

Scuola Superiore Meridionale

PhD course in Law and Organizational Studies for People with Disability a.y. 2022/23

Business organization and communication: digital media, sound, disability

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Course description

This course is an investigation on the role of communication in organizing, with special regard for its declination in digital media, sound and disability. The course is addressed to doctoral students and first year undergraduate students, coming from any research area of the School. The final evaluation will take into account the students' different educational level.

Digital media, sound and disability are interrelated: while communication is constitutive of organizations, media technologies are nowadays the main way in which communication is enacted and sound is a crucial part of it; the communicational aspect of organization is also central for disability, since it is through communication aids that disabled people can gain agency, accessibility and inclusion within organizations. In example, augmentative and alternative communication technologies (AAC) based on sound and voice processing can allow broader accessibility and greater inclusion for disabled people with voice or hearing-related impairments, as well as sensor-motor impairments.

In the last decades, scholars have focused the attention on socio-material practices of organizing, in which humans are not anymore the main social actor, while agency is shared in communicative assemblages made of both humans and nonhumans. In this framework, media are being thought of less as conduits or channels connecting one agent with another, and more as structuring conditions configuring the very possibility of agency. Relationships between media and organization can be read in a double sense: on one side media are imagined, designed, operated and transformed in the social context of organizations; on the other, are media themselves, with their nonhuman agencies, that have an organizing power.

In this perspective, communication is not understood merely as the vehicle for the expression of pre-existing 'realities'; rather, it is the means by which organizations are established, composed, designed, and sustained. Consequently, organizations can no longer be seen as objects, entities, or 'social facts' inside of which communication occurs. Organizations are portrayed, instead, as

ongoing and precarious accomplishments realized, experienced, and identified primarily – if not exclusively – *in* communication processes. Such processes, which are traditionally related to speech, discourse and writing, are becoming ever more affected by media technologies, network systems and their specific epistemologies.

Among these, sound and sound technologies play an important role, although their importance is being reevaluated only very recently. Sound, in fact, is both a medium of communication and a nonhuman organizing force which affects our way to experience and know the world. This consideration becomes crucial when dealing with the issue of disability and of the way sound technologies affect and potentially enhance the social and communicative agency of disabled people.

This series of classes will engage with several perspectives, from communication theory to media studies, sound studies and disability studies, highlighting intersections among disciplinary fields and their consequences for issues organization theory and organizational inclusion.

Aims

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

- understand the importance of communication in organizing and organizational studies;
- master the main concepts of communication theory and media studies;
- recognize the importance of sound and acoustic communication in organization, and the theoretical and practical issues they raise;
- understand the main issues raised by disability studies and their importance for organization studies;
- recognize the role of sound and communication technologies in organizational inclusion of disabled people.

Learning methods

- Students will be required to read the mandatory texts related to each class, as listed in the detailed program below.
- Classes will be based on discussions between the professor and the students regarding the main issues emerging from the background readings. Additionally, students will be expected to engage critically with the texts, identifying 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 have to prepare a final presentation which has to examine in depth one of the aspects touched upon in the class. The work will be presented during the final class.

Course material

The course material will consist of book chapters and journal articles. In addition to the required readings listed for each lecture, further readings will be suggested during the classes covering specific topics in greater detail. Some of the mandatory texts will be available for consultation at the University Library and at the teacher's studio, Room III/23. Students who may have problems with materials retrieval can contact the teacher at the following email: domenico.napolitano-ssm@unina.it

Exam & Evaluation

Doctoral students will be evaluated based on their constructive participation in class and the final presentation. In-class participation accounts for 60% of the evaluation. Undergraduate students will agree the evaluation method with the professor during the course.

Final presentation

Doctoral students will have to prepare a presentation which examines in depth one of the aspects touched upon in the class, at their choice. The presentation can be delivered in any format (power point, artwork, sound work, project work, multimedia work, scientific paper, and so on), and will have to be discussed with the class during the final lesson.

Detailed program

Class 1 14/11/2022 15:00-17:00	Disability studies: an introduction
Mandatory readings	<ul style="list-style-type: none"> • Rosemarie Garland-Thomson (2012), "Building a world with disability in it", in Anne Waldschmidt, Hanjo Berressem, and Moritz Ingwersen (eds.), <i>Culture – Theory – Disability: Encounters between Disability Studies and Cultural Studies</i>, New York: Columbia University Press, available at: https://www.researchgate.net/publication/

	315857209_Building_a_World_with_Disability_in_It_Encounters_between_Disability_Studies_and_Cultural_Studies
Optional readings	<ul style="list-style-type: none"> • Oliver, M. (1996), <i>Understanding Disability: From Theory to Practice</i>, Basingstoke, Macmillan (Introduction).

Class 2 21/11/2022 15:00-17:00	Disability studies, organization and law: part 1
Mandatory readings	<ul style="list-style-type: none"> • Shakespeare, T. (2017), <i>Disabilità e società: Diritti, falsi miti, percezioni sociali</i>, Eriksson
Optional readings	<ul style="list-style-type: none"> • Siebers, T. (2008), <i>Disability Theory</i>, University of Michigan Press (Chapter 1, <i>Introduction</i>).

Class 3 28/11/2022 15:00-17:00	Disability studies, organization and law: part 2
Mandatory readings	<ul style="list-style-type: none"> • Williams, J., Mavin, S. (2012), "Disability as Constructed Difference: A Literature Review and Research Agenda for Management and Organization Studies", <i>International Journal of Management Reviews</i>, vol. 14, 159-179.
Optional readings	<ul style="list-style-type: none"> • Kafer, A. (2013), <i>Feminist, Queer, Crip</i>, Indiana University Press (Chapter 1, <i>Introduction</i>).

Class 4 05/12/2022 15:00-17:00	Media, Technology, Organization
Mandatory readings	<ul style="list-style-type: none"> • Beyes, T., Holt, R., Pias, C. (2019), "By means of which: Media, technology, organization", in T. Beyes, R. Holt, C. Pias (eds.), <i>The Oxford Handbook of Media, Technology and Organization Studies</i>, pp. 498-513, Oxford, Oxford University Press.

	<ul style="list-style-type: none"> Latour, Bruno (2000), «The Berlin key or how to do words with things», in P.M. Graves-Brown (a cura di), <i>Matter, Materiality and Modern Culture</i>, London, Routledge, pp. 10-21.
Optional readings	<ul style="list-style-type: none"> Reinhold, M. (2019), “Media Organize: Persons”, in Beyes, T., Conrad, L., Martin, R., <i>Organize</i>, Minneapolis, University of Minnesota Press. Knorr Cetina, K. (1997), ‘Sociality with objects: Social relations in postsocial societies’, <i>Theory, Culture and Society</i>, 14(4): 1–30 – or in Italian students can read by the same author “Sfide post-umanistiche alle scienze umane e sociali”, in Sicca, L.M. (a cura di), <i>Leggere e scrivere organizzazioni. Estetica, umanesimo e conoscenze manageriali</i>, Napoli, Editoriale Scientifica.

Class 5 12/12/2022 15:00-17:00	Media and Disability
Mandatory readings	<ul style="list-style-type: none"> Ellcessor, E., Hagood, M., Kirkpatrick, B. (2017), “Introduction: Toward a Disability Media Studies”, in Ellcessor, E., Kirkpatrick, B. (eds.), <i>Disability Media Studies</i>, New York, New York University Press.
Optional readings	<ul style="list-style-type: none"> Ellis, K., Kent, M. (2011), <i>Disability and New Media</i>, New York, Routledge (Introduction).

Class 6 09/01/2023 15:00-17:00	Design and Accessibility: part 1
Mandatory readings	<ul style="list-style-type: none"> Hamraie, A. (2017), <i>Building Access. Universal Design and the Politics of Disability</i>, Minneapolis, University of Minnesota Press.
Optional readings	<ul style="list-style-type: none"> Ellcessor, Elizabeth (2016), <i>Restricted Access: Media, Disability and the Politics of Participation</i>, New York and London, New York University Press (Introduction).

Class 7 16/01/2023 15:00-17:00	Design and Accessibility: part 2
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Mandatory readings	<ul style="list-style-type: none"> • Pullin, G. (2009), <i>Design Meets Disability</i>, Cambridge (MA), MIT Press (Introduction & Chapter “Identity Meets Ability”).
Optional readings	<ul style="list-style-type: none"> • Ellcessor, Elizabeth (2016), <i>Restricted Access: Media, Disability and the Politics of Participation</i>, New York and London, New York University Press (Introduction).

Class 8 23/01/2023 15:00-17:00	Sound as culture, imagination and knowledge: the perspective of disability studies
Mandatory readings	<ul style="list-style-type: none"> • Sterne, J. (2012), “Sonic Imaginations”, in J. Sterne (Ed.), <i>The Sound Studies Reader</i>, New York, Routledge. • Friedner, M., Helmreich, S. (2016), “Sound Studies Meet Deaf Studies”, in M. Bull, L. Back, <i>Auditory Culture Reader</i>, New York and London: Routledge.
Optional readings	<ul style="list-style-type: none"> • Mills, M. (2012), “Do signals have politics? Inscribing abilities in cochlear implants”, in T. Pinch, K. Bijsterveld (eds.), <i>The Oxford Handbook of Sound Studies</i>, New York: Oxford University Press.

Class 9 30/01/2023 15:00-17:00	Augmentative and Alternative Communication (AAC)
Mandatory readings	<ul style="list-style-type: none"> • Graham Pullin, Jutta Treviranus, Rupal Patel & Jeff Higginbotham (2017), “Designing interaction, voice, and inclusion in AAC research”, <i>Augmentative and Alternative Communication</i>, DOI: 10.1080/07434618.2017.1342690 • Napolitano, D. (2021), “Reuniting speech-impaired people with their voices. Sound technologies for disability and why they matter for organization studies”, <i>puntOrg International Journal</i>, doi: https://doi.org/10.19245/25.05.pij.OF.09.11.21.1.
Optional readings	<ul style="list-style-type: none"> • Alper, M. (2017), <i>Giving Voice: Mobile Communication, Disability, and Inequality</i>. Cambridge, MA, MIT Press (Introduction).

Class 10 13/02/2023	Final presentation
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11:00-13:00	
	Each student will have to prepare a presentation which examines in depth one of the aspects touched upon in the class, at their choice. The presentation can be delivered in any format (power point, artwork, sound work, project work, multimedia work, scientific paper, and so on), and will have to be discussed with the class.