

**DOTTORATO IN LAW AND ORGANIZATIONAL STUDIES
FOR PEOPLE WITH DISABILITY
a.a. 2023/2024**

**QUALITATIVE RESEARCH METHODS AND TEXT ANALYSIS FOR ANALYZING THE
POWER OF DISCOURSE**

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Course description

This course is aimed at providing doctoral 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 empirical 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 **are required** 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, which can be a first step towards the “positioning paper”. 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. Both the paper and the presentation will be evaluated.

Detailed program

Class 1 22/05/2024 11:00-13:00 (Room 2)	Fundamentals of epistemology in social sciences: introduction to qualitative research
Mandatory readings	<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.

Class 2 29/05/2024 11:00-13:00 (Room 2)	Fundamentals of epistemology in social sciences: comparing different approaches to qualitative research
Mandatory readings	<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 • Silverman, D. (2015). <i>Interpreting qualitative data</i>. Sage. 3rd edition. Chapter 1. • 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>
Optional reading	<ul style="list-style-type: none"> • Boje, D. M. 2001. <i>Narrative methods for organizational & communication research</i>. London: Sage. • Czarniawska, B. 2004. <i>Narratives in social science research</i>. London: Sage. • 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. • Urquhart, C. (2012). <i>Grounded theory for qualitative research: A practical guide</i>. Sage.

Class 3 5/06/2024 11:00-13:00 (Room 5)	Interviews and focus groups
Mandatory readings	<ul style="list-style-type: none"> • Flick, U. (2014). <i>An introduction to qualitative research</i>. Sage. 5th edition. Chapters 16 and 17
Optional readings	<ul style="list-style-type: none"> • Alvesson, M. (2010). <i>Interpreting interviews</i>. Sage.

	<ul style="list-style-type: none"> • Czarniawska, B. (2002). Narrative, interviews, and organizations. Handbook of interview research: Context and method, 733-749. • Rubin, H. and Rubin I. 2012. Qualitative Interviewing: The Art of Hearing Data. Thousand Oaks, CA: Sage Publications. • Cassell C., Symon G., 2004. Essential guide to qualitative methods in organizational research. SAGE Publications Ltd. • Morgan, D. L. (1996). Focus groups as qualitative research (Vol. 16). Sage publications.
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Class 4 12/06/2024 11:00-13:00 (Room 2)	Ethnography
Mandatory readings	<ul style="list-style-type: none"> • Atkinson, P., & Hammersley, M. (1994). Ethnography and participant observation. Handbook of qualitative research, 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. Journal of Management Studies, 48(1), 202-217. • Van Maanen, J. (2011). Ethnography as work: Some rules of engagement. Journal of Management Studies, 48(1), 218-234.

Class 5 19/06/2024 11:00-13:00 (Room 2)	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. Organization science, 1(3), 220-247. • Sergi, V., & Hallin, A. (2011). Thick performances, not just thick descriptions: the processual nature of doing qualitative research. Qualitative Research in Organizations and Management: An International Journal, 6(2), 191-208. • Miles, M.B., Huberman A.M., Saldaña J. 2014. Qualitative Data Analysis. A Methods Sourcebook. Third Edition. Thousand Oaks, CA: Sage Publications. Chapter 4.
Optional readings	<ul style="list-style-type: none"> • Saldaña J. 2013. The coding manual for qualitative researchers. Thousand Oaks, CA: Sage Publications. • Silverman, D. (2015). Interpreting qualitative data. Sage. • Miles, M.B., Huberman A.M., Saldaña J. 2014. Qualitative Data Analysis. A Methods Sourcebook. Third Edition. Thousand Oaks, CA: Sage Publications.

Class 6 3/07/2024	Topic Modeling
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11:00-13:00 (Room 2)	
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 10/07/2024 11:00-13:00 (Room 2)	Laboratory on computer aided qualitative research: Nvivo and Topic Modeling
Mandatory	<p>Install:</p> <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. • 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.

Class 8 17/07/2024 11:00-13:00 (Room 2)	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

	<p>strategy and organization research. <i>Strategic Organization</i>, 12(4), 274-287.</p> <ul style="list-style-type: none"> • Patriotta, G., (2017). Crafting papers for publication: Novelty and convention in academic writing. <i>Journal of Management Studies</i> 54(5), 747-759. • Jonsen, 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 24/07/2024 11:00-13:00 (Room 2)	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 10/09/2024 11:00-13:00	Paper presentation
	<p>All the individual papers will be discussed. Please share the paper with your colleagues one week before the discussion, so that everyone can participate to the discussion. Each paper will have a discussant, but all students will participate to class discussion.</p>