

Bodies in Social Interaction

SAS Honors Seminar 01:090:295, Fall 2016
Tuesdays 11:30 am – 2:30 pm
Alcove Computer Lab in Records Hall, CAC
Dr. Galina Bolden, Department of Communication

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CI (Communication & Information) building is next
to Alexander Library, CAC

Office Hours: Mon 1:30–2:30 pm & Tue 10–11 am
and by appointment

Course Description

Our bodies play a central role in how we construct meaning and actions through social interaction with each other in the diverse settings that make up a society's social worlds. In this seminar, we will analyze embodied behaviors not as an isolated, self-contained code but in relation to language, processes of human interaction, and the rich settings where people conduct their lives. We will examine the role of different kinds of embodied behaviors (i.e., body orientation and posture, eye gaze, gestures, laughter, prosody, etc.) in carrying out fundamental human activities in talk-in-interaction, including establishing joint foci of attention, coordinating turn-taking, carrying out courses of action, repairing interactional problems, and negotiating meaning. We will consider embodied communicative behaviors in interactions between friends, family members, and young children. This seminar is interdisciplinary and will incorporate materials from the fields of communication, anthropology, linguistics, and sociology.

Video-recordings of actual, everyday interactions will be used as a primary source of data, and ordinary face-to-face interactions will be treated as a prime site for studying embodied communicative conduct. We will inspect videotaped recordings of interactions to discover how people assemble the actions that make up ordinary social life and will produce empirically-based analyses of some of those practices.

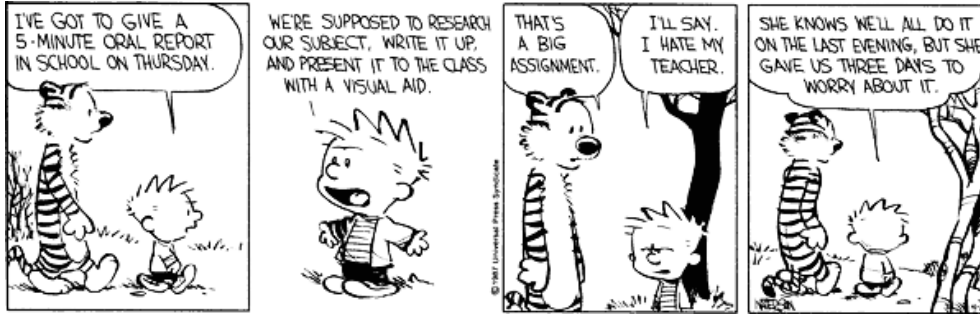
What do I need for this class?

Readings: All readings will be made available as PDF files on the course website at sakai.rutgers.edu under "Readings & Resources." Please refer to the detailed schedule below for due days. You are encouraged to print out the readings so that you can take notes, highlight, etc. All of the readings should be read before class on the day for which they are listed.

Software: QuickTime Pro 7 (not QuickTime X!), available for \$30 at <http://www.apple.com/quicktime/extending/>

Additional materials: We will use video-recording equipment. However, you are *not* expected to have your own video equipment, as arrangements will be made to accommodate everybody. You *will* need a thumb USB drive (8 GB or more).

COURSE REQUIREMENTS



10%	Attendance		
40%	Four exercises (10% each)	10%	Presentation
15%	Data outline	25%	Final paper

Course Projects

You will be engaged in a guided semester-long research project that will involve video recording, transcribing, and analyzing a naturalistic face-to-face interaction. The goals of the project are to develop technical and analytic skills for conducting empirical research on social interaction and to produce a detailed, original analysis of an embodied interactional phenomenon. This is a multi-step process, so it is very important that you meet the deadlines. You cannot do well if you fall behind!

You can do the project individually or together with another student. Or, you can start in pairs and later fork and work individually. The work will be adjusted accordingly.

You will complete four analytic exercises (10% each) designed to engage you with the readings, give you hands-on practice in transcribing and analyzing video-recorded conversation, and provide you with opportunities to make discoveries about the organization of bodily behavior. These exercises will be the platform from which to launch your own research project. The details of the exercises will be discussed in class. The exercises are due at the beginning of the class period for which they are assigned.

Towards the end of the semester (see the Schedule below), you will identify and narrow your research topic and produce a data outline (15%) for your paper. You will present your research findings in class (10%) and write a final paper (25%). Detailed instructions for all these steps will be provided and discussed in class.

Late assignment submissions will receive 10% deduction for EACH calendar day (24 hour period) that they remain late.

Attendance (10%)

Attendance and promptness are **required**. Everyone is allowed to miss 1 class without penalty to their total class grade. (Not missing any classes will count towards extra credit!) However, this is a hands-on course, and your success is contingent on your active participation in all class activities. Missing classes will negatively impact your grade far beyond the allotted percentage for attendance. You need to complete assigned readings before class and come to class prepared to participate in class discussions. Missing a class does not excuse you from submitting your work in a timely fashion. Attendance is mandatory for student presentations.

IMPORTANT THINGS TO REMEMBER (RULES, POLICIES, REGULATIONS...)

Official Excuses

Only officially-documented and university-approved excuses are accepted for missed classes and late assignments. All illness excuses must include a copy of a dated, medical receipt or a permission slip from the dean. Other accepted excuses include: (1) major religious holidays; (2) family deaths, although you must provide some form of proof; and (3) job interviews, although you must provide a copy of your letter of invitation from the prospective employer. Note that late course registration does *not* constitute a university-approved excuse.

It is your responsibility to contact me *as soon as possible* to arrange for making up the missed work. *By not making arrangements at the earliest possible opportunity, you are forfeiting your right to make up the work.*

Good email practices

1. Include “Bodies Seminar” in the subject line.
2. Sign the email with your *full name*.
3. Clearly indicate what your question is. The more relevant information you provide, the more helpful and timely my response can be.

Technology in the classroom

To maintain a positive classroom atmosphere, students should come to class free of outside technological obligations. Cell phones, iPods, etc. must be turned off and kept in your bags. Computers can only be used for note-taking and assigned in-class work.

Grading

I do not grade on a formal curve. Everyone is graded on the merit of his/her own work and has the potential to get an “A.” Grading will be based on the percentage scale below. I encourage you to come to office hours to discuss your work.

A = 90-100%	C+ = 77-79%
B+ = 87-89%	C = 70-76%
B = 80-86%	D = 60-69%
	F = below 60%

Grading Criteria

An **A** grade will be awarded to an assignment that both fulfills the terms of the assignment and shows evidence of out-of-the-ordinary original, creative, analytical, and interesting thought. A **B** grade will be awarded if the terms of the assignment have been fulfilled thoroughly and thoughtfully, with some evidence of originality and creativity. Assignments that merely fulfill the terms of the assignment will receive a **C** grade. Assignments that fail to fulfill the terms of the assignment will receive a **D**. An assignment that does not approximate the terms of the assignment will receive an **F**.

Academic Integrity

Avoid plagiarism by being very careful that it is clear to the professor that your work is your own and not anyone else's. Examples of academic dishonesty include:

- submitting somebody else's work as your own;
- submitting identical or near identical work;
- failing to provide sufficient details about where the materials you use in your papers come from.

Be sure to always show source and page number of any materials you use (e.g., Sacks, 1984, p. 43) and then a list of references at the back of the paper. If you find yourself paraphrasing an author, include a footnote or some other reference to show the source of the material you are using, also citing source and page number. If you are doubtful about issues regarding plagiarism or scholastic dishonesty, please feel free to discuss them with the instructor. The consequences of scholastic dishonesty are very serious, from receiving a score of zero on the assignment and a report to the university academic integrity officer to failing the course and expulsion from the university.

How to read the assigned articles

Most of the assigned readings are technical research reports. Articles of this nature *should not be skimmed* as though they were a textbook or a story. When reading these articles you want to focus on gaining an understanding of how presented data represent the features the author describes. Read with the purpose of understanding. Do not read around the data! The question you need to continue to ask yourself is: Do I understand the actions and interactions the author is describing well enough so that I can recognize things like them in recorded interactions and compare those things to the features the authors describe?

Remember, what you find in the articles may provide a good starting point for your course project. For example, you may start your project by finding clear examples in your data that repeat what another researcher has found. However, you may find other cases that either challenge that finding or elaborate or fine-tune original findings. To do well on your projects, you will have to go beyond simply reproducing another's findings.

Detailed Class Schedule¹

	Topic	Readings	Assignments
week 1 Sept 6	Introductions	In class: “Queuing” from Fox, K. (2003/8). <i>Watching the English: The hidden rules of English behaviour</i> (pp. 153-161) Boston: Nicholas Brealey.	
week 2 Sept 13	Research methodology: How to analyze social interaction	<p>Clayman, S. E., & Gill, V. T. (2001). Conversation Analysis. In A. Bryman & M. Hardy (Eds.), <i>Handbook of data analysis</i> (pp. 589-606). Beverly Hills: Sage.</p> <p>Chapter 3 from Heath, C., Hindmarsh, J., & Luff, P. (2010). <i>Video in qualitative research</i>. Thousand Oaks, CA: Sage.</p> <p>Hepburn, A., & Bolden, G. (2013). The conversation analytic approach to transcription. In T. Stivers & J. Sidnell (Eds.), <i>The handbook of Conversation Analysis</i> (pp. 57-76). Oxford: Blackwell.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Transcription conventions (PDF on Sakai) • Schegloff’s transcription module (link on Sakai) 	Complete Human Subjects training (CITI) and bring the certification
week 3 Sept 20	Social interaction as a focused encounter	<p>Kendon, A. (1973). The role of visible behavior in the organization of social interaction. In M. Von Cranach & I. Vine (Eds.), <i>Social communication and movement: Studies of interaction and expression in man and chimpanzee</i> (pp. 29-74). New York: Academic Press.</p> <p>Excerpts from Schegloff, E. A. (1998). Body torque. <i>Social Research</i>, 65(3), 535-596.</p>	Identify participants and start video-recording
week 4 Sept 27	Gaze in action	<p>Goodwin, C. (1980). Restarts, pauses, and the achievement of a state of mutual gaze at turn-beginning. <i>Sociological Inquiry</i>, 50(3-4), 272-302.</p> <p>Rossano, F. (2013). Gaze in conversation. In T. Stivers & J. Sidnell (Eds.), <i>The handbook of conversation analysis</i> (pp. 308-329). Oxford: Blackwell.</p> <p>Read skimming through statistics: Rossano, F., Brown, P., & Levinson, S. C. (2009). Gaze, questioning, and culture. In J. Sidnell (Ed.), <i>Conversation Analysis: Comparative Perspectives</i> (pp. 357-406). Cambridge: Cambridge University Press.</p>	Video-recording Exercise 1 (transcription)

¹ This schedule is subject to change throughout the semester and is not a legally binding contract.

week 5 Oct 4	Embodied turn taking in conversation	<p>Lerner, G. H. (2003). Selecting next speaker: The context-sensitive operation of a context-free organization. <i>Language in Society</i>, 32(2), 177-201.</p> <p>Goodwin, C. (1979). The interactive construction of a sentence in natural conversation. In G. Psathas (Ed.), <i>Everyday language: Studies in ethnomethodology</i> (pp. 97-121). New York: Irvington Publishers.</p>	Video-recording
week 6 Oct 11	Inter-action: how actions are accomplished	<p>Excerpt from Chapter 8 (pp. 245-280) in Heritage, J. (1984). <i>Garfinkel and ethnomethodology</i>. New York: Polity Press.</p> <p>Stivers, T. (2013). Sequence Organization. In T. Stivers & J. Sidnell (Eds.), <i>The handbook of Conversation Analysis</i> (pp. 191-209). Oxford: Blackwell.</p> <p>Raymond, G., & Lerner, G. H. (2014). A body and its involvements: Adjusting action for dual involvements. In P. Haddington, L. Mondada & M. Nevile (Eds.), <i>Multiactivity in social interaction: Beyond multitasking</i> (pp. 227-246). Amsterdam: John Benjamins.</p>	Exercise 2 (eye gaze)
week 7 Oct 18	Getting others to do things	<p>Kendrick, K. H., & Drew, P. (2016). Recruitment: Offers, Requests, and the Organization of Assistance in Interaction. <i>Research on Language and Social Interaction</i>, 49(1), 1-19.</p> <p>Rossi, G. (2014). When do people not use language to make requests? In P. Drew & E. Couper-Kuhlen (Eds.), <i>Requesting in social interaction</i> (pp. 303-334). Amsterdam: John Benjamins.</p>	Exercise 3 (assisting with practical tasks)
week 8 Oct 25	Guest lecture	Dr. Federico Rossano (University of California, San Diego) – readings TBA	
week 9 Nov 1	Roundtable Discussion	Be prepared to present and discuss Exercise 4 and your research project ideas - ATTENDANCE MANDATORY!	Exercise 4 (collection building)
week 10 Nov 8	Gesture in interaction Roundtable Discussion (cont.)	<p>Streeck, J. (1993). Gesture as communication I: Its coordination with gaze and speech. <i>Communication Monographs</i>, 60(4), 275-299.</p> <p>Jones, S. E., & Zimmerman, D. H. (2003). A child's point and the achievement of intentionality. <i>Gesture</i>, 3(2), 155-185.</p>	

week 11 Nov 15	Repairing interactional troubles	<p>Goodwin, M. H., & Goodwin, C. (1986). Gesture and coparticipation in the activity of searching for a word. <i>Semiotica</i>, 62(1-2), 51-75.</p> <p>Seo, M.-S., & Koshik, I. (2010). A conversation analytic study of gestures that engender repair in ESL conversational tutoring. <i>Journal of Pragmatics</i>, 42(8), 2219-2239.</p> <p>Skim: Chapter 7 (“Repair”) from Sidnell, J. (2010). <i>Conversation analysis: An introduction</i>. Malden, MA: Wiley-Blackwell.</p>	Project ideas: short write-up
Nov 22	NO CLASS	Thanksgiving Holidays	
week 12 Nov 29	Learning the ropes: Kids at play	<p>Lerner, G. H., & Zimmerman, D. H. (2003). Action and the appearance of action in the conduct of very young children. In P. Glenn, C. D. LeBaron & D. G. Mandelbaum (Eds.), <i>Studies in language and social interaction</i> (pp. 441-457). Mahwah, NJ: L Erlbaum.</p> <p>Kidwell, M. (2005). Gaze as social control: How very young children differentiate “the look” from a “mere look” by their adult caregivers. <i>Research on Language and Social Interaction</i>, 38(4), 417-449.</p> <p>Chapter 6 extracts from Heath, C., Hindmarsh, J., & Luff, P. (2010). <i>Video in qualitative research</i>. Thousand Oaks, CA: Sage.</p>	Data Outline
week 13 Dec 6	Catch-up and Project Presentations - ATTENDANCE MANDATORY!		Rough Draft
week 14 Dec 13	Project Presentations - ATTENDANCE MANDATORY!		
Dec 20	Final Papers due Dec 20 (Tuesday) by 12 noon in CI 208		