THE ETHNOGRAPHY OF COMMUNICATION
ANTHROPOLOGY 242/ APPLIED LINGUISTICS M207

Winter 2005
Wed.9-11:50
Haines 314
Marjorie Harness Goodwin
mgoodwin@anthro.ucla.edu

Phone 7-2044 (during office hours) or 5-2055 (Anthro office)
Office Hours: Tuesday 2-4
and by appointment

Books
Goodwin, Marjorie Harness, He-Said-She-Said: Talk as Social Organization among Black Children (required)
Duranti, Alessandro, Linguistic Anthropology (recommended)

Readings on web. (Disk: contains data, transcripts, and articles)
Reserve Readings (optional) are in the Anthropology Reading Room, Haines 352 in folders for each week.
Several books are on reserve for the course at YRL as well.

Class Format:
Lecture
Discussion of Readings: Students should come prepared with questions for class discussion based on articles for the week.
Data Seminars
Presentation of Original Student Work related to the Readings

Jan. 12
Week 1
Introduction to the Ethnography of Communication: Toward an Embodied View of Language-in-Interaction

Displays in Advertisements

Reading
Duranti: “Linguistic Anthropology: History, Ideas, and Issues”

On Reserve in Reading Room, Haines
Duranti: chapters from Linguistic Anthropology
Berger: Ways of Seeing.
Turner: “Cosmetics: The Language of Bodily Adornment”
Williamson: “Signs Address Somebody”
Goffman: “Gender Display”

Jan. 19
Week 2: Models of Culture, Language, and Cognition

Reading:
Hutchins: “Learning to Navigate”
Basso: “Ice and Travel among the Fort Norman Slave”
Goodwin and Goodwin, “Seeing as a Situated Activity”
Goodwin; HSSS; Chapters 1-2

On Reserve in Reading Room
Duranti: “Language as Culture in U.S. Anthropology: Three Paradigms”
Goffman: “The Neglected Situation”
Geertz: “Thick Description: Toward an Interpretive Theory of Culture”
Duranti: “Theories of Culture” from Linguistic Anthropology
Gumperz: “Introduction” from Directions in Sociolinguistics: The Ethnography of Communication
Goodwin and Duranti: “Rethinking Context: An Introduction” from Rethinking Context

Assignment #1: Write a brief discussion (1-2 pages is fine) of how the models for human cognition presented in Hutchins (representing the field of “distributed cognition”), Basso (written in the mode of cognitive anthropology) and Goodwin and Goodwin compare. If you want to include Geertz, who advocates an “interpretive” theory of culture, or Goffman discuss this as well. We will discuss these ideas as a group. Email it to me at mgoodwin@anthro.ucla.edu at the latest by 5PM January 18. We will discuss your ideas in class.

Jan. 26
Week 3: Language Socialization

Ochs and Schieffelin: "Language Socialization: Three Developmental Stories"
Goodwin HSSS, Chapters 3-6
Pinker: “The Language Instinct”
Goodwin: “Professional Vision”
Goodwin: “Children’s Linguistic and Social Worlds” (on CD)
Assignment #2: List two or more questions which you feel these articles raise about the nature of learning a language and acquiring communicative competence. Email it to me at mgoodwin@anthro.ucla.edu by 5PM January 25.

Feb. 2
Week 4: Conversation Analysis and Ethnomethodology

Reading:

Schegloff, and Sacks: Opening Up Closings
Schegloff: The Routine as Achievement
Garfinkel: “Passing and the Managed Achievement of Sex Status in an Intersexed Person”
Brown & Levinson: “Universals of Language Usage: Politeness phenomena” (glance at to get the perspective)

Assignment #3: Conversation Analysis Exercises and Transcription Assignment (both on disk) due in class.
One paragraph each for Set 1 and Set 3 or Set 5 of CA Exercises. This can be done in groups. Bring to class.

On Reserve
Heritage: “Conversation Analysis”
Clayman and Maynard: Ethnomethodology and Conversation Analysis”
Psathas: "Ethnoscience and Ethnomethodology"
Sacks, Scheglof, and Jefferson, A Simplest Systematics for the Organization of Turn-Taking for Conversation

**Class Discussion Topics:** How does conversation analysis differ in methodology from traditional speech act theory (Brown and Levinson) and cultural anthropology?

**Feb. 9**  **Gender**
**Week 5**

**Reading:**
Bucholtz and Hall: “Language and Identity”
Lakoff: “Language and Women’s Place”
Hall: “‘Go Suck Your Husband’s Sugarcane!’: Hijras and the Use of Sexual Insult”
Goodwin: HSSS: Chapters 9-11

**Video:** Bombay Eunuch (narration by Kira Hall)

**Assignment #4 Project Prospectus Due**
This must include
1. A description of the phenomenon that you will be analyzing in your data.
2. A description of the data you will be using;
3. A sample of the data transcribed; ideally provide some data sets
The transcription system is on your disk.
Also see HSSS pp. 25-26: see also Duranti, “Transcription “ in Linguistic Anthropology,
The more specific you are now, the better feedback for the final project you will receive.

**On Reserve**
Besnier: “Crossing Genders, Mixing Languages: The Linguistic Construction of Transgenderism in Tonga”
Cameron: “Theoretical Debates in Feminist Linguistics”
Ochs: “Indexing Gender”
Bucholtz and Hall: “Theorizing Identity in Language and Sexuality Research”
Kiesling: “’Now I Gotta Watch What I Say’: Shifting Constructions of Masculinity in Discourse”
Goodwin: “Gender, Ethnicity, and Class in Children’s Peer Interaction” (on disk)

Feb. 16  
Week 6  
Stories: Alternative Analytic Approaches  

Reading:  
Goodwin, HSSS pp. 229-287  
Goffman: “Footing”  
Labov: “The Transformation of Experience in Narrative Syntax”  

On Reserve  
Sacks: Lectures on stories from Lectures on Conversation  
Ochs: “Family Narrative as Political Activity”  
Bauman: “Contextualization, Tradition and the Dialogue of Genres: Icelandic Legends of the Kraftaskáld”  
Basso: “Stalking with Stories: Names, Places, and Moral Narratives among the Western Apache”  
Basso: Wisdom Sits in Places: Notes on a Western Apache Landscape  

Topics for Class discussion:  
How do the authors differ in approaches to the study of stories?  
How does interviewing affect story structure?  
What is the role of the hearer in various discussions of stories?  

Assignment #5: Examine the story of “The Couple Who Got Married Three Times” (on disk) with respect to participation frameworks and footing.  
(1) How does the structure of the story compare with stories analyzed by Labov? (Discuss in 2-4 pages)  
Or  
(2) Analyze a story in some of your own data with respect to footing or participant frameworks.  
Email this by 5PM Feb. 15.

Feb. 23  
Week 7  
Multi-Modal Communication: Intersubjectivity and Identity Construction  
Keane: “Things of Value “ (Sumba, Indonesia)  
Goodwin and Goodwin: “Concurrent Operations on Talk” (on disk)  
Duranti: “Hierarchies in the Making” (Samoa)
Kendon: “The Role of Visible Behavior in the Organization of Social Interaction”

Questions: How do objects of value, body postures, and use of space constitute social identities and relationships?

On Reserve

Goodwin, “Games of Stance”
Goodwin: “Processes of Mutual Monitoring”
Duranti: “Language and bodies in Social Space”
Keane: (more from book Signs of Recognition: Powers and Hazards of Representation in an Indonesian Society

March 2
Week 8 Language, Identity, and Ideology
Reading:
Zentella: “Multiple Codes, Multiple Identities: Puerto Rican Children in NY City”
Kroskrity: “An Evolving Ethnicity among the Arizona Tewa: Toward a Repertoire of Identity”
Rampton: “Hegemony, Social Class and Stylisation”

Sidnell: African American Vernacular English
This site has links to other sites discussing Pidgins and Creoles, Australian Aboriginal English, Gullah, Hawaiian Creole English, Newcastle English, Belize Kriol, Dominica Creole French, Haitian Creole, Singapore Colloquial English, etc.

See also http://www.une.edu.au/ langnet/ index.html Language Varieties Website

Topics: Code-Switching, Dialects, and Creoles
What the relationship between language choice and identity?
Why do we need ethnography to study language variation?

On Reserve
Heller: “Introduction” to Codeswitching: Anthropological and Sociolinguistic Perspectives
Heller: “Strategic Ambiguity: Code-Switching in the Management of Conflict”
Nichols: “Creoles of the USA”
Woolard: “Codeswitching and Comedy in Catalonia”
Nichols: “Networks and Hierarchies: Language and Social Stratification”
Rickford: Suite for Ebony and Phonics
Gumperz: Interviewing in Intercultural situations
Hill: “Hasta la Vista, Baby: Anglo Spanish in the American Southwest”
Morgan: “More than a Mood or an Attitude: Discourse and Verbal Genres in African American Culture”

Assignment #6:
Examine the Prosecutor Lisa Lindsey’s closing statement in Casandra Rutherford court case (on disk). Address one or more of the following issues: What is the repertoire of identity or range of codes visible in her speech? How does she mark shifts in codes and footing? What forms of multimodality are involved in her presentation? (2-4 pages of analysis)
or
Alternatively, you may use your own data to address issues of code switching and multimodality.

March 9
Week 9: Language and Power
Topics: Language as Symbolic Power
How does the structure of space and interaction in total institutions shape the individual?
How does the turn taking and types of exchange within the courtroom differ from ordinary interaction?
How do institutions construct and impose ways of viewing experience?

Reading:
Ehrlich: chapters from Representing Rape: Language and Sexual Consent
Thompson: Introduction to Language and Symbolic Power by Bourdieu

Assignment #7: Look at turn taking and questions addressed by Cornelius Pitts to Ms. Was. in the Casandra
Rutherford Court Case (on disk). How do question-answer sequences in this course case compare with question answer sequences in ordinary talk? How is power instantiated? Issues of footing are also important in this data. The transcript begins about 4 minutes into the tape. Or use your own data and look at issues of power in exchanges.

**On Reserve**

Erickson: “Talking Down: Some Cultural Sources of Miscommunication in Interracial Interviews”

Atkinson and Drew: “Examination: A Comparison of the Turn-taking Organization for Conversation and Examination.”

Foucault: “The Eye of Power” and “Docile Bodies”


Schmid, “The Politics of Language in the late Twentieth Century; the Future of Language Politics in the U.S.”

Mehan, H. “The Construction of an LD Student: A Case Study in the Politics of Representation:

Valdés: “School Failure: Explanations and interventions”

van Dijk: Principles of Critical Discourse Analysis

Morgan: The African-American Speech Community: Reality and Sociolinguists


Delpit: The Silenced dialogue: Power and Pedagogy in Educating Other People’s Children

Duranti: “the Grammar of Agency in Political Discourse” from From Grammar to Politics

**Check this website:** James Crawford's Language Policy Website and Emporium

http://ourworld.compuserve.com/homepages/JWCRAWFORD/

**March 16**

**Week 10**

**Presentation of Projects**
Projects will be presented with highlights of your research projects (which may include projects based on data included on the class CD) transcripts of selected sequences and video.

**Class Discussion**

Each week the class will discuss what we see as the main prospects and problems with various articles. Everyone should come to class prepared with their own observations about what alternative paradigms offer.

Everyone should feel free to bring some of their own data for discussion when we are dealing with topics, which relate to your current research. This will allow you to get feedback from others about your work.

**Talks of Interest:**

As part of the CLIC. Talks are 10-12 in the Anthropology Discourse Lab

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

**Project**

A most important part of this course is the research project. Note that you must hand in a prospectus for your projects including samples of the data you will use the fifth week of class. This will allow time for comments on your projects before you turn them in and it is too late to revise. You should have transparencies of crucial data and diagrams typed in **18-point** (large) type for your presentation the last day of class. If you are using audio or especially video examples, prepare a segment tape so we do not spend valuable discussion and presentation time in class looking for examples. Treat the presentation sessions of projects as preparation for presentations of papers at meetings.

If you have already begun a project in another class that you want to elaborate upon, use this class to do it. It would probably be most beneficial to you if you worked on data that you have, or are presently collecting, but have not had time to write about previously. If you do not have data, you can use some of the Cassandra Rutherford Court Case (with a rough transcript provided on disk) or the Latina Hop Scotch material (also with transcript). Lots of tapes are available as well, including an archaeological field school, children at an ESL class in Columbia, SC, playing hop scotch (which includes a Korean boy
teaching others how to play). Talk shows and Court TV provide good data. Talk to me about your interests.

Cameras can be checked out for three days from Powell 190, the IMPL Lab (206-9854), located on the East wing of Powell Library. They also offer classes in Photoshop, Filming, Using I-Movie and Final Cut Pro, and can help with editing digitized movies for your projects. They ask that students get small groups together and they will accommodate your time needs.

The Office for the Protection of Research Subjects is quite explicit about the need for Informed Consent from people you work with (however class "projects" are exempt). If you are thinking about publication of your work, however, you need to contact the OPRS at 5-7122.

**The Idea Behind the Project**

Recent studies in linguistic anthropology (as well as work in psychology inspired by Vygotsky) have postulated that the true locus of culture is within the structure of activity. Social life occurs within the series of small activities which we move in and out of throughout the day (and through which identities may shift). Your mission is to provide a description of the social construction of some activity within a particular setting (i.e., an institutional setting). With respect to the project the following questions should be addressed:

How do participants in their various reciprocal roles work to sustain interaction of a particular sort? How do participants manifest the roles they play, or how might they distance themselves from the roles they play through small acts of rebellion? How do people become socialized into these roles (a somewhat difficult question to tackle, unless you can observe situations of apprenticeship or socialization, which would be really interesting and highly significant.) Recently in anthropology (and education) there has been tremendous interest in a dynamic approach to culture which includes how actors in social scenes acquire communicative competence in the roles they play.

What special language or gestural code, dress, use of space and forms of nonverbal communication do people employ to sustain the world they create through interaction in the activity you study? Please try to document the language used as closely as possible. If special dialect or code switching is significant please include this. If you have the opportunity/ time/ inclination to provide photos or diagrams, include them in the project. Another major thrust in anthropology now is to describe action, even if it's talk, as "embodied" action, capturing the nuances of how the body is crucial in the co-production of action.

Possibilities for the project might include events such as meetings, service encounters, classes, day care, discussion groups, court cases, games, sports
groups, dance class, dormitories, religious institutions, Sunday schools, Saturday classes for heritage language maintenance, music rehearsals archaeological field school, archaeology and physical anthropology lab work situations (usually extremely rich for this type of project), ethnic markets (99 Ranch in Van Nuys, for example, would be ideal for investigating multi-cultural interactions), play. Here are some more specific ideas for projects: music rehearsals, glamour portrait studios, beauty shops, quilting sessions, service encounters at markets such as the Santa Monica or Pico market (extremely rich for code-switching), storytelling sessions (bedtime stories with children).

I have tapes of many different settings if you would like to use them. Data include family dinners, archaeological field sites, court TV, etc.

Some Things to Keep in Mind while Doing your Project

Attempt to look at the activity you have selected as a small form of "situated activity system" in Goffman's terms (the Neglected Situation article), a form of activity which has a moving focus of "visual and cognitive attention." How do the participants in your situation build a world in common for the duration of event you are describing? We want as much as possible to be describing the "co-construction" of naturally occurring discourse, which means that we look at how the talk/behavior of one party influences that of another.

Describe what the activity frame is for the speech event or phenomenon you are interested in. (what is the overall structural organization of the activity). What is the beginning and end of the activity?

Within the activity what are the occasion-specific identities of participants. If relevant describe how the occasion-specific ones (caller/called in a phone call, jump rope jumper/jump rope turner in "double dutch") intersect with aspects of one's identify such as gender, ethnicity, occupation, as these are oriented towards by participants (and show in what ways they are oriented towards in the data).

What are the naturally occurring units within the activity? How do participants move from one turn to another? (there may be nested units within larger ones).

What is the shape of the units of talk (can they be described with respect to a specific grammatical form?) and what prosodic or intonational cues are important in their construction? If there is a type of meter or rhythm to the activity you describe, you could include some form of notation capturing this (as, say, chants in an auction, or vendors' calls).

What forms of alignment or stance toward the activity in progress do participants take up during the course of the talk? How is alignment displayed in the talk itself or in gesture or posture?
If there is quoted speech in your data read the articles on "Footing" which will be helpful in describing the participation frameworks at issue when someone is quoting the talk of another. If activities such as storytelling, gossip, arguing, or the organization of a task occur, you could read ahead in He-Said-She-Said regarding the organization of such activities.

These are some ideas. Of course I am open to many other paths towards achieving the goals you want to achieve in this course as well. The ultimate goal is for students to develop work into publishable form. Though this is difficult, it has been done. (An undergrad who took an equivalent course doing original fieldwork in Vietnamese-American sewing factories in LA, now has a paper accepted by Urban Anthropology). A socio-cultural anthropologist who did a paper on chanting in an Ethiopian church in LA in this class presented his paper at an African Studies meeting this fall. Many students develop ideas for their MA’s or dissertations in this class.

Your grade will be determined roughly as follows:

Assignments 1-4  5% each =20%
Pick two of the following: (15% each)  30%
Story structure Assignment #5
Code Switching Assignment #6
Language and Power Assignment #7
Class participation 10%
Final Project 40%
Books of interest in YRL


**Gender and the Body in Social Space**


**Bodies in Social Space**


**Language and Gender**


The Ethnography of Speaking


**Ethnomethodology and Conversation Analysis**


**Language, Ethnography, and Education**


**Important Work in Japanese**

Mori, Junko


Tanaka, Hiroko


Hayashi, Makoto