



COURSE..... **Epistemology**
SEMESTER/YEAR.... 1º/2024
PROGRAM..... School of Methods
CLASS-HOURS..... 30 hours or 15 hours (select)
PROFESSOR..... **Ann L Cunliffe**
LANGUAGE.....ENGLISH

COURSE OBJECTIVES

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.

LEARNING GOALS

The course learning goals are presented in the table below, showing how they contribute to the learning goals related to methods, for the stricto sensu graduate programs at FGV-EAESP.

Program learning goals	Course learning goals	Level of contribution
Scientific method	Students will be able to: 1. Discuss and critique a range of philosophical perspectives in social science research. 2. Explain how the various epistemological positions influence research design, the selection of appropriate analytical techniques, and theory construction. 3. Discuss the relevance of alternative epistemological approaches to social science research, including: pragmatism, process, practice, socio-material, linguistic, poststructural, narrative and phenomenological approaches.	• • •
Research project / procedures	Students will be able to: 1. Define and formulate research problems and questions 2. Explain how research philosophy and epistemology impact the role of the researcher. 3. Understand the nature and importance of reflexive approaches to research. 4. Understand how to design research based on a fit between epistemology, research design, methodology, methods, data collection and analysis.	• • •
Qualitative research methods	To explain how epistemology influences qualitative methods	• •
Quantitative research methods	To explain how epistemology influences quantitative methods	• •
Development of academic papers		○ ○ ○



Other course learning goals: To understand how each epistemology influences alternative and new ways of theorizing within disciplines.

The full description of the learning goals of FGV-EAESP stricto sensu graduate programs can be found at <https://rebrand.ly/cursos-pos-eaesp>.

PREVIOUS KNOWLEDGE REQUIRED

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

ASSESSMENT

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

COURSE SCHEDULE (OPTIONAL)

BIBLIOGRAPHY

- 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.

FURTHER INFORMATION (OPTIONAL)



Google Scholar Citations (October 2023): 22,474

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. 3rd Edition.

Recent Journal Articles

- Butler, M. & Cunliffe, A.L. (2023) The dent in the floor: Ecological knowing in the skilful performance of work. *Journal of Management Studies*. doi.org/10.1111/joms.12963
- Cunliffe A.L. & Karunanayake, G. (2023) Relational agency as a dialectic of belonging and not belonging within the social ecology of plantation life in Sri Lanka. *Journal of Organizational Sociology*, doi.org/10.1515/joso-2022-0003
- Alcadipani, R. & Cunliffe, A.L. (2023) The shifting nature of relationality in the blurred boundaries of hybrid organizational ethnography. *British Journal of Management*. doi: 10.1111/1467-8551.12728
- 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.

Recent Book Chapters

- Cunliffe, A.L. (forthcoming) What does reflexivity have to do with management? *Handbook on Critical Management Education*. Edward Elgar.
- Cunliffe, A.L. (forthcoming) Studying strategizing through ethnographic methods. In D. Gorsorkhi, L. Rouleau, D. Seidl, & E. Vaara (Eds.) *Cambridge Handbook of Strategy-As-Practice* (3rd 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.
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