us will "co-lead" the discussion and divide the readings up for individual presentation by each of us.

During the first part of the presentation each week, you will provide a 10-minute ***entertaining and content-laden*** introduction to the topic. This presentation may involve visual aids, PowerPoint presentations, exercises, quizzes, or audio/video material but these media are not a requirement. This presentation should evoke interest in the topic, and briefly summarize some important findings.

Go beyond the readings by summarizing and presenting current research. ***Do not summarize our readings for this week (we already read those).***

Please provide a copy to the class with your favorite recent article on this topic, which can be accessed from the list of supplemental readings or choose your own. The presentation will be followed with a ten-minute question/answer period from seminar participants that will provide a general transition into a class discussion of the topic readings.

Policies:

All grades are posted on Moodle. **I make one attempt to turn back test results and assignments.** After that, they are placed in a holding file for the duration of the semester.

ADA Statement: The American with Disabilities Act and the Rehabilitation Act of 1973: If you have a disability that impact on your work in this class and for which you may require accommodations, please see a Coordinator in the Office for Disability Affairs (112 Johnston Hall) so that such accommodations may be arranged. After you receive your accommodation letters, please meet with me to discuss the provisions of those accommodations during the first two weeks of class.

Research Paper (Academic Rubric):

You are expected to prepare a **research paper** for conference presentation and/or publication on a topic of your choosing (as approved by the instructor). **You may work on an existing project with me or you can choose your own.** The paper can take any of several forms, including a research review, a theoretical analysis, a detailed research proposal, the report of original research, or other forms negotiated with the instructor including working in the interaction lab.

Alternatively, during the first week of class (no later than Sept. __) you may select a partner with whom to conduct an empirical study in relational communication and report your choice to me. The empirical study should comprehensively investigate (including data collection) a problem of importance in relational communication. The paper may be qualitative and/or quantitative. The paper should demonstrate your ability to: a) select a problem of importance in relational communication research, b) exhaustively review and summarize research relevant to that problem, c) incorporate any theory or theories that may help to make predictions as to the outcome of the problem, and d) derive hypothesis or questions which provide an empirical test of the problem. In short, an "A" paper should be a completed study like a convention paper or journal article. The paper is due in two segments: On __ / __ / __, you should submit a complete rationale for your study including research questions, problems or hypotheses, a complete review of relevant literature and theory, and a sketchy idea of how you might conduct the study (the methods section).

The paper will include the standard components of a research paper including:

- Literature Review
- Research Question/Hypotheses
- Method
- Pilot or Full Results
- Beginning of a discussion section
- References

Here are some guidelines that may help you:

- A) See me during the first two weeks to brainstorm your topic. Remember I am available each week during office hours or via email.
- B) Select a topic that is compelling and interesting to you. At the beginning of the semester pursue your book of readings and identify articles that are interesting to you and can be extended. Do not be afraid to replicate a study. It may be the easiest way to do this assignment.

Also, I have a list of existing research projects that you can be assigned to that you can pursue independently with changes in your rationale.

C) As you look over the readings also look at their methods. This study may be qualitative or quantitative, and conducted in the field, lab, or by questionnaire.

D) Give me as complete a paper as possible before Thanksgiving Break. That way I can give you maximum feedback for the final paper. I will give you one week or less turnaround.

E) Because some of you will be collecting data on human subjects, you need to contact and obtain approval from the University's Institutional Review Board. Failure to do so is a violation of University policy and state and federal law.

The State of the Art Applied Paper (Applied Rubric):

A "state of the art" paper is a complete, analytic, critical review of our state of knowledge in a specified area of cognition (e.g., ruminating at work, lucid dreaming, intergroup imagined interactions, cross-cultural research, etc..) Here are some guidelines.

A) This paper must be done *individually*. You can, of course, seek advice from your instructor as well as other students and faculty.

B) Please brainstorm your topic with your instructor.

C) State of the art articles are *comprehensive*. All relevant literature should be summarized. A *major weakness* would be that you failed to include relevant studies.

D) Select a narrow topic: A topic like individual differences could fill volumes.

E) If a prior state-of-the-art article exists in your area, **build upon it**.

F) The paper should culminate in conclusions about what we know regarding this area.

G) On out line and complete set of reference is due on ____.

H) Recommendations for future research and knowledge gaps should be provided.

Peer Evaluation:

Students should turn in two copies of their initial research proposal at each stage – one with author identification and one that is void of such identification for blind review. The copy with identification should be accompanied with a cover letter, formatting per APA 6th edition (the manuscript can be whatever official style guide you will use for the majority of your writing career). For the final paper, your cover letter should include information about the revisions you made, paying attention to how you addressed the feedback. Each student will review another student's paper and provide feedback. The feedback you provide classmates will be written void of identification. Your feedback should be a minimum of 200 words; there is no maximum. You will submit the feedback by 10 am on Monday, the week following submission of original manuscripts. Emailed feedback is acceptable and preferred. I will compile these reactions with my own for a full editorial review of the manuscripts. **Note: See the appendix of this syllabus for a sample rubric that we will discuss.**

Choice Assignments

Group Research Team choice: I am working on several projects that you can participate with my approval

1. Impression management and use of IIs in Interviewer-Interviewee Relationships (Skype lab study with Arthur Vanlear of the University of Connecticut, Ryan Rasner)
2. Meta-emotion in families
3. Imagined Interactions as a Bouting and Consistent Behavior (Measure frequency of IIs over a time period with occasional holidays, Halloween, Thanksgiving, Christmas)

Final Exam Option Choice:

You can substitute a final exam or write three additional three position papers. This exam will be a COMBINATION of take-home and in-class questions during finals week. The exam is designed to mimic preliminary and general exams for either MA or doctoral students.

Two additional position papers: You can write two additional position papers.

Peer Evaluation:

Students should turn in two copies of their initial research proposal at each stage – one with author identification and one that is void of such identification for blind review. The copy with identification should be accompanied with a cover letter, formatting per APA 6th edition (the manuscript can be whatever official style guide you will use for the majority of your writing career). For the final paper, your cover letter should include information about the revisions you made, paying attention to how you addressed the feedback. Each student will review another student's paper and provide feedback. The feedback you provide classmates will be written void of identification. Your feedback should be a minimum of 200 words; there is no maximum. You will submit the feedback by 10 am on Monday, the week following submission of original manuscripts. Emailed feedback is acceptable and preferred. I will compile these reactions with my own for a full editorial review of the manuscripts. **Note: See the appendix of this syllabus for a sample rubric that we will discuss.**

Additional Policies:

ADA Statement: The American with Disabilities Act and the Rehabilitation Act of 1973: If you have a disability that may impact on your work in this class and for which you may require accommodations, please see a Coordinator in the Office for Disability Affairs (112 Johnston Hall) so that such accommodations may be arranged. After you receive your accommodation letters, please meet with me to discuss the provisions of those accommodations during the first two weeks of class.

Late Work. In general, papers (both reaction and research) may be turned in any time before the due date, and must be turned in not later than the class meeting of the week they are due. Late papers MAY be accepted at the discretion of the instructor, but will receive a substantial penalty. Typically, the grade on late papers will be dropped 1/2 letter for each day they are late (or a full letter grade for each 2 days late). If there are special circumstances pertaining to turning in your papers on time, especially your final (research) paper, please discuss these with me in advance.

Preview of the Course

Week	Date	Topic
1	Aug. 22	Definitions of Intrapersonal Communication; Levels of Communication; Daydreaming and Mental Imagery
2	Aug. 29	Theoretical Foundations (Scripts, SI, Logical Positivism)
3	Sept. 5	Attributes and Functions of IIs: How they came to be
4	Sept. 12	Dreams and IIs
5	Sept. 19	IIs in Various Relationships
6	Sept. 26	Relational Uncertainty and IIs
7	Oct. 3	Personality Differences
8	Oct. 10	Third Party IIs, Parasocial Relationships & Political Ideology
9	Oct. 17	Conflict-Linkage
10	Oct. 24	Physiology and IIs
11	Oct. 31	Intercultural IIs
12	Nov. 7	Initial Discussion of Research Projects
13	Nov. 14	Contextual Studies
14	Nov. 21	Quantum Entanglement, Bereavement & IIs
15	Nov. 28	Skills and Applications; Wrap Up

WEEKLY LISTING OF TOPICS AND READINGS

1 Aug. 22 Definitions of Intrapersonal Communication; Levels of Communication; Daydreaming and Mental Imagery

Discussion Leader: James Honeycutt

Primary Readings:

This syllabus.

Honeycutt, J. M. (2015). Imagined interaction theory: Mental representations of interpersonal communication. In D. O. Braithwaite, & P. Schrodtt (Eds.). *Engaging Theories in Interpersonal Communication* (2nd ed.) (pps. 75-87). Thousand Oaks, CA: Sage

Honeycutt, J. M. (2014). Imagined Interactions. In W. Donsbach (Ed.), *International Encyclopedia of Communication* (pps. 249-271) (2nd ed.). Washington, DC: International Communication Association. doi: 10.1111/b.9781405131995.2008.x (**International article**)

2 Aug. 29 Theoretical Foundations of IIs (Scripts, SI, Logical positivism)

Discussion Leaders:_____

Primary Readings:

Copy of address given at Yale University to introduce the II concept before the American Association of Study Mental Imagery --

Honeycutt, J. M. (1989). A functional analysis of imagined interaction activity in everyday life. In Joseph E. Shorr, Pennee Robin, Jack A. Connelia, & Milton Wolpin (Eds.), *Imagery: Current Perspectives* (pp. 13-25). New York: Plenum Press.

Honeycutt, J. M. (2003). Chapter one from *Imagined Interactions*. Cresskill, NJ: Hampton.

Honeycutt, J. M. (2010). Introduction from *Imagine that: Studies in imagined interaction*. Cresskill, NJ: Hampton.

Honeycutt, J. M. (2010). Honeycutt, J. M. (2010). Dialogue theory and imagined interactions. In J. M. Honeycutt (Ed.), *Imagine that: Studies in imagined interaction* (pp. 195-206). Cresskill, NJ: Hampton.

Treat, S. R. (2010). Imagined interactions with phantasy: Shared horizons for imagined interactions and fantasy theme analysis. In J. M. Honeycutt (Ed.). *Imagine that: Studies in imagined interaction* (pps. 171`-192). Cresskill, NJ: Hampton.

Supplemental Readings:

Bollen, D. (2012). Cognitive script theory. In *Encyclopedia of Gender in Media* (M. Kosut, Ed.), doi: <http://dx.doi.org/10.4135/9781452218540.n16>

Carter, M. J., & Fuller, C. (2015). Symbolic interactionism. Sociopedia.isa. DOI: 10.1177/205684601561. Retrieved from <http://www.sagepub.net/isa/resources/pdf/Symbolic%20interactionism.pdf>

3 Sept. 5 Attributes and Functions of IIs: How they came to be

Discussion Leaders: _____

Primary Readings:

Chapters 2 and 3 from Imagined Interactions.

McCann, R. M., & Honeycutt, J. M. (2006). A cross-cultural analysis of imagined interaction. *Human Communication Research*, 32, 274-301. doi: [10.1111%2Fj.1468-2958.2006.00276.x](https://doi.org/10.1111%2Fj.1468-2958.2006.00276.x)
(International article)

Bodie, G. D., Honeycutt, J. M., & Vickery, A. J. (2013). An analysis of the correspondence between imagined interaction attributes and functions. *Human Communication Research*, 39, 157-183. doi: 10.1111/hcre.12003

Crisp, R. J., & Turner, R.N. (2009). Can imagined interactions produce positive perceptions? *American Psychologist*, 64, 231-240. Doi: 10.1037/a0014718.

Honeycutt, J. M. (2010). Imagined Interactions. *American Psychologist*, 65, 129-130. doi:[10.1037/a0018052](https://doi.org/10.1037/a0018052)

Supplemental Readings:

THE EFFECTS OF IMAGINED INTERACTIONS AND PLANNING ON SPEECH FLUENCY AND MESSAGE STRATEGY SELECTION, Terre H. Allen, 1990; http://digitalcommons.lsu.edu/cgi/viewcontent.cgi?article=5967&context=gradschool_disstheses

4 Sept. 12 Dreams and IIs

Primary Readings:

Eldredge, J. H., Honeycutt, J. M., White, R. C., & Standige, M. (2016). On the functions of imagined interactions in night dreams. *Imagination, Cognition, and Personality*, 35, doi:10.1177/0276236615595231

Honeycutt, J. M. (2017). Differences in ecstatic trances in terms of dreaming, imagined interactions and heart rate. Unpublished raw data

Hartman, E., & Kunzendorf, R. G. (2006). The central image (ci) in recent dreams, dreams that stand out, and earliest dreams: relationship to boundaries. *Imagination, Cognition, and Personality*, 25, 383-392.

Supplemental Readings:

Brink, N. (2005). Cognitive Therapy and Dreams. *Dreaming*, Vol 15(1), Mar, 2005. pp.58-62. Educational Publishing Foundation. doi: 10.1037/1053-0797.15.1.58

Bulkeley, K. and Hartmann, E. (2011). Big Dreams: An Analysis Using Central Image Intensity, Content Analysis, and Word Searches. *Dreaming*, 21, 157-167 doi: 10.1037/a0024087

Hartmann, E. (2000). We do not dream of the Three R's: a study and implications. *Dreaming*, 10, 103 – 110.

Schredl, M. (2002). Sleep positions and personality: An empirical study. *North American Journal of Psychology*, 4, 129-132.

5 Sept. 19 IIs in Various Relationships

Discussion Leaders: _____

Primary Readings:

Chapters 4 from Imagined Interactions; Chapter 6 from Imagine That

Mapp, C. W. (2013). The relationship between forgiveness, imagined interactions, empathy and relational satisfaction among long-distance romantic couples. Retrieved from http://digitalcommons.lsu.edu/cgi/viewcontent.cgi?article=1826&context=gradschool_dissertations

Honeycutt, J. M. (2009). Symbolic interdependence, imagined interaction, and relationship quality. *Imagination, Cognition, and Personality*, 28, 303-320. doi: 10.2190/IC.28.4.b

Honeycutt, J. M. (1999). Differences in imagined interactions as a consequence of marital ideology and attachment. *Imagination, Cognition, and Personality*, 18, 269-283. doi:10.2190/DF9M-R77U-EH6P-93KV

Honeycutt, J. M. (1999). Typological differences in predicting marital happiness from oral history behaviors and imagined interactions (IIs). *Communication Monographs*, 66, 276-291. doi:10.1080/03637759909376478

Supplemental Readings:

Honeycutt, J. M. (1995). The oral history interview and reports of imagined interactions as marital therapy. *Journal of Family Psychotherapy*, 6, 63-69.

Honeycutt, J. M., & Patterson, J. (1997). Affinity strategies in relationships: The role of gender and imagined interactions in maintaining liking among college roommates. *Personal Relationships*, 4, 35-46. doi:10.1111/j.1475-6811.1997.tb00129.x

Mapp, C. M. (2012, April). Use of imagined interactions and relational maintenance strategies among deployed soldiers. Paper presented at the annual Southern States Communication Association Conference, San Antonio, TX.

6 Sept. 26 Relational Uncertainty and IIs

Discussion Leaders: _____

Primary Readings:

PLANNING FOR COMMUNICATION THROUGH REHEARSAL IMAGINED

INTERACTIONS: Martijn Van Kelegom, University of Tennessee, 2014;

http://trace.tennessee.edu/cgi/viewcontent.cgi?article=4071&context=utk_graddiss

Van Kelegom, M. J., & Wright, C. N. (2012-2013). An investigation of episodic and partner-specific imagined interaction use. *Imagination, Cognition, and Personality*, 32, 319-338. doi: <http://dx.doi.org/10.2190/IC.32.4.b>

Van Kelegom, M. J., & Wright, C. N. (2013). The use of imagined interactions to manage relational uncertainty. *Southern Communication Journal*, 78, 91-106. Doi: <http://dx.doi.org/10.1080/1041794X.2012.726688>

7 Oct. 3 Personality Differences

Carl Jung Quote



“Loneliness does not come from having no people about one, but from being unable to communicate the things that seem important to oneself, or from holding certain views which others find inadmissible.”

— **Carl Jung**

Read more at <http://izquotes.com/quote/345542>

Discussion Leaders: _____

Primary Readings:

Allen, T. H. (1990). An investigation of Machiavellianism and imagined interaction.

Communication Research Reports, 7, 116-120. Doi:

<http://dx.doi.org/10.1080/08824099009359864>

Honeycutt, J. M., Pence, M. E., & Gearhart, C. C. (2013). Using imagined interactions to predict covert narcissism. *Communication Reports*, 26, 26-38. doi: 10.1080/08934215.2013.773051

Honeycutt, J. M., Pence, M. E., & Gearhart, C. C. (2012). Associations between imagined Interactions and the “Big Five” Personality Traits. *Imagination, Cognition, and Personality*, 32, 273-289. doi: <http://dx.doi.org/10.2190/IC.32.3.d>

Honeycutt, J. M., & Keaton, S. A. (2013). Imagined interactions and personality preferences as predictors of relationship quality. *Imagination, Cognition, and Personality*, 32, 3-21.

<http://dx.doi.org/10.2190/IC.32.1.b>

Honeycutt, J. M., & Wright, C. N. (2017). Predicting affectionate and aggressive teasing motivation on the basis of self-esteem and imagined interactions with the victim. *Southern Communication Journal*, 82, 15-26. doi: 10.1080/1041794X.2016.1265577

Choi, C. E., Honeycutt, J. M., & Bodie, G. D. (2015). Effects of imagined interactions and rehearsal on speaking performance. *Communication Education*, 64, 25-44.

doi:10.1080/03634523.2014.978795 **(Recipient of the National Communication Association 2015 Top Article of the Year Award for this journal)**

Supplemental Readings:

Eldredge, J. (2016). Imagined interaction frequency and the five-factor model of personality. *Imagination, Cognition, and Personality*, 35, 351-358. doi:

10.1177/0276236616636215

Honeycutt, J. M. (2003). Linking introversion and extraversion to guided imagery. *Psychological Reports*, 92, 1295-1298. doi: 0.2466/pr0.2003.92.3c.1295

Honeycutt, J. M., Choi, C. W., & Deberry, R. D. (2009). Communication apprehension and imagined interactions. *Communication Research Reports*, 26, 228-236.
doi:10.1080/08824090903074423

Vickery, A. J., Keaton, S. A., & Bodie, G. D. (2015). Intrapersonal communication and listening goals: An examination of attributes and functions of imagined interactions and active-empathic listening behaviors. *Southern Communication Journal*, 80, 20-38. Doi:
<http://dx.doi.org/10.1080/1041794X.2014.939295>

8 Oct. 10 Third Party IIs, Parasocial Relationships & Political Ideology

Discussion Leaders:_____

Primary Readings:

Porter, M. A. (2010-2011). Third-party imagined interactions: Expanding mental imagery to the experience of others' communication. *Imagination, Cognition, and Personality*, 30, 147-169.
doi: 0.2190/IC.30.2.d

Berkos, K. M., & Denham, J. A. (2016). Intimacy, marital satisfaction, and third party imagined interactions. *Imagination, Cognition, and Personality*, 36, 312-330. Doi:
[10.1177/0276236616683897](http://dx.doi.org/10.1177/0276236616683897)

Madison, T. P., Rold, M. R., & Honeycutt, J. M. (2014). How partisans differ from independents: The imaginative functions of self-understanding, rehearsal, and relationship maintenance. *Imagination, Cognition and Personality*, 34, 105-116. doi: 10.2190/IC.32.2b

Madison, T. P., & Porter, L. V. (2016). Cognitive and imagery attributes of parasocial relationships. *Imagination, Cognition, and Personality*, 35, 4, doi: 10.1177/0276236615599340

Supplemental Readings:

Porter, M. A. (2009). Third-party imagined interactions: expanding imagined interactions as false memories in understanding interactions. Retrieved from
http://digitalcommons.lsu.edu/gradschool_dissertations/1382/

MANAGING CONFLICT

9 Oct. 17 Conflict-Linkage

Discussion Leaders:_____

Primary Readings:**Chp. 5 of Imagined Interactions book, Chps. 1-2 of Imagine That book**

Honeycutt, J. M., Sheldon, P., Pence, M. E., & Hatcher, L. C. (2015). Predicting aggression, conciliation, and concurrent rumination in escalating conflict. *Journal of Interpersonal Violence*, 30, 133-151. doi: 10.1177/0886260514532717.

Hample, D., Richard, A. S. & Na, L. (2012): A test of the conflict linkage model in the context of serial arguments. *Western Journal of Communication*, 76, 459-479.
<http://dx.doi.org/10.1080/10570314.2012.703361>

Wallenfelsz, K. P. & Hample, D. (2010). The role of taking conflict personally in imagined interactions about conflict. *Southern Communication Journal* 75: 471-487.
<http://dx.doi.org/10.1080/10417940903006057>

Supplemental Readings:

Honeycutt, J. M. (2004). Imagined interaction conflict-linkage theory: Explaining the persistence and resolution of interpersonal conflict in everyday life. *Imagination, Cognition, and Personality*, 23, 3-25. doi 10.2190/240J-1VPK-K86D-1JL8

Honeycutt, J. M. (1997). Imagined interactions, recurrent conflict and thought about personal relationships: A memory structure approach. In J. Aitken & L.J. Shedletsky (Eds.). *Intrapersonal communication processes* (pp. 138-150). Plymouth, MI: SUPPLEMENTALSpeech Communication Association.

Honeycutt, J. M., & Eidenmuller, M. E. (2001). An exploration of the effects of music and mood on intimate couples' verbal and nonverbal conflict-resolution behaviors. In V. Manusov & J. H. Harvey (Eds.), *Attribution, communication behavior, and close relationships* (pp. 37-60). London: Cambridge University Press.

10 Oct. 24 Physiology and IIs

Discussion Leaders:_____

Primary Readings:**Chp. 3 from the Imagine That book**

Honeycutt, J. M. (2018). Physiological arousal in families. In J. M. Honeycutt (Ed.), *Communication diversity in families*. San Diego, CA: Cognella

Honeycutt, J. M., Hample, D. A., & Hatcher, L. C. (2016). A latent growth curve analysis of taking conflict personally as a consequence of sex, conflict initiation, victimization, conflict linkage, and cardiovascular reactivity. *Imagination, Cognition, and Personality*, 35, 325-350. doi: 10.1177/0276236616636216

Honeycutt, J. M., Bannon, B., & Hatcher, L. C. (2014). Effects of positive family conflict-renewal stories on heart rate. In J. M. Honeycutt, C. R. Sawyer, & S. A. Keaton (Eds.), *The Influence of Communication on Physiology and Health* (pps. 11-31). New York: Peter Lang. ISBN 978-1-4331-2219-4

Supplemental Readings:

Honeycutt, J. M., Keaton, S. A., Hatcher, L. C., & Hample, D. (2014). Effects of rumination and observing marital conflict on observers' heart rates as they advise and predict the use of conflict tactics. In J. M. Honeycutt, C. R. Sawyer, & S. A. Keaton (Eds.), *The Influence of Communication on Physiology and Health* (pps. 73-92). New York: Peter Lang. ISBN 978-1-4331-2219-4

11 Oct. 31 Intercultural IIs

Discussion Leaders: _____

Primary Readings: Chp. 6 from the Imagined Interaction book

Honeycutt, J. M., & McCann, R.M. (2008). Predicting intrapersonal communication satisfaction on the basis of imagined interactions in the Pacific Rim. *Journal of Intercultural Communication Research*, 37, 25-43. [doi:10.1080/17475750802077362](https://doi.org/10.1080/17475750802077362) (**International article**)

McCann, R. M., & Honeycutt, J. M. (2006). A cross-cultural analysis of imagined interaction. *Human Communication Research*, 32, 274-301. [doi: 10.1111/j.1468-2958.2006.00276.x](https://doi.org/10.1111/j.1468-2958.2006.00276.x) (**International article**)

Honeycutt, J. M., & McCann, R. M. (2017). Imagined interactions. In H. Giles & J. Harwood (Eds.). *The Oxford Encyclopedia of Intergroup Communication*. New York: Oxford University. Doi: 10.1093/acrefore/9780190228613.013.451 (**International article**)
<http://communication.oxfordre.com/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-451>

Gendrin, D. M. (2002). The role of imagined interactions in describing spontaneous second language acquisition: Revisiting a cognitive language skill acquisition model. *New Jersey Journal of Communication*, 10, 64-83. Doi: <http://dx.doi.org/10.1080/15456870209367416>

Gendrin, D. M. (2010). Relational interdependent self-construal, imagined interactions, and conversational constraints among Vietnamese Americans. *Intercultural Communication Studies*, 19, 10-28, doi: <http://web.uri.edu/iaics/files/02DominiqueGendrin.pdf>

Supplemental Readings:

Gendrin, D. M. (1991). An intrapersonal process in cross-cultural adaptation: Imagined interactions among temporary sojourners. In R. G. Kunzendorf (Ed.), *Mental imagery* (pp. 129-138). New York: Plenum.

Petress, K. C. (1995). Coping with a new educational environment: Chinese students' imagined interactions before commencing studies in the U.S. *Journal of Instructional Psychology*, 22, 50-63. doi:

https://www.researchgate.net/publication/232589188_Coping_with_a_new_educational_environment_Chinese_students'_imagined_interactions_before_commencing_studies_in_the_US

12 Nov. 7 Initial Discussion of Research Projects

Discussion Leaders: Everyone

13 Nov. 14 Contextual Studies

Discussion Leaders: _____

Primary Readings: Chp. 7 from the Imagined Interactions book; Chps. 6-9 From the Imagine That book.

14 Nov. 21 Quantum Entanglement, Bereavement & IIs

Discussion Leaders: Ryan Rasner & Jonathon Frost

Primary Readings: Chps. 4-5 from the Imagine That book

Frost, J. K., Honeycutt, J. M. & Heath, S. K. (2017, in press). Relational maintenance and social support in the aftermath of sudden and expected death. *Communication Research Reports*.

Maciejewski, P. K., Zhang, B., Block, S. D., & Prigerson, H. G. (2007). An empirical examination of the stage theory of grief. *Journal of the American Medical Association*, 297, 716-723. doi: <https://www.medpagetoday.com/upload/2007/2/23/716.pdf>
or click [doi:10.1001/jama.297.7.716](https://doi.org/10.1001/jama.297.7.716). PMID 17312

Quantum Entanglement:

$$|\psi(A, B)\rangle = S\{ |M(A)\rangle|B3\rangle + |W(A)\rangle|B4\rangle \}$$

<http://quantum-agri-phils.com/PowerofPrayeronSeedsandPlants.pdf>

<http://earthtribe.com/quantum-prayer-charting-a-path-through-chaos-in-a-return-to-prayer/>

http://www.huffingtonpost.com/peter-baksa/how-does-prayer-actually-_b_895041.html

http://www.huffingtonpost.com/eric-elines/quantum-prayer_b_8951080.html

Supplemental Readings:

Heath, S. K., Frost, J. K., & Honeycutt, J. M. (2018). Bereaving over family loss. In J. M. Honeycutt (Ed.), *Communication Diversity in Families*. San Diego, CA: Cognella

Stroebe, M., Schut, H., & Boerner, K. (2017). Cautioning health-care professionals: bereaved persons are misguided through the stages of grief. *OMEGA-Journal of Death and Dying*, 74, 455–473. <http://journals.sagepub.com/doi/pdf/10.1177/0030222817691870>

Additional Quantum entanglement simple links:

<https://www.youtube.com/watch?v=1BfJ06plOTs> What is quantum entanglement?

<http://quantumtantra.blogspot.com/2015/05/some-notes-on-quantum-entanglement.html>

<https://www.youtube.com/watch?v=9QcKDvcnZrE> Quantum entanglement and the Power of Intention

15 Nov. 28 Skills and Applications; Wrap Up

Discussion Leaders: _____

Primary Readings: Chp. 8 from the Imagined Interactions book

Honeycutt, J. M. (2000). It's the thought that counts. In C. G. Waugh (Ed.), *Let's talk: A cognitive-skills approach to interpersonal communication* (pp. 18-20). Newark, Del.: Kendall-Hunt.

Supplemental Readings:

Honeycutt, J. M. (2012). Imagined Interactions: On Knowing What to Say. In K. Lollar, W. M. Monsour, & J. Barwind, (Ed.), *The Talk Within: Its Central Role in Communication* (pp. 181-203). Dubuque, IA: Kendall/Hunt.

Honeycutt, J. M., & Mapp, C. M. (2012). Families overcoming trauma and emotional aftermath from hurricanes using effective communication. In F. C. Dickson & L. M. Webb (Eds.), *Communication for Families in Crisis* (pp. 361-380). New York: Peter Lang.