

THE ETHNOGRAPHY OF COMMUNICATION  
ANTHROPOLOGY 242/ APPLIED LINGUISTICS M207

Spring 2012  
Tuesday 10-12:50 Rolfe 2117  
Marjorie Harness Goodwin  
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Phone 7-2044 (during office hours) or 5-2055 (Anthro office)  
Office Hours: Wednesday 10-2  
and by appointment

**Books**

Goodwin, Marjorie Harness, *He-Said-She-Said: Talk as Social Organization among Black Children* (on reserve at YRL)  
Ahearn, Laura, *Living Language: An Introduction to Linguistic Anthropology* (on line at YRL and on reserve)  
Duranti, Alessandro, *Linguistic Anthropology* (optional, on reserve)

Several books are on reserve for the course at YRL (list at end of syllabus). I have a lot of optional readings on the website and can get more that target your particular interests. If you have already read one or more of the readings designated for a particular day, select others in its place.

**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*

**Weekly Assignments**

By 8 PM Sunday the week the readings are assigned students should post on the class website 3 questions for discussion on the readings and one paragraph not longer than a page about some topic you feel is relevant to the readings. Sometimes assignments will be more specific. You do not have to post something the first week.

**April 3**

**Week 1 Introduction to the Ethnography of Communication:**  
Kenneally: *The First Word*: ch 6-7  
Alim: What If We Occupied Language?

**April 10**

**Week 2: Ethnography and Models of Culture, Language, and Cognition**

*Reading:*

Ahearn: chapters 1, 2, 4

Goodwin and Goodwin, "Seeing as a Situated Activity"

Hutchins: "Learning to Navigate"  
Basso: "Ice and Travel among the Fort Norman Slave"  
Cohn: "Sex and Death in the Rational World of Defense Intellectuals"  
Mendoza-Denton, *Homegirls* chapters

**Optional**

Duranti: *Linguistic Anthropology* chapters 1-2, 3 (pp. 51-69)  
Santa Ana: 'Like an Animal I was Treated': Anti-Immigrant  
Metaphor in US Public Discourse

**Assignment #1:** Write a brief discussion (1-2 pages) comparing the models for human cognition presented in Hutchins, Basso and Goodwin and Goodwin. Post commentary on the website by 8 PM Sunday April 6 at the latest by 8 PM Sunday, April 8 and reaction to another's commentary by 5 PM Monday April 9. We will discuss your ideas in class.

**April 17**

**Week 3: Language Socialization**

*Reading:*

Ahearn, ch. 3  
Ochs and Schieffelin: "Language Socialization: Three Developmental Stories"  
Goodwin: *HSSS*, Chapters 1-2  
C. Goodwin: "Professional Vision"  
M Goodwin: Choreographies of Attention  
Burdelski: "Socializing Politeness Routines: Action, Other-orientation and Embodiment in a Japanese Preschool"

**Optional**

Fung, Miller, Lin: "Listening is Active: Lessons from the Narrative Practices of Taiwanese Families"  
Peters and Boggs: "Interactional Routines as Cultural Influences upon Language Acquisition"

**Assignment #2:** What questions do you these articles raise about the nature of learning a language and acquiring communicative competence? Post comments on web by 8PM April 15.

**April 24**

**Week 4: Conversation Analysis and Ethnomethodology**

*Reading:*

Goodwin: *HSSS*, Chapters 3-6  
Schegloff, and Sacks: "Opening Up Closings"  
Goffman: "On Face-Work: An Analysis of Ritual Elements"  
Hutchby and Wooffitt: "Conversational Structures"

Brown & Levinson: "Universals of Language Usage: Politeness Phenomena" (glance at to get the perspective)

**Assignment #3: Conversation Analysis Exercises and Transcription Assignment** (both on website) **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.

**May 1**      **Gender and Language**

**Week 5**      **Reading:**

Ahearn, ch. 9

Bucholtz and Hall: "Language and Identity"

Cameron: "The Myth of Mars and Venus"

Goodwin *The Hidden Life of Girls*, ch. 1

Goodwin: *HSSS*: Chapters 7-8

Wagner: "Bringing Sexuality to the Table"

**Optional**

Goodwin: "Games of Stance"

Eckert: "Language and Power in the Preadolescent Heterosexual Market"

Barret: "Indexing Polyphonous Identity in the Speech of African American Drag Queens"

Ochs: "Indexing Gender"

#### **Assignment #4 Project Prospectus**

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 the website (Under Project Preparation Readings)

Also see *HSSS* pp. 25-26: see also Duranti, ch. 5 "Transcription" in *Linguistic Anthropology*.

The more specific you are now, the better feedback for the final project you will receive.

**May 8**

**Week 6**      **Stories: Alternative Analytic Approaches**

**Reading:**

Goodwin, *HSSS*, chapters 9-11

Goffman: "Footing"

Labov: "The Transformation of Experience in Narrative Syntax"

Goodwin, "Byplay"

Basso: "Stalking with Stories Names, Places,

and Moral Narratives among the Western Apache"  
Bauman "Contextualization, Tradition and the Dialogue of Genres:  
Icelandic Legends of the Kraftaskáld."

"

**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 website) with respect to story structure (Labov), participation frameworks, footing.

Or

(2) Analyze a story in some of your own data with respect to footing or participant frameworks.

Email this to me by 5 PM May 6.

May 15  
Week 7

**Multi-Modal Communication: Intersubjectivity and Identity Construction**

**Reading:**

Duranti, *Linguistic Anthropology*, ch. 9

Goodwin and Goodwin: "Concurrent Operations on Talk"

Duranti: "Hierarchies in the Making" (Samoa)

Kendon: "Behavioral Foundations for the Process of Frame Attunement in Face-to-Face Interaction"

Keane: "Things of Value" (Indonesia)

Goodwin, Cekaite, Goodwin: "Emotion as Stance"

**Optional**

Goodwin and Goodwin: "Emotion within Situated Activity"

**Assignment #6:** Please submit questions and commentaries you have on readings

May 22  
Week 8

**Language, Identity, and Ideology**

**Reading:**

Ahearn: ch. 6 and 10

Mikihara: Linguistic Purism in Rapa Nui Political Discourse

Shankar: "Speaking like a Model Minority"

Zentella: "Multiple Codes, Multiple Identities: Puerto Rican Children in NY City"

Paris: "They're in My Culture: They Speak the Same Way"

Rickford: "Suite for Ebony and Phonics"

**Optional**

Irvine & Gal: "Language Ideology and Linguistic Differentiation"

Urcioui: The Political Topography of Spanish  
and English  
Morgan: "The African American Speech Community"

**Assignment #7:** Please submit questions and commentaries  
you have on readings

May 29

**Week 9: Language, Institutions and Power**

*Reading:*

Ahearn: chapter 12  
Blommaert: Language, Asylum and the National Order  
Kroskrity: Language Renewal as Sites of Language Ideological  
Struggle  
Ehrlich: ch. 2 *Representing Rape: Language and Sexual Consent*  
Thompson: Introduction to *Language and Symbolic Power* by  
Bourdieu  
Mehan: "The Construction of an LD Student: A Case Study  
in the Politics of Representation"

**Optional**

Thetela: "Discourse, Culture and the Law"

Briggs: *Stories in the Time of Cholera* (ch.1)  
Woolard: Language Ideology as a Field of Inquiry  
Duranti: "Language as Culture in U.S. Anthropology" (for  
review of key points in linguistic anthropology)  
Duranti: *Linguistic Anthropology, Conclusion*

**Assignment #8:** Please submit questions and commentaries  
you have on readings

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

http:

//ourworld.compuserve.com/homepages/JWCRAWFORD

June 5

Week 10

**Presentation of Projects**

Highlights of your research projects, including transcripts of selected  
sequences and video will be presented. Written projects are due by **June 12**.

**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.

### **Guest Speakers for Center for Language, Interaction, and Culture**

#### **Upcoming CLIC Talks**

**Richard Bauman** (Folklore, Indiana U) “Accordin’ to the Gospel of Etymology: Burlesque Sermons on Early Commercial Sound Recordings”  
Wednesday, **April 4, 5-7 PM, Haines 352**

**Richard Ashley** (Music Theory and Cognition, Northwestern University)  
Wednesday, **April 11, 5-7 PM, Haines 352**

**The 18<sup>th</sup> Annual CLIC conference**, organized by CLIC-GSA, will be hosted at UCLA, **May10-12**. Plenary speakers include Penelope Eckert, William Hanks, Cheryl Mattingly, and Jenny Mandelbaum  
<http://www.sscnet.ucla.edu/CLIC-GSA/conferenceinfo.htm>

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. You should develop an idea that will be useful for you in your own current research. Note that you are required to 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.

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. Talk shows and Court TV could provide data. The Comm Studies Archive, a data base that starts in 2005, houses 160,000 news and talk shows you could possibly access for data. Talk to me about your interests.

The CLICC lab in Powell Library offers classes in Photoshop, Filming, Using I-Movie and Final Cut Pro, and can help with editing digitized movies for your projects. Check the CLICC website.

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 (if you choose to take this path)**

**NOTE:** I am open to any project that advances the research you find most productive for your own work.

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). With work in this class you should 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. Another major thrust in anthropology now is to describe action 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),

### *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 that can be eventually put 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 had his paper at an African Studies journal. Many students develop ideas for their MA's or dissertations in this class. I will post some past papers.

Your grade will be determined roughly as follows:

|                     |     |
|---------------------|-----|
| Class participation | 30% |
| Assignments         | 40% |
| Final Project       | 30% |



**References for Anthropology 242/AL 206 (Required readings by week)**

Duranti, Alessandro, 1997 *Linguistic Anthropology*. Cambridge: Cambridge University Press.

Hutchins, Edwin, 1993 Learning to Navigate. *In Understanding Practice: Perspectives on Activity and Context*. S. Chaiklin and J. Lave, eds. pp. 35-63. Cambridge: Cambridge University Press.

Cohn, Carol

1987 Sex and Death in the Rational World of Defense Intellectuals. *Signs* 12(4):687-718.

Basso, Keith H., 1972 Ice and Travel among the Fort Norman Slave: Folk Taxonomies and Cultural Rules. *Language in Society* 1:31-49.

Goodwin, Charles, and Marjorie Harness Goodwin, 1996 Seeing as a Situated Activity: Formulating Planes. *In Cognition and Communication at Work*. Y. Engeström and D. Middleton, eds. pp. 61-95. Cambridge: Cambridge University Press.

Ochs, Elinor, and Bambi B. Schieffelin, 1984 Language Socialization: Three Developmental Stories. *In Culture Theory: Essays on Mind, Self, and Emotion*. R.A. Shweder and R.A. LeVine, eds. pp. 276-320. Cambridge: Cambridge University Press.

Goodwin, Charles, 1994 Professional Vision. *American Anthropologist* 96(3):606-633.

Kenneally, Christine

2007 *The First Word*. New York: Viking.

Schegloff, E. , and H. Sacks, 1984 Opening up Closings. *In Language in Use: Readings in Sociolinguistics*. J. Baugh and J. Sherzer, eds. pp. 69-99. Englewood Cliffs, NJ: Prentice-Hall.

Goffman, E. (1974 (1955)). On Face-Work: An Analysis of Ritual Elements in Social Interaction. *Language, Culture and Society: A Book of Readings*. B. G. Blount. Cambridge, MA, Winthrop Publishers, Inc.: 224-249

Brown, Penelope, and Stephen C. Levinson, 1978 Universals of Language Usage: Politeness Phenomena. *In Questions and Politeness Strategies in Social Interaction*. E.N. Goody, ed. pp. 56-310. Cambridge: Cambridge University Press.

Hutchby, Ian, and Robin Wooffitt

2008 *Conversation Analysis*, second edition. Cambridge: Polity Press.

Bucholtz, Mary, and Kira Hall, 2004 Language and Identity. *In Companion to Linguistic Anthropology*. A. Duranti, ed. pp. 369-394. Oxford: Blackwell.

Goodwin, Marjorie Harness

- 2006 The Hidden Life of Girls: Games of Stance, Status, and Exclusion. Oxford: Blackwell.
- Goodwin, Marjorie Harness, and Amy. Kyratzis  
2011 Peer Socialization. *In* The Handbook of Language Socialization. A. Duranti, E. Ochs, and B.B. Schieffelin, eds. Pp. 365-390. Malden, MA: Wiley-Blackwell.
- Lakoff, Robin, 1975 Language and Women's Place. New York: Harper.
- Goffman, Erving, 1979 Footing. *Semiotica* 25:1-29 (reprinted in Erving Goffman's *Forms of Talk*, 1981, Philadelphia: University of Pennsylvania Press, Pp. 124-159).
- Labov, William, 1972 The Transformation of Experience in Narrative Syntax. *In* Language in the Inner City: Studies in the Black English Vernacular. pp. 354-396. Philadelphia: University of Pennsylvania Press.
- Basso, Keith H., 1983 "Stalking with Stories": Names, Places, and Moral Narratives among the Western Apache. *In* Text, Play and Story: The Construction and Reconstruction of Self and Society. S. Plattner and E.M. Bruner, eds. pp. 19-55. Washington DC: American Ethnological Society.
- Bauman, Richard  
1992 Contextualization, Tradition and the Dialogue of Genres: Icelandic Legends of the Kraftaskáld. *In* Rethinking Context: Language as an Interactive Phenomenon. A. Duranti and C. Goodwin, eds. Pp. 125-146. Cambridge: Cambridge University Press.
- Goodwin, Charles, and Marjorie Harness Goodwin, 1987 Concurrent Operations on Talk: Notes on the Interactive Organization of Assessments. *IPrA Papers in Pragmatics* 1, No.1:1-52.
- Kendon, Adam  
1985 Behavioural Foundations for the Process of Frame Attunement in Face-to-Face Interaction. *In* Discovery Strategies in the Psychology of Action. Pp. 229-253. London: Academic Press.
- Goodwin, Marjorie H., and Charles Goodwin  
2001 Emotion within Situated Activity. *In* Linguistic Anthropology: A Reader. A. Duranti, ed. Pp. 239-257 (originally published as pp. 33-54 in *Communication: An Arena of Development*, edited by Nancy Budwig, Ina C. Uzgris and James V. Wertsch, Stamford CT: Ablex, 2000.). Malden, MA, Oxford: Blackwell.
- Irvine, J., and Susan Gal  
2009 Language Ideology and Linguistic Differentiation. *In* Linguistic Anthropology: A Reader. A. Duranti, ed. Pp. 402-433. Malden, MA: Wiley-Blackwell.
- Zentella, Ana Celia, 1998 Multiple Codes, Multiple Identities: Puerto Rican Children in

New York. *In* Language Practices of Older Children. S. Hoyle and C.T. Adger, eds. pp. 95-112. New York: Oxford University Press.

Kroskrity, Paul B.

2009 Arizona Tewa Kiva Speech as a Manifestation of a Dominant Language Ideology. *In* Linguistic Anthropology: A Reader. A. Duranti, ed. Pp. 386-401. Malden, MA: Wiley-Blackwell.

Shankar, Shalini

2008 Speaking like a Model Minority: "FOB" Styles, Gender, and Racial Meanings among Desi Teens in Silicon Valley. *Journal of Linguistic Anthropology* 18(2):268-289.

Morgan, Marcyliena

1994 The African-American Speech Community: Reality and Sociolinguists. *In* The Social Construction of Identity in Creole Situations. M. Morgan, ed. Pp. 121-148. Los Angeles: Center for Afro-American Studies.

Thetela, Pulie

2003 Discourse, Culture, and the Law. *AILA Review* 16:78-88.

Ehrlich, Susan, 2001 *Representing Rape: Language and Sexual Consent*. New York: Routledge.

Mehan, Hugh, 1996 The Construction of an LD Student: A Case Study in the Politics of Representation. *In* Natural Histories of Discourse. M. Silverstein and G. Urban, eds. pp. 253-276.

Thompson 1991

*Introduction to Language and Symbolic Power*. By P. Bourdieu. G.A. Raymond, Matthew, transl. (Edited and Introduced by John B. Thompson, translated by Raymond Gino & Matthew Adamson) Cambridge, MA: Harvard University Press.

Duranti, Alessandro, 2003 Language as Culture in U.S. Anthropology: Three Paradigms. *Current Anthropology* 44(3):323-347.

Blommaert, Jan, James Collins, and Stef Slembrouck

2005 Spaces of Multilingualism. *Language and Communication* 25:197-216.

Briggs, Charles L., and Clara Mantini-Briggs

2003 *Stories in the Time of Cholera: Racial Profiling during a Medical Nightmare*. Berkeley: University of California Press.

McHoul, A.

1998 Discourse. *In* Concise Encyclopedia of Pragmatics. J.L. Mey, ed. Pp. 225-236. New York: Elsevier.

## Books on Reserve at YRL

Bauman, Richard, and Joel Sherzer

1974 Explorations in the Ethnography of Speaking. Cambridge: Cambridge University Press.

Duranti, Alessandro

1997 Linguistic Anthropology. Cambridge: Cambridge University Press.

Duranti, Alessandro

2001 (and 2009) Linguistic Anthropology: A Reader. Oxford, UK: Blackwell.

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2004 A Companion to Linguistic Anthropology Oxford: Basil Blackwell.

Duranti, Alessandro, Elinor Ochs, and Bambi B. Schieffelin, eds.

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Gumperz, John J., and Dell Hymes, eds.

1972 Directions in Sociolinguistics: The Ethnography of Communication. New York: Holt, Rinehart, and Winston.

Schieffelin, Bambi B., and Elinor Ochs

1986 Language Socialization across Cultures. Cambridge: Cambridge University Press.

Schieffelin, Bambi B., Kathryn A. Woolard, and Paul Kroskrity, eds.

1998 Language Ideologies: Practice and Theory. New York: Oxford University Press.

## Books of interest in YRL

Duranti, A., & Goodwin, C. (Eds.). (1992). Rethinking Context: Language as an Interactive Phenomenon. Cambridge: Cambridge University Press.

Duranti, A. (1994). From Grammar to Politics: Linguistic Anthropology in a Western Samoan Village. Los Angeles: University of California Press.

Hanks, W. F. (1996). Language and Communicative Practices. Boulder, CO: Westview Press (a division of Harper Collins).

Schieffelin, B. B. (1990). The Give and Take of Everyday Life: Language Socialization of Kaluli Children. Cambridge: Cambridge University Press.

Silverstein, M., & Urban, G. (Eds.). (1996). Natural Histories of Discourse. Chicago: University of Chicago Press.

Ochs, Elinor, Emanuel A. Schegloff, and Sandra A. Thompson, eds.  
1996 *Interaction and Grammar*. Cambridge, New York: Cambridge University Press.

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1988 *Culture and Language Development: Language Acquisition and Language Socialization in a Samoan Village*. Cambridge: Cambridge University Press.

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J. Maxwell Atkinson & John Heritage (Eds.), Structures of social action . Cambridge: Cambridge University Press.

Drew, Paul, and John Heritage, eds.  
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Heritage, John  
1984 *Garfinkel and Ethnomethodology*. Cambridge: Polity Press.

Silverman, David  
1998 *Harvey Sacks: Social Science and Conversation Analysis*. New York: Oxford University Press.

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Kendon, A. (1988). Australian Aboriginal Sign Languages and Other Semiotic Systems Sign Languages of Aboriginal Australia: Cultural, Semiotic and Communicative Perspectives. Cambridge: Cambridge University Press.

Hymes, D. (1970). Linguistic Method in Ethnography. In P. Garvin (Ed.), Method and Theory in Linguistics, (pp. 249-325). The Hague: Mouton.

### **Gender and the Body in Social Space**

Barnes, R. (1993). Dress and Gender: Making and Meaning. Oxford, UK: Berg Publishers.

Bordo, S. (1990). Reading the Slender Body. In M. Jacobus, E. F. Keller, & S. Shuttleworth (Eds.), Body/Politics: Women and the Discourses of Science, (pp. 83-112). New York: Routledge.

Eicher, J. B. (1995). Dress and Ethnicity. Oxford, UK: Berg Publishers.

Kondo, D. (1997). About Face: Performing Race in Fashion and Theater. New York: Routledge.

Smith, D. (1990). Femininity as Discourse. In D. Smith (Ed.), Texts, Facts, and Femininity: Exploring the Relations of Ruling, (pp. 159-208). London: Routledge.

Spradley, J. P., & Mann, B. J. (1975). The Cocktail Waitress: Woman's Work in a Man's World. New York: John Wiley and Sons.

### **Bodies in Social Space**

Duranti, A. (1992). Language and Bodies in Social Space: Samoan Ceremonial Greetings. American Anthropologist, 94(3), 657-691.

Foucault, M. (1979). Discipline and Punish: The Birth of the Prison. New York: Random House. ("Docile Bodies").

Gregor, T. (1977). The Mehinaku: The Drama of Everyday Life in an Brazilian Indian Village. Chicago: University of Chicago Press.

### **Language and Gender**

Goodwin, M. H. (2006). The hidden life of girls. Oxford: Blackwell.

Mary Bucholtz & A. C. Liang & Laurel A. Sutton (Eds.), Reinventing identities: The gendered self in discourse. New York: Oxford University Press.

Bergvall, V. L., Bing, J. M., & Freed, A. F. (Eds.). (1996). Rethinking Language and Gender Research: Theory and Practice. London and New York: Longman.

Bucholtz, M., Liang, A. C., Sutton, L. A., & Hines, C. (1994). Cultural Performances: Proceedings of the Third Berkeley Women and Language Conference. Berkeley: Berkeley Women and Language Group.

Coates, J. (1996). Women Talk: Conversation between Women Friends. Cambridge, MA: Blackwell.

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Freed, A. (1995). Language and Gender: Review Essay. In W. Grabe (Ed.), Annual Review of Applied Linguistics, (Vol. 15, pp. 3-22). Cambridge: Cambridge University Press.

Freeman, R., & McElhinny, B. (1995). Teaching Language, Challenging Gender. In N. Hornberger & S. McKay (Eds.), Sociolinguistics and Language Teaching. Cambridge: Cambridge University Press.

Gal, S. (1990). Between Speech and Silence: The Problematics of Research on Language and Gender. In M. di Leonardo (Ed.), Gender at the Crossroads of Knowledge: Feminist Anthropology in the Postmodern Era, (pp. 175-203). Berkeley: University of California Press.

Gaudio, R. P. (1994). Sounding Gay: Pitch Properties in the Speech of Gay and Straight Men. American Speech, 69(1), 30-57.

Eckert, P., & McConnell-Ginet, S. (1992). Think Practically and Look Locally: Language and Gender as Community-Based Practice. In B. J. Siegel, A. R. Beals, & S. A. Tyler (Eds.), Annual Reviews of Anthropology, (Vol. 21, pp. 461-490). Palo Alto: Annual Reviews Inc.

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