

Scuola Superiore Meridionale

Università degli Studi di Napoli Federico II

PhD course in Law and Organizational Studies for People with Disability

a.y. 2021/22

Qualitative research methods and text analysis for analyzing the power of discourse

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Introduction to fundamental courses

The courses work of the SSM Area in “Law and Organizational Studies for People with Disability”, from November 2021 to January 2022, consists of some Fundamentals.

Courses are open to all the students of SSM. Thus, cross-disciplinary participation by both Undergraduate and Doctoral students from the different research areas of the School is encouraged.

The aim of these lectures is to introduce students to some theoretical premises of Law and Organizational Studies, in order to acquire some fundamental knowledge and skills that characterizes this LOSPD Area. It is therefore expected that each student would get a conceptual spectrum such rich to consider the Person with disability in its uniqueness and in a multidimensional vision.

All courses have the following common features: the first two introductory lectures will address some epistemological premises to the human and social sciences. For each course these epistemological premises will then be declined in the specific fields of Law and Organizational Studies.

In this way, the premises of philosophy of knowledge that hold together and connect Law and Organizational Studies will be clarified.

Moreover, all lectures follow the same didactic methodology: each lecture includes some mandatory readings for all students that they will have discuss with the teacher during the lessons, following the assigned tasks. Therefore, it is considered essential that students with a juridical background have full ability to manage the contents of organizational studies courses and - seemingly - all students of Organizational studies have full ability to manage the contents of Law courses.

The required standards will be differentiated for undergraduate and doctoral students.

Course description

This course is aimed at providing students with the theoretical and methodological basis necessary to understand and perform qualitative research. Different forms of qualitative data collection and analysis will be discussed. Also, this knowledge will be applied to understand the specificities of discourse, and how it can be used to reproduce and/or resist domination structures. In the first part

of the course, the philosophical underpinnings of qualitative research will be tackled. Then we will move on to how to collect and analyse textual data, and on how to convincingly write qualitative papers. Finally, we will tackle the analysis of the symbolic power of discourse. The last class will be dedicated to the presentation of papers by students.

Aims

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

- To understand the philosophical underpinnings and methodological debates in qualitative research in management studies
- To understand and compare different techniques to collect qualitative data
- To familiarize with some qualitative techniques for analysing data
- To understand the power of discourses
- To understand the most relevant issues in writing and publishing qualitative research.

Learning methods

- Students will have to read before classes the mandatory readings.
- Classes will be based on discussions between the professor and students regarding the main issues emerging from the background readings. Also, students will have to highlight the main strengths and weaknesses of the assigned readings
- All students are expected to actively participate in the debate providing comments and raising questions on the issues discussed in class.
- Doctoral students will undertake a practical research project that will require the use of qualitative methods. The work will be presented during the final class.

Course material

The course material will consist of book chapters, methodological and empirical journal articles. In addition to the required readings listed for each session, further readings will be suggested for deepening the knowledge on specific methods and techniques.

Exam & Evaluation

Doctoral students will be evaluated based on their constructive participation in class and the final paper. In-class participation accounts for 40% of the evaluation.

Research project

Students will have to develop a small research project. Specifically, they will carry out a qualitative research study applying one or more of the data collection techniques and methodologies of analysis tackled during sessions. Students will be asked to:

- Identify a research topic suited to be addressed through qualitative research
- Draft a research protocol
- Collect data through interviews, focus groups, ethnography, or collecting textual data related to the topic;
- Analyse data
- Draft a preliminary paper (5,000 to 8,000 words roughly) to be discussed in the last session

Detailed program

<p>Class 1 9/11/2021 11:00-13:00</p>	<p>Fundamentals of epistemology in social sciences: introduction to qualitative research</p>
<p>Mandatory readings</p>	<ul style="list-style-type: none"> • Maggi, B., & Solé, A. (2006). Disputa sulle concezioni del processo decisionale. <i>Impresa Progetto-Electronic Journal of Management</i>, (2). www.impresaprogetto.it/sites/impresaprogetto.it/files/articles/ip_2-2006_wp_maggisole.pdf • Cornelissen, J. P. (2017). Preserving theoretical divergence in management research: Why the explanatory potential of qualitative research should be harnessed rather than suppressed. <i>Journal of Management Studies</i>, 54(3), 368-383. • Graebner Melissa E. M. E., Martin J. A. and Roundy, P. T. 2012. Qualitative data: Cooking without a recipe, <i>Strategic Organization</i>, 10 (3), 276–284. • Bansal, P. and Corley, K. 2012. What’s different about qualitative research? <i>Academy of Management Journal</i>, 55(3), 509-513.
<p>Class 2 16/11/2021 11:00-13:00</p>	<p>Fundamentals of epistemology in social sciences: comparing different approaches to qualitative research</p>
<p>Mandatory readings</p>	<ul style="list-style-type: none"> • Alvesson, M. and Sandberg, J. 2011. Generating research questions through problematization. <i>Academy of Management Review</i> 36(2), 247–271 • Creswell, J. W. and Poth C.N. 2018. Qualitative inquiry and research design. Choosing among five approaches. London: Sage. Chapter 4. • Eisenhardt, K.M. 1989. Building theories from case study research. <i>Academy of Management Review</i> 14(4), 532-550. • Suddaby, R. 2006. From the editors: What grounded theory is not. <i>Academy of Management Journal</i>, 49, 633–42. • Rhodes C., Brown A. D. 2005. Narrative, organizations and research. <i>International Journal of Management Reviews</i>, 7(3), 167–188. <p>Doctoral students will also be required to identify before the session a published paper that they deem as qualitative, possibly from their main field of interests. Papers will have to be shared among students before class, so to be discussed during the session.</p>
<p>Optional reading</p>	<ul style="list-style-type: none"> • Boje, D. M. 2001. Narrative methods for organizational & communication research. London: Sage. • Czarniawska, B. 2004. Narratives in social science research. London: Sage.

	<ul style="list-style-type: none"> • Eisenhardt, K. & Graebner, M. E. 2007. Theory building from cases: opportunities and challenges. <i>Academy of Management Journal</i>, 50(1): 25-32. • Glaser, B. G., & Strauss, A. 1967. <i>The discovery of grounded theory</i>. Chicago: Aldine. • Strauss, A., & Corbin, J. 1998. <i>Basics of qualitative research: Grounded theory procedures and techniques</i> (2nd ed.). Newbury Park, CA: Sage. • Yin R.Y. 2014. <i>Case study research. Design and methods</i>. Sage, London, 5 edition.
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Class 3 23/11/2021 11:00-13:00	Interviews and focus groups
Mandatory readings	<ul style="list-style-type: none"> • Cassell C., Symon G., 2004. <i>Essential guide to qualitative methods in organizational research</i>. SAGE Publications Ltd, chapters 2 and 5. • Morgan, D. L. (1996). <i>Focus groups as qualitative research</i> (Vol. 16). Sage publications.
Optional readings	<ul style="list-style-type: none"> • Czarniawska, B. (2002). Narrative, interviews, and organizations. <i>Handbook of interview research: Context and method</i>, 733-749. • Rubin, H. and Rubin I. 2012. <i>Qualitative Interviewing: The Art of Hearing Data</i>. Thousand Oaks, CA: Sage Publications.

Class 4 7/12/2021 11:00-13:00	Ethnography
Mandatory readings	<ul style="list-style-type: none"> • Atkinson, P., & Hammersley, M. (1994). Ethnography and participant observation. <i>Handbook of qualitative research</i>, 1(23), 248-261. • Watson, T. J. (2011). Ethnography, reality, and truth: The vital need for studies of 'how things work' in organizations and management. <i>Journal of Management Studies</i>, 48(1), 202-217. • Van Maanen, J. (2011). Ethnography as work: Some rules of engagement. <i>Journal of Management Studies</i>, 48(1), 218-234.

Class 5 14/12/2021 11:00-13:00	Doing and analysing qualitative research
Mandatory readings	<ul style="list-style-type: none"> • Barley, S. R. (1990). Images of imaging: Notes on doing longitudinal field work. <i>Organization science</i>, 1(3), 220-247. • Sergi, V., & Hallin, A. (2011). Thick performances, not just thick descriptions: the processual nature of doing qualitative research. <i>Qualitative Research in Organizations and Management: An International Journal</i>, 6(2), 191-208.

	<ul style="list-style-type: none"> • Miles, M.B., Huberman A.M., Saldaña J. 2014. <i>Qualitative Data Analysis. A Methods Sourcebook</i>. Third Edition. Thousand Oaks, CA: Sage Publications. Chapter 4.
Optional readings	<ul style="list-style-type: none"> • Saldaña J. 2013. <i>The coding manual for qualitative researchers</i>. Thousand Oaks, CA: Sage Publications. • Silverman, D. (2015). <i>Interpreting qualitative data</i>. Sage.

Class 6 11/1/2022 11:00-13:00	Topic Modeling
Mandatory readings	<ul style="list-style-type: none"> • DiMaggio, P., Nag, M., & Blei, D. (2013). Exploiting affinities between topic modeling and the sociological perspective on culture: Application to newspaper coverage of US government arts funding. <i>Poetics</i>, 41(6), 570-606. • Hannigan, T. R., Haans, R. F., Vakili, K., Tchalian, H., Glaser, V. L., Wang, M. S., ... & Jennings, P. D. (2019). Topic modeling in management research: Rendering new theory from textual data. <i>Academy of Management Annals</i>, 13(2), 586-632. • Schmiedel, T., Müller, O., & vom Brocke, J. (2019). Topic modeling as a strategy of inquiry in organizational research: A tutorial with an application example on organizational culture. <i>Organizational Research Methods</i>, 22(4), 941-968.
Optional readings	<ul style="list-style-type: none"> • Ferri, P., Lusiani, M., & Pareschi, L. (2020). Shades of theory: A topic modelling of ways of theorizing in accounting history research. <i>Accounting History</i>, 1032373220964271.

Class 7 18/1/2022 15:00-17:00	Laboratory on computer aided qualitative research
Mandatory	Install: <ul style="list-style-type: none"> • Nvivo trial version (https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/try-nvivo). The trial version expires after 14 days, so I recommend installing it just before classes • MITAO (https://github.com/catarsi/mitao). <p>During this session, the professor will explain how to use these software for analysing data. Students will have the chance to analyze their data.</p>
Optional readings	<ul style="list-style-type: none"> • Jackson, K., & Bazeley, P. (2019). <i>Qualitative data analysis with NVivo</i>. Sage. • Ferri, P., Heibi, I., Pareschi, L., & Peroni, S. (2020). MITAO: A User Friendly and Modular Software for Topic Modelling. <i>MITAO: a User Friendly and Modular Software for Topic Modelling</i>, 135-149.

	<ul style="list-style-type: none"> • Ferri, P., Lusiani, M., & Pareschi, L. (2018). Accounting for Accounting History: A topic modeling approach (1996–2015). <i>Accounting History</i>, 23(1-2), 173-205.
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Class 8 1/2/2022 11:00-13:00	Writing qualitative research
Mandatory readings	<ul style="list-style-type: none"> • Jarzabkowski, P., Bednarek, R., & Lê, J. K. (2014). Producing persuasive findings: Demystifying ethnographic textwork in strategy and organization research. <i>Strategic Organization</i>, 12(4), 274-287. • Patriotta, G., (2017). Crafting papers for publication: Novelty and convention in academic writing. <i>Journal of Management Studies</i> 54(5), 747-759. • Jonse, K., Fendt, J., Point, S., (2018). Convincing qualitative research: What constitutes persuasive writing? <i>Organizational Research Methods</i>, 21(1), 30- 67.
Optional readings	<ul style="list-style-type: none"> • Van Maanen, J. (2011). <i>Tales of the field: On writing ethnography</i>. University of Chicago Press.

Class 9 8/2/2022 11:00-13:00	The performativity of discourse
Mandatory	<ul style="list-style-type: none"> • Gond, J. P., Cabantous, L., Harding, N., & Learmonth, M. (2016). What do we mean by performativity in organizational and management theory? The uses and abuses of performativity. <i>International Journal of Management Reviews</i>, 18(4), 440-463. • Bourdieu, P. (1991). <i>Language and symbolic power</i>. Harvard University Press. (chapters 1, 3, 7)
Optional readings	<ul style="list-style-type: none"> • Fairclough, N. (2015). <i>Language and power</i>. Pearson Education, 3rd edition

Class 10 22/2/2022 15:00-17:00	Paper presentation
	All the individual papers will be discussed. Each paper will have a discussant, but all students will participate to class discussion.