

The Official Newsletter of the American Sociological Association Section on Ethnomethodology and Conversation Analysis

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Dear EMCA Community,

Aug would like to use this opportunity to offer our Section members a brief history of EMCA in Japan, or more precisely in his surroundings. In the 1970s, some sociologically-oriented scholars began to introduce ethnomethodology on various occasions,

and the first EMCA paper to be written by a Japanese scholar (in Japanese) was published (as far as Aug knows) in 1981 by Tomiaki Yamada, "(The Theoretical Framework of Ethnomethodology: An Introduction to Conversational Analysis," *Japanese Sociological Review* 36).

In early 1980s, a small number of graduate students read many of Garfinkel's, Sacks', and others' books and papers intensively. They were trying to read *all* the EMCA books and papers that were available at the time, including the transcription of the Purdue Symposium, and Garfinkel's dissertation. Around that time George Psathas visited Japan and gave several lectures, which intensely stimulated them further. In the early 1990s, Aug and his colleagues invited Jeff Coulter to Tokyo and held the first intensive seminar series on EMCA. Subsequently, they have had many opportunities to invite various EMCA scholars to hold intensive seminars and workshops (visit Aug's website:

<http://augnishizaka.com/index2.html>

for a list of the seminars he helped to organize).

...Con't on next page!

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In 1995, an IEMCA conference was held in Tokyo. This was an important event for the Japanese EMCA scholars. For the first time they met Japanese CA colleagues who were trained in the US and the UK, such as Makoto Hayashi, Junko Mori, Tomoyo Takagi, and Hiroko Tanaka. Since then the Japanese EMCA community has been expanding in various directions. In 2003, Tomoyo and Aug organized a CA training seminar with Gene Lerner as the instructor; this two-week seminar was the first opportunity for many Japanese scholars interested in CA to experience how to address actual data in adequate depth. In 2005 and 2006, they were able to invite Gail Jefferson to train us further in CA.

A research group of the Japanese scholars interested in EMCA, the Japanese Association for EMCA (JAEMCA) was established in 1993, and the number of its members currently amounts to more than 200. JAEMCA has been an important EMCA forum in Japan. Unfortunately for many Japanese scholars, the language is still a huge barrier to dispatch the results of their research outside of Japan. In addition, there are few academic connections with EMCA communities from other Asian countries, although Aug is expecting two students from Thailand and China to affiliate with his institution and to study EMCA this April. We hope the ASA EMCA Section can play a role in developing collaborations among the Asian EMCA communities.

Ken wishes to share the good news that EMCA is alive and well in other countries, too. In the last several years, there have been intensive seminars on EMCA in China (Douglas Maynard and Jack Bilmes generously contributed the CA portions), Brazil (a seminar series each at the University of São Paulo's Department of Philosophy and Department of Linguistics), Argentina (at the University of Buenos Aires, where we recently started translating *Ethnomethodology's Program*), Denmark (intensive workshops from 2013-2016 at Southern Denmark University), and Italy (University of Trento and University of Calabria). In all these places, there were graduate students eager to learn as much EMCA as they could.

The message? ... After 50 years of *Studies*, there is a future for us all.

The Montreal meetings are shaping up to be a big event. Anne Rawls was successful in turning the many paper submissions she received into five (5) regular sessions. And this is in addition to the two Section sessions – one an Invited Panel to acknowledge the 50th anniversary of *Studies in Ethnomethodology* and the 25th anniversary of Sacks' *Lectures*. There will be four expert panelists:

Geoffrey Raymond (UCSB), "Revisiting 'the analyzability of action-in-context as a practical achievement'."

Johannes Wagner (Southern Denmark University), "Emerging order in the forklift warehouse."

Eric Livingston (Univ. of New England, Australia) and **Michael Lynch** (Cornell), "The conversation analytic foundations of ethnomethodology."

The other Section Session will include three papers and a brief Business Meeting. We will allocate the Awards at our annual reception, to be held at a micro-brewery about a ten minute walk from the Palais. Finally, there will be a Garfinkel Centennial Commemoration event on Monday evening, Aug 14, at 6:30 pm on site (at the Palais), during which many friends and students of Garfinkel will be sharing brief anecdotes of their life and times with Harold. If possible, come and contribute your own.

Montreal is never to be missed, but this year we will have a very robust meeting. So please come and share the fun!

Your co-chairs,

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&

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A Survey of EMCA Data Sessions

by **Emily Hofstetter**

This is a brief report of a small survey of data session organizers undertaken this year. The survey concerned how data sessions were run, and compared between 28 responding data groups.

There have been many investigations of EMCA data sessions in the past. Some have been reflective (e.g., Jordan & Henderson, 1995; Schegloff, 1999), and some have trended towards prescriptive by virtue of being in a textbook format (e.g., Heath, Hindmarsh & Luff, 2010; ten Have, 1999). Others have involved EMCA-type analysis of data sessions themselves; Antaki, Biazzzi, Nissen and Wagner (2008) focused on how analysts balance making technical comments against more value-laden comments. Tutt and Hindmarsh (2011) demonstrated how analysts ‘reenact’ aspects of the data during data sessions as part of doing and communicating analysis. Harris, Theobald, Danby, Reynolds and Rintel (2012) showed how more experienced analysts create an instructional environment for inexperienced analysts. Finally, the largest scale EMCA-type analysis of data sessions is Bushnell’s doctoral thesis (2011) and subsequent paper (2012), who collected and studied a corpus of data session interactions in Japan.

So far, all of these studies involve single cases in the sense of tackling one data group at a time; there is yet to be a comparative analysis of variations in how we do data sessions internationally. Such a comparison is likely to find differences in the organization of data sessions. For instance, Jordan and Henderson (1995) mention a group where the data must be replayed at least every five minutes, and analysis takes place in the intervening time, which was never mentioned as a practice by survey respondents. Both respondents and authors varied in whether one should, as a group, focus on a very small portion of talk (a few lines, a few seconds, 30 seconds...), or whether it should be up to the analysts.

Anyone who has travelled to different groups to present data will note a wide variety of ‘rules’ about how to do a data session. Many groups also state that their rules have come directly from the source – either Jefferson, or Schegloff – and then proceed to give contradictory statements. Schegloff himself (1999, p.578) suggests that data sessions across the EMCA world have at least some degree of consistency when he says that, “Anyone who has participated in CA ‘data sessions’ or so-called ‘play groups’ – analytic jam sessions, if you like – which have ‘taken off’, will recognize what I am talking about...” Schegloff was speaking of unmotivated looking in particular. This may have been more consistent in 1999; at least some of the data sessions in this survey now allow for other, more motivated forms of doing analysis (see Analytic Focus, in Results).

There are also longitudinal differences. Fitch (2005, p.473) reports that, at a Loughborough data session, it was typical to spend two hours on a stretch of four to five lines, rather than several pages. Speaking as a current resident of the Loughborough group, it is more common now for analysts to bounce around the transcript and analyze their own couple of lines or turn design components, than for many analysts to tackle the same few lines for an extended period of time. Fitch’s commentary may have been slightly rhetorical, illustrating the microscopic aim of data sessions rather than a literal statement on the typical procedure. However, it is one example of a reported change in procedure, at Loughborough at least.

Method:

The survey (available for viewing here: <https://goo.gl/forms/pnqh8Mp6q1qyBYy02>) consisted of 14 questions, mostly about the structural organization of the data sessions, both in terms of preparing to give sessions (who organized them, who attended) and the interactional organization of the session itself (speaker selection, analytic focus). I recruited participants through a convenience sample. I emailed organizers of data sessions that I knew, those organizers provided me with further contacts in a snowball sample. I also recruited respondents via social media. Therefore, the sample is by no means systematic. A total of 28 people responded(1).

The survey had an international spread, although the majority were from the UK. There were respondents from 5 European countries plus 12 specifically from the UK, 3 from the USA, as well as responses from Japan, Australia, New Zealand, and Turkey. I conducted 4 informal interviews, with three students and one faculty member, from the USA, the UK, and the Netherlands, which gave me some additional anecdotal evidence and context.

Organizer	# Respondents
Student	6
Postdoc	2
Faculty	16
Other	4

Results:

Organizers

The respondents reported that the data session organizer was filled by several different roles, with faculty organizing the majority of sessions.

Frequency	# Respondents
2+/week	1
Weekly	11
Biweekly	1
1-3/Month	12
A few/Year	3

Frequency of sessions

The majority of data sessions were held between once and a few times per month, followed closely by weekly sessions

Duration	# Respondents
1 hour	1
1.5 hours	7
2 hours	17
2+ hours	3

Duration

Most data sessions were reported to last 2 hours.

Attendee Pool

Answers to this question varied – some answered the pool of potential attendees, others answered average attendance, and some reported both. Given this discrepancy, only an estimate is available. Respondents reported having a pool of between 2-60 potential attendees, and between 2-15 attendees per session.

(1) In some responses, it became clear that certain respondents were speaking on behalf of what I might consider to be several data session groups, whereas for them the group was joined together. The category of ‘a data session’ needs refining (or, member defining). Do we mean a single group of participants that meet regularly in a specific room? What if some participants go to more than one group, but not others – is it the same data group, or two different ones? This kind of category question raises challenges for comparing groups in any future work.



Visitors

Only one group reported having no visitors attend. 6 reported that they would be happy to have more visitors. 17 reported that visitors brought data to the sessions. There seems to be much more variation here that is worth investigating: do visitors attend often simply to attend, without bringing data (for some, this is evidently yes, but it is not clear for others)? There were also some difficulties reported in the 'challenges' section concerning visitors, namely that organizers often needed to do quality control to ensure that the transcripts were useful for analysis.

'Thinking' or 'study' time

Only one group reported not giving time for individuals to analyze the data before discussing it as a group. Another group noted that they only give study time when analyzing CA data – for EM data, they begin right away.

Starting the session

Groups were very consistent with their responses here. All groups mentioned that they allow for some preliminary context to be given about the data, and that they would then play the data several times.

Who talks first and turn order

The most common method of selecting speakers is by volunteering (or self-selection; for an example see Bushnell's [2011] analysis, p.152). Respondents could select more than one option. 'Spin-the-pen' is meant to indicate a style where some object is spun like a game wheel, and whoever the object points at becomes the first speaker.

For subsequent speaking, there was a variety of responses (some respondents did not indicate turn allocation after first speaker, so no exact numbers are included). The main divide seemed to be between doing a 'free-for-all', self-selection style of speaking, and a more structured style of going around the table clockwise (no one happened to indicate counter-clockwise) or, in one case, taking a speaking list.

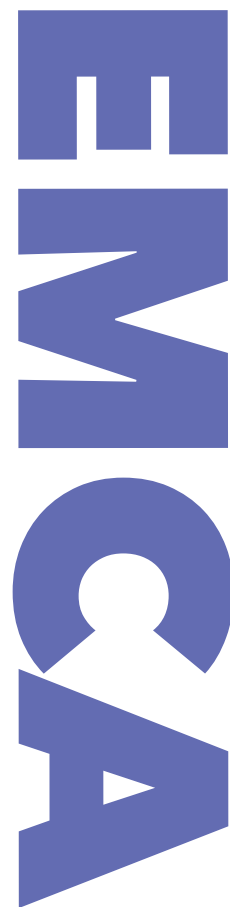
1 st Speaker selection	# Respondents
Volunteer	19
Go around the table	15
Spin-the-pen	3
Students first	2
Speaking list	1

What do each of these strategies accomplish? Do these strategies work differently with different group sizes? For those groups that indicated a turn allocation style, 'free-for-all' was slightly more popular with smaller groups (10 or fewer attendees), whereas going clockwise was slightly more popular with larger groups (more than 10 attendees).

Several respondents also pointed out that, while they could make generalizations, something usually derailed their 'typical' way of proceeding, such as an eager volunteer starting instead of using a pen, or someone keen to make a reply to a comment interrupts the flow of an otherwise clockwise format. The better question for future observational studies may be, how does adherence to (or disregard for) these 'rules' come to occur, and how does it affect the proceedings?

Announcements

The **Programming as Social Science (PaSS)** mailing list is available. It is an interdisciplinary network for researchers interested in software programming both as a research device and as an object of study. It includes researchers interested in and using ethnomethodology and those in human-computer interaction studies, as well as other fields. More information is here: <https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=PASS>.



Analytic focus

Most groups allow for analysts to have ‘free choice’ over what they analyze – in other words, they can pick whatever aspect of the transcript they find interesting for comment. However, many also allow for the presenter to express

interest in specific aspects of the transcript. Anecdotally, this is especially common with people bringing collections of data, or an extract that is part of a working collection. Although this may seem like an intuitive option, it does raise the classic question of whether this kind of analysis counts as ‘unmotivated looking’.

Analytic focus	# Respondents
Free choice	14
Presenter’s interest	4
Either – it depends	7
Work through sequences	3

Some groups reported focusing down on smaller increments of the transcript (smaller than 1 minute, for instance, if the overall extract is greater than that length), in order to encourage analysts to contribute to a discussion of a single sequence. Other groups reported more structured approaches, such as watching the video and stopping it at the request of analysts when they spot something of note. Still others suggest offering initial comments, before focusing as a group on one of the initial comments that was interesting. The responses varied quite a lot in the specifics of how a data session proceeded with analysis.

Challenges

The main challenge mentioned was finding a way for the group to actually meet. In instances where attendance was noted as a challenge, student or postdoc organized groups mentioned faculty attendance specifically. Where the group was organized by faculty, attendance was only listed in general (‘attendance’ and ‘attendance outside of term time’). There may be a perceived or actual lack of attendance by faculty when the group is organized by a non-faculty members.

Challenge	# Respondents
Scheduling a time for everyone	7
Attendance	6
Lack of presenters bringing data	6
Untrained participants	3
Keeping focus on micro-scale	2
Over-talkers	2
Room equipment	2

Conclusion

The comparative exercise in this little report raises more questions than it answers. In particular, there is much more to be analyzed with respect to how data session practices vary and accomplish different outcomes – for example, how does speaker selection vary according to group size or institutional rules about ‘going clockwise’ or ‘spinning the pen’?

There are also questions about what the consequences of these practices may be: How do different practices facilitate novice learning in different ways? How do different practices facilitate different foci for analysis? Given the potential impact that these behaviours have on our analysis and brainstorming, as well as on our training as analysts, further comparison would be useful.

At least we may confidently say that there are differences to be observed, and more to be learned about how data sessions are differently organized and structured, and how this may influence our training and analysis.



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More Data Session Information

ROLSI has a list of running data sessions here: <https://rolsi.net/teaching-2/data-sessions/>

The EMCA Wiki is also always useful.

Calls for Papers: Conferences

103rd National Communication Association (NCA): Our Legacy, Our Relevance

Dallas, USA, Nov. 16-19, 2017.

<http://www.nca-lsi.org>

DEADLINE for submissions, Mar. 29, 2017.

Big Video Sprint 2017

Aalborg University, Denmark, Nov. 22-24, 2017.

<http://www.bigvideo.aau.dk/conference/big-video-sprint-2017/>

DEADLINE for submissions, May 30, 2017.

Language and Social Interaction Work Group 2017

Columbia University, USA, Sep. 22-23, 2017.

<http://www.tc.columbia.edu/lansi/>

DEADLINE for submissions, May 31, 2017.

Copenhagen Multimodality Day 2017

University of Copenhagen, Denmark, Oct. 6, 2017.

<http://circd.ku.dk/calender/multimodality-day-2017/>

DEADLINE for submissions, Jun. 20, 2017.

Upcoming Workshops

Jun. 12-13 2017, London, UK: **Video and the Analysis of Social Interaction** <https://www.ncrm.ac.uk/training/show.php?article=7203>

Books

Routledge is reissuing several classics in the EMCA field through the Directions in Ethnomethodology and Conversation Analysis Series. By the end of March we will see:

Garfinkel, H. (1986) *Ethnomethodological studies of work*. Routledge.

Liberman, K. (1985) *Understanding interaction in Central Australia: An ethnomethodological study of Australian Aboriginal people*. Routledge.

And by the end of June we will see:

Lynch, M. (1985). *Art and artifact in laboratory sciences: A study of shop work and shop talk in a research laboratory*. Routledge.

Upcoming Events

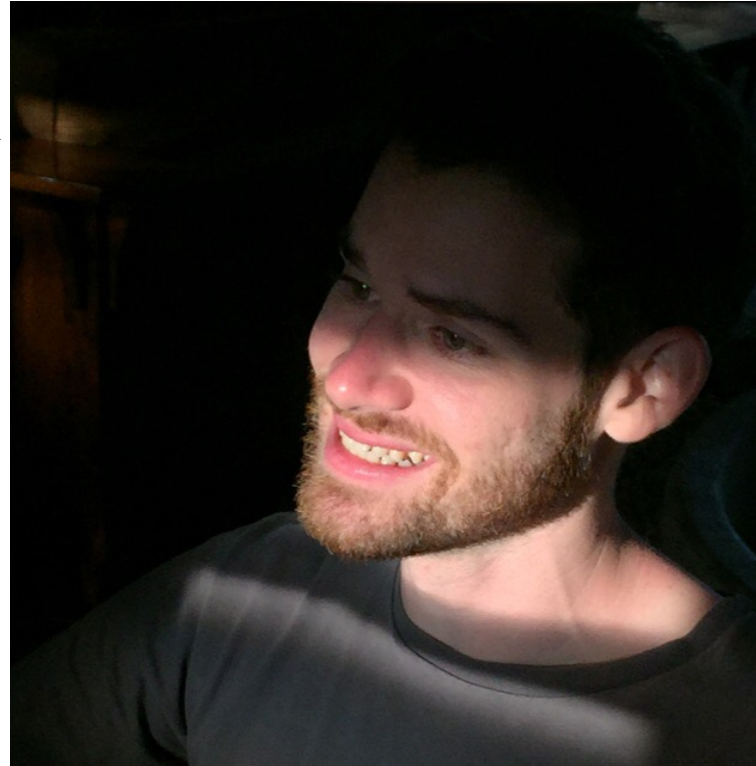
- Mar. 9-11 2017, Texas A&M University Commerce, USA: **7th Humor Research Conference.** <http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/nethrc/>
- Mar. 29-31 2017, Institut für Deutsche Sprache, Mannheim, Germany: **20th Arbeitstagung zur Gesprächsforschung/Conversation and Discourse Analysis: Interaction and Media.** <http://tagung.gespraechsforschung.de/>
- Apr. 6-8 2017, University of West England (Bristol), UK: **iMean 5 Conference on Language and Change** <http://www1.uwe.ac.uk/cahe/research/bristolcentreforlinguistics/i-mean.aspx>
- Apr. 20 2017, University College of Southeast Norway, Norway: **Conversation as a tool for professional practice** <https://www.usn.no/about-usn/campuses/vestfold/calendar-vestfold/conversation-as-a-tool-for-professional-practice-article203013-8389.html>
- May 11-13 2017, Helsinki, Finland: **Intersubjectivity in action.** <http://blogs.helsinki.fi/ii-a-2017/>
- May 19-20 2017, UC Santa Barbara, USA: **23rd Annual Conference on Language, Interaction and Social Organization (LISO).** <http://liso.ucsb linguist.org/home>
- Jun. 6-8 2017, Riverdale (NY), USA: **New Horizons in the Ethnography of Communication** <https://www.academia.edu/26904132>
- Jul. 9-12 2017, Loughborough University, UK: **10th Biennial International Society of Critical Health Psychology (ISCHP) Conference** <http://ischp2017.weebly.com/>
- Jul. 10-13 2017. Otterbein University, Westerville, USA: **IIEMCA 2017.** http://www.iiemca.org/_wp_live/conferences-workshops/next-conference
- Jul. 12-14 2017. University of Bristol, UK: **6th International Meeting on Conversation Analysis and Clinical Encounters (CACE).** <http://clahrc-west.nihr.ac.uk/events/cace-2017-international-meeting-conversation-analysis-clinical-encounters/>
- Sep. 22-23 2017, Columbia University, USA: **Language and Social Interaction Work Group 2017** <http://www.tc.columbia.edu/lansi/>
- Oct. 6, 2017, University of Copenhagen, Denmark : **Copenhagen Multimodality Day 2017** <http://circd.ku.dk/calender/multimodality-day-2017/>
- Oct. 10-14 2017, University of Bologna, Italy: **2017 International Association for Dialogue Analysis (IADA)** <https://eventi.unibo.it/international-conference-iada-bologna2017/>
- Nov. 16-19 2017, Dallas, USA: **103rd National Communication Association (NCA): Our Legacy, Our Relevance.** <http://www.nca-lsi.org>
- Nov. 22-24 2017, Aalborg University, Denmark: **Big Video Sprint 2017** <http://www.bigvideo.aau.dk/conference/big-video-sprint-2017/>
- Jul. 11-15 2018, Loughborough University, UK: **ICCA.** <http://icca2018.org>

Graduate Biographies from Around the World

Donald Everhart, UC San Diego, USA

In the midst of my fifth year of graduate study at UC San Diego, I continue to pursue my interests in laboratory studies, ethnographic video, and ethnomethodology.

At UCSD, I work within the science studies program and the department of sociology. This has allowed me to pursue interdisciplinary work from the start. My own focus on interdisciplinary collaborations is inspired by the wealth of previous ethnomethodological and ethnomethodologically-inspired work on scientific work, including that of my mentors, Morana Alač and Charles Goodwin, but also classic works by Karin Knorr Cetina, Michael Lynch, Steve Woolgar, and Bruno Latour. Of primary interest to me is how work between members with different expertise is done as a mundane, practical accomplishment.



To this end, I have been attempting to push some of the possibilities of hybrid ethnomethodological studies as well as the video practices of ethnomethodology. Some of this has been inspired by the practices of anthropological ethnographic filmmakers. Working at UCSD with semiotician and ethnomethodological fellow traveler Bennetta Jules-Rosette has also helped me to further develop my filmic and analytical practice. For a field that often uses audio and video recordings as a primary component of our own analytical work, ethnomethodology and conversation analysis could go much further in its consideration of the structures and affordances of recording. Garfinkel's interest in documentary procedures applies as well to ethnomethodologists as it does to the police, clinical psychologists, or neurobiologists.

Before working on laboratory studies, I completed my MA at the University of Chicago and my BA at Hampshire College, with some stops working as a design research consultant in between. When I'm not working on matters academic, I enjoy comparing the different BBQ joints in Koreatown, Los Angeles, attempting to learn conversational Cantonese, and going to climbing gyms.

EMCA

Luis Manuel Olguin, UC Los Angeles, USA

I was initially drawn to Conversation Analysis and human interaction as a site for social inquiry by a graduate seminar on Discourse Analysis led by Virginia Zavala Cisneros at Pontificia Universidad Católica del Perú (PUCP). After graduating with a B.A. and M.A. in Linguistics, I worked as an adjunct lecturer in discourse studies and sociolinguistics at PUCP. During that time, I also participated in *Mente y Lenguaje*, an interdisciplinary research group on issues concerning language, social cognition, and human evolution. Currently, I am a PhD student in the Sociology Department at UCLA.



My research broadly focuses on morality and social influence in human interaction. In particular, I am interested in how speech and other sensory modalities are mobilized to attain the social control of individuals and, in the service of action, how interactional comportment produce institutions that legitimize coercive practices. I am similarly curious about ways of resisting and challenging positions of authority in interaction and the consequences this might have for future action and social relations. I use video recordings of naturally-occurring face-to-face interaction as primary data and, in doing analysis, I take a bottom-up approach to explain the organization of unfolding action and intersubjectivity.

Currently, I am working on my Sociology master's thesis on political corruption and illegal public-private associations during the Alberto Fujimori regime in Peru (1990-2000). My data encompasses over 40 hours of recently available secretly recorded meetings between the Peruvian government and military officials, politicians, bank and media executives between 1998 and 2000. I examine the interactional practices by which the regime colluded with private media executives to favor Fujimori during his third-term presidential campaign. My analytical focus lies on the sequential organization of bribing and *ad hoc* moral orders that legitimized corrupt activities.

I am also working on a long-term collaborative project on conversational structures in the Spanish of the Americas. Despite the rapid spread of CA around the globe in recent years, the ethnomethodological examination of Spanish conversation remains scarce. Building on pioneering work by Chase W. Raymond (USA), Ariel Vázquez (Mexico), Alexa Bolaños (Costa Rica), Verónica González (Chile), among others, I've begun collecting and transcribing Peruvian Spanish conversational data to produce an account of its fundamental interactional structures.

Emily Hofstetter, Loughborough University, UK

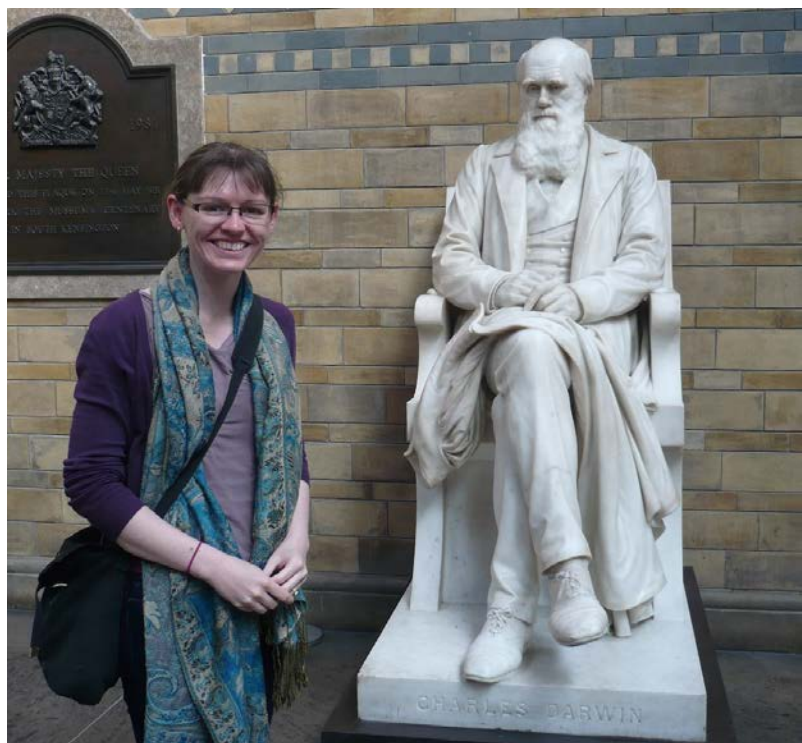
Hello, I'm Emily. I have just finished my PhD at Loughborough University. I have always been interested in language, but I found analyses of invented sentences annoyingly unempirical. My undergraduate and master's studies in biology and anthropology intensified my desire to look at naturalistic language behaviours. While at the University of Toronto, Prof. Jack Sidnell introduced me to conversation analysis, and I was hooked.

My doctoral thesis examined an institution that was yet to be analyzed with EMCA methods – the constituency office of a Member of Parliament. Between my thesis submission and my viva (thesis defence), I worked on a postdoctoral project with Prof. Elizabeth Stokoe, examining conversations between university staff concerning 'health and safety' (occupational health policies) at several universities in the UK. We are piloting a training program improve safety communication.

While at Loughborough I have done my best to be involved in the organizational side of the community. I have been the Discourse and Rhetoric Group coordinator, chaired the postgraduate qualitative research group, and organized some events for the UK's EMCA Doctoral Training Network. I have also been the editor for this newsletter since January 2015. I will be succeeded after this issue by Donald Everhart of the University of California at San Diego.

My side-project is the 'Em does CA' Youtube channel. I started making videos about CA for education and public engagement in 2015, and these have been used internationally for teaching and explaining CA. I am adding more videos as my schedule allows.

I am currently a University Teacher (Teaching fellow) at Loughborough University, teaching quantitative and qualitative methodologies for psychology. I am looking forward to working more on my other EMCA interests, including institutional environments, and intentionality in board game interactions.



Submit your biography and get it published in the EMCA Section Newsletter!

You or your graduate students should consider writing a biography for the newsletter. We're always looking for more biographies.

Please submit to them to the newsletter editor, Donald Everhart, at deverhar@ucsd.edu. We'll put it in the next available slot!

EMCA

**You should become a
member of**

The American Sociological Association Section on Ethnomethodology and Conversation Analysis

Section Membership Form

For ASA Membership information and to join *or* renew online, visit:

<http://www.asanet.org/members/join.cfm>

ASA Membership Dues

- Regular** \$50-\$360
(sliding scale, based on income)
- Associate** \$103
- Student** \$50
- Emeritus** \$50
- International** \$55

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Membership Services
American Sociological Association
1430 K Street, NW - Suite 600
Washington DC 20 005

I am an ASA Member and want to join the **Ethnomethodology and Conversation Analysis Section**. Enclosed is a check for \$10.00 (\$5.00 for students) for 2016 section dues.

*Make checks payable to **American Sociological Association** (and please put 'EMCA section dues' on the memo line of your check!)*