



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

Winter 2015

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Dear EMCA Community,

Greetings from Nottingham and New Hampshire. First, we would like to thank everyone who submitted a paper or proposed a panel for the 2015 meeting.

EMCA scholarship continues to impress with its unique insights, rigor and diversity. Thank you, too, to our paper reviewers and session organizers. With the business of reviewing and organizing behind us—including successfully wringing an extra session for our group out of the ASA-- we are looking forward to Chicago in August.

This leads us to our main message as new co-Chairs: We need to increase our membership! The number of sessions that we are allotted by ASA is directly related to our membership numbers. Last year we had an extra session as a bonus for being scheduled on the last day of the meetings – which won't happen again for another four years! ...

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## 2014-2015 EMCA Section Officers

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This year, we only have four sessions, plus one ASA thematic session, and one extra session that we were able to lobby for due to the number of high quality submissions we received. Unfortunately, we still had to reject papers that we otherwise would have liked to include. We have been working to increase our presence and participation in annual meetings through ASA thematic sessions; teaching and professionalization workshops; and off-site networking. But the only way we can consistently get more sessions in the future is by having more members! Continuing the efforts of our outgoing co-chair predecessors, Eric and Dirk, we have embarked on a multi-fold strategy as part of maintaining the ongoing health of the section.

- 1) We are working to increase our membership by appealing to fellow EMCAer's, who may be in disciplines outside sociology, to join ASA. This is something that every member can help with – if each of us can recruit one new member, we can hit the magic three hundred mark.
- 2) Dirk has identified about 50 existing ASA members who list EMCA as an interest but are not already section members of ASA. We will be writing directly to them asking them to select EMCA—for a mere \$10—as one of their sections during the membership renewal process. Can you identify any fellow-travelers in your department who could be persuaded to tick that box if you buy them a decent cup of coffee?
- 3) We have been trying to encourage proposals for another Thematic Session at ASA 2016 in Seattle (Changing the Conversation). Given the strength of EMCA in ICT industries, this should be an easy case to make to the Program Committee for that year and will help to increase our visibility to the wider ASA membership.
- 4) We have launched a mentorship program (headed by Patrick) as part of an ongoing strategy to reach out to early career scholars.
- 5) We continue to reach across disciplinary boundaries to create an interdisciplinary community of EMCA scholars, which includes Sociology as once of its homes.

As we enter our 10<sup>th</sup> year as a section, we can note that, while our numbers have fallen away from the threshold to secure initial recognition by ASA, the vitality of the section remains undiminished. We hope that we can keep the buzz going and help it to be heard more widely.

**Mardi Kidwell**

**Robert Dingwall**

# ASA 2015 News & Updates

## **Deadline Extended to April 10:**

### **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:

**Don't forget to register!**

If your paper has been accepted, please don't forget to register by **May 13th** otherwise your paper may be dropped.

- 1) A letter detailing the nominee's contributions to EMCA;
- 2) Relevant supporting materials, including a list of the nominee's publications; and
- 3) At least two additional external letters speaking to the person's contributions and impact on the field(s).

Please send nominations to Don Zimmerman (chair) at [dzimmerman@soc.ucsb.edu](mailto:dzimmerman@soc.ucsb.edu) by April 10.

## **Session Dates: Preliminary Information**

- EMCA sessions are likely to be held on Saturday, August 22 and/or Sunday August 23 (check the ASA website for program details in April).
- We will hold a section reception on Saturday, August 22 at an off-site location TBD. (Paid-up members will be notified ahead of time if possible)



The experience of reading the complex and highly condensed essays of Harold Garfinkel is often hard and slow, which can be discouraging for young researchers. Although various social scientists support a learning-by-doing method, people in

### BOOK REVIEW

**Dirk vom Lehn (2014)  
Harold Garfinkel: The  
Creation and  
Development of  
Ethnomethodology.  
Walnut Creek: Left  
Coast Press.**

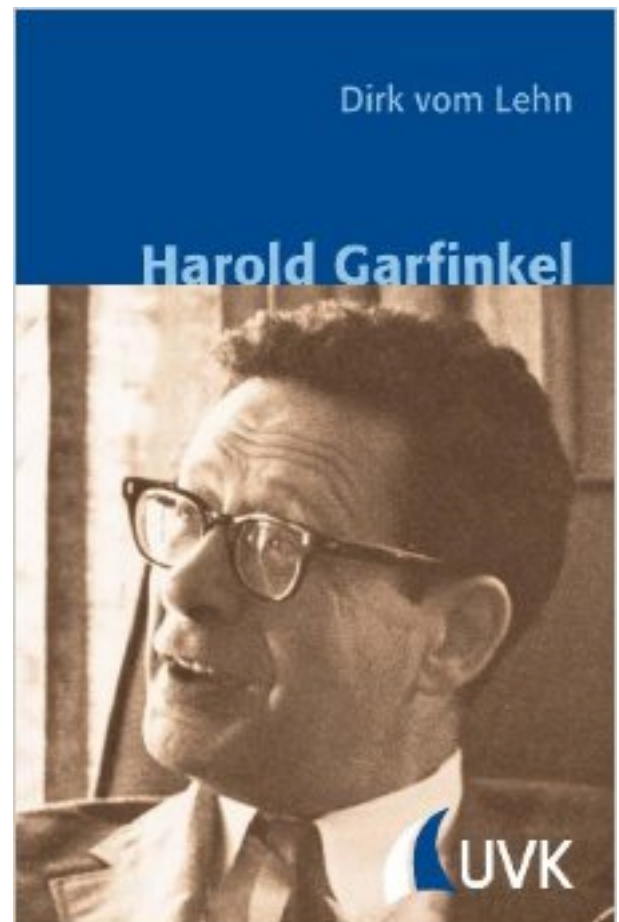
**Reviewed by Fabio  
Ferraz de Almeida**

the early stages of their academic life might prefer to have a 'ladder' - in a Wittgensteinian sense, i.e., one that you can climb on before throwing it away. "Harold Garfinkel: The Creation and Development of Ethnomethodology", Dirk vom Lehn's new book, is a good choice for those students and others who want such a ladder before reading ethnomethodological studies or even conducting ethnomethodological research themselves.

The book is chronologically structured in nine chapters, in order "to explicate the development of ethnomethodology from

Garfinkel's early writings in the 1930's and 1940's, and to demonstrate ethnomethodology's grounding in and contribution to sociology" (p. 13). In the

first four chapters, vom Lehn examines the initial texts of Garfinkel, from his introduction to sociology at Chapel Hill, North Carolina, to the completion of his doctoral studies at Harvard. He shows that these writings, influenced by Schutz's phenomenology, were the foundation of ethnomethodology. Next, vom Lehn discusses ethnomethodology's development, culminating in the publication of "Studies in Ethnomethodology" in 1967, and shows how Garfinkel grounded his new approach within sociology rather than apart from it. In the sixth and seventh chapters, he briefly summarizes the main principles of ethnomethodology - e.g. indexicality, account, reflexivity, unique adequacy, etc. He also discusses subsequent developments of ethnomethodology, in particular, the relation between ethnomethodological studies and investigated settings, in which the uniquely adequate descriptions of work places are not necessarily



meant to contribute to sociological literature, but to be recognizable by practitioners themselves. Finally, in the last two chapters, vom Lehn highlights differences and similarities between

ethnomethodology and other well-known sociological approaches, and presents the influence ethnomethodology has been having on contemporary social sciences, particularly in sub-fields such as social problems, gender studies and workplace studies.

Vom Lehn's work appears thirty years after Heritage's introductory book, "Garfinkel and Ethnomethodology" (1984), and so draws from a broader and newer corpus of Garfinkel's published studies. The book also shows a concern about how ethnomethodology can be used for a variety of purposes, as he states in the postscript: "Now, with Garfinkel's passing, ethnomethodology enters a new phase in its development. Their blossoming in the technical sciences most clearly indicates the impact ethnomethodological research can have beyond academia. In light of current public debate about the impact of the social sciences, ethnomethodologists now are at the forefront of a public sociology, i.e., a sociology that makes itself relevant outside the walls of academia and connects with stakeholders." (p. 168).

Vom Lehn's book is a result of an admirable and careful effort to present not only the roots and the main ideas of ethnomethodology – embedded in a chronological perspective of Garfinkel's writings, both before and after his seminal "Studies in Ethnomethodology" – but also its influence within sociology and its latest developments as a radical research approach. Since the ethnomethodological learning curve is long and challenging – but also unforgettable and priceless – "Harold Garfinkel: The creation and development of ethnomethodology", can be a valuable tool to clarify many of the misconceptions and misunderstandings traditional sociology usually makes in representing ethnomethodology.

**Fabio Ferraz de Almeida**

### Recent Books

**Drew, P. & Couper-Kuhlen, E. (eds) (2014). *Requesting in Social Interaction*. Amsterdam: John Benjamins.**

There has been a remarkable revival of interest in how we conduct social actions in interaction – particularly in requesting ... The studies trace a line of conceptual development from 'directive' to 'recruitment', and explore the acquisitional, cultural, situational and species-specific differentiation of forms for requesting in human social interaction. They represent the latest explorations into the complexities and controversies associated with the apparently simple but essential

matter of how we ask another to do something for us.

**Fitzgerald, R. & Housley, W. (eds) (2015). *Advances in Membership Categorisation Analysis*. London: Sage Publications.**

The book sets out the current methodological developments of MCA highlighting its analytic strength – particularly when examining social identity and social knowledge. It provides a sophisticated tool of qualitative analysis and draws from a wide range of empirical studies provided by global scholars.

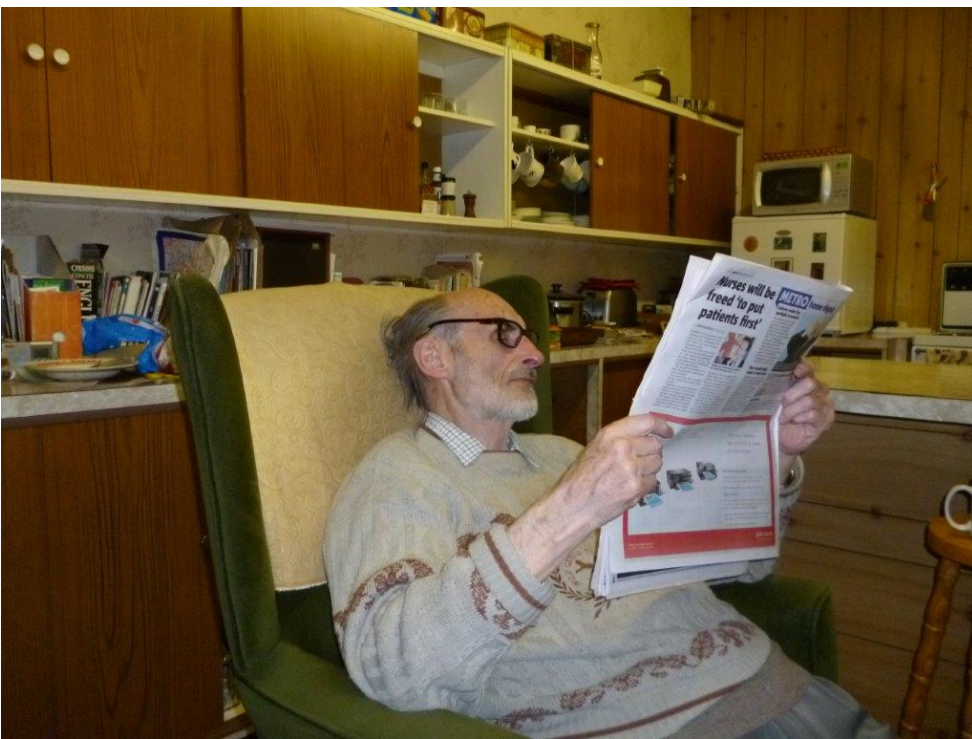
The culmination of years of international research this agenda-setting text will be essential reading for academics and advanced students using membership categorization across the social sciences.

## Edward Charles Cuff

Ted Cuff died, aged 76, on 24<sup>th</sup> October 2014 shortly after suffering a stroke. Ted was the author of *Problems of Versions in Everyday Situations* and co-editor of and contributor to the widely used textbook *Perspectives in Sociology* (a sixth edition is in preparation). He also co-edited *Crisis in the Curriculum and Doing Teaching*. After graduating from the LSE, Ted joined the Sociology Department at Didsbury College of Education, Manchester in 1968, developing a small but high quality sociology teaching department. The department was dissolved owing to changes in education policy and administrative structures, with the College being absorbed into Manchester Polytechnic, now Manchester Metropolitan University.

As Head of the Educational Studies department Ted's main focus became an administrative one, leading to increasing disillusionment with both the direction of educational policy and the priority of process over substance in the administrative setting. After only the briefest reflection he took the opportunity for early retirement in the 1980's. In retirement he took a fine arts degree at Manchester University and pursued his interests in opera, painting, theatre and, above all, literature, though he continued close contact with his circle of sociological colleagues.

Ted was a founding member of the 'Manchester School' of Ethnomethodology, making Didsbury an



organising centre for the Group's activity, creating there a comprehensive archive of ethnomethodological writings, many of which were then unpublished. He was much admired for the fineness of his intelligence, the acuity of his judgement and the precision of his prose as well as his nuanced mastery of administrative skills. He set himself the highest standards of integrity, and will be affectionately remembered for his warm, engaging and witty presence.

He is survived by Janet, his wife of fifty four years, and by daughters Jacqueline and Susan.

## Recent Books Con't

**Broth, M., Laurier, E. & Mondada, L. (eds) (2015). *Studies of Video Practices: Video at Work*. New York: Routledge.**

The last two decades have seen a rapid increase in the production and consumption of video by both professionals and amateurs. The near ubiquity of devices with video cameras and the rise of sites like YouTube have led to the growth and transformation of the practices of producing, circulating, and viewing video, whether it be in households, workplaces, or research laboratories.

This volume builds a foundation for studies of activities based in and around video production and consumption. It contributes to the interdisciplinary field of visual methodology, investigating how video functions as a resource for a variety of actors and professions.

## Recent Special Issues and Features

**Research on Language & Social Interaction** 47 (3), 2014. **Special Issue: Conversation Analysis and Intervention.** <http://www.tandfonline.com/toc/hrls20/47/3#.VQH5kGbpjOo>

**Research on Language & Social Interaction** 48 (1), 1-31: **Featured Debate: Coding & Conversation Analysis.** <http://www.tandfonline.com/toc/hrls20/48/1#.VQLBgmbpjOo>

Stivers, T. Coding Social Interaction: A Heretical Approach in Conversation Analysis? p.1-19

Responses:

Steensig, J. & Heinemann, T. Opening up codings? p.20-25

Nishizaka, A. Facts and Normative Connections: Two Different Worldviews. p.26-31

**Journal of Pragmatics Special Issue: Epistemics and Deontics in Conversational Directives.** Vol 78, March 2015, p.1-112. Svennevig, J. & Stevanovic, M., editors. <http://www.sciencedirect.com/science/journal/03782166/78>

## Calls for Papers

### **Organisational Communication from Academic and Practical Perspectives**

Aalborg University, Denmark; August 18-21, 2015

<http://www.en.cgs.aau.dk/discourse-communication/>

DEADLINE extended to April 1<sup>st</sup>, 2015

### **Perspectives on the Ontogeny of Mutual Understanding**

Max Planck Institute, Nijmegen, Netherlands; October 1-2, 2015

[www.mpi.nl/events/ontogeny](http://www.mpi.nl/events/ontogeny)

DEADLINE papers, posters: May 1<sup>st</sup>, 2015

### **Atypical Interaction Conference**

University of Southern Denmark, Denmark; July 3-5, 2016

[http://www.sdu.dk/en/Om\\_SDU/Institutter\\_centre/C\\_SoPraCon/Atypical\\_Interaction](http://www.sdu.dk/en/Om_SDU/Institutter_centre/C_SoPraCon/Atypical_Interaction)

CFP Opens June 1<sup>st</sup>, 2015

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## Calls for Papers Con't

### **6th European Society for the Study of Symbolic Interaction Conference: Working the Interactionist Tradition: Contributions, Legacies and Prospects.**

University of Salford Manchester, UK. Jul. 29-31, 2015.

<http://www.salford.ac.uk/esssi2015/conference-details/call-for-papers>

DEADLINE for papers April 10th, 2015.

### **Copenhagen Multimodality Day**

University of Copenhagen, Denmark. Nov. 2, 2015.

<http://circd.ku.dk/projects/copenhagen-multimodality-day/>

DEADLINE for proposals June 20th, 2015.

### **Nordic Journal of Linguistics Special Issue on Discourse, Grammar and Intersubjectivity: Nordic Perspectives.**

[http://journals.cambridge.org/images/fileUpload/documents/NJL\\_2015\\_Call\\_for\\_papers.pdf](http://journals.cambridge.org/images/fileUpload/documents/NJL_2015_Call_for_papers.pdf)

DEADLINE for papers November 2<sup>nd</sup>, 2015

### **Social Psychology Quarterly Special Issue on Methodological Advances and Applications in Social Psychology**

<http://asa-emca.blogspot.co.uk/2015/03/cfp-spq-methods-and-methodology.html>

DEADLINE for papers December 15<sup>th</sup>, 2015

## Upcoming Events

Apr. 24-25, Alcanena, Portugal: **Workshop on Documentation & Analysis of Multimedia Data.** <http://www.cidles.eu/events/workshop/>

Jun 1-2, Loughborough University, UK: **Workshop on Applied Conversation Analysis.** <http://www.ncrm.ac.uk/training/show.php?article=5556>

Jun 1-2, University of Lodz, Poland: **Personal Identity through a Language Lens Conference.** [http://www.filolog.uni.lodz.pl/pill/readarticle.php?article\\_id=1](http://www.filolog.uni.lodz.pl/pill/readarticle.php?article_id=1)

Jun. 24-27, Basel, Switzerland: **Revisiting Participation: Language & Bodies in Interaction Conference.** <https://participation2015.unibas.ch/>

Jun. 26-27, University College London, UK: **Political Discourse: Multidisciplinary Approaches Conference.** <http://www.ucl.ac.uk/ah/ah-news-publication/call-for-papers-political-discourse>

Jul. 1-3, University of Athens, Greece: **Im/politeness & Globalisation: 9<sup>th</sup> International Conference.** <http://politeness-2015.enl.uoa.gr/>

Jul. 3-5, Loughborough University, UK: **Conversation Analysis & Clinical Encounters (CACE).** <http://www.lboro.ac.uk/departments/socialsciences/news-events/news/cace-event.html>

Jul. 26-31, University of Antwerp, Belgium: **14<sup>th</sup> International Pragmatics Conference.** <http://ipra.ua.ac.be/main.aspx?c=.CONFERENCE14&n=1468>

**Continued on page 10!**





# EMCA Mentorship Program

Dear Members,

We are seeking expressions of interest for an ASA EM/CA section mentorship program. As the academic job market becomes more and more competitive, it is increasingly apparent that, as one of the only professional bodies representing the interests of EM/CA, our members can play a significant role in fostering the next generation of scholars. Equally, our early career and apprentice membership can benefit from increased exposure, professional networking and advice offered by seasoned researchers. Furthermore, mentorship programs serve as a demonstration to the ASA of our collective commitment to the wider sociological community and helps cement our position within the ASA.

After polling a number of sections that currently conduct mentorship, it seems reasonable to ask, at minimum, that mentors meet protégés twice annually, once at the ASA meeting and again via Skype at some other point in the year. Commitments beyond that level are welcome, although protégés should be aware that mentors will likely have many demands on their time and will triage accordingly. Typical activities for mentors/protégés might include:

- Discussing appropriate venues and strategies for publication
- Navigating the academic or industry job market
  - Potential for research placements, post-docs, funding applications, etc.
  - Developing the protégé's professional network, especially for letters of reference
  - Feedback on works in progress

The mentor/protégé relationship is meant to augment and enhance the graduate student experience and add value to the ASA membership for both the mentor and the protégé. If this is something you feel you might contribute to as either a mentor or protégé, please forward a statement of interest including a paragraph about research objectives/thesis topic, availability and any special requests to [pwatson@uwaterloo.ca](mailto:pwatson@uwaterloo.ca).

Perhaps more than any other sociological sub-discipline, EM/CA benefits from collaboration, cooperation and sharing. We hope you recognize the benefits of these activities for both individual and section development, and look forward to hearing how you might contribute!

**Patrick Watson**

EMCA

## Ann Doehring, Loughborough University, United Kingdom

My name is Ann Doehring. I am a New Zealander doing my PhD in third party interaction in seizure clinics at Loughborough University, UK.

My undergraduate studies, a BA in Philosophy and an Honours degree in Psychology were undertaken in New Zealand at Victoria University of Wellington, and it was here that I first came across Conversation analysis as part of an undergraduate psychology course taught by Ann Weatherall. I instantly was drawn to the methodology, which managed to combine my love of language, storytelling, and social interaction.

I am just at the beginning of my second year as a PhD student at Loughborough with Alexa Hepburn and Paul

Drew as my supervisors. I have been investigating seizure clinic consultations with a particular focus on family members, spouses and/or friends that patients bring with them (the 3<sup>rd</sup> party). The aims of my research are to investigate their contributions to consultations, their role in the interaction and how the clinician manages their contribution.

This is of particular interest in seizure clinics because often the patient is told to bring someone to describe the seizure, but the patient's own account of what they experienced is very important to diagnosis. While the focus of my thesis is just seizure clinics, I think the study of third party contributions in medical interaction in general is an interesting topic, as there are a lot of medical contexts where a patient might bring someone with them.



# EMCA

## Upcoming Events Con't

Jul. 29-31, University of Salford Manchester, UK: 6th ESSSI Working the Interactionist Tradition. <http://www.salford.ac.uk/esssi2015/home>

Aug. 4-7, Kolding, Denmark: **IIEMCA Conference**. <http://iiemca2015.com/>

Aug. 22-25, Chicago, USA: **ASA 2015 Sexualities in the Social World**. <http://www.asanet.org/am2015/am2015.cfm>

Sept. 24-26, University of Bremen, Germany: **DiscourseNet International Congress #1**. <http://dnc1.discourseanalysis.net>

Oct. 1-2, Max Planck Institute, Nijmegen, The Netherlands: **Perspectives on the Ontogeny of Mutual Understanding**. [www.mpi.nl/events/ontogeny](http://www.mpi.nl/events/ontogeny)

Nov. 2, University of Copenhagen, Denmark: **Copenhagen Multimodality Day**. <http://circd.ku.dk/projects/copenhagen-multimodality-day/>

**Lars Wallner, Linköping University,  
Sweden**

My name is Lars Wallner, and I'm currently in my third year as a PhD student in the Department of Educational Practice, Linköping University, Sweden.

I come from a multidisciplinary (although mostly humanities) academic background with undergrad studies in science of religion, philosophy, and English. In 2010 I finished my MA in education and English literature, and worked for a couple of years as a teacher in upper secondary school.



Since starting my PhD in 2012, I've had the opportunity to combine my many interests. I teach courses on general didactics, educational and developmental psychology and learning theory, as well as social science didactics with a focus on religion in primary school. My research project investigates the use of comic books and comic strips in educational practice. Having conducted ethnographic classroom studies using video observations, my aim is to analyse observed communication from a discourse-analytical perspective. Thus, the general research question is how comics are done in classrooms.

At the moment, I'm writing on the use of the gutter in comics as a space for co-constructing narrative structures; how pupils and teachers interact around, and shape, these structures.

**EMCA****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, Emily Hofstetter, at [e.c.hofstetter@lboro.ac.uk](mailto:e.c.hofstetter@lboro.ac.uk). We'll put it in the next available slot!

**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-\$350**

(sliding scale, based on income)

**Associate \$100**

**Student \$50**

**Emeritus \$50**

**International \$55**

**Name:**

\_\_\_\_\_

**Address:**

\_\_\_\_\_

**Email:**

\_\_\_\_\_

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 2015 section dues.

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

**Mail to:**

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