

QUAL 8560
ETHNOMETHODOLOGICAL AND CONVERSATION ANALYTIC STUDIES

QUALITATIVE RESEARCH PROGRAM
Maymester 2008

Dr. Kathy Roulston
Office: 308 River's Crossing
Department of Lifelong Education, Administration & Policy
Email: roulston@uga.edu
Office Hours: 3.00-4.00 pm M-W & by appointment
Class Times: 5.00-7.45 M-W; Room G64, River's Crossing

Office Phone: 706/542-4060
Fax: 706/542-5873

Course Description

This course examines ethnomethodological (EM) and conversation analytic (CA) approaches to research. Topics include the philosophical assumptions upon which this work is based; a review of literature in EM and CA studies; contributions of key scholars; scholarly debates within the field; strands of research emerging in different disciplines; 'pure' and 'applied' CA; membership categorization analysis (MCA); and applications of this work to both naturally occurring data and interview data.

Course Objectives

As a learner in this course, you will

- investigate the philosophical traditions within the field of sociology from which ethnomethodological (EM) and conversation analytic (CA) studies emerged;
- develop an understanding of how these approaches differs from other qualitative approaches to research;
- examine the common sense resources and everyday reasoning through which members of a culture produce social actions;
- investigate the ways in which social interaction is ordered and organized by members;
- examine different methods used by researchers to do empirical studies;
- investigate conversation analytic strands of research in both 'pure' and applied traditions.
- investigate the principles of membership categorization analysis (MCA);
- develop skills in performing detailed analyses of transcripts of talk-in-interaction.

Specifically, you will engage in discussions, readings, and practical activities that will enable you to

- read and use CA transcription conventions;
- apply transcriptions conventions to a segment of talk-in-interaction;
- analyze data extracts, both texts and talk-in-interaction, using principles drawn from CA and MCA literature;
- apply principles to individual research interests.

Required Texts

- Drew, P., Raymond, G., & Weinberg, D. (Eds.). (2006). *Talk and interaction in social research methods*. London & Thousand Oaks: Sage.
- Francis, D., & Hester, S. (2004). *An invitation to ethnomethodology: Language, society and interaction*. London & Thousand Oaks: Sage.
- Liddicoat, A. J. (2007). *An introduction to conversation analysis*. London: Continuum.

Optional Recommended Texts

- Garfinkel, H. (2002). *Ethnomethodology's program: Working out Durkheim's Aporism*. Lanham: Rowman & Littlefield.
- Garfinkel, H. (1967). *Studies in ethnomethodology*. Englewood Cliffs, NJ: Prentice-Hall.
- Have, P. t. (2007). *Doing conversation analysis: A practical guide*. (2nd edn.). London: Sage.
- Have, P. t. (2004). *Understanding qualitative research and ethnomethodology*. London: Sage.
- Heritage, J. (1984). *Garfinkel and Ethnomethodology*. Cambridge, UK: Polity Press
- Hutchby, I., & Wooffitt, R. (1998). *Conversation analysis: Principles, practices and applications*. Cambridge, UK: Polity Press.
- Hutchby, I., & Wooffitt, R. (1998). *Conversation analysis: Principles, practices and applications*. Cambridge, UK: Polity Press.
- Psathas, G. (1995). *Conversation analysis: The study of talk-in-interaction*. Thousand Oaks, CA: Sage.
- Sacks, H. (1992). *Lectures on conversation*. Oxford, UK & Cambridge, USA: Blackwell.
- Silverman, D. (1998). *Harvey Sacks: Social science and conversation analysis*. Cambridge, UK: Polity Press.
- Wooffitt, R. (2002). *Conversation and discourse analysis: An integrated introduction*. Thousand Oaks: Sage

Additional Articles/Chapters

Electronic reserves

Readings are scanned and available electronically. You may access Electronic Reserve items, through the Course Reserve module in GIL (<http://gil.uga.edu>).

The password to access E-Reserves documents for this course is **ethnoca**

See full listing of readings in course outline.

Relevant journals

Specific journals that publish this type of work include:

Discourse Studies

Human Studies

Journal of Applied Linguistics

Pragmatics

Language and Education

Narrative Inquiry

Research Studies on Language and Social Interaction

Semiotica

Text and Talk

Other journals that have published theoretical and empirical work in EM and CA include:

Anthropology and Educational Quarterly
British Journal of Sociology of Education
Qualitative Inquiry
Qualitative Research

Discussion List

The discussion list in WebCT will be used for posting messages for the duration of the class. **Please check WebCT daily.** You may post comments, questions or references which may be of interest to others to the list.

Email

If you need to get in touch with, send messages to me via the email facility in WebCT. I will check this daily. My office ph. is (706) 542 4060.

Requirements and Grading

All students are required to complete the following written assignments with the final grade based on the distribution indicated below:

Project	Due Date	Points Possible
Annotated Bibliography	Readings summaries submitted to WebCT discussion list by 16 th , 23 rd and 30 th May Annotated Bibliography submitted 30 May	15
Transcription Exercise	May 27	15
Literature Review	June 2	20
Data Session	June 2-3	10
Data Analysis Project	June 4	25
Attendance/Participation	N/A	15
Total Points		100

Letter grades will be determined as follows:

The course will be graded on A-E basis. You will receive comments for your consideration for each item of assessment.

A	100-93	B-	82-80
A-	92-90	C+	79-77
B+	89-87	C	76-73
B	86-83	C-	72-70

Evaluation criteria:

Written assignments should show:

- ❖ Understanding and application of relevant readings
- ❖ A critical engagement with the ideas presented
- ❖ Clear organization and structure, fluent and accurate writing.
- ❖ APA formatting

Annotated Bibliography (15)

Each week, you will submit a short descriptive summary of two own-choice readings to the Class Discussion List in WebCT. These should be submitted in Weeks 1, 2 & 3; be 200-250 words in length, and summarize the key points in the article or chapter you have read, and make an assessment of the author's contribution, and how this could be used by others. Include the full reference in your posting, so that if other class members find this reference interesting, they will be able to locate it. Complete the posting by posing a question concerning the reading that might be taken up further by other class members via the discussion list. At the end of the semester you will submit your annotated bibliography with references in which you have compiled the 6 summaries that you have posted to the list. These readings may relate to the topic you have selected for the literature review.

Transcription Exercise and Reflection (15)

Select a section of transcript from an interview that you have conducted, or from a sequence of video- or audio-recorded talk-in-interaction. If you have already transcribed the talk, you will add to your transcription. Transcribe the sequence you have selected using the transcription conventions described by Anthony Liddicoat. What did you notice about your transcript? Write a reflection that incorporates your views on the process that you have undertaken, and what information regarding this interactional encounter that you have included that you did not have access to before (if had already been transcribed). What are the implications for your previous analysis? What are the implications of the omission of these characteristics of the data for other types of analysis? Your completed assignment should include the original transcription of this section with the newer version. The second transcription should be about 3-4 pages in length (minimum).

Literature Review (20)

Write a 1500 word essay that synthesizes your understandings of the literature concerning an area in ethnomethodological and conversation analytic studies. You should cite relevant readings in addition to those covered in class. Include a reference list. This literature review would be most beneficial if applied to your interest area. For example you may like to focus on a particular topic of substantive interest. You could also take a theoretical approach, and investigate theoretical and methodological issues or debates within the areas of conversation analysis, ethnomethodology, or membership categorization analysis. Another approach could be to focus on the work of one particular key scholar, and provide a survey of their contribution, or alternatively, focus on surveying the literature in CA concerning specific conversational sequences and/or objects. Some possible areas of interest are suggested below:

- Gender & studies of talk-in-interaction
- Approaches to computer mediated communication (CMC)
- Studies of learning disorders and disabilities
- Doctor-patient interaction

- Help-line talk
- Studies of interview talk
- Studies of institutional talk and workplace interaction
- Discursive approaches to therapy
- Studies of classroom interaction
- CA-approaches to second language acquisition
- Key Scholars: Harold Garfinkel, Emmanuel Schegloff, Harvey Sacks, Gail Jefferson, Anita Pomerantz, John Heritage, Douglas Maynard, Lucy Suchman
- CA studies: Assessments; Openings; Closings; Complaints; Compliments; Corrections; Delivering Bad News; Repairs; Initiation-Response-Evaluation (IRE) Sequences; Turn-taking; Greetings; Formulations

Class Presentation/Data Session (10)

Present the data that you have been working on to the class. If you are using audio/video-recordings, you will need to include these in your presentation. Provide a copy of the transcription or other data for class members, and provide an explanation of the data source. This will be a ‘work-in-progress’ session in which you present your preliminary ideas concerning analysis. Group members are invited to comment on the transcript, make suggestions in regard to the ongoing analysis, and provide other literature that might assist you in your work. A copy of the transcript and/or data along with preliminary ideas concerning analysis should be handed in at the presentation.

Data Analysis Project (25)

Using the data you have presented in class, and incorporating class discussion during your class presentation if appropriate, write up the preliminary findings of your analysis that has used principles drawn from EM, CA and MCA studies. You may use the interview text that you have transcribed, or you may use other interaction that you transcribed (such as video or audio-recorded mundane interaction). You will need to include a brief review of relevant literature. The project might be situated in 3 areas:

- (1) EM, CA or MCA literature;
- (2) a topical area of substantive interest (e.g. race, gender, deviance etc.)
- (3) methodological literature (e.g. interview procedures).

If you choose to situate your analysis within the CA literature, use literature pertaining to the phenomenon of interest you are examining to support your analysis (e.g. “repair”). If you choose to situate your analysis within the ‘applied’ literature, use literature from the area to show how this analysis contributes to an understanding of the issues, such as institutional talk, gender studies, classroom interaction, counseling, Second Language Acquisition and so forth. Alternatively, you could also situate your paper within the literature in qualitative methodology (e.g. how interview interaction is accomplished).

The completed paper should be approximately 3000-4000 words, and include:

- Discussion of relevant literature

- A description of data source
- Analysis
- Summary
- Reflections
- References

Policies and Procedures

Attendance and Participation

Please be prompt to class.

I expect regular attendance and points will be deducted from the final grade if there are excessive absences (missing more than 6 hours of a 3-credit course). Your participation in class discussions and course activities is essential. If you have a conflict with a session due to prior commitments, please see me privately (so as not to use our limited class time with individual scheduling concerns).

I expect people to come to class prepared, to contribute to class discussions, and participate in activities. Frequent lack of preparation or failure to contribute will also be taken into account in the final course grade.

You will be expected to share written work with others in the class for discussion and feedback.

Assignments

Please complete reading and written assignments by the due date. Points will be deducted for papers submitted after the due date (0.5 points per day). Remember that **both** content and quality of your writing products are very important. You will be expected to share much of your written work with others in the class for discussion and feedback.

Accommodations for Qualified Individuals with Disabilities

It is the policy of The University of Georgia to make reasonable accommodations for qualified individuals with disabilities. If you have a disability and desire accommodations to complete your course requirements, please notify me as soon as possible to discuss your request.

Tutorial assistance

Assistance with writing and editing is available from The Division of Academic Enhancement at Milledge Hall Learning Center. Ph. 542 7575.

Walk in assistance is also available at the Student Learning Center. See:

http://www.slc.uga.edu/students/writing_center.html

The Aderhold writing center is located in 124-B in Aderhold across the hall from the Department of Language & Literacy Education office. This service is available to students working on course papers, conference proposals, manuscripts, and dissertations. Please note that the writing center will be open all summer during the following hours:

Mon/Tue/Friday 9am – 12pm

Wed/Th 2pm – 5pm

For more information see:

<http://www.coe.uga.edu/lle/awc.html> or to schedule an appointment

<http://freecal.brownbears.com/AWC>

Free and Open Exchange of Ideas: Classroom Climate

As a graduate student at The University of Georgia, the free discourse of ideas should be expected. I believe the open exchange of ideas is necessary for learning. You may find that some of the class readings and discussions challenge your views and theoretical frameworks. I expect openness to difference and a willingness to interpret issues from frameworks that may not be quite so comfortable for you.

I have opinions, and will express those. You are free to express either agreement or disagreement without fear of consequences. This does not mean of course, that I may not challenge your views or disagree with them. But it does mean that you will experience no consequences for disagreeing with me. If you feel that I am violating this commitment, please arrange an appointment to discuss the issue.

Please be sensitive in your class participation by not unfairly dominating discussions. My goal is to create a psychologically safe space in which everyone feels that they can participate in the discussion. This does not mean people cannot disagree. This does not mean people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree.

Academic Honesty

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. Academic honesty is defined broadly and simply -- the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the University community are responsible for and involved in bringing about an honest university, and all must work together to ensure the success of the policy and code of behavior. Where suspected violations of the academic honesty policy occur, appropriate procedures are designed to protect the academic process and integrity while ensuring due process. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. I take academic honesty seriously, and plagiarism will not be tolerated. Quality academic writing includes accurate reference to others' ideas with appropriate acknowledgement. Further Information <http://www.uga.edu/honesty/>

Note

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.



Your instructor

I moved to Athens, Georgia in 2000, at which time I took a position as a postdoctoral fellow in the Qualitative Research program. In 2001 I took a tenure-track position as an assistant professor in the Qualitative Research Program. Prior to moving to the US, I had taught music education in elementary schools (P-8) in Queensland, Australia, and had taught part-time in pre-service teacher education programs at the University of Southern Queensland, Queensland University of Technology, and the University of Queensland. I have a Bachelor of Music Education from the Queensland Conservatorium of Music (1985), a Masters of Music Education (Kodály emphasis) (1992) from the University of Calgary, Canada, and a PhD in Education (2000) from the University of Queensland. I elected to do my doctoral program in the Graduate School of Education because I wanted to learn more about qualitative research methodology, and was very fortunate to work with Dr. Carolyn Baker, a well-respected ethnomethodologist, who has written extensively about membership categorization analysis.

Course Schedule of Readings and Activities

Ethnomethodological foundations

- 1. May 13** **Course overview**
Introduction to EM/CA/MCA

- 2. May 14** **What is ethnomethodology?**
Francis, D., & Hester, S. (2004). *An invitation to ethnomethodology: Language, society and interaction*. London & Thousand Oaks: Sage.
Chapters 1-4

- 3. May 15** **Garfinkel and ethnomethodology**
Francis & Hester (2004); Chapters 5-8
Garfinkel, H. (1967). *Studies in ethnomethodology*. Englewood Cliffs, NJ: Prentice-Hall.
Chapter 1, pp. 1-34

- 4. May 16** **Reasoning practices in everyday action; Developments and applications in EM**
Francis & Hester (2004); Chapters 9-11

2 readings summaries submitted to WebCT

- 5. May 19 Summing up: Studies in Ethnomethodology**
Rawls, Introduction to Garfinkel, H. (2002). *Ethnomethodology's program: Working out Durkheim's Aphorism*. Lanham: Rowman & Littlefield. (pp. 1-17, 48-64).

Garfinkel's (2002) book is on reserve at the main library for 2 hour library use. Pages listed are on GIL course reserves.

Own choice reading (Choose 1 from the following articles or chapters)

- Hak, T. (1998). "There are clear delusions." The production of a factual account. *Human Studies*, 21, 419-436.
- Heap, J. L. (1990). Applied ethnomethodology: Looking for the local rationality of reading activities. *Human Studies*, 13, 39-72.
- Hester, S., & Francis, D. (2003). Analyzing visual available mundane order: A walk to the supermarket. *Visual Studies* 18(1), 36-46.
- Macbeth, D. (1994). Classroom encounters with the unspeakable: "Do you see, Danelle?" *Discourse processes*, 17, 311-335.
- Mehan, H. (1999). Oracular reasoning in a psychiatric exam. In A. Jaworski & N. Coupland (Eds.), *The discourse reader* (pp. 559-575). London & New York: Routledge.
- Jayyusi, L. (1991). The equivocal text and the objective world: An ethnomethodological analysis of a news report. *Continuum*, 5(1), 166-190.
- Olszewski, B., Macey, D., & Lindstrom, L. (2006). The practical work of <Coding>: An ethnomethodological inquiry. *Human Studies*, 29, 363-380.

- Smith, D. E. (1990). K is mentally ill: The anatomy of a factual account, *Texts, facts, and femininity: Exploring the relations of ruling* (pp. 12-52). London: Routledge.
- Sacks, H. (1984). On doing "being ordinary". In J. M. Atkinson & J. Heritage (Eds.), *Structures of social action: Studies in conversation analysis* (pp. 413-429). Cambridge: Cambridge University Press.

Conversation Analytic Studies

6. May 20 Introduction to CA Studies

Liddicoat, A. J. (2007). *An introduction to conversation analysis*. London: Continuum.
Chapters 1-3.

7. May 21 Data & Transcription

Liddicoat (2004), Chapters 4-6

8. May 22 Turn-taking, preference, adjacency pairs, repair

Liddicoat (2004), Chapters 7-9

9. May 23 Analyzing Data

Liddicoat (2004), Chapter 10

Heritage, J. (2004). Conversation analysis and institutional talk: Analysing data. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice* (2nd edn.) (pp. 222-245). London: Sage.

Pomerantz, A., & Fehr, B. J. (1997). Conversation analysis: An approach to the study of social action as sense making practices. In T. A. van Dijk (Ed.), *Discourse as social interaction* (pp. 64-91). London: Sage.

2 readings summaries submitted to WebCT

May 26: Memorial Day Holiday – No Class

10. May 27 Membership Categorization Analysis

Silverman, D. (1998). *Harvey Sacks: Social science and conversation analysis*. Cambridge, UK: Polity Press. Ch. 7

Sacks, H. (1972). An initial investigation of the usability of conversation data for doing sociology. In D. Sudnow (Ed.), *Studies in social interaction* (pp. 31-74). New York: The Free Press.

Optional

Silverman, D. (1998). *Harvey Sacks: Social science and conversation analysis*. Cambridge, UK: Polity Press. Ch. 5.

Silverman (1998) is on reserve in the Main Library for 2-hour use in the library.

Transcription Exercise Due

11. May 28 Applying CA & MCA; analyzing interviews

Baker, C. D. (2002). Ethnomethodological analyses of interviews. In J. Gubrium & Holstein (Eds.), *Handbook of interviewing: Context and method* (pp. 777-795). Thousand Oaks: Sage.

Housley, W., & Fitzgerald, R. (2002). The reconsidered model of membership categorization analysis, *Qualitative Research*, 2, 59-83.

Roulston, K. (2006). Close encounters of the 'CA' kind: A review of literature analyzing talk in research interviews. *Qualitative Research*, 6(4), 535-554.

12. May 29 Researching language in surveys & interviews

Chapters 1-3 in Drew, P., Raymond, G., & Weinberg, D. (Eds.). (2006). *Talk and interaction in social research methods*. London & Thousand Oaks: Sage.

13. May 30 Researching language in focus groups, documents & observations

Drew, Raymond & Weinberg (2006), Chapters 4-6.

**2 readings summaries submitted to WebCT
Annotated Bibliography due**

14. June 2 Ethnographic objectivity & Studying institutions & media

Drew, Raymond & Weinberg (2006), Chapters 7-9

Literature Review Due

Data Sessions/Class Presentations

15. June 3 Studies of gender, race and deviance

Drew, Raymond & Weinberg (2006), Chapters 10-12

Data Sessions/Class Presentations

Classes End June 3

Data Analysis projects due June 5