

**THE ETHNOGRAPHY OF EVERYDAY SPEECH
ANTHROPOLOGY 141**

Winter 2009
Monday-Wednesday 9:30-10:45
Powell 320B

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Office Hours: Monday 11-12
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Book

Marjorie Harness Goodwin

*He-Said-She-Said: Talk as Social
Organization Among Black Children*

Readings on the Web

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.
- 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 PowerPoint 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 fieldwork assignments, however, will be evaluated on an individual basis.

Students in small groups (no more than 4) 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, weddings, dance class, dormitories, religious institutions and services and prayer groups, Sunday schools, Saturday classes for heritage language maintenance, music rehearsals, glamour portrait studios, piercing salons, tattoo parlors, video gaming groups, friends hanging out, family dinners, farmers' markets, ethnic markets (99 Ranch in Van Nuys, for example, would be ideal for investigating multi-cultural interactions), restaurants, news offices, field schools, tutoring lessons, hair salons, classrooms, laboratories, libraries, gas stations, children on the playground, various offices. We have had excellent projects on interaction in a family with a Downs syndrome child as well as with interaction in a classroom with students who have disabilities. (Disability Studies is a new minor at UCLA and a growing field in Anthropology.) 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.

Titles for final written projects from a recent class include "Creation of a Micro- culture among Friends: The Use of Assessments in Television Viewing among Friends," "Quinceañera: A Lesson in Moral Values," "Directives in Action within Brazilian Jiu-jitsu," "Gift Giving as a Form of Communication in an Indian Bengali Wedding." The final paper can focus on one form of language use in your larger project.

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).

Attendance: Attendance is **required**. There are no make-up demonstrations. If you have conflicts of any sort that you know about now, it's probably best to **not** take the class. Due to limited equipment, 4 cameras and 10 hard drives, the class must be kept small. Because of 2 holidays that fall on Mondays, your attendance is absolutely required each class period.

Note: Syllabus is subject to slight changes. The syllabus outlines assignments; shifts may occur given interests of the class. Four digital cameras are available for checking out at Audio Visual Services, through Chris Dutton, 206-6525, B-125 Campbell Hall basement across from Haines. He will have a list of students in the class. Office hours are Monday through Thursday 7 AM – 6: 30 PM and Friday until 6 PM. Plan to film as early in the term as possible so that you can begin analysis on your project. Because of the limited number, we will have to coordinate usage of them. If you have access to a camera, that will be helpful for the class members. Ten fire wire drives will be available through the CLICC office.

The CLICC Training Specialists will have office hours for applications such as iMovie, Photoshop, PowerPoint. CLICC also has Lynda.com tutorials (DVDs) available for checkout and use in the CLICC lab and classrooms. (CLICC has the following licenses for the program “In Design”: 10 licenses total, 8 for PC, 2 for Mac.) Practical issues regarding the CLICC lab will be explained on Wednesday Jan 7 by Jessica Tiregol Mentesosglu.

Class Assignments

Week 1

Jan 5

Introduction: The Ethnography of Everyday Speech

Overview of the concepts of the class and examples of research projects and filming strategies
Assignment #1 Explained (Field notes)

Jan 7

Ethnography and Transcription

Duranti: “Ethnographic Methods” and “Transcription”
Formation of groups for projects
Presentation by Jessica Tiregol Mentesosglu about CLICC resources

Week 2

Jan 12

Doing Ethnographic Research

Goodwin: HSSS, pp. 1-64

Complete Transcription Assignment:

Go to Links for the Class and

Then Transcription Assignment, which has audio and video links and a PDF of the assignment with a blank space for what you should transcribe (9 seconds).

You can do this assignment alone or with someone.

We will discuss alternative hearings in class

- Jan 14 **Bodies in Social Space**
 Spradley & Mann: "The Territorial Imperative"
 Goffman: "Regions and Region Behavior"
 Graesch: Material Indicators of Family Busyness
Guest Speaker: Dr. Anthony Graesch: Archaeology
 and the use of space in Los Angeles homes
- Week 3**
 Jan 19 **No class** (Martin Luther King Holiday)
Assignment #1 due by email to mgoodwin@anthro.ucla.edu
 by Jan 20 midnight. Each person turns in an assignment.
- Jan. 21 **Photoshop Demonstration** (and more)
- Week 4**
 Jan 26 **Gendered Behavior and The Language of Adornment**
 Mendoza Denton: "'Muy Macha': Gender and Ideology in
 Gang-Girls' Discourse about Makeup"
 Femenias: "Fabricating Ethnic Frontiers" and "Clothing the
 Body: Visual Domain and Cultural Process" (Peru)
Video: Wearing Hijab: Uncovering the Myths of Islam
 in the U.S.
Guest Speaker: Dr. Mouna Mana on Wearing Hijab
- PROJECT PART 1*** due by midnight via email on Friday, Jan 30 . **Each
 person turns in field notes** about space use; the group turns in one project.
- Jan 28 **Space Use and Dress among the Mehinaku**
 Gregor: Space, Settings, Designs
Video: We Are the Mehinaku
- Week 5**
 Feb 2 **Directives**
 Goodwin: HSSS Chapters 4 -6
 Goodwin: "Participation, Affect, and Trajectory in Family
 Directive /Response Sequences"
- Feb. 4 **Supportive Exchanges**
 Goffman: "Supportive Interchanges"
 Goodwins "Concurrent Operations on Talk"
 Baugh: "The Politics of Black Power Handshakes" (optional)
 Take-home **Midterm Due Feb. 6 by 5PM emailed.**
- Week 6**
 Feb 9 **Argument and Dispute Processes**
 Goodwin: HSSS Chapters 7-8
 C. Goodwin: Retrospective and Prospective Orientation in
 the Construction of Argumentative Moves
 C. Goodwin: "Participation, Stance and Affect in the
 Organization of Activities"

- Feb. 11 **Stories as Participant Frameworks**
 Goodwin: HSSS Chapters 9-11
 Goffman: "Footing"
Assignment #2 due by email to mgoodwin@anthro.ucla.edu by Feb. 13

Week 7

- Feb 16 **No Class: Presidents' Day**
 Feb. 18 **Hearers' Participation in Stories**
 Goodwin: "Byplay: Negotiating Evaluation in Storytelling"

Week 8

- Feb 23 **Talk, Gesture and Disability**
 C. Goodwin: "Co-Constructing Meaning in Conversations with an Aphasic Man"

- Feb. 25 **Language and Disability** (continued)
 Murphy: "The Damaged Self"
 Solomon: "Autism, Language and Childhood: An Ethnographic Perspective"
Guest Speaker: Dr. Olga Solomon

PROJECT PART 2 due Friday Feb 27.

Week 9

- Mar 5 **Project Presentations**
 Check to be sure that your movies play in the computer in the classroom so we have no lag-time between presentations.

- Mar 7 **Project Presentations**

Week 10

- Mar 9 **Project Presentations**
 Check to be sure that your movies play on the computer in the classroom so we have no lag-time between presentations.

- Mar 11 **Project Presentations**

PAPER DUE by March 16 at 5 PM by email.

Talks of Interest: There will be a CLIC Symposium on **Race and Ethnicity in Language, Interaction and Culture** on February 27, 2009. Dr. Alim will speak at the symposium. It will be held in the California Room, Faculty Center. For details contact: <http://www.sscnet.ucla.edu/clic/symp2009spkrs.htm>

Projects

There will be two **assignments** (one on field notes and one on transcription), two **projects** on the fieldwork (one on space and a PowerPoint presentation with

embedded video of interactions you investigate), a midterm exam, and a **final paper** that presents your findings with diagrams, maps, and images. There is no final exam. A good grade depends on **incorporating the readings and class lectures 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 progress 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:

Assignment 1	5%	Due Jan. 20
Assignment 2	10%	Due Feb. 13
Field Project Part 1	20%	Due Jan 30
Field Project Part 2	25%	Due Feb. 27
Final Paper	20%	Due Mar. 16
Midterm Exam	15%	Due Feb. 6
Class Participation	5%	

ASSIGNMENTS

ASSIGNMENT #1 Each student should turn in a separate set of **field notes**; this is a project done individually, although you should go with group members to the field site. Due via email Jan 20 midnight.

FIELDNOTES

1) Break into groups (not more than 3-4).

Students who have selected a field site have two options:

a) let others join you at your field site

b) if you would like to work alone, please e-mail about your field site/ project and what kind of progress you have achieved.

2) With other students in your group, choose a field setting. Please select a setting that is interesting to you, but also to which you have access and in which you will be able to video- or audio-record people interacting with one another. 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. Possible examples on campus: laboratories, the gym, cafeterias / restaurants (Café Roma, Northern Lights), stores (Ackerman Union, Lu Valle). Choosing a site, be creative but reasonable (e.g. bars are not recommended as a site, because of too much potential distraction). You can ask relatives / friends / neighbors if they would allow you to videorecord a couple of their family dinners, a bridal shower or a family celebration; or ask to be allowed to do a small-scale study of some social situation involving their children (e.g. a birthday party). Please ask permission of all involved, including the child.

3) go and observe the setting; take notes; use Hymes' SPEAKING model (end of syllabus, p. 11) as your *resource*, but not as the structure of your observational process.

4) without telling anyone (i.e. friends, parents, etc.) about your field site visit, *within 24 hours* write field notes of your observations. (You may have to modify these instructions if you are going to a site where you need permission. The idea is to get your "fresh" ideas about fieldwork.) Address what you did to "enter" the setting. Consider categories that you need to describe the scene, the information to which you have direct access, what seems implicit, what else would you like to know and how would you go about finding it out. **Please keep the computer file of the field notes for later use in other assignments.**

5) go to the www.oprs.ucla.edu and look at information on consent forms. Undergraduate students are not required to have participants sign consent forms (unless you plan to publish your findings), but you need to be aware of what working procedures are. I have a letter I can give to you describing the nature of the class and I can describe your specific project. We are not investigative reporters; rather we are anthropologists who inform people of their rights NOT to have their conversations recorded.

6) e-mail to mgoodwin@anthro.ucla.edu your field notes pasted your message as well as an attachment. (I would prefer your notes as an attachment, but sometimes programs are incompatible. I use Word.)

On the top of your e-mail message write:

Anthro 141 / Assignment #1

Project title : e.g. An ethnographic study of interaction in/at... (your site)

Your name

List group members.

PROJECT PART #1: YOUR FIELD SITE'S SPATIAL ORGANIZATION and MATERIAL CULTURE (such as objects, and personal adornment, hair style, clothing (uniforms for example) which are important for the constitution of identities in your site)

The main goal of PROJECT PART #1 is to document how the **spatial organization** of your field site is relevant to the activities that take place within it, and how **material objects** help constitute the scene. In order to do this, you will return to your field site to conduct observations with this focus.

The PROJECT PART #1 should be sent

** by the group collectively include digitized:*

1) map(s); 2) drawings (CLICC labs have the spatial mapping program Visio on computers if you would like to use this, but it's not required) 3) photographs;

** by each student, individually:* field notes describing what you saw and understood, following the guidelines below (Personal ID on top as for Assignment #1; send via email)

(Plus OPTIONAL, collectively: a CD with pan shots)

To organize this information, begin with the “larger picture” and then zero-in on details.

a) Within 24 hours after the observation, write down in your field what you have learned about your field site's spatial organization. Individual field site observations are to sent via email.

b) **IF (and only if)** you feel it helps locate the site, draw, download, or copy from a commercially available source a map of the area in which your site is located. Mark the site on the map in an appropriate way. Have maps of different scales if necessary. (example: map # 1 - where the are is situated within the City of Los Angeles ; map #2 - a more detailed street map of the area)

c) Make a map of the **spatial organization** of your site (example: a floor plan of an apartment, a layout of a park, a classroom, etc.) If you want you can use Visio (available in the CLICC lab of Powell 320).

d) Pay attention to the following, take notes at the site: How activities are distributed within the space; whether and how participants' behavior changes according to their position within the space; whether the spatial organization undergoes a change/transformation when certain social activities are taking place (example: putting several tables together for a large dinner gathering; selecting / clearing up a space for children to have a sleep-over party, etc.); whether there are **artifacts or other symbolic tools** (example: rules of conduct on the wall) that are present within the space and / or used by participants in the activity (example: family photographs, objects of religious or spiritual significance, sports trophies, etc.) Look at the **clothing** worn (and other types of bodily adornment) to see if this helps define participant roles.

3) Take photographs of the site and material artifacts on the site.

If appropriate, make photographs of both the external, and the internal areas. Select 4 to 6 photographs and scan them for future use, (example: if your field site is a school, make photographs of both the outside of the school, and the inside areas relevant to your study). *Optional:* with a video camera, make slow pan-shots of the space, both inside and outside the field site; you can turn this in as a CD.

ASSIGNMENT # 2

DATA COLLECTION & TRANSCRIPTION (group assignment)

The goal of this assignment is to audio- or video-record, select, and transcribe about a 3-minute data segment using Conversation Analysis transcription conventions (see *He Said She Said*, pp. 25-26 for Transcription Conventions.) You can get smaller segments if that is appropriate to your project (for example, greetings or other shorter supportive rituals). The exact length is not the issue. Choose sequences that you are going to include in your final project to transcribe.

The final product of this assignment will be a file that contains your **TRANSCRIPT**. It should be sent as an attachment (as long as our programs are compatible) and E-MAILED to mgoodwin@anthro.ucla.edu.

Please include your name, project title, your partners' names, etc., at the top of your message. One transcript per group is fine.. All transcripts could be useful for your final project.

In order to carry out this assignment, you will have to do the following:

- 1) Secure your recording equipment.
NOTE: a digital video camera will be available for checkout through AV Services. There are four of them so we need to share usage of the cameras for the class
- 2) Make sure that you have all the necessary components, such as batteries, audio- or videotape, etc. **TEST YOUR EQUIPMENT BEFORE YOU GO TO THE FIELD SITE. Be Sure to bring headphones to see if you are getting adequate sound.**
- 3) Go to your field site and audio- or video-record interaction according to the design of your project (some of you may decide to collect data in two different environments).
- 4) View or listen to the data that you collected (obviously more than once) and select a segment. The length of the selected segment will vary, but it should contain a part or a whole activity (example: an interaction between a customer and a waiter during meal order; a narrative told by one child to other children during a sleep over party).

NOTE: You might discover that what you have recorded is very different from your expectations or from what you wanted to investigate. If this happens, make an adjustment to your initial project design.

5) Transcribe not **more than 3 minutes** of this segment, using Conversation Analysis transcription conventions. If you have multiple activities that are shorter than three minutes (say perhaps short service encounters) then transcribe several activities. If eye gaze, objects, or other features are important in constituting the interaction, include these in your transcript as well. We are interested in new ways of thinking about how transcription can be accomplished which captures all relevant features.

E-mail to mgoodwin@anthro.ucla.edu by Friday, Feb. 16 (midnight).

PROJECT PART II:

A PRESENTATION OF YOUR PROJECT

The goal of Project Part II is to organize the information about the social interactions and activities taking place in your field site that you have accumulated through conducting your observations into a PowerPoint presentation with embedded video.

The presentation should include the following, in the order determined by you:

- The title of your project and the names of your group members.
- The general background / description of the site
- The spatial organization of your site: use the maps of the area and the images/ photographs that you submitted for Project Part 1 (scanned into the Power Point)
- Analysis **of the social interactions and activities** and their patterns regularities that you identified.

It may be that you discuss, for example, how **directives** are used to organize activity, how **stories** are told, how **greetings** are used to open an encounter, how **jokes** are told, how different types of **footings** are taken up towards an activity, how **disagreements** are negotiated, how accusations, or **assessments** are constructed.

- The social interaction –related phenomena and analytic questions that you have identified as the **potential** analytic foci. You may choose to begin with this section, going straight to the point (“In this project, we examine...”), or end with this section (in a “slow exposure, background first” format), depending on your plan of presenting your project. Both are fine.

(NOTE: IN THIS SECTION YOU WILL BE EXPECTED TO SHOW A GRASP OF THE CONCEPTS AND THEORIES DISCUSSED IN THE READINGS AND LECTURES. Integrate readings into the project.)

FINAL PAPER (group)

For your final paper, you will select only one or two out of all the potential foci;

For your final paper or presentation you are not expected to investigate every interesting phenomenon that you identified in your project presentation.

ANTHRO 141/GROUP EVALUATION

The group evaluation is **mandatory** for all group members; it should be submitted via email.

This is confidential.

Your name

Your Project's Title

Your group members' names

1. Please give a general evaluation of your group's collaboration in the class project.
2. What did you like and/or did not like about working in this group?

Hymes' SPEAKING diagram

Speaking: situation, setting and scene; physical circumstances of the communicative event, including time and place

Scene: psychological setting; kind of speech event according to cultural definitions

Participants; addresser and audience; could be addresser head of state whose message is read to reported by press agent

Ends: outcomes, goals , purposes of participants (wanting to sell something)

Act sequence: message form and content; must know how to formulate speech events in ways that culture values: **indirect and direct quotations**

Key: manner or spirit in which speech act carried out: mock or serious, perfunctory or painstaking; sarcasm

Instrumentalities: channels and forms: way message travels; smoke signals, telegraph, drumming

Norms: of interaction and interpretation; Americans do no gap, no overlap norm of conversational turn taking

Genres: poems, myths, proverbs, lectures, commercial messages, stories (like speech event, sermons)