

QUALITATIVE RESEARCH PROGRAM
QUAL 8560
Ethnometological and Conversation Analytic Studies
(formerly ERSH 8560)
Summer Thru Term, 2005

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Office Hours: by Appointment
Dates: June 10-July 25 2005
Class Times: 2.15-4.30 pm Mon-Wed-Friday
Class will not meet for 2 weeks (4-18 July)
Aderhold 625

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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. Prerequisite or corequisite: ERSH 8400 and ERSH 8410.

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

Garfinkel, H. (1967). *Studies in ethnomethodology*. Englewood Cliffs, NJ: Prentice-Hall.
Heritage, J. (1984). *Garfinkel and Ethnomethodology*. Cambridge, UK: Polity Press.
ten Have, P. (1999). *Doing conversation analysis: A practical guide*. London: Sage.

Optional Recommended Texts

Hutchby, I., & Wooffitt, R. (1998). *Conversation analysis: Principles, practices and applications*. Cambridge, UK: Polity Press.
Lepper, G. (2000). *Categories in text and talk: A practical introduction to categorization analysis*. London: Sage.
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.

Articles/Chapters

All readings will be available for copying from the OIT Office, 232 Aderhold for the duration of the course. They are also available from the UGA Central Library. One copy of each reading is available from the Reserve Desk at Main Library, and all are scanned and available electronically. To access the documents, go to the Course Reserve module in GIL (<http://gil.uga.edu>). The password access is:

ethno

See full listing of readings in course outline.

Specific journals that publish this type of work include:

Discourse Studies

Human Studies

Pragmatics

Language and Education

Narrative Inquiry

Research Studies on Language and Social Interaction

Semiotica

Text

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. For urgent messages, call me at (706) 542 4060.

Electronic reserves

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 **ethno**

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
Reading Journal	June 22/July 27	15
Literature Review	July 20	25
Transcription Exercise	July 1	15
Data Session	August 1-5	10
Data Analysis Project	August 5	25
Attendance/Participation	N/A	10
Total Points		100

Letter grades will be determined as follows:

90 - 100 points = A

80 - 89 points = B

70 - 79 points = C

Evaluation criteria:

Written assignments should show:

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

Reading Journal (15)

Throughout the course, you will keep a journal that includes reflections on readings and class discussions. A high quality journal, one that earns a grade of A, will consider the readings seriously and relate readings and class discussions to your own research interests. You will peer review these, and the complete journal will be handed in at the end of the course.

Literature Review (25)

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 an area in your interest. For example you may like to focus on a particular topic of substantive interest. You could also take a theoretical approach, and investigating 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 'pure' 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.

Pure CA studies: Openings; Closings; Repairs; Initiation-Response-Evaluation (IRE) Sequences; Greetings; Formulations

Transcription Exercise and Reflection (15)

Select a section of transcript from an interview that you have conducted. Re-transcribe this using the transcription conventions cited by Paul ten Have. 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. 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 2-3 pages in length.

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. (1 hour) 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)

Analyze a text using principles drawn from EM, CA and MCA studies. You may use the interview text that you have transcribed, or you may use other texts (for example, a newspaper account, email texts, internet relay chat transcripts; discussion list data, a transcription from media (radio/television) interviews etc). You will need to include a brief review of relevant literature. The project might be situated in 3 areas: (1) EM, CA or EM literature; (2) a topical area of substantive interest; or (3) methodological literature (eg. interview procedures).

- (1) If you choose to situate your analysis within the ‘pure’ or ‘straight ahead’ literature, use literature to support your analysis.
- (2) 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 gender studies, classroom interaction, counseling, CMC, Second Language Acquisition and so forth).
- (3) You could also situate your paper within the literature in qualitative methodology.

The completed paper should be 2000-3000 words, and include:

- Literature review
- A description of data source
- Analysis
- Summary
- Reflections

Policies and Procedures

Assignments

Please complete reading and written assignments by the due date. This is essential due to the short time-frame for this course. Points will be deducted for papers submitted after the due date. 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.

Attendance

Please be prompt to class. Although it is understandable that you may need to miss one or two classes, it is recommended that you take this course at a later date if you anticipate a number of absences and/or late arrivals. If possible, please inform us ahead of time if you will be absent or late.

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 are a person with a disability and desire accommodations to complete your course requirements, please notify the course instructor as soon as possible to discuss your request.

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. 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 not to unfairly dominate class discussions by talking too much or talking too loudly. The 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

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty has been developed to serve these goals. 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. Where suspected violations of the academic honesty policy occur, appropriate procedures are designed to protect the academic process and integrity while ensuring due process. The academic honesty system is an academic process, not a court of law.

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. *“All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible to inform themselves [sic] about those standards before performing any academic work”* (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).

Further Information

http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

Note: *“The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary”* (from page 1, Course Syllabus Policy, Academic Affairs Policy Statement Number 13, University of Georgia).

Topical Outline and Course Schedule of Readings and Activities

Ethnomethodological foundations

Course overview

Friday June 10

Introduction to EM/CA/MCA

What is ethnomethodology?

Monday June 13

Readings:

Heritage, J. (1984). *Garfinkel and Ethnomethodology*. Cambridge, UK: Polity Press.
Chapters 1-3, pp. 1-74

Garfinkel, H. (1967). *Studies in ethnomethodology*. Englewood Cliffs, NJ: Prentice-Hall.
Chapter 1, pp. 1-34

Optional

Clayman, S. E., & Maynard, D. W. (1995). Ethnomethodology and conversation analysis.
In P. ten Have & G. Psathas (Eds.), *Situated order: Studies in the social organization of talk and embodied activities* (pp. 1-30). Washington, DC: International Institute for Ethnomethodology and Conversation Analysis & University Press of America.

Garfinkel and ethnomethodology

Wednesday June 15

Readings:

Heritage, Chapters 4-7 pp. 75-231

Garfinkel, Chapter 2, pp. 35-75

Reasoning practices in everyday action

Friday June 17

Garfinkel, Chapters 3-6, pp. 76-207

Developments and applications in EM

Monday June 20

Readings:

Garfinkel, Chapters 7-9, pp. 208-311.

Rawls, Introduction to Garfinkel, H. (2002). *Ethnomethodology's program: Working out Durkheim's Aporism*. Lanham: Rowman & Littlefield.

Own choice reading (Choose 1 from the following articles)

Heap, J. L. (1990). Applied ethnomethodology: Looking for the local rationality of reading activities. *Human Studies*, 13, 39-72.

Hak, T. (1998). "There are clear delusions." The production of a factual account. *Human Studies*, 21, 419-436.

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.

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

An Introduction to CA

Wednesday June 22

Reading Journals: Due to Peer Reviewer

Readings:

- ten Have, P. (1999). *Doing conversation analysis: A practical guide*. London: Sage. Ch. 1
- Heritage, J. (1984). *Garfinkel and Ethnomethodology*. Cambridge, UK: Polity Press. Ch 8
- Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics for the organization of turn-taking for conversation. *Language*, 50, 696-735.

CA Studies

Friday June 24

- ten Have, P. (1999). *Doing conversation analysis: A practical guide*. London: Sage. Chs. 2-3
- Sacks, H. (1992). *Lectures on conversation*. Oxford, UK & Cambridge, USA: Blackwell. Lecture 1: Rules of conversational sequence.
- Schegloff, E. A., Koshik, I., Jacoby, S., & Olsher, D. (2002). Conversation analysis and applied linguistics. *Annual Review of Applied Linguistics*, 22, 3-31.

Data & Transcription

Monday June 27

Readings:

- ten Have, P. (1999). *Doing conversation analysis: A practical guide*. London: Sage. Chs. 4-5.

Own choice reading: (Choose 1 from the following 4 articles)

- Jordan, B., & Henderson, A. (1995). Interaction analysis: Foundations and practice. *The Journal of the Learning Sciences*, 4(1), 39-103.
- Baker, C. D. (1997). Transcription and representation in literacy research. In J. Flood & S. B. Heath & D. Lapp (Eds.), *Handbook of research on teaching literacy through the communicative and visual arts* (pp. 110-120). New York: Simon and Schuster Macmillan.
- Heath, C. (2004). Analysing face-to-face interaction: Video, the visual and material. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice* (2nd ed.). pp. 266-282). London: Sage.
- Psathas, G., & Anderson, T. (1990). The "practices" of transcription in conversation analysis. *Semiotica*, 78, 75-99.

Analyzing Data

Wednesday June 29

Readings:

ten Have, P. (1999). *Doing conversation analysis: A practical guide*. London: Sage. Chs. 6-7.

Own choice reading (Choose 1 of these 2 articles)

Heritage, J. (1997). Conversation analysis and institutional talk: Analysing data. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice* (pp. 161-182). 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.

Applications & Presentation of CA

Friday July 1

Transcription Exercise Due

ten Have, P. (1999). *Doing conversation analysis: A practical guide*. London: Sage. Chs.8-10

Drew, P. (2005). Conversation analysis. In K. L. Fitch & R. E. Sanders (Eds.), *Handbook of language and social interaction* (pp. 71-102). Mahwah, NJ: Lawrence Erlbaum Associates.

Heritage, J. (2005). Conversation analysis and institutional talk. In K. L. Fitch & R. E. Sanders (Eds.), *Handbook of language and social interaction* (pp. 103-148). Mahwah, NJ: Lawrence Erlbaum Associates.

Class will not meet for 2 weeks

Membership Categorization Analysis

Wednesday July 20 Introduction to MCA

Literature Review Due

Readings:

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

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.

Hester, S., & Eglin, P. (Eds.). (1997). *Culture in Action: Studies in membership categorization analysis*. Washington, DC: International Institute for Ethnomethodology and Conversation Analysis & University Press of America. Ch. 1. Membership Categorization Analysis: An Introduction.

Optional:

Psathas, G. (1999). Studying the organization in action: Membership categorization and interaction analysis. *Human Studies*, 22, 139-162.

Friday July 22 Applying MCA

Readings:

Silverman, D. (1998). *Harvey Sacks: Social science and conversation analysis*. Cambridge, UK: Polity Press. Chs 5, 7

Baker, C. D. (2004). Membership categorisation and interview accounts. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice* (2nd. ed.) (pp. 162-176). London: Sage.

Monday July 25 MCA & Applied CA

Readings:

Eglin, P. (2002). Members' gendering work: 'women', 'feminists' and membership categorization analysis, *Discourse & Society* 13: 819-25

Baker, C. D. (2000). Locating culture in action: Membership categorisation in texts and talk. In A. Lee & C. Poynton (Eds.), *Culture and text: Discourse and methodology in social research and cultural studies* (pp. 99-113). St Leonards: Allen & Unwin.

ten Have, P. (2001). Applied conversation analysis. In A. McHoul & M. Rapley (Eds.), *How to analyse talk in institutional settings: A casebook of methods* (pp. 3-11). London: Continuum.

Watson, R. (1997). Ethnomethodology and textual analysis. In D. Silverman (Ed.), *Qualitative research: Theory, method and practice* (pp. 80-98). London: Sage.

Wednesday July 27 Examples of MCA

Reading Journal Due to Peer Reviewer

Readings:

Hester, S. (2000). The local order of deviance in school: Membership categorisation, motives and morality in referral talk. In S. Hester & D. W. Francis (Eds.), *Local educational order: Ethnomethodological studies of knowledge in action* (pp. 197-222). Amsterdam/Philadelphia: John Benjamins Publishing Company.

McHoul, A., & Watson, D. R. (1982). Two axes for the analysis of 'commonsense' and 'formal' geographical knowledge in the classroom. *British Journal of the Sociology of Education*, 5, 281-302.

Stokoe, E.H. (in press, 2005). Doing gender, doing categorization: Exploring the possibilities of Membership Categorization Analysis for feminist researchers. *Sociological Review*, **. (Special issue 'New Horizons in Ethnomethodology').

Friday July 29 Studies in CA and MCA

Choose one paper from each category listed below:

1. "Pure" CA:

Edwards, D. (2000). Extreme case formulations: Softeners, investment, and doing nonliteral. *Research on Language and Social Interaction*, 33(4), 347-373.

Pomerantz, A. (1984). Agreeing and disagreeing with assessments: Some features of preferred/dispreferred turn shapes. In J. M. Atkinson & J. Heritage (Eds.),

Structures of social action: Studies in conversation analysis (pp. 57-101).
Cambridge: Cambridge University Press.

Schegloff, E. A., & Sacks, H. (1973). Opening up closings. *Semiotica*, 8, 289-327.

Antaki, C., Houtkoop-Steenstra, H., & Rapley, M. (2000) "'Brilliant. Next question...": High-grade assessment sequences in the completion of interactional units', *Research on Language and Social Interaction* 33: 235-62

2. MCA & Applied CA

Eglin, P., & Hester, S. (1999). Moral order and the Montreal massacre: A story of membership categorization analysis. In P. Jalbert (Ed.), *Media studies: Ethnomethodological approaches* (pp. 195-230). Lanham: University Press of America.

Paoletti, I. (2001). Membership categories and time appraisal in interviews with family caregivers of disabled elderly. *Human Studies*, 24, 293-325.

Sacks, H. (1972). On the analyzability of stories by children. In J. J. Gumperz & D. Hymes (Eds.), *Directions in sociolinguistics: The ethnography of communication* (pp. 325-345). Oxford: Blackwell.

Stokoe, E.H. (2003). Mothers, single women and sluts: Gender, morality and membership categorization in neighbour disputes. *Feminism & Psychology*, 13 (3), 317-344.

3. EM/CA in qualitative methodology

Rapley, T. J. (2001). The art(fulness) of open-ended interviewing: Some considerations on analysing interviews. *Qualitative Research*, 1(3), 303-323.

Roulston, K. (2001). Data analysis and 'theorizing as ideology'. *Qualitative Research*, 1(3), 279-302.

Roulston, K., Baker, C., & Liljestrom, A. (2001) Analyzing the interviewer's work in the generation of research data: The case of complaints. *Qualitative Inquiry*, 7(6), 745-772.

Roulston, K. (2000). The management of 'safe' and 'unsafe' complaint sequences in research interviews. *Text* 20(3), 1-39.

Data Sessions

	Class presentations of analysis of talk in interaction
Monday August 1	
	Class presentations of analysis of talk in interaction
Tuesday August 2	
	Class presentations of analysis of talk in interaction
Wednesday August 3	
	Data Analysis projects due
Friday August 5	
	Grades Due
August 8	