

Scuola Superiore Meridionale
University of Naples Federico II
Law and Organizational Studies for People with Disability
a.y. 2022/23
Researching and Writing Differently in contemporary academia
Ilaria Boncori

Teaching assistants: Domenico Napolitano - Silvio Ripetta

Course description

The courses are addressed to doctoral students and undergraduate students, coming from any research area of the School. The final evaluation will take into account the students' different educational level.

This course draws from recent developments in the fields of Management and Organization Studies (MOS) that focus on "Writing Differently", and the field of Critical Management Studies, to consider interdisciplinary approaches to reading, writing, and researching in contemporary academia.

The classes will take an interactive approach to explore various aspects of researching and writing differently, including epistemological and ethical concerns; theorizing; content; style and format of writing; methods; and the practicalities of writing and publishing differently. Our approach is relational and developmental: each seminar will include a dissemination event as well as interactive discussions.

Students are required to attend classes and to actively participate in classroom activities to pass the course. To do so, they will be asked to familiarize themselves with **at least** the essential readings **before** each class, alongside recommended resources that will be used in class and for their assessment (see an indication of key resources in the selected reference list below). Additional literature will be considered throughout the course to enrich the students' understanding of the various topics in the syllabus.

This course will take place online and in person over six months, from March 2023 to September 2023, with a total of 11 sessions focusing on taught elements and two pieces assessment (one oral presentation and one written output per student). Please see the timetable below for more detailed information on our classes and assessment schedule. Students' learning will be assessed in line with different marking criteria for undergraduate students, master students, doctoral students, and research fellows interested in participating, from all subject areas of SSM.



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Aims

At the end of the course, students will be able to:

- understand the different meanings attached to Researching and Writing Differently in contemporary MOS;
- critically engage with the political dynamics, perils and potential of Researching and Writing Differently in today's academic context;
- explore different key themes in Researching and Writing Differently;
- explore different qualitative methods linked to Researching and Writing Differently (e.g. visual methods; ethnography; arts-based methods etc.);
- explore practical aspects of Researching and Writing Differently (e.g. community building, publishing, citations etc.);
- create and deliver a short presentation on a topic of their choice linked to the themes explored throughout the course;
- produce an individual piece of writing to link their current research, or a topic of interest, with the literature and/or methods discussed during the course.

Learning Methods

- Classes will consist of 10 sessions of 2 hours each, to be delivered synchronously online for students attending virtually or face to face.
- Each class will include a lecture-style dissemination event where the professor will explore key aspects of Researching and Writing Differently, as well as more interactive discussion-based activities.
- Classes will be based on reading materials (articles, chapters, books) that students must familiarize themselves with before the class in order to be able to participate in active class discussions and tasks.
- Students will be expected to engage critically with the texts and to provide personal as well as group contributions.

Assessment methods

This course will be assessed via participation and coursework. Please find the assessment breakdown below:

40% Participation: All students will be evaluated based on their attendance and constructive participation in class throughout the course (sessions 1-10).

30% Individual Presentation*: All students will be required to deliver an individual presentation on a topic of their choice linked with the themes explored in this course. Detailed requirements and marking criteria will be shared in class (deadline: session 10, 22nd September 2023).

30% Short Paper*: All students will be required to write a mock short paper for a hypothetical conference track on Researching and Writing Differently. Detailed requirements (e.g. length, structure, content etc.) and marking criteria for all levels of study will be shared in class (deadline for submission: 29th September 2023).

*Please contact Professor Ilaria Boncori directly via email (iboncori@essex.ac.uk) **at least 5 weeks before** the assessment deadline should you require any adjustment to the assessment methods due to personal circumstances (e.g. learning disabilities; extenuating circumstances etc.).

For other information and queries please feel free to contact Prof Boncori or the course Teaching Assistants, Dr Domenico Napolitano (domenico.napolitano-ssm@unina.it) and Silvio Ripetta (silvio.ripetta@unina.it).

Detailed programme

Session 1 03 March 2023 13.00-15.00 Aula 3	Course outline Introduction to Researching and Writing Differently Neoliberal academic context
Session 2 10 March 2023 13.00-15.00 Aula 3	Key themes in Writing Differently: Embodiment and affect
Session 3 17 March 2023 13.00-15.00 Aula 3	Key themes in Writing Differently: Time and movement
Session 4 24 March 2023 13.00-15.00 Aula 3	Key themes in researching and writing differently: Vulnerability, risk and exposure
Session 5 05 May 2023 13.00-15.00 Aula 2	Assessment preparation, marking criteria and guidelines
Session 6 12 May 2023 13.00-15.00 Aula 2	Qualitative methods for researching and writing differently Narrative methods

Session 7 26 May 2023 13.00-15.00 Aula 2	Qualitative methods for researching and writing differently Visual and performative methods
Session 8 09 June 2023 13.00-15.00 Aula 2	Collaborating differently and academic communities Introduction to publishing
Session 9 15 September 2023 13.00-15.00 Aula 2	Practical aspects of researching and writing differently Short paper outlines
Session 10 22 September 2023 13.00-15.00 Aula 2	Presentations Written assessment: questions and feedback
Session 11 Online	Short paper deadline Learning experience evaluation

Selected reference list

Please find below a list of *essential* readings (these **must** be read before the sessions) and *recommended* readings (these will be discussed or referred to in class, and will be useful for assessments).

Session 1

Essential readings

- Boncori, I. (2022) *Researching and Writing Differently*. Bristol: Bristol University Press (PGT/R students should read chapters 1 and 3; UG students can focus on chapter 3).
- Gilmore, S., Harding, N., Helin, J. and Pullen, A. (2019) 'Writing differently', *Management Learning*, 50 (Special Issue: 1): 3–10. (PGT/R students).
- Grey, C. and Sinclair, A. (2006) 'Writing differently', *Organization*, 13(3), 443-453. (PGT/R students).

Recommended readings

- Acker, J. (2006). Inequality regimes: Gender, class, and race in organizations. *Gender & society*, 20(4), 441-464.



- Alvesson, M. (2013) *The Triumph of Emptiness: Consumption, Higher Education and Work Organization*. Oxford: Oxford University Press.
- Bhopal, K., and Henderson, H. (2019) 'Competing inequalities: gender versus race in higher education institutions in the UK', *Educational Review*, 1-17.
- Bolous Walker, M. (2017) *Slow Philosophy. Reading against the Institution*. London: Bloomsbury.
- Boncori, I. Bizjak, D. and Sicca L.M. 2020. Workload allocation models in academia: Panopticon of neoliberal control or tools for resistance? *Tamara: Journal for Critical Organization Inquiry*, online first.
- Fleming, P. (2021) *Dark Academia: how universities die*, London: Pluto Press.
- Izak, M., Kostera, M. and Zawadzki, M. (Eds.) (2017) *The future of university education*. Cham: Springer.

Session 2

Essential readings

- Boncori, I. (2022) *Researching and Writing Differently*. Bristol: Bristol University Press (Chapter 4).

Recommended readings

- Boncori, I., and Smith, C. (2019) 'I lost my baby today: Embodied writing and learning in organizations', *Management Learning*, 50(1): 74-86.
- Hunter, C., & Kivinen, N. (2022). *Affect in Organization and Management*. London: Routledge.
- Pullen, A. (2018) 'Writing as Labiaplasty', *Organization* 25(1): 123–30.
- Pullen, A., Helin, J., and Harding, N. (Eds.) (2020) *Writing differently*, London: Emerald Group Publishing.

Session 3

Essential readings

- Boncori, I. (2022) *Researching and Writing Differently*. Bristol: Bristol University Press (Chapter 4).

Helin, J. (2020) 'Temporality lost: A feminist invitation to vertical writing that shakes the ground', *Organization*, online first. (PGT/R students).

Mandalaki, E. and Pérezts, M. (2020) 'It takes two to tango: Theorizing inter-corporeality through nakedness and eros in researching and writing organizations', *Organization*, online first. (PGT/R students).

Recommended readings

Satama, S. (2020) 'Researching through experiencing aesthetic moments: 'Sensory slowness' as my methodological strength', in A. Pullen, J. Helin and N. Harding (eds) *Writing Differently*. Emerald Publishing Limited. Pp. 209-230.

Ulmer, J. (2017) 'Writing Slow Ontology', *Qualitative Inquiry*, 23(3): 201–11.

Session 4

Essential readings

Boncori, I. (2022) *Researching and Writing Differently*. Bristol: Bristol University Press (Chapter 4).

Boncori, I. 2022. "Chapter 3: Writing the personal". In M. Kostera (Ed) *Meaningful Writing: On how to write academic texts*. Edward Elgar Publishing, pp. 22-33. (PGT/R students).

Boncori, I. 2022. "Learning and doing autoethnography: resonance, vulnerability and exposure", in N. Sutherland, H. Gaggiotti and J. Pandeli (Eds) *Organizational Ethnography: An Experiential and Practical Guide*, Part 2 Chapter 4. London: Routledge. (PGT/R students).

Recommended readings

Helin, J. (2019) 'Dream writing: Writing through vulnerability', *Qualitative Inquiry*, 25(2): 95-99.

Pullen, A., Helin, J., and Harding, N. (Eds.) (2020) *Writing differently*, London: Emerald Group Publishing.

Pullen, A. and Rhodes, C. (2008) 'Dirty Writing', *Culture and Organization*, 14(3): 241–59.

Session 5

Marking criteria and assessment guidelines will be provided in class.

Session 6

Essential readings

Boncori, I. (2022) *Researching and Writing Differently*. Bristol: Bristol University Press (Chapter 5)

Recommended readings

- Bell, E. and Sinclair, A. (2014) 'Reclaiming eroticism in the academy', *Organization*, 21(2): 268–280.
- Bochner, A. P. and Ellis, C. (2003) 'An introduction to the arts and narrative research: Art as inquiry', *Qualitative inquiry*, 9(4): 506-514.
- Bochner, A. and Ellis, C. (2016) *Evocative autoethnography: Writing lives and telling stories*. Routledge.
- Boje, D. M. (2008) *Storytelling organizations*. London: SAGE Publications.
- Ellingson, L. (2017) *Embodiment in qualitative research*, New York: Routledge.
- Ericsson, D., and Kostera, M. (2020) 'Alterethnography: Reading and writing otherness in organizations', *Gender, Work & Organization*, 27(6): 1402-1417.
- Kostera, M. (2007) *Organizational Ethnography: Methods and Inspirations*, Lund: Studentlitteratur.
- Kostera, M. and Harding, N. (2021) *Organizational Ethnography*. London: Edward Elgar Publishing.
- Thanem, T. and Knights, D. (2019) *Embodied Research Methods*. London: SAGE Publications Limited.

Session 7

Essential readings

Boncori, I. (2022) *Researching and Writing Differently*. Bristol: Bristol University Press (Chapter 5).

Recommended readings

- Leavy, P. (2018) *Handbook of Arts-Based Research*. New York: Guildford Press.
- Just, S.N., Risberg, A. and Villesèche, F. (eds), *The Routledge Companion to Organizational Diversity Research Methods*. New York: Routledge.
- Skjælaaen, G. R., Bygdås, A. L., and Hagen, A. L. (2020) 'Visual inquiry: Exploring embodied organizational practices by collaborative film-elicitation', *Journal of Management Inquiry*, 29(1): 59-75.
- Strati, A. (1999) *Organization and aesthetics*, London: Sage.
- Ward, J., and Shortt, H. (Eds.) (2020) *Using Arts-based Research Methods: Creative Approaches for Researching Business, Organisation and Humanities*, London: Springer Nature.
- Shortt, H., Betts, J., & Warren, S. (2013). *Visual workplace identities*. The Routledge companion to visual organization, 289.

Session 8

Essential readings

- Boncori, I. (2022) *Researching and Writing Differently*. Bristol: Bristol University Press (Chapter 6).

Recommended readings

- Abdellatif, A., Aldossari, M., Boncori, I., Callahan, J., Chatrakul Na Ayudhya, U., Chaudhry, S., Kivinen, N., Liu, S. S.; Utoft, E., Vershinina, N., Yarrow, E., and Pullen, A. (2021) 'Breaking the Mould: Working through our Differences to Vocalize the Sound of Change', *Gender, Work and Organization* online first.
- Ahonen, P., Blomberg, A., Doerr, K., Einola, K., Elkina, A., Gao, G., ... & Johansson, J. (2020). 'Writing resistance together'. *Gender, Work & Organization* online first
- Vachhani, S. J. (2019) 'Rethinking the politics of writing differently through écriture féminine', *Management Learning*, 50(1): 11-23.
- Vachhani, S. J., and Pullen, A. (2019) 'Ethics, politics and feminist organizing: Writing feminist infrapolitics and affective solidarity into everyday sexism', *Human Relations*, 72(1): 23-47.

Session 9

Essential readings

Boncori, I. (2022) *Researching and Writing Differently*. Bristol: Bristol University Press
(Chapter 6)

Recommended readings

Kostera, M. (Ed.). (2022). *How to Write Differently: A Quest for Meaningful Academic Writing*.
Edward Elgar Publishing.

Session 10

N/A

Session 11

N/A