

EMCA

news

THE OFFICAL NEWSLETTER OF THE AMERICAN SOCIOLOGICAL ASSOCIATION
SECTION ON ETHNOMETHODOLOGY AND CONVERSATION ANALYSIS

Message from the Section Co-Chairs

Welcome to the latest edition of *EMCA News*. There is a lot of news to share regarding the ASA meetings in NYC last August, as well as developments in the section and plans for ASA 2008 in Boston.

The meetings in New York were fantastic, with a major highlight being the presentation of our first-ever section awards. We were honored by the presence of **Harold Garfinkel**, who received the inaugural EMCA Lifetime Achievement Award. The Distinguished Book Award committee selected **Hedwig te Molder and Jonathan Potter's** edited collection, *Conversation and Cognition* (Cambridge University Press), as the award winner for 2007. Finally, congratulations to **Kevin A. Whitehead** of UC Santa Barbara for winning the Graduate Student Paper Award for his paper, "The Use, Management, and Reproduction of Racial Commonsense in Interaction." Congratulations to all of our winners, and thanks to all of you who submitted nominations. Special appreciation goes to the award committee members for their careful and timely work: Doug Maynard, Anne Rawls, Virginia Gill, and Gary David (Lifetime Achievement Award committee); Angela Garcia, Mark Peyrot, and Geoff Raymond (Distinguished Book Award committee); and Tom Conroy, Tim Berard, and Alison Pilnick (Graduate Student Paper Award committee).

Also at the ASA meetings, we were treated to numerous ethnomethodological and conversation analytic papers presented in three regular paper sessions and two section sessions. Thanks to all the presenters and the session attendees. From the size of the audiences, it is clear that the reach and appeal of EMCA extends far beyond our section membership. ASA 2008 in Boston promises more interesting and informative EMCA sessions -- and the more good submissions received, the better the chance that ASA will grant additional sessions. So please submit your papers! See page 8 for session titles, submission information, and a link to the conference website. The ASA paper submission deadline is January 16, 2008.

See Co-Chairs' Message, next page

Photos courtesy of Jason Jimerson



Harold Garfinkel



Virginia Gill and Hedwig te Molder



Gary David and Kevin Whitehead

2006-2008 SECTION OFFICERS

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Co-Chairs' Message, from previous page

In other section developments, our two-year term as Co-Chairs will be coming to an end in August, 2008. Section members, please keep your eyes open this spring for your ballot, as the section will be electing new Co-Chairs, a new Secretary-Treasurer, and two new Council members. The Nominations Committee has been working to put together a slate of candidates for these important positions. When you receive your ballot, please take the time to fill it out and send it back to ASA.

In this issue of *EMCA News*, check out the special feature on teaching conversation analysis, by Charles Antaki (page 5). This is the first in a new series of columns on teaching. Also see the books featured in the Book Spotlight on page 3: *Playing with My Dog Katie* by David Goode, and *Doing Conversation Analysis: A Practical Guide* (2nd edition) by Paul ten Have. Sadly, in this issue we also note the passing of four people who have greatly contributed to the EMCA community (pages 4 and 5). We are indebted to them for their contributions, and are hopeful that we can continue their legacies.

This fall the EMCA surpassed the 200-member mark, which provides us with more resources from ASA. As a section member, please take a moment to congratulate yourself for helping the section reach this point. Now we set our sights on the 300-member mark! If you have not yet joined or renewed your membership for 2008, you can do so today with a few clicks of your mouse: see page 10. And if you know others who are not yet members, please forward them this newsletter and encourage them to join ASA and the EMCA section.

Sincerely,
Virginia Gill and Gary David
EMCA Section Co-Chairs



Four generations of EMCA scholars congratulate Harold Garfinkel at ASA 2007

BOOK SPOTLIGHT

David Goode (2006). *Playing With My Dog Katie: An Ethnomethodological Study of Dog-Human Interaction.* West Lafayette, Indiana: Purdue University Press.

<http://www.thepress.purdue.edu/Books%20Pages/PlayingwithMyDogKatie.asp>

As the title implies, David Goode's newest book is an ethnomethodological study of playing with his dog. Goode turns his attention to a most commonplace and mundane event and, through a careful analysis of auto-ethnographic, ethnographic and video data, details a complex array of routine and situated practices that comprise 'play' for both Katie and him. The book introduces the reader to ethnomethodological and animal studies approaches to studying dog-human interaction, and considers such issues as the use of natural language to describe animal-human interaction, intersubjectivity between animals and humans, ethnomethodology versus behavioral approaches, and how the study relates to other sociological observations of dog-human relations. It is appropriate for upper division undergraduate and graduate courses in qualitative methods, ethnomethodology, animals and society, and related animal studies courses. Forewords by Michael Lynch and Robert Mitchell. The volume comes with a DVD showing the instances of play described in the text.

Paul ten Have (2007). *Doing Conversation Analysis: A Practical Guide (second edition).* London: Sage.

<http://www.sagepub.com/booksProdDesc.nav?prodId=Book229124>

The second edition of Paul ten Have's *Doing Conversation Analysis* reflects the many changes that have occurred in CA since the book was first published in 1999. From Sage: "The book has a dual purpose: to introduce the reader to Conversation Analysis...as a specific research approach in the human sciences, and to provide students and novice researchers with methodological and practical suggestions for actually doing CA research. The first part of the book sets out the core theoretical concepts that underpin CA and relates these to other approaches to qualitative analysis. The second and third parts detail the specifics of CA in its production of data, recordings, and transcripts, and its analytical strategies. The final part discusses ways in which CA can be 'applied' in the study of specific

institutional settings and for practical or critical purposes."

Call for Nominations: 2008 EMCA Section Awards

EMCA Lifetime Achievement Award

This award recognizes those who have made distinguished lifetime career contributions to the fields of ethnomethodology and/or conversation analysis. To nominate an individual for this award, please submit the following: (1) a letter detailing the nominee's contributions to EMCA; (2) relevant supporting materials, including a list of the nominee's publications; and (3) two additional external letters speaking to the person's contributions and impact on the field(s). Nominations should be submitted by **March 1, 2008** to: Virginia Gill, EMCA Section Co-Chair, Department of Sociology and Anthropology, Illinois State University, Campus Box 4660 Normal, IL 61790, or email to vtgill@ilstu.edu.

EMCA Distinguished Publication Award

This award recognizes an outstanding journal article contributing to ethnomethodology and/or conversation analysis. Eligible articles for the 2008 award must be published between 2004 and 2007, inclusively. Authors can submit their own articles, or nominations can be made on their behalf. Nominations must be received no later than **March 1, 2008**. To submit a nomination, send full bibliographic information on the article (journal, volume, date, pages) to Gary David, EMCA Section Co-Chair, Department of Sociology, Bentley College, 175 Forest Street, Waltham, MA 02452, or email to [gdavid@bentley.edu](mailto:g david@bentley.edu).

EMCA Graduate Student Paper Award

This award recognizes an outstanding paper written by a graduate student. Submitted papers should address ethnomethodological and/or conversation analytic topics and literature and should read well as stand-alone papers. Maximum length is 12,000 words. Published papers or those that have been accepted for publication are not eligible. Co-authored papers are acceptable as long as all authors are students. All identifying references to the author(s) should be removed from submissions. A total of \$300 is available to offset convention travel expenses for winning student(s). Please email papers to Virginia Gill, EMCA Section Co-Chair, at vtgill@ilstu.edu by **March 1, 2008**.

Department News

The Manchester Ethnography Group is again holding seminars. The schedule can be found at the following link:

<http://www.socialsciences.manchester.ac.uk/disciplines/sociology/about/events/ethnography/>

All are welcome.

Don Bysouth has accepted a position as a lecturer/senior lecturer in social psychology at **Nottingham Trent University**.

The University of New Hampshire seeks an assistant professor of interpersonal communication for a tenure track position. We seek candidates whose research and teaching expertise falls within a broad range of approaches to language and social interaction. We are particularly interested in scholars whose work focuses on interpersonal communication as a situated practice and is grounded in explorations of discursive practices sustaining everyday life. Qualifications include Ph.D., an active research program, and excellent teaching credentials. Send letter of application, curriculum vitae, evidence of scholarship, teaching excellence (e.g., syllabi and teaching evaluations), and three letters of recommendation by **January 21, 2008** to Professor John Lannamann, Search Committee Chair, Department of Communication, 112 Horton Social Science Center, University of New Hampshire, Durham, NH 03824-3586. For more information, see: http://www.jobtarget.com/c/job.cfm?site_id=560&jb=3282547

Syracuse University, Department of Communication and Rhetorical Studies: Seeking Advanced-Assistant/Associate in Qualitative Research. Applicants should have a Ph.D. in communication or a related field completed by August, 2008, and a strong record of, or potential for, outstanding teaching, research, and service. The department seeks a candidate with expertise in qualitative methodologies in the social science tradition. The candidate ideally should be published in areas such as: language and social interaction, ethnography, discursive analysis, conversation analysis, or critical discourse analysis.

Initial screening of applicants will begin by **November 1, 2007**. More information about the department can be found at <http://vpa.syr.edu/crs> .

University at Albany - SUNY, Department of Communication: Seeking Assistant Professor in Interpersonal and/or Intercultural Communication. Ph.D. preferred, but ABD considered. Without Ph.D., the appointment will be at the rank of Lecturer. Applicants should provide evidence of teaching experience and potential for significant scholarship. Duties begin in Fall 2008. Review of applications begins **November 26, 2007**. For more information, contact: Harrison@albany.edu .

California State University Channel Islands seeks a tenure track faculty member (Full Professor) to join a new Communication program that launched Fall 2007. Our program is based on the ways in which language is used in a variety of specific social contexts. We seek a colleague in the area of Health Communication broadly defined. While the area of specialization may fall anywhere on the spectrum from provider-patient interaction to health promotion campaigns, the ideal candidate will be a senior scholar with program building experience. Application review begins on **November 2, 2007**. Please see the CSU Channel Islands website for more detailed position descriptions and to submit an online application: <http://www.csucifacultyjobs.com/> .

In Remembrance

Sally Jacoby (1949-2007)

Sally (Westerman) Jacoby, 58, Associate Professor of Communication at the University of New Hampshire, died July 27. She received her master's in Applied English Linguistics from the University of Birmingham, U.K., and her Ph.D. in Applied Linguistics from the University of California, Los Angeles. She was a member of the Communication department at the University of New Hampshire in Durham from 1996 to 2007. Her scholarship focused on the detailed management of talk-in-interaction as related to formal evaluation criteria for testing communication competence, and for advanced levels of professional apprenticeship, particularly with physics researchers. Visit:

<http://www.seacoastonline.com/apps/pbcs.dll/article?AID=/20070729/PUBLICRECORDS/707290327/-1/rss26> and <http://www.list.hum.aau.dk/pipermail/languse/Week-of-Mon-20070813/002796.html>

Melvin Pollner (1940-2007)

Mel Pollner, 67, Professor of Sociology at the University of California, Los Angeles, died November 2 in Los Angeles. He received his master's degree from the University of California, Berkeley and his Ph.D. from the University of California, Santa Barbara. He was a member of the UCLA faculty from 1968-2007. In his work he focused on people's shared assumptions and beliefs, and what happens when versions of reality are challenged or incompatible. He was the author of the 1987 book, *Mundane Reason: Reality in Everyday and Sociological Discourse*, which is considered a classic work in the field. Contributions in Mel's name can be made to the Lungevity Foundation: <http://events.lungevity.org/goto/melvinpollner>

Visit:

<http://www.latimes.com/news/obituaries/la-me-pollner17nov17,1,2412455.story?coll=la-news-obituaries&ctrack=1&cset=true>
and <http://www.melpollner.com/Obituaries>

David N. Sudnow (1938-2007)

David Sudnow, 68, died on July 20 at Alta Bates Hospital in Berkeley, California. He received his doctorate from the University of California, Berkeley in 1965. In 1967, Sudnow published the book, *Passing On: The Social Organization of Dying*. He was also known for his 1978 book, *Ways of the Hand: The Organization of Improvised Conduct*, for which he was awarded the Guggenheim Fellowship. It detailed his personal account of learning improvisational jazz on the piano. Holding positions across a span of 15 years at the University of California, Santa Barbara, the University of California, Irvine, and the University of California, Berkeley, he ultimately dedicated himself to piano pedagogy. Visit:

<http://query.nytimes.com/gst/fullpage.html?res=9C05E5D8113AF930A2575AC0A9619C8B63>
and
<http://www.sudnow.com/sudnownews.html>

D. Lawrence Wieder (1938-2006)

Larry Wieder, 68, Professor Emeritus of Communication at the University of Oklahoma, died November 30, 2006. He received his doctorate from the University of California, Los Angeles in 1969. He was a member of the Sociology department at the University of California, Santa Barbara until 1975, when he joined the faculty of the University of

Oklahoma, teaching sociology for several years until moving to the Department of Communication in 1983. Wieder, who was known for his book, *Language and Social Reality: The Case of Telling the Convict Code*, was the recipient of the National Communication Association's lifetime achievement award in 2004. Donations in his memory can be made to the Pancreatic Cancer Action Network (PanCAN.org) or to any other national cancer research institute. Visit: <http://www2.asanet.org/footnotes/departments.html#deaths> (you'll need to page down)

CALL FOR PAPERS

Special Issue: *Journal of Computer Supported Cooperative Work, Technology and Diagnostic Work* (Editors: Monika Buscher; Jacki O'Neill, John Rooksby). We invite contributions that explore the collaborative practical accomplishment of technologically mediated or facilitated diagnostic work. We particularly invite studies of domains outside of healthcare. Submissions should be 6000-8000 words. Submission is electronic. Deadline: April 18th, 2008. Contact:
Monika Buscher (m.buscher@lancaster.ac.uk)
Jacki O'Neill (jacki.oneill@xrce.xerox.com)
John Rooksby (rooksby@comp.lancs.ac.uk)

First in a series of articles on teaching

TEACHING CONVERSATION ANALYSIS

Charles Antaki
Discourse and Rhetoric Group
Dept of Social Sciences
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Using a video clip and transcripts in teaching CA

The students filing into the first session of your CA class will differ widely. Suppose, though, that the gods have been kind, and that the students know that CA is something to do with interaction and with fiddly transcription, and, as they settle behind their desks, are keen to know more. Now what?

Theory and practice

You, and they, will have to find a balance between theory and practice. Without a fair bit of exposition of CA's roots in ethnomethodology, the sociology or psychology student won't see that what CA is after is people's making sense of their world in their own terms; and without a run at speech acts and the like, the linguistics student won't appreciate that there's more to language in interaction than the invented examples of pragmatics. And, without a good amount of drill in hands-on transcription and analysis, it will be difficult for a student from any background to graduate from commentary to analysis. Both talk and task are wanted.

In my own case, I've tended to find that I'm better at capturing the students' attention if we start with some hands-on tasks, so I tend to get the video files up and running at the earliest opportunity. As the students start to realise that describing what they see is not easy, theory will help, and insinuate itself as a Good Thing.

Show them video

I'm sure I'm telling a familiar story to old hands at the game, but it seems to me that the magic of watching a piece of video (however apparently banal the action on it) starts to kick in not on its first showing, but when the students see it a second time. They're all blasé about seeing video - once. Replaying it immediately casts the action in a different frame: now they're not just watching it, they're watching it (proto-)analytically.

After the second showing, to help kindle the analytic flame, you can ask them to do these exercises:

- Write down what just happened, in prose
- Write down as much of the dialogue as you can recall.

It'll help if the tape is no longer than 30 seconds, and the sound clear; the task has to be fair. Nevertheless there will be furrowed brows, and some moans and groans: fine. Play the tape again and push them to write down at least what they're sure of. Usually that generates a description which is very incomplete (to say the least), but also full of inference and tendentious description, like this one:

"The daughter has come home from school(?) and finds her mother working at her desk in the front room. She asks for some cigarettes but the mother tells her to get them from the kitchen. As she goes to get them the

mother makes a joke and the girl, offended(?), makes a snappy reply."

I'd get the students to ask themselves: how do we know that the girl is the woman's daughter? How do we know that she's come home from school (or anywhere)? Does she actually ask her mother to give her the cigarettes, or just to say where they are? How do we know that what the mother says is a joke? What's a 'snappy reply'?

We can use the students' reflections as a commentary on the troubles of any social science method that relies on memory and retrospection. That's a point well won. Then they see the tape again, perhaps twice or three times. Once more they are asked to write down what happened and have a go at the dialogue. Again we contrast what they write - which will become steadily more cautious- with what they see.

At this point some lights will start to switch on over some students' heads. They'll see that their memory about what was in the scene is not only partial and faulty, but also that their efforts at capturing the action and the dialogue glossed important detail, interpolated material that hadn't been there, and was basically cock-eyed. Another point well won.

A series of transcripts

The next phase is to get them to think about why they made their mistakes, and what would be involved in getting things 'right'. Here's where you can start to nibble away at their commonsense ideas about what transcription is for. At this point I offer them a series of transcriptions that I've previously prepared, starting with a raw, words-only version, and invite them to say what they think is wrong with it, and successive approximations, each time referring back to the tape.

In a good group of students, you will quickly get the observation that the words-only transcript doesn't include laughter or pauses (by which they mean long absences of speech). I present them with a better transcript, with that class of thing now notated (more points won), and ask for more things to add. As the session rolls on, I can get them to see the improvement in this series:

1 **Lyn: hello I'm here**
to

1 Lyn: hello (pause)
2 Lyn: I'm here (pause)

to

1 Lyn: .pt he:llo
2 (3.0)
3 Lyn: I'm here
4 (.8)

On a further viewing they will say: you haven't included sighs, talking at once, gaze, "body language"... By now they can get very enthusiastic about what to put in, and it's a chance to show them a deliberately over-egged transcript, which might include lines like this:

Lyn: ((*scratching cheek, raising left eyebrow*)) do you wanna cup of tea ((*carefully puts green pen down next to folder on small table to left side*))

Of course I've hammed up the example, so as to cue them into seeing that there's something disquieting about such prosy description. But what? Another group exercise will get them articulating several things: that no transcript can describe everything; that the very idea of 'describing everything' is dizzying; and that we must have a criterion for what we do choose to note, and what terms we note it in. More points won, and an opportunity to gently introduce theory on co-text and context, participants' terms, procedural consequentiality, and the like.

A workable transcript

By now, the students are ready to hear that there is a workable compromise between all-inclusive transcription and the needs of the working analyst, and that no analysis ought to proceed without the video or audio file to hand (something that will have sounded merely pious to them before the exercise). That's a prompt for a drill-like session or two on the standard Jeffersonian system and, if they can stand it, exposure to new developments in notating prosody, non-speech sounds and the like.

You'll see that I've not mentioned analysis yet. No, not as such. That will come in the students' next sessions. But they'll have got to analysis by climbing up and over some important hurdles: they'll have learnt (I hope!) to look twice, distrust their memory and their commonsense, and see that every description is loaded

with guesses, implications and baggage of every kind. They've left a lot behind (though much will still be lurking) and the way will be clearer for them to see what the analytic language of CA has to offer. Next round: the adjacency pair...

Postscript:

Over the years I've developed an on-line site which takes the student through various transcripts of a short video clip and into some analysis. I've been delighted (and more than a little surprised) to see it attract over 50,000 hits since 2002. Interested readers will find it at <http://www-staff.lboro.ac.uk/~ssca1/sitemenu.htm>

Upcoming Conferences

Western States Communication Association (WSCA) 2008 Annual Convention
Broomfield, Colorado, USA.
February 15-19, 2008
<http://www.westcomm.org/>

Georgetown University Round Table (GURT) 2008
Narrative, Telling Stories: Building bridges among Language, Narrative, Identity, Interaction, Society and Culture.
Georgetown University, Washington, DC, USA.
March 14- 16, 2008
<http://www8.georgetown.edu/college/gurt/2008/>

American Association for Applied Linguistics 2008 Annual Conference
Washington, DC, USA.
March 29-April 1, 2008
<http://www.aal.org/aaal2008/index.htm>

Sociolinguistics Symposium 17 (SS17)
Vrije Universiteit, Amsterdam, The Netherlands
April 3-5, 2008
<http://www.meertens.knaw.nl/ss17>

Kentucky Conference on Health Communication
The Future of Health Communication Research
Lexington, Kentucky, USA.
April 17-19, 2008
Submission deadline: **December 9, 2007**
<http://comm.uky.edu/kchc>

4th Lodz Symposium

New Developments in Linguistic Pragmatics
University of Lodz, Poland.

May 15-18, 2008

<http://www.pts.edu.pl/?news&nid=13>

3rd Language, Culture and Mind Conference

Social Life and Meaning Construction
University of Southern Denmark, Odense.

July 14-16, 2008

Submission deadline for individual papers and
posters: **January 1, 2008**

<http://www.lcm.sdu.dk>

Third Annual INGRoup Conference

Kansas City, Missouri, USA.

July 17-19, 2008

Submission deadline: **January 18, 2008**

www.INGRoup.info

The Third US-UK Medical Sociology Conference

Expanding Comparative Frames for Medical
Sociology: Professionals, Patients and the Public
Simmons College, Boston, MA, USA.

July 29-31, 2008

Conference website will be up as of December 10,
2007: www.regonline/MedSoc2008

15th World Congress of Applied Linguistics (AILA)

Multilingualism: Challenges and Opportunities
Essen, Germany.

August 24-29, 2008

<http://www.aila2008.org/>

Research Committee on Language and Society RC

25, International Sociological Association

First ISA Forum of Sociology

Sociological Research and Public Debate
Barcelona, Spain.

September 5-8, 2008

<http://www.staff.hum.ku.dk/smo/2007-Panels-fr.htm>

SPACE = INTERACTION = DISCOURSE

International Conference

Aalborg, Denmark.

November 12-14, 2008

Abstract submission deadline: **February 1, 2008**

<http://www.placeme.hum.aau.dk/conf2008/>

National Communication Association

2008 Convention

Nov 21-24, 2008

San Diego, CA, USA

<http://www.natcom.org>

American Sociological Association

103rd Annual Meeting

August 1-4, 2008

Boston, MA

Paper submission deadline: January 16, 2008

ASA uses an on-line submission system.

For information, see:

[http://www.asanet.org/cs/root/leftnav/meetings/
2008 call for papers](http://www.asanet.org/cs/root/leftnav/meetings/2008_call_for_papers)

(Click "Participation Policies"
in "Submitter Resources" box.)

Regular Paper Sessions:

Conversation Analysis

Organizer: John Heritage

Ethnomethodology

Organizer: Virginia Gill

Plan to attend the

EMCA Section Session:

Tales from the Field:

Ethnomethodological and

Conversation Analytic Research.

An invited panel will discuss methodological
issues specific to EMCA fieldwork, including
recruitment and data collection.

Recent Ph.D.s

Mareike Barmeyer

Manchester Metropolitan University
Department of Sociology
Email: mareikemareike@hotmail.com
Ph.D. completion: May 2006

Dissertation title: *The endogenous orderliness of talk shows: An ethnomethodological investigation*

Bregje de Kok

University of Edinburgh
Department of Psychology
Email: B.deKok@ed.ac.uk
Ph.D. completion: February 2007
Dissertation title: *Constructing infertility in Malawi: Management of interpersonal, normative and moral issues in talk*

Niklas Norén

Linköping University, Sweden
Department of Culture and Communication
Email: niklas.noren@liu.se
Ph.D. completion: October 2007
Dissertation title: *Apokoinou in Swedish talk-in-interaction: A family of methods for grammatical construction and the resolving of local communicative projects*

For other recent Ph.D.s, see prior issues of EMCA News:
http://www.asanet.org/cs/root/leftnav/sections/section_pages/section_on_ethnomethodology_and_conversation_analysis

Ph.D. Candidates (completion expected within two years)

Hellene T. Demosthenous

Griffith University, Queensland, Australia
Faculty of Education
Email: H.Demosthenous@griffith.edu.au
Expected completion: October 2008
Dissertation title: *The social organisation of the accomplishment of hypnosis*

Jennifer Dierickx

Wayne State University, USA
Department of Sociology
Email: jdierick@ycp.edu
Expected completion: December 2007
Dissertation title: *Why camera cars do not fix the problem: A study of police technology use and racial profiling*

Chris Elsey

University of Manchester, UK
Department of Sociology
Email: christopher.elsey@postgrad.manchester.ac.uk
Expected completion: Spring 2009
Dissertation title: *Disability education*

Taru Ijäs

University of Tampere, Finland
Department of Sociology and Social Psychology
Email: taru.ijas@uta.fi
Expected completion: Fall 2009
Dissertation title: *Negotiation on treatment decision in primary care*

Michael Mair

University of Manchester, UK
Department of Sociology
Email: michael.d.mair@postgrad.manchester.ac.uk
Expected completion: Winter 2007
Dissertation Title: *Everyday politics and public order: The role of the State in a socially excluded urban community*

Danielle Pillet-Shore

University of California, Los Angeles, USA
Department of Sociology
Email: dpillet@ucla.edu
Expected completion: May 2008
Dissertation title: *Coming together: Creating and maintaining social relationships through the openings of face-to-face interactions*

Emily F. Rine

Penn State University, USA
Department of Applied Linguistics
Email: efr108@psu.edu
Expected completion: June 2009
Dissertation title: *A microanalysis of language socialization and the development of interactional competence in an ITA classroom*

Tamah Sherman

Charles University, Prague
Department of Linguistics
Email: tsh@centrum.cz
Expected completion: December 2007
Dissertation title: *Proselyting in first-contact situations*

Liisa Voutilainen

University of Helsinki, Finland
Department of Sociology
Email: liisa.voutilainen@helsinki.fi
Expected completion: September 2009
Dissertation title: *Affective interaction in psychotherapy*

Patrick Watson

University of Manchester, UK
Department of Sociology
Email: patrick.watson@manchester.ac.uk
Expected completion: Spring 2008
Dissertation title: *Council work as a process: A study of politics in contemporary local government*

Sarah J White

University of Otago, Wellington
Applied Research on Communication in Health (ARCH)
Email: whisa519@student.otago.ac.nz
Expected completion: December 2009
Dissertation title: *Surgeon-patient communication: An in-depth analysis of consultation structure*

Ph.D. candidates are not automatically re-listed in each issue of EMCA News. Please submit information for each issue in which you wish to (re)appear.

JOIN ASA and THE EMCA SECTION

For ASA membership information and to join/renew on line, see: http://www.asanet.org/cs/root/leftnav/join_or_renew/join

2008 ASA Membership Dues:

Regular: \$24-176 (sliding scale, based on income)
Associate: \$42
Student: \$18
Emeritus: \$42
International: \$42

2008 Section Membership Form

Please print

Name:

Address:

E-mail:

_____ I am an ASA member and want to join the Ethnomethodology and Conversation Analysis Section. Enclosed is a check for \$10.00 for 2008 section dues (\$5.00 for students). Make checks payable to the **American Sociological Association**. (Please put "EMCA Section Dues" on the memo line of your check.)

Mail to: Membership Services, American Sociological Association, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701.

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EMCA News Co-Editors
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We welcome your contributions to EMCA News. Send to:
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