As human beings we are profoundly social animals. Most of our lives are spent interacting, either directly or indirectly, with other human beings. Language, the uniquely human ability that defines our species, is central to this process. Other semiotic resources such as space, nonverbal behavior, including gesture and body positioning, tools, cosmetics, and clothing are also central to the construction of meaning and process of human interaction. Until fairly recently the detailed study of how human beings use language in conjunction with other resources to build their social worlds in face-to-face interaction was largely ignored. That situation has now been changed by exciting research that transcends traditional disciplinary boundaries in the human sciences. This course will introduce students to

1) Research on how human beings use language and other semiotic resources in everyday settings to build in concert with each other the events within which we live our lives. and
2) The ideas underlying such an approach and methods that have made such research possible.

Students will not only read some of the important research in this area but will also
1) Videotape human interaction in natural settings
2) Make transcripts of the talk they record
3) Explore different ways of transcribing the visual features of such interaction
4) Organize the materials they have collected into an analytical paper and presentation

**The Field Project**

Over the course of the quarter students in the course will be engaged in an ethnographic research project as a way of practicing and integrating the material covered in class and in the readings. Some of this work, as well as class presentations, will be done in groups. The written assignments, however, will be evaluated on an individual basis.

Students in small groups (no more than 6) will select field site settings of their choice and will do hands-on tasks related to the project every week (e.g. participant observation, field notes, creating visual documentation such as maps, photographs, collecting audio- or video- recordings of interaction, transcription and data analysis). Students will be expected to select a setting to which they have access and in which they will be able to video- or audio-record people interacting with one another while doing their everyday activities. Possible field site settings include sports groups, dance class, dormitories, religious institutions, Sunday schools, Saturday classes for heritage language maintenance, music rehearsals, glamour portrait studios, piercing salons, tattoo parlors, farmers’ markets, ethnic markets (99 Ranch in Van Nuys, for example, would be ideal for investigating multi-cultural interactions), restaurants, news offices, field schools, hair salons, classrooms, laboratories, libraries, gas stations, various offices...At the end of the quarter each student will integrate the written assignments and visual documentation into a final research presentation and paper. At the end of the class students will be asked to evaluate the performance of their group members so everyone must be accountable to the project of the group and participate; no one appreciates free- loaders.

**Goals**

In addition to student involvement in conducting original research about the ethnography of everyday speech in settings of their choice in small groups, a major goal is the acquisition of skills in linguistic anthropology and ethnography, which are useful across disciplinary boundaries (and for future jobs; the project you do in this class will define your skill as an independent researcher).

**Note:** Syllabus is subject to slight changes. The syllabus outlines assignments; shifts may occur given interests of the class. Some classes will meet in Powell 190, the IMPL Lab (206-9854), located on the East wing of Powell Library, to learn how to use programs such as Photoshop for dealing with still images, shooting
video, and I-movie, ways of editing digitized movies for your final projects. Digital cameras are available for three-day check out on a first come, first served basis from the lab. In order to check out cameras, however, you must attend the Powell class in “The Art of Shooting Video”, scheduled for Jan. 22. Groups who want to do Power-point presentations may schedule sessions on the use of Power Point.

Class Assignments

Week 1
Jan 8:  **Introduction: The Ethnography of Everyday Speech**  
Overview of the field and examples of different research sites.  

Assignment #1 Distributed (Fieldnotes)

Week 2  **The Body in Ads**
Jan 13  Goffman: “Gender Display”  
Wiliamson: “Signs Address Somebody”  

Video: Still Killing Us Softly

Jan 15  **Participant Observation and Ethnographic Description**  
Goodwin: HSSS, pp. 1-29  
Duranti: “Ethnographic Methods” and “Transcription”  
**Meet in Powell IMPL Lab, room 190 for training session:**  
Photoshop  
IMPL Lab room 190 is located in the East wing of Powell  
You must be on time: Nothing will be repeated!!

Week 3
Jan 20  **Gendered Behavior and The Language of Adornment**  
Goodwin: HSSS, pp. 29-64  
Mendoza Denton: “‘Muy Macha’: Gender and Ideology in Gang-Girls’ Discourse about Makeup”  

Video: A Veiled Revolution (Egypt)

Jan 22  **Meet in Powell IMPL Lab 190 for training session:**  
**The Art of Shooting Video and I-Movie**  
IMPL Lab room 190 is located in the East wing of Powell  
You must be on time: Nothing will be repeated!!  
We are doing two classes in one on this day.

Assignment #1 due by email to mgoodwin@anthro.ucla.edu by Jan 23
Week 4

Jan 27  **Bodies in Social Space**
Goffman: Regions and Region Behavior"
Spradley & Mann: "The Territorial
Imperative", pp. 101-119
Gregor: “Space, Settings, Designs” (Mehinaku village)

**Video:** We Are the Mehinaku (space use in Amazonian village) or
Kypseli (space in a Greek village)

Jan 29  **Discourse and Identity**
Jacobs-Huey: “‘We are Just Like Doctors, We Heal Sick
Hair’: Cultural and Professional Discourses of Identity in a
Black Hair Care Seminar”

**Guest Speaker:** Dr. Lanita Jacobs-Huey, USC Anthropology

Week 5

Feb 3  **Supportive Exchanges**
Goffman: “Supportive Interchanges”

Feb 5  **Disputes between Palestinian and Israeli Children**

**Video:** Promises (documentary about conflict in the Middle East:
Palestinian and Israeli children interviewed)

**Assignment #2 distributed (Transcription)**

**PROJECT PART 1** due in 314 Haines by 5 PM on Friday, Feb. 6

Week 6

Feb 10  **Directives and Gendered Interaction**
Goodwin: HSSS Chapters 4-6

Feb. 12  **Argument, Insult, and Dispute Processes**
Goodwin: Chapter 7
Hall: “‘Go Suck Your Husband’s Sugarcane!’: Hijras and the
Use of Sexual Insult”

**Video:** Cows of Dolo Ken Paye (dispute resolution among
Kpelle of Liberia) or Bombay Eunuch
Week 7
Feb 17  Stance, Affect, and Embodiment
Goodwin: Chapter 8
Goodwin: “Games of Stance: Conflict and Footing in Hop Scotch”
Video Presentations of Children’s Games

Feb 19  Stories as Participant Frameworks
Goodwin: Chapters 9-10
Goffman: “Footing”
Assignment #2 due by email to mgoodwin@anthro.ucla.edu by Feb. 20

Week 8
Feb 24  Hearers’ Participation in Stories
Goodwin: Chapter 11

Feb 26  Constructing Difference, Exclusion and Marginality
Goodwin: “Exclusion in Girls’ Peer Groups: Ethnographic Analysis of Language Practices on the Playground”
Capps: “Constructing the Irrational Woman”

Week 9
Mar 2  Talk, Gesture and Disability
C. Goodwin: “Co-Constructing Meaning in Conversations with an Aphasic Man”
Murphy: “The Damaged Self”

Language in Institutional Settings:
Mar 4  Goffman: “On the Characteristics of Total Institutions”
Mehan: “The Construction of a LD Student: A Case Study in the Politics of Representation”

Video:  Teaching Indians to be White (Cree Indians)
PROJECT PART 2 due after class or no later than March 4 by 4 p.m. in 341 Haines Hall

Week 10
Mar 9  Language in Institutional Settings: Courts
Ehrlich: chapters from Representing Rape: Language and Sexual Consent
Mar 11   Religious Language
Shoaps: "'Pray Earnestly': The Textual Construction of Personal Involvement in Pentecostal Prayer and Song."

Guest Speaker: Dr. Robin Shoaps, UCLA CLIC scholar

Week 11
Mar 16   Selected Project Presentations
Mar 18   Selected Project Presentations

FINAL PAPER DUE March 20 at 5 PM
Final Exam: Wed. March 24 8-11 AM

Talks of Interest: CLIC Talks are 10-12 in the Anthropology Reading Room


Feb. 6   Judith Irvine (U of Michigan) Topic TBA

Mar. 12   Suzanne Werthimer (Northwestern) Topic TBA

Feb. 27   Models of Language, Interaction, and Culture
Faculty Center: 8 AM-7PM

Check Center for Language, Interaction and Culture) Colloquium series list for more details. www.sscnet.ucla.edu/clic/speakers.htm

Projects

There will be two assignments (one on field notes and one on transcription), two projects on the fieldwork, a final paper and a final. A good grade depends on incorporating the readings into the analysis you present in your projects.

Class Preparation

Students will be responsible for reading assignments each class period. Since discussion is crucial, I will call on people to talk about their ideas about the readings from time to time. When time permits some students will present their work in class.
It is important to develop good note taking skills. If you are absent from class get the handouts from another student, as they will only be handed out one time; getting handouts is your responsibility.

Films and videos will not be reshown; many are my personal copies: therefore they will only be shown during class.

The syllabus is subject to minor changes given availability of speakers and developing interests of students; there will be some time for selected student presentations throughout the term.

**Final Grade**

Here is a rough breakdown on how your grade will be determined:

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<th>Component</th>
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<tr>
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<tr>
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<tr>
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