*The Hebrew University of Jerusalem*

*Syllabus*

## Practical workshop in micro ethnographic data analysis - 37815

Last update 06-10-2024

_HU Credits:_  2

_Degree/Cycle:_ 2nd degree (Master)

_Responsible Department:_ Education

_Academic year:_ 0

_Semester:_ 2nd Semester

_Teaching Languages:_ Hebrew

_Campus:_ Mt. Scopus

_Course/Module Coordinator:_ Adam Lefstein

_Coordinator Email:_ [adam.lefstein@mail.huji.ac.il](mailto:adam.lefstein@mail.huji.ac.il)

_Coordinator Office Hours:_ Wednesdays, 8:00 (prior coordination is advised)

_Teaching Staff:_
  Prof. adam Lefstein


_Course/Module description:_
  There are always gaps between idealized accounts of research methods and their enactment in actual research studies. This advanced research methods workshop is designed to assist in coping with these gaps, by working together, hands-on, exploring participants' data and discussing methodological issues that emerge.


_Course/Module aims:_
  A) Deeper understanding of key concepts and methods of micro-ethnographic analysis of discourse and interaction.
b) Understanding methodological and interpretive issues and dilemmas involved in "qualitative" data analysis.
c) Assisting participants in applying micro-ethnographic concepts and methods in their own research projects.


_Learning outcomes - On successful completion of this module, students should be able to:_
  a) understand and apply microethnographic analytic methods and justify their methodological choices.
b) improve the data analysis in their research projects.


_Attendance requirements(%):_
  100


Teaching arrangement and method of instruction: The main means of learning in the workshop is group analysis of discourse and interaction data and discussion of methodological issues that arise.


_Course/Module Content:_
  The workshop topics change in accordance with the participants' needs. We will devote 2-3 initial sessions to basic concepts in micro-ethnographic analysis of discourse and interaction data (conversation analysis, transcription, multimodal analysis). Then we will elaborate on the concepts, methods and methodological

*issues that are relevant to the data that the workshop participants bring to the table.*

*<u>Required Reading:</u>*
 *Heritage, J. (2005). Conversation Analysis and Institutional Talk. In K. Fitch & R. Sanders (Eds.), Handbook of Language and Social Interaction (pp. 103-146). Mahwah NJ: Erlbaum.*
*Ochs, E. (1979). Transcription as theory. In E. Ochs & B. Schiefflin (Eds.), Developmental pragmatics (pp. 43-72). New York: Academic Press.*
*Rampton, B., Maybin, J., & Roberts, C. (2015). Methodological foundations in linguistic ethnography. In J. Snell, S. Shaw & F. Copland (Eds.), Linguistic Ethnography: Interdisciplinary Explorations (pp. 14–50). London: Palgrave.*

*<u>Additional Reading Material:</u>*
  *Agha, A. & S. Wortham (eds) (2005). Discourse across Speech Events Intertextuality and Interdiscursivity in Social Life. Special issue of Journal of Linguistic Anthropology, 15/1.*
*Bakhtin, M. M., Emerson, Caryl, Holquist, Michael, & McGee, Vern W. (1986). Speech genres and other late essays (1st ed.). Austin: University of Texas Press.*
*Bezemer, J., & Mavers, D. (2011). Multimodal transcription as academic practice: A social semiotic perspective. International Journal of Social Research Methodology, 14(3), 191-206.*
*Blommaert, J. (2006). Applied ethnopoetics. Narrative Inquiry, 16(1), 181-190.*
*Blommaert, Jan. (2005). Discourse: A critical introduction. New York: Cambridge University Press.*
*Blum-Kulka, S. (2005). Rethinking genre: Discursive events as a social interactional phenomenon. In K. Fitch & R. Sanders (eds) Handbook of Language & Social Interaction (pp. 275-30). NJ: Lawrence Erlbaum.*
*Briggs, C.L., & Bauman, R. . (1992). Genre, intertextuality, and social power. Journal of Linguistic Anthropology, 2(2), 131-172.*
*Briggs, Charles (1997) Notes on a 'Confession': On the Construction of Gender, Sexuality, and Violence in an Infanticide Case. Pragmatics 7(4): 519-46.*
*Bucholtz, M. (2000). The politics of transcription. Journal of pragmatics, 32(10), 1439-1465.*
*Clark, H. H. (1996). Using language. Cambridge: Cambridge University Press.*
*Fairclough, N. (1993). Critical discourse analysis and the marketization of public discourse: The universities. Discourse & society, 4(2), 133-168.*
*Fairclough, N. (2003). Analysing discourse: Textual analysis for social research. Psychology Press.*
*Gee, J. P. (2005). An introduction to discourse analysis: theory and method (2nd ed.). London: Routledge.*
*Goffman, E. (1967). On face-work: On the analysis of ritual elements in social interaction. In Interaction Ritual. Harmondsworth: Penguin. 5-45.*
*Goffman, E. (1974). Frame analysis: an essay on the organization of experience.*

Cambridge, Mass.: Harvard University Press. (on production formats)

Goffman, E. (1981). Footing. In Forms of Talk. Oxford: Blackwell.

Goodwin, C. (1994). Professional Vision. American Anthropologist, 96(3), 606-633.

Goodwin, C. (2018). Co-operative action. Cambridge: Cambridge University Press.

Goodwin, C., & Heritage, J. (1990). Conversation analysis. Annual review of anthropology, 19(1), 283-307.

Hanks, W. F. (1987). Discourse Genres in a Theory of Practice. American Ethnologist, 14(4), 668-692.

Hanks, W. F. (1996). Language and communicative practices. Oxford: Westview.

Hymes, D. H. (1996). Ethnography, linguistics, narrative inequality: toward an understanding of voice. London: Taylor & Francis. (esp. chapter 4)

Jaworski, A., & Coupland, N. (1999). The discourse reader. London: Routledge.

Jefferson, G. (2004). Glossary of transcript symbols with an introduction. In Lerner, G.H., Conversation Analysis: Studies from the first generation (pp. 13-34). Amsterdam: John Benjamins.

Lefstein, A., & Snell, J. (2011). Promises and Problems of Teaching With Popular Culture: A Linguistic Ethnographic Analysis of Discourse Genre Mixing in a Literacy Lesson. Reading Research Quarterly, 46(1), 40-69.

Maybin, J. (2017). Textual trajectories: Theoretical roots and institutional consequences. Text & Talk, 37(4), 415-435.

Rampton, B. (2007). Neo-Hymesian linguistic ethnography in the United Kingdom. Journal of Sociolinguistics, 11(5), 584-607.

Schegloff, E. A. (1992). Repair after next turn: The last structurally provided defense of intersubjectivity in conversation. American Journal of Sociology, 97(5), 1295-1345.

Silverstein, Michael, & Urban, Greg. (1996). Natural histories of discourse. Chicago: University of Chicago Press.

Smith, D. E. (2002). Texts, facts and femininity: Exploring the relations of ruling. Routledge.

Snell, J. & A. Lefstein (2015) Moving from "interesting data" to publishable research article: some interpretive and representational dilemmas in a linguistic ethnographic analysis. In Smeyers, P., Bridges, D., Burbules, N. & Griffiths, M. (Eds). International Handbook of Interpretation in Educational Research Methods. Springer.

Snell, J., Shaw, S., & Copland, F. (2015). Linguistic ethnography: Interdisciplinary explorations. Palgrave Macmillan, London.

Stef Slembrouk, What is meant by discourse analysis? https://www.english.ugent.be/da

Streeck, J., Goodwin, C. & LeBaron. C. (2011). 'Embodied interaction in the material world: An introduction.' In: Streeck, J., Goodwin, C. and LeBaron (eds). Embodied Interaction: Language and body in the material world. Cambridge: Cambridge University Press.

Tusting, K. (Ed.). (2019). The Routledge handbook of linguistic ethnography. Routledge.

Wooffitt, R. , & Widdicombe, S. (2006). Interaction in interviews. In P. Drew, G. Raymond & D. Weinberg (Eds.), Talking and interaction in social research methods

*(pp. 28-49). London: SAGE.*
*Wortham, S., & Reyes, A. (2020). Discourse analysis beyond the speech event. Routledge.*

<u>Grading Scheme:</u>
  *Essay / Project / Final Assignment / Home Exam / Referat 40 %*
  *Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 30 %*
  *Presentation / Poster Presentation / Lecture 30 %*

<u>Additional information:</u>
  *\* The course is intended for students who have already started collecting data and are thinking about how to proceed with their analysis. I recommend that students who have not yet collected data register for the course next year.*
*\* Participation in classes is critical (therefore attendance in the course is mandatory). In exceptional cases (such as illness, reserve duty) in which a student must miss a class, he or she is requested to notify me in advance. In such a case, you may request that we record the lesson for you.*