

DISCIPLINA / COURSE: **EPISTEMOLOGY**  
 DEPARTAMENTO / DEPARTMENT: **ADM** CURSO / PROGRAM: **CMCD AE**  
 SEMESTRE E ANO / SEMESTER AND YEAR: **1ND SEMESTER 2023**  
 CARGA HORÁRIA / CLASS-HOURS:  30 horas ou  15 horas  
 PROFESSOR: **ANN L CUNLIFFE**  
 LÍNGUA / LANGUAGE: **ENGLISH**

### DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

This course aims to give students a grounding in the various epistemological perspectives underpinning social science research so they understand how these perspectives influence research design, methodology, methods, data analysis and theory construction.

### OBJETIVOS DA DISCIPLINA / LEARNING GOALS

Os objetivos de aprendizagem da disciplina estão apresentados na tabela abaixo, demonstrando como os mesmos contribuem para os objetivos do CMCD AE.

The course learning goals are presented in the table below, showing how they contribute to the learning goals related to the objectives of CMCD AE.

GRAU DE CONTRIBUIÇÃO / LEVEL OF CONTRIBUTION *			
Forte / High	Intermediário / Medium	Reduzido / Low	Nenhum / None
●●●	●●○	●○○	○○○

Objetivos do CMCD AE CMCD AE Objectives	Objetivos da disciplina Course learning goals	Grau de contribuição / Level of Contribution *
Métodos qualitativos de pesquisa Qualitative research methods	Explain how epistemology influences qualitative methods	*
Métodos quantitativos de pesquisa Quantitative research methods	Explain how epistemology influences quantitative methods	*
Conhecimento do tema de pesquisa / teoria Knowledge of research themes and theory	<ol style="list-style-type: none"> <li>Discuss and critique a range of philosophical perspectives in social science research.</li> <li>Explain how the various epistemological positions influence research design, the selection of appropriate analytical techniques, and theory construction.</li> <li>Discuss the relevance of alternative epistemological approaches to social science research, including: pragmatism, process, practice, socio-material, linguistic, poststructural, narrative and phenomenological approaches.</li> </ol>	***
Procedimentos de pesquisa Research procedures	<ol style="list-style-type: none"> <li>Define and formulate research problems and questions</li> <li>Explain how research philosophy impacts the role of the researcher.</li> <li>Understand the nature and importance of reflexive approaches to research.</li> </ol>	***

	4. Understand how to design research based on a fit between epistemology, research design, methodology, methods, data collection and analysis.	
Relevância e inovação em pesquisa Relevance and innovation in research	Understand how each epistemology influences alternative and new ways of theorizing within disciplines.	***
Elaboração de artigos Development of academic papers		
Outros objetivos da disciplina / Other course learning goals:.....		

A descrição completa dos objetivos de aprendizagem do CMCDAE e outras informações podem ser encontradas em <https://rebrand.ly/cmae-eaesp> (mestrado) e <https://rebrand.ly/cdae-eaesp> (doutorado).

The full description of the CMCDAE objectives, and other related information, may be found at <https://rebrand.ly/cmae-eaesp> (masters) e <https://rebrand.ly/cdae-eaesp> (doctorate).

**CONHECIMENTO PRÉVIO, SE HOVER / PREVIOUS KNOWLEDGE REQUIRED, IF APPLICABLE**

#### **CONTEÚDO/METODOLOGIA / CONTENT/METHODOLOGY**

Research Philosophy  
 Positivist, Critical Realist and Social Constructionist Epistemologies.  
 Pragmatism, Practice and Process Epistemologies.  
 Materiality and Phenomenology.  
 The Linguistic Turn: poststructuralist, discursive, and semiotic epistemologies.  
 Narrative and Dramaturgical Epistemologies  
 Feminist Epistemologies  
 Epistemology and the role of the researcher.  
 Epistemological Concerns and Research Design: Ethics, accountability, subjects, reflexivity.  
 Postcolonial epistemology  
 Indigenous epistemologies  
 Intersectionality  
 Ecological epistemology  
 Collaborative epistemology  
 Dialogic Epistemology

#### **CRITÉRIO DE AVALIAÇÃO / ASSESSMENT**

The assessment will comprise of a student-led seminar and a final written paper.

#### **BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES**

**The Course reference text is:**

- Cassell, C., Cunliffe, A. L. & Grandy, G. (Eds.) (2018) *The SAGE Handbook of Qualitative Business and Management Research Methods*. London: Sage. Volumes 1 and 2. (In Library)
- Cunliffe, A. L. (2011) Crafting qualitative research: Morgan and Smircich 30 years on. *Organizational Research Methods*, 14: 647-673.

Further articles will be added prior to the course.

**AULA-A-AULA (OPCIONAL) / COURSE SCHEDULE (OPTIONAL)****MINI CV DO PROFESSOR (OPCIONAL) / PROFESSOR MINI CV (OPTIONAL)**

**Google Scholar Citations (November 2022): 20,236**  
**h-index: 40**  
**i10-index: 59**

**Selected Books**

- Cassell, C., Cunliffe, A. L. & Grandy, G. (Eds.) (2018) *The SAGE Handbook of Qualitative Business and Management Research Methods*. London: Sage.
- Cunliffe, A. L. (2021) *A Very Short, Fairly Interesting and Reasonably Cheap Book About Management*. London: Sage Publications. 3<sup>rd</sup> Edition.

**Recent Journal Articles**

- Cunliffe, A.L. (2022) Must I grow a pair of balls to theorize about theory in Organization and Management Studies? *Organization Theory*, 3(3): 1-28.
- Chelli, M. & Cunliffe, A.L. (2022) Anticipating and addressing the politicization of research. *Organizational Research Methods*, 25(1): 88-113.
- Cunliffe, A.L. & Pavlovich, K. (2022) Making our work matter: From spectator to engagement through a public organization and management studies. *Academy of Management Perspectives*. 36(3): 879-895.
- Wilson, J. & Cunliffe, A.L. (2022) The development and disruption of relationships between leaders and organizational members and the importance of trust. *Leadership*, 18(3): 359-382.
- Cunliffe, A.L. & Ivaldi, S. (2021) Embedded ethics and reflexivity: Narrating a charter of ethical experience. *Management Learning*. 52(3): 294-310.
- Cunliffe, A.L. & Locke, K. (2020) Working with differences through anticipational fluidity: A hermeneutic perspective. *Organization Studies*, 41: 1079-1099.

**Recent Book Chapters**

- Cunliffe, A.L. (forthcoming) Studying strategizing through ethnographic methods. In D. Goolsorkhi, L. Rouleau, D. Seidl, & E. Vaara (Eds.) *Cambridge Handbook of Strategy-As-Practice* (3<sup>rd</sup> Edition). Cambridge: Cambridge Press.
- Cunliffe, A. L., Aguiar, A. C., Góes, V., & Carreira, F. (2020) Reflexivity and transdisciplinarity as paths to developing responsible management education. In D.C. Moosemayer, O. Laasch, C. Parkes & K. Brown. (Eds.) *The Sage Handbook of Responsible Management Learning and Education*. London: Sage.
- Cunliffe, A.L. & Eriksen, M. (2020) Educating caring leaders: A paradox of collective uniqueness. In L. Tomkins (Ed.). *Paradoxes of Leadership and Care: Critical and Philosophical Reflections*. Edward Elgar

**OUTRAS INFORMAÇÕES (OPCIONAL) / OTHER INFORMATION (OPTIONAL)**