

**Linguistics 258A/Sociology 242:
Seminar in Language, Interaction, and Social Organization**

“Doing Difference, Using Difference”

Winter 2005
Friday, 9-12 p.m.
2609 Ellison Hall

<http://www.linguistics.ucsb.edu/faculty/bucholtz/classes/258A/>

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Course description

This seminar brings together the methods and findings of sociocultural linguistics and those of conversation analysis in a dialogue centering on the ways in which members of society use and accomplish social difference through talk-in-interaction. Inspired by the recent influential book *Doing Gender, Doing Difference* edited by Fenstermaker and West (2002), this seminar aims to find ways to describe and account for conversational practices centering on the major dividing differences in our time, such as race, gender, ethnicity, class and sexuality. A primary goal is thus to formulate new understandings of how differences which are consequential within society emerge and play out at the point of their production in the details of ordinary talk-in-interaction.

Course requirements

Weekly reading responses	10%
Term project	70%
Presentation of project	20%

Required readings

Fenstermaker, Sarah, & Candace West, eds. (2002). *Doing Gender, Doing Difference: Inequality, Power and Institutional Change*. New York: Routledge. (F&W on the syllabus)

A set of course readings available online at ERes (Electronic Reserve) at:

<http://eres.library.ucsb.edu/courseindex.asp>
Password: **pillar**

Class website

The class website (see URL above) will contain the most up-to-date information about the course, as well as an ongoing bibliography of relevant research and links to other useful websites. Additional copies of the syllabus may be downloaded there; the syllabus and any other course materials posted on the site are password-protected for copyright purposes.

Username: **difference**

Password: **winter05**

Weekly reading responses

Each week, students will submit **two copies** of a typewritten response to the required readings (and optionally to the recommended readings). The response should include two observations and one question about any or all of the readings. **The first reading response is due the first day of class.**

Term project

The term project is a highly individualized research project focusing on the analysis of interactional data in light of some issue raised in the course readings and discussions. Students will have the option of using data they collect themselves or of using previously collected data supplied by the instructors. Students taking the course for one quarter will complete a small-scale research project of approximately 10-15 pages during the quarter. Students taking the course for two quarters will write a roughly 10- to 15-page research proposal involving preliminary analysis in the first quarter and will develop the proposal into a paper of approximately 30 pages during the second quarter. Additional details about the project will be distributed separately.

Project deadlines:

- **Friday, January 28:** You must have your data set in hand by this date. If you're unable to locate data by this time, a data set will be provided by the instructors.
- **Friday, February 18:** Submit **two copies** of a preliminary analysis of up to 5 pages. This ungraded assignment will allow you to get feedback on your developing project.
- **Wednesday, March 16:** Submit **two copies** of your final project.

Presentation of project

All students will present their projects in class either during the last meeting of the quarter or during the final exam slot for the course (Wednesday, March 16, 9-12). Details about the presentations will be distributed separately.

A note of warning

Given the subject matter of this course, it is inevitable that some of the data examined both in course readings and in data sessions will contain terms and concepts that many people will find offensive. Students should never feel compelled to discuss aspects of the data that make them uncomfortable. Our own feeling, however, is that such data are important sources of information about how processes like racism, sexism, and homophobia come into being through interaction, and thus should be seriously engaged by analysts. Students are encouraged to speak to the instructors if they feel that their learning experience is harmed when the class discusses these materials.

Syllabus

Week 1: Friday, January 7

Difference as an Interactional Accomplishment

Smith, "Foreword" (in F&W)
 Fenstermaker and West, "Introduction" (in F&W)
 West and Zimmerman, "Doing Gender" (in F&W)
 Kitzinger, "Doing Feminist Conversation Analysis"

Recommended

Sacks, "On Doing 'Being Ordinary'"
 Garfinkel, "Passing and the Managed Achievement of Sex Status in an 'Intersexed' Person Part 1" and Appendix
 Jefferson, "A Note on Laughter in 'Male-Female' Interaction"
 (This reading will be discussed by our guest speaker during the first week; interested students may wish to read it after the first class meeting.)

Guest speaker: Don Zimmerman

Week 2: Friday, January 14

Mechanisms of Difference

Schegloff, "Tutorial on Membership Categorization"
 Sacks, "Hotrodder: A Revolutionary Category"
 Sacks, lectures from *Lectures on Conversation*
 Spring 1966, Lecture 8
 Spring 1967, Lecture 12
 Spring 1967, Lecture 13
 Spring 1966, Lecture 26
 Spring 1966, Lecture 28
 Spring 1966, Lecture 32
 Fall 1964-Spring 1965, Lecture 9 (excerpt)
 Sacks, "Some Considerations of a Story Told in Ordinary Conversation"
 Raymond and Heritage, "The Epistemics of Social Relations: Owning Grandchildren"

Recommended

Heritage and Raymond, "The Terms of Agreement"
 Stokoe, "Doing Gender, Doing Categorization"

Guest speaker: Geoff Raymond

Week 3: Friday, January 21

Extending the Approach: Race, Class, and Culture

West and Fenstermaker, "Doing Difference" (in F&W)
 Mori, "The Construction of Interculturality"

Recommended

Collins et al., “Symposium on West and Fenstermaker’s ‘Doing Difference’” (in F&W)
 Fenstermaker and West, “‘Doing Difference’ Revisited” (in F&W)

Guest speaker: Sarah Fenstermaker

Week 4: Friday, January 28
The Interactional Relevance of Category-Bound Difference

Deadline for data set for term project

Schegloff, “Whose Text? Whose Context?”
 Schegloff, “Conversation Analysis, Then and Now”

Recommended

Billig and Schegloff, “Critical Discourse Analysis and Conversation Analysis: An Exchange”

Guest speaker: Emanuel A. Schegloff

Week 5: Friday, February 4
Institutionalizing Difference

West and Fenstermaker, “Accountability and Affirmative Action” (in F&W)
 West, “Not Just ‘Doctors’ Orders”

Recommended

Dalton and Fenstermaker, “‘Doing Gender’ Differently” (in F&W)
 Matoesian, “The Grammaticalization of Participant Roles in the Constitution of Expert Identity”

Guest speaker: Sarah Fenstermaker

Week 6: Friday, February 11
Cultural Hegemony in Interaction

Kitzinger, “Kinship in Action”
 Kitzinger, “Speaking as a Heterosexual”

Recommended

Ochs and Taylor, “The ‘Father Knows Best’ Dynamic in Dinnertime Narratives”

Guest speaker: Celia Kitzinger

Week 7: Friday, February 18
Difference and Public Interaction

Preliminary analysis due
 [MB out of town for GLS]

Duneier and Molotch, “Talking City Trouble”

Gardner, “Passing By”

Recommended

Bailey, “Communicative Behavior and Conflict between African-American Customers and Korean Immigrant Retailers in Los Angeles”

Ryoo, “Achieving Friendly Interactions”

Week 8: Friday, February 25

Interactional Approaches to Inclusion and Exclusion

Goodwin, “Exclusion in Girls’ Peer Groups”

Ochs et al., “Inclusion as Social Practice: Views of Children with Autism”

Recommended

Goffman, “Stigma and Social Identity”

Guest speaker: Candy Goodwin

Week 9: Friday, March 4

Studying Difference: Current Trends and New Directions

Week 10: Friday, March 11

Student presentations of research projects (students enrolled for only one quarter)

Finals week: Wednesday, March 16, 9 a.m.-12 p.m. in regular classroom

Student presentations of research projects (students enrolled for two-quarter sequence)

Bibliography

Required readings (available on ERes)

- Duneier, Mitchell, & Harvey Molotch (1999). Talking city trouble: Interactional vandalism, social inequality, and the “urban interaction problem.” *American Journal of Sociology* 104(5):1263-1295.
- Gardner, Carol Brooks (1980). Passing by: Street remarks, address rights, and the urban female. *Sociological Inquiry* 50(3-4):328-356.
- Goodwin, Marjorie Harness (2002). Exclusion in girls’ peer groups: Ethnographic analysis of language practices on the playground. *Human Development* 45:392-415.
- Kitzinger, Celia (2000). Doing feminist conversation analysis. *Feminism and Psychology* 10(2):163-193.
- Kitzinger, Celia (ms.). Kinship in action: Reproducing the normative heterosexual nuclear family in “after hours” medical calls.
- Kitzinger, Celia (ms.). Speaking as a heterosexual: (How) does sexuality matter for talk-in-interaction?
- Mori, Junko (2003). The construction of interculturality: A study of initial encounters between Japanese and American students. *Research on Language and Social Interaction* 36(2):143-184.
- Ochs, Elinor, Tamar Kremer-Sadlik, Olga Solomon, & Karen Gainer Sirota (2001). Inclusion as social practice: Views of children with autism. *Social Development* 10(3):399-419.
- Raymond, Geoffrey, & John Heritage (ms.). The epistemics of social relations: Owning grandchildren.
- Sacks, Harvey ([1966] 1979). Hotrodder: A revolutionary category. In George Psathas, ed., *Everyday language: Studies in ethnomethodology*. New York: Irvington. 7-14.
- Sacks, Harvey ([1970] 1986). Some considerations of a story told in ordinary conversation. *Poetics* 15(1):127-138.
- Sacks, Harvey ([1964-65] 1995). Fall 1964-Spring 1965, Lecture 9: “I am nothing” (excerpt). In *Lectures on conversation*. Vol. 1. Oxford: Basil Blackwell. 70.
- Sacks, Harvey ([1966] 1995). Spring 1966, Lecture 8: “We”; Category-bound activities. In *Lectures on conversation*. Vol. 1. Oxford: Basil Blackwell. 333-340.
- Sacks, Harvey ([1966] 1995). Spring 1966, Lecture 26: Being “chicken” versus “giving lip back.” In *Lectures on conversation*. Vol. 1. Oxford: Basil Blackwell. 443-449.
- Sacks, Harvey ([1966] 1995). Spring 1966, Lecture 28: Intelligibility; Causally

efficacious categories. In *Lectures on conversation*. Vol. 1. Oxford: Basil Blackwell. 456-460.

Sacks, Harvey ([1966] 1995). Spring 1966, Lecture 32: Seeing an “imitation.” In *Lectures on conversation*. Vol. 1. Oxford: Basil Blackwell. 479-482.

Sacks, Harvey ([1967] 1995). Spring 1967, Lecture 12: Category-bound activities; Programmatic relevance; Hinting; Being “phoney.” In *Lectures on conversation*. Vol. 1. Oxford: Basil Blackwell. 578-583.

Sacks, Harvey ([1967] 1995). Spring 1967, Lecture 13: Category-bound activities: “The baby cried”; Praising, warning, and challenging; Tautological proverbs. In *Lectures on conversation*. Vol. 1. Oxford: Basil Blackwell. 578-583.

Schegloff, Emanuel A. (1997). Whose text? Whose context? *Discourse and Society* 8(2):165-187.

Schegloff, Emanuel A. (2002). Conversation analysis, then and now. Paper presented at the annual meeting of the American Sociological Association, Chicago, August 19.

Schegloff, Emanuel A. (ms.). Tutorial on membership categorization. Department of Sociology, University of California, Los Angeles.

West, Candace (1990). Not just ‘doctors’ orders’: directive-response sequences in patients’ visits to women and men physicians. *Discourse and Society* 1(1): 85-112.

Recommended readings (available on ERes)

Bailey, Benjamin H. (2000). Communicative behavior and conflict between African-American customers and Korean immigrant retailers in Los Angeles. *Discourse and Society* 11(1):86-108.

Billig, Michael, & Emanuel A. Schegloff (1999). Critical discourse analysis and conversation analysis: An exchange. *Discourse and Society* 10(4):543-382.

Goffman, Erving (1963). Stigma and social identity. In *Stigma: Notes on the management of spoiled identity*. New York: Simon & Schuster. 1-40.

Heritage, John, & Geoffrey Raymond (ms.). The terms of agreement: Indexing epistemic authority and subordination in talk-in-interaction.

Jefferson, Gail (2004). A note on laughter in “male-female” interaction. *Discourse Studies* 6(1):117-133.

Matoesian, Gregory M. (1999). The grammaticalization of participant roles in the constitution of expert identity. *Language in Society* 28(4):491-521.

Ryoo, Hye-Kyung (2005). Achieving friendly interactions: A study of service encounters between Korean shopkeepers and African-American customers. *Discourse and Society*

16(1):79-105.

Sacks, Harvey (1984). On doing "being ordinary." In J. Maxwell Atkinson & John Heritage, eds., *Structures of social action: Studies in conversation analysis*. Cambridge: Cambridge University Press. 413-429.

Stokoe, Elizabeth H. (forthcoming). Doing gender, doing categorization: Exploring the possibilities of membership categorization analysis for feminist researchers. *Sociological Review*.

Other relevant readings

In addition to this list, new references will be added to the "Readings" link of the course website throughout the course (and perhaps afterward). Please notify an instructor if you know of a reference that should be added to the online bibliography.

Anderson, Elijah (1990). The black male in public. In *Streetwise: Race, class, and change in an urban community*. Chicago: University of Chicago Press. 163-189.

Bucholtz, Mary (1993). The mixed discourse genre as a social resource for participants. In *Proceedings of the 19th Annual Meeting of the Berkeley Linguistics Society*. Berkeley: Berkeley Linguistics Society. 40-51.

De Fina, Anna (2000). Orientation in immigrant narratives: The role of ethnicity in the identification of characters. *Discourse Studies* 2(2):131-157.

Gardner, Carol Brooks (1995). *Passing by: Gender and public harassment*. Berkeley: University of California Press.

Gumperz, John J. (1992). Interviewing in intercultural situations. In Paul Drew & John Heritage, eds., *Talk at work: Interaction in institutional settings*. Cambridge: Cambridge University Press. 302-327.

Kitzinger, Celia (2000). How to resist an idiom. *Research on Language and Social Interaction* 33(2):121-154.

Kitzinger, Celia, & Hannah Frith (2000). Just say no?: The use of conversation analysis in developing a feminist perspective on sexual refusal. *Discourse and Society* 10(3):293-316.

Matoesian, Gregory M. (1993). *Reproducing rape: Domination through talk in the courtroom*. Chicago: University of Chicago Press.

Matoesian, Gregory M. (2001). *Law and the language of identity: Discourse in the William Kennedy Smith rape trial*. New York: Oxford University Press.

McIlvenny, Paul, ed. (2002). *Talking gender and sexuality*. Amsterdam: John Benjamins.

Mendoza-Denton, Norma (1995). Pregnant pauses: Silence and authority in the Anita Hill-Clarence Thomas hearings. In Kira Hall & Mary Bucholtz, eds., *Gender articulated: Language and the socially constructed self*. New York: Routledge. 51-66.

Mendoza-Denton, Norma (1999). Turn-initial no: Collaborative opposition among Latina adolescents. In Mary Bucholtz, A. C. Liang, & Laurel A. Sutton, eds., *Reinventing identities: The gendered self in discourse*. New York: Oxford University Press. 273-292.

Ochs, Elinor, & Carolyn Taylor (1995). The "Father Knows Best" dynamic in dinnertime narratives. In Kira Hall & Mary Bucholtz, eds., *Gender articulated: Language and the socially constructed self*. New York: Routledge. 97-120.

Schegloff, Emanuel A. (1998). Reply to Wetherell. *Discourse and Society* 9(3):413-416.

Schegloff, Emanuel A. (2002). Accounts of conduct in interaction: Interruption, overlap, and turn-taking. In Jonathan H. Turner, ed., *Handbook of sociological theory*. New York: Kluwer. 287-321.

Speer, Susan A. (1999). Feminism and conversation analysis: An oxymoron? *Feminism and Psychology* 9(4):471-478.

Stokoe, Elizabeth H. (2000). Toward a conversation analytic approach to gender and discourse. *Feminism and Psychology* 10(4):552-563.

Stokoe, Elizabeth H., & Ann Weatherall, eds. (2002). Gender, language, conversation analysis, and feminism. Special issue of *Discourse and Society* 13(6).

Thorne, Barrie (1993). *Gender play: Girls and boys in school*. New Brunswick, NJ: Rutgers University Press.

Weatherall, Ann (2000). Gender relevance in talk-in-interaction and discourse. *Discourse and Society* 11(2):286-288.

Wetherell, Margaret (1998). Positioning and interpretative repertoires: Conversation analysis and post-structuralism in dialogue. *Discourse and Society* 9(3):387-412.