The pragmatics of communicative competence.

The case of interactions between university professors and students.

Tesi de doctorat. Volum II: Apendix.
This volume includes the complete transcriptions of the twenty-five encounters which have been analyzed in the present research. The data have been presented in four columns corresponding, from left to right, to (i) the line number, (ii) the speech produced by the participants in the encounter, (iii) the labelling of each expression -delimited by slashes- according to the 'interactional requirement' it is intended to meet, and (iv) the code of the encounter.
Appendix I:

American encounters
Doughty
Graduate student (female)
Purpose: make a phone call
S- /I wanted to know if/ I can use /uh/ your phone to call lateramerican
P- /sure:,
S- | — they sent me this language test that I was supposed >
P- | —
S- >S to have done they sent it to me last week I got it Wednesday and they wanted it by last Friday
P- /ok/ /speak to them in Spanish/
S- | laughter|
P- /well/ I got Dr Jimenez did one but I can't I don't know what I'm supposed to do with it now if I should just carry it with me [shuffling] these thing they run /they seem so I don't know guess/because this 4th foundation is being reorganized or /it seems to me like I keep getting different things in the mail its not not sure what’s going on /like they could've —
P- [reading S’s letter >] | if you foresee any difficulties with this short deadline please let us know >
S- | /yeah yeah.
P- immediately just call
S- /because/ they could've sent this to me in December /because/ I've
P- |
P- | —
S- already been to his office /abh(out)/ s(h)x ti(h)xmes
P- | /yeah.
P- te invito a leer el periodo (special emphasis) ataque al profesor Doughty
31 O: —
32 S: de quien —
33 P: eso es una cosa familiar
34 S: de aquí
35 P: /uh/
36 S: de aquí o de allí
37 P: de aquí
38 S: [laughter]
39 P: recognize it
40 S: /the professional touch on the telephone will do it/
41 | |
42 P: /I don't know what, say /just: say
43 S: I (h) tried (h) to (h) call (h) you (h)?
44 P: I tried to call several times and I couldn't get an answer
45 /and: /uh uh/ /you know /for obvious reasons I'll just received
46 S: I ask
47 >P and I've done this as soon as possible and I'll get it back to you
48 S: /ok: I'll make a copy of it /and then take a copy with me
49 P: /yeah /make
50 sure you have a copy did you get good marks a good grade on your
51 exams —?
52 S: /ok /thanks/
53 P: ask
54 S: /at the door/ do you want this shut or open or /
55 | |
56 /uh/
57 P: leave it open
58 S: /ok: [laughter]
Appendix 1

59 #3. Burns
60 Male undergraduate student
61 P. José is gathering data on how professors talk to students —
62 O- | hello
63 O- = nice to meet you yeah ; do you mind if I tape record your — T(C)-I
64 S- | he hello | no no
65 >O| conversation thank you
66 P. /I didn't realize you were just waiting fr me out there —
67 G | what can I do for you
68 /wrun 4 wanted — a little bit more — to know basically where
69 HC-G-H | I went wrong on 'uh this paper
70 HC
71 P. /mhm/
72 T
73 [S. gives corrected paper to P]
74 T
75 S. what
76 P. /let me think at it — good topic — yeah well you you
talked to me about your typewriter I I realized that and that
77 HC-SD-T | you really
78 LC-TT | typed it up
79 T-T | and I I ended up with sentences like this and the woman that
80 TT | typed it up
81 P. /yeah what /and you know I it just got very hard to
82 SD-T-TT-LC | to follow when you were going — partly because of the
83 IM | typing — uh — but more than that if you needed
84 HE-T-BM | was it in the analysis here —/Art/ —
85 PA-TT | yeah
86 0- what can I do to straighten that up —
87 T
88 P. /well if you're going to use somebody like Martin J. and The Five
89 T
91 DM/T
92 DM/T( what you really /m h /might wanna do is set up a chart with th
93 LC-I with the different styles — /and then/ the different markers — >
94 DM
95 T
96 TT
Appendix 1

89 >P /like/ what words you /could/ use - a a a real analytic
   T31
90 chart /and then/ take your actual conversations and say ok they
   DM IM
91 use /you know/ three times they use - these words /be be/ more
   TT P
92 precise - your analysis stayed very discursive
   T31
93 S- /ah ok/
   IM TT
94 P- /you know/ casual /like/ [reading] consultant realizing in public
   TT IM
95 information and in private information is /just/ /
   LC TT
96 S- /for the one/ /and/ when I got down to the analysis here I was
   PS T
97 /just/ / /ah ok /so/ I understand that/
   LC TT IM TT T(T)
98 P- /s/
   T31
99 P- /so/ it /seemed like/ you were just /kind of/ talking about the
   T IM PS LC PS
90 data but not being precise - /you know/ /it it it /it it it was it
   T31
91 stayed at a in too informal of a level for analysis
   T31
102 S- /A.
   IM TT
103 P- //see/ you're illustrating these /things/ /and/ . . . . . . here's an
   IM HC T
104 example of ellipsis =
   T31
105 S- /yeah.
   IM TT
106 P- Ah, Ah - you know to actually th the way to turn it into an
   T HC TT T
107 excellent paper would've take to take five minutes of dialogue
   T31
108 and actually count the number of times that ellipsis was used
   LC
109 not just say it was used once or twice - or mentioned
   T31
110 /and/ /you know just try to try to bring some precision to
   TT TT
111 the analysis - "that was the idea of that" /and/ uh [reading paper] /]
   T TT HC
112 /I guess /that was the main main notion of it
   T31
113 S- / 
   G(T-
114 was where I /messed up / or was there more problems with it
   SD T
115 {[P reading paper -]}
116 P- /yeah/ /and /when you're kind of discussing Josie's Five Clocks the
   T T LC
117 different styles I thought - again /there ought to be a way to
   IM T
118 to quickly bring out that information without - you kind of like
   LC
119
try to do two paragraphs / or / one paragraph on each of the styles /}

And / in a paper like this you / would say is / that 

recognizes five styles they are A B C D - E - F - and and / 

aren't try / to replicate Joes / you know / you can't / discuss each of 

these five styles / but / what you / you know / you can say that / 

for this paper I'm going to concentrate on / you know / in one 

aspect of each of those five styles which is dialogue / or or / "you 

know " / vocabulary / or something / else something / or one thing that you can carry 

across all five - styles in your analysis and and / you don't have 

to tell the reader everything there is / you know / about Joes you can 

just say / you know / if you want more information go read the book 

yourself / basically / you know / cite Joes - / and and / / don't try to 

explain each of the five styles to the reader / again / that takes up 

a lot of room in your paper - / and it's / you know / with only a 

paragraph / so it's / really / not enough to give justice to the 

topic - but it's / kind of / too much in terms of / / the general 

that we / kind of / get lost / "at 20" / you know what in a short paper 

what you want to do is set up the / th problem - cite / 

the - / you know / the person you're using / like / Joes and then / 

zero in on something fairly concrete from there / 

S- Ask/ 

P- / and so / in general / what your paper / kind of / kept being too general 

in its / you know / use of of Joes and which features you were / 

really / looking at / you know / in some you were looking at this in 

the other you were looking at that / and so it ended up being a 

very a lot much more discursive or discursive paper than a more 

analytical paper / 

S- Ask/ 

P- " see what I mean? " / 

S- uhuh
Appendix 1

149  

150 P- it's /uh - /I'm not trying to overscientize it /but/ I'm -

151 trying to - get a clear organization/ /specially/ in a short

152 paper

153 S- /ok/

154 P- /or/ /daily/ /All you could say/ /something like/ /Joss /uh - /discuss.

155 five styles they are intimate personal /bla bla bla/ /and/ in this

156 analysis I'm going to look at the use of omission /and/ I've

157 tape recorded /or/ I've taken notes on /five conversations /or/ five

158 speech events - a classroom - talking to a friend /and

159 and I have /you know three minutes of /data from each one -

160 And just make a chart and then you'll say well from what we

161 /really saw in real life /examples /either Joss was right

162 /or/ Joss was wrong /on that feature

163 S- /ok /

164 P- /so/ it's you /kind of/ test the idea with with /real things -

165 /cause it may well be that you can find in /in the use of imp

166 omission in a classroom lecture /you know /but it might only

167 occur once out of /an hour

168 S /yeah =

169 P- = /whereas in of in - casual conversational it might be every

170 other sentence /or/ something like that /that would be important to

171 document

172 S- /ok /ok

173 P- /alright? /you might wanna go /also/ and look in the library

174 at we put Kathy Lyons' paper - the first one she did in our

175 class on reserve

176 S- /mhm

177 P- /and /I can't remember (what it was on) /pronouns

178 /or something /but - but just her style of writing the paper

HC-FS(IM) T31

IM T31

IM/TT T31

T-IM+HC-IM T31

HC-T T31

TT T31

IM-IM T31

TT T31

TT-IM T31

LC-IM T31

IM T31

IM/TT T31

T-LC T31

IM-IM T31

TT-IM-IM T31

TT/SD T31

IM-IM T31

HC(IM) T31

IM/TT T31

G/TT-IM T31

TT T31

TT-HC T31

HC-T T31
Appendix I

179 and bringing out data /I thought/ it was - it was very PS T31
180 good /"I think/ I gave her a twenty-five for it." IM T31
181 S. /Ask/ IM-TT T31
182 P. /Ask/ Did /might/ help you - you kind of/ see what I - expect T-IM(M)-LC T31
183 of a of a real good paper T31
184 S. /Ask/ TT T31
185 P. /no matter what the topic T31
186 S. /and/ Ask/ /with the Language and Culture - is that what's TT-TC-T-TC T31
187 called Language and Culture workbook of yours /in / in the T31
188 library 'I haven't looked at that yet are the topics in there T31
189 more /uh-/ more specific? /and/ / / HC-1-TT T31
190 P. /yeah T31
191 S. /and/ they /would be would they'd be better written for these papers? T-IM T31
192 P. /yeah/ /uhm/ /and/ they they lead you - much much more > TT-T T31
193 S. /Ask/ IM-TT T31
194 >P directly in to what I'm talking about right/ now LC T31
195 S. /and/ I'd/ find both of them in the reserve room? T(C)-IM T31
196 P. /yeah T31
197 S. /ok - ok IM-TT T31
198 P. /yeah /...... /it's /kind of like. /so/ in general /I mean PS-IM-HC/IM T31
199 that's /uh-/ /kind of a C C plus on that paper - HC-PS T31
200 /Basically: / IM T31
201 S. /on this one ? T31
202 P. /yeah T31
203 S. /Ask/ IM-TT T31
204 P /Basically I would you know I liked that you were trying to IM-P4TT-SD T31
205 do that/ /but/ it /just/ it's too fuzzy IM-SD T31
206 S. /yeah/ SD-TT T31
207 P. /_____/ T31
208 S. /Ask/ IM-TT T31
Appendix I

209 P: /no/ what are you gonna do your next one on?
210 S: /uhhm/ I'm not sure yet I just I just found out about it this morning. -
211 P: /uhhm/
212 S: I'm [laughter] /h(s)ey ju(h)st they creep up on me.
213 P: /uhhm/ - /well/ I'd suggest /yeah/ I'd you kids at the work 'cause
214 there there there are precise /kind of: exercises there's one
215 P: Ask.
216 S: Ask - and will they Ask - will you be here any later in the
217 afternoon /or not/.
218 P: I'll be here around four
219 S: around four? 
220 P: yeah - I have to work in another office between twelve and
221 four
222 S: /oh/ ok
223 P: /I'll be back a little while /
224 S: /uh
225 S: I might be able to run in then
226 P: Ask.
227 S: ok thank you
228 [S zips up backpack - ]
229 P: I think José wants you to fill out a questionnaire, too
230 S: /oh/ ok.
231 O: you don't have to do it now you can bring it back to the office
232 any time slip under the door
233 S: under this office? 
234 O: yeah....... 
235 S: Ask,
236 P: /.....
237 O: /thank you.
Appendix I

239  P.  see you later

240  S.  see you
Appendix 1

241 # 1. Doughty
242 Graduate students (male and female)
(They had already talked about the subject with professor)

245 F. just pretend there is nothing
246 M. mm

247 F. I don't really like talking in public when I'm not being paid (smile) /we wanna talk about money.

249 P. /money, money shop lo cash/

250 F. /um/

251 F. /cash /like suggestions that you have /ah because Bernard and I guess /like/ the way the Graduate School the comb, the various combinations of funds through the graduate school and the department are probably gonna come up with /about/

255 M. /fifteen hundred/ /um/

256 F. fifteen hundred /so/ it's /probably/ about ten of us that are gonna go down /uh/ there ee

258 P. /ok/ what's the collective budget

260 P. /so/ you need another fifteen hundred dollars

261 F. /and/ we are all everyone is gonna have to come up with some individually //but/ /we were thinking, if there were something that /like/ Julian and Scott and I /could do /maybe/ they would cover part of us /or/ if there's other things/ that we would do to get other sources that we /could/ go to to get funds that would 'like/ help for the rest of the crew all of us/

267 P. /ok wait a minute/ the Department is coming up with

268 M. five hundred

269 P. /five hundred/ ...........

270 M. \ Dean Lockhart
P. Dean Lockhart's coming up with a thousand

F. |        up with a thousand

P. /so/ we need to fork up another fifteen hundred for everybody /and/ /but/ for you all specifically we need to have some money.

P. /so/ if you all have some specific money that might free up, what do you calculate your individual budgets to be?

M. three hundred

F. |

P. total? no that's not counting

M. flight is two hundred

P. /great/

M. /ok/ that's Miami /but/ we are renting of the van to drive to

T-I-M Miami

P. /uhu/

M. /and/ we are taking a bus from Mexico City we are spending a week down there /because /

F. they are I'm not (smile)

M. /yeah /

M. /yeah /

F. my budget is gonna be a little more /because I can't take off

M. I'm gonna have to fly to Miami /and/ go in later /so/ I'm probably gonna have to come up with an extra hundred /but/ I may end up borrowing money from my father to do that

P. ok give me /you know I think what I need to do is I can I can get some money for the three of you /I'm not sure ........ >

F. /yeah but if we >

P. /yeah a little bit .........

F. /can take care of .......

M. /yeah yeah/ that

F. /yeah part of ourselves .... help
P. /so/ that may help /so/ /what I need from you /then/ is/ a budget T-T-IM/T(IM) T1
M. /typed/ /kind of thing/ /or/ can I just write it out ...
P. /sure/ just /yeah/ /something/ small /but/ formal SD-T-HC-IM T1

F. /so/ it's /something/ you /would/ have that you can show IM-HC-IM T1
P. /yeah/ I've got to give that to the foundation /and/ I'll try IM-TT T1
F. /oh/

P. I'll get the money out of the foundation .......
F. /ok/ mine will be IM/T T1
P. probably a little /what they are planning on doing is driving IM/T T1
down on Monday
M. /right/ IM/TT T1
F. Monday night on the van flying out to Mexico City on Tuesday T1

P. /uhu/
F. /and then/ going down to Oaxaca I can't IM T1

M. 

F. /yeah/ I can't take off a whole week /because of TAing for IM-IM T1
Margolis /and because of my course work and I have a reservation IM-TT T1
to fly down ......

P. /now/ she's going /what she set up? IM-IM-HC T1
F. /she is? I didn't know/ she ............. IM T1
P. /she is going she's going to the T1

Applied meetings T1
F. /I didn't know that/ /at all/ I'll have ....... Im-LC T1
P. /see/ /another/ reason she's IM-IM T1

a member of the society is /because/ they meet in exotic places IM T1
once every few years she doesn't like Applied Anthropology /at all/ LC T1
F. /I w /yeah, I was - I didn't /even/ think that she T-IM(IM) T1
was going/........

P. /so/ she was she was the first in the Department to sign T T1
up when she heard that we were going to Osauca, she's had her...

-  332  F.  *uh oh*
  IM/TT
  T 1

-  333  >P ticket for a year
  IM/TT
  T 1

-  334  F.  /well/ I'd better talk to her /because/ [laughter]
  T-IM-IM
  T 1

-  335  P.  /yeah/
  IM/TT
  T 1

-  336  F.  she /may/ think that I'm covering the class for her
  IM
  T 1

-  337  P.  /hmmay/you'd better...........................
  IM-IM
  T 1

-  338  F.  I can't cover /and/ I can't cover
  IM
  T 1

-  339  P.  you need to say go to her /and/ don't ask her what she's
  IM
  T 1

-  340  F.  for the Tuesday
  IM
  T 1

-  341  P.  doing go to her /and/ tell her what you're doing
  IM
  T 1

-  342  F.  /that/ I'm presenting a paper
  IM
  T 1

-  343  P.  /that/ you're giving a paper in the meeting /and that/ it is
  IM-IM
  T 1

-  344  important (or you ... (h) ... (h) /and/ put her in the
  TT
  T 1

-  345  F.  /ok but/ I was planning to
  IM/T
  T 1

-  346  >P position...........
  IM
  T 1

-  347  F.  /what I was planning on to /what I was planning on doing was
  IM/T
  T 1

-  348  flying down on Thursday /and/ flying direct /and then coming back >
  IM-IM
  T 1

-  349  P.  /uhu/
  TT
  T 1

-  350  >F with them on on Monday /and that way I would only miss
  IM-IM
  T 1

-  351  M.  /on Monday /
  IM
  T 1

-  352  >F three days of classes /instead of missing a whole week
  IM
  T 1

-  353  P.  /uhu/
  TT
  T 1

-  354  P.  /uhu/
  IM/TT
  T 1

-  355  F.  /which means that/ my budget will /probably/ be a hundred dollars
  T-IM
  T 1

-  356  P.  a little bit more
  IM-IM
  T 1

-  357  more /but/ we we can give you
  T
  T 1

-  358  /like/ a typed /thing/ for the budget of the three of
  HE:
  T 1

-  359  us Julian, Scott /and me /and an explanation of why mine is more
  IM-IM
  T 1

-  360  P.  /yeah
  IM-IM
  T 1
361 P: /right oh/
362 F: /uh/
363 P: ... and we'll /just/ see how we can /because/ if I can help you all /and/ /maybe/ get a little bit more of the >/364 IM-MT TT T1
365 F: /yeah/
366 >P: /matching funds
367 F: /would you want any /like/ just a copy of some of our pap IM-MT TT T1
368 abstrccts /or/ papers or just a note that we are presenting papers IM-MT TT T1
369 P: just give me the title IM-MT TT T1
370 F: /titles of papers?/
371 P: The thing is /uh/ /what I need is /you know/ tell me how much T-HC-MT TT T1
372 money you can use you got /and/ you're gonna be able to use from IM-MT TT T1
373 /whatever/ source you got from /and what you need I'll take it from HC-MT TT T1
374 F: /ok/
375 >P: there - it /shouldn't/ be a problem IM-MT TT T1
376 M: /and/ the name of our sessions /maybe/ like Julian and I are IM-PI-IM T1
377 giving a paper in the same session, panel, /whatever/ /so /
378 /ok/ /what else do we have to /to F
379 F: //I think it's all set HC-MT TT T1
380 P: /well/ I'm glad you're both going T-SD T1
381 F: /huh/
382 M: /chuckles/
383 F: /we are too it's hard to get in this door sometimes [laughter]
384 P: /that's/ /because/ I can't open it any wider SD(T-IM) T1
385 F: /any/ Scott comes down and comes in hurry up hurry up Lot [smile] SD(T-IM) T1
386 get back /ok no
387 M: /someone got in already
388 F: /two minutes/ and there's two people in there already SD(T-IM) T1
389 P: /ok/ /great/
390 F: /ok so/ /we'll get that back to you/

-17
I'll...we to call Biba.

Who's the person in Berkeley above the hotel? IM-LC-T T1

/oh/ Stefano Varese IM T1

I don't remember that we've got hotel reservations PS/IM T1

/s-a-r-e-s-e/ his name is TT/IM T1

Yes, too early to call California. /oh/ try to call him as it IM T1

I'm not /I think/ he is it in the Anthropology Department at IM-HC T1

Berkeley or Stanford. I don't remember which one. Ah, he's a IM/HC-HC-T-LC T1

'really' he's a fascinating subject, Italian immigrant to Peru LC T1

his family emigrated to Peru and they own "Todos" IM T1

"Todos"? /oh/ the chain HC-IM T1

the shopping center T1

/oh/ God /laughter/ PS/LC T1

well, there's the major action is actually. Well, there's a T-IM-T T1

"Todos" shopping center in Lima and they own that, part of IM T1

that shop T1

/todo /chuckles/ SD T1

I don't know the name of the chain. But, they own a place. T-IM T1

think/ where the shopping center is. Stefano is an anthropologist T1

who /uh.../ Peruvian things /and/ wrote a book which HC-HC-IM-IM T1

became an instant anthropological bestseller in Peru called T1

"La sal de los cerros" which is about the Copa Indians and the IM-IM T1

colonial fight over salt /and/ the relation between the state /and/ E-4-IM T1

the tribal peoples /and/ it's a /really/ good piece he's the first TT-LC T1

Peruvian who ever really studied the tribal peoples. Ah, he's /just/ IM-LC-HC-LC T1

/really smart /and/ immediately was an instant success intellectually LC-TT T1

in the country /and so/ he became very important during the Velasco IM T1

regime, he wrote the Indian community law /and/ he IM T1
wrote the whole part regarding tropical forest people /which/ is
the best natural law in South America /a tropical forest people.

At one he was one of the organizers of the ICTUA the Interna
Committee of Tribal Peoples the Declaration of Barados /and all
that stuff. He wrote most of that. He's been out in front on the
fourth world issue: he's one of the founders of the whole /dama/
movement group. he's kind of a young guru. I mean that sort of

anyway/ big guy. and then he went up and he couldn't get a job
that paid anything in Lima /because/ I think the intellectual /stuff /
were /scared to death/ .... too dynamic everybody........

follow .... instant sort of leader type person so he

finally went up to Mexico /and/ he's married to an American /and/
they he worked for the Mexican government in Oaxaca doing a
study of the Zapotec intellectuals. there's a whole /in the
Mexican indians in the Zapotees, there's a whole /sub/ the Zapotees
are very famous in the sense that they have a whole intellectual
elite /who/ are the Zapotees. /so/ he did this thing with the
Mexican Indian Institute /and/ he worked for them for about

years in various projects /including/ this Zapotec thing.

he lived in Oaxaca always he visited America in 1975 .

and I only see him at meetings now /and/ now at Berkeley he's
looking for a job in the States he'd love to get one in here

he's one of these terrible polyglots who speaks all those
languages /Italian Spanish French German English /you know/

he knows /Spanish/ well he /figured/ he could tell us where to stay

he knows Oaxaca /well/ he /figured/ he could tell us where to stay

/oh I see/ [pause] /oh I don't know if we've got that figured out
Appendix 1

451 F: /ok/ /uh/ Bernard yeah yeah /ok/ > T-HC-T T1
452 P. >

453 F: you can talk to him

454 F: /uh/ Bernard had /uh/ said something about his trying to get TT-IM-HC T1
455 some deal to put everybody up as a group /but/ /I don't know if > IM-PI T1
456 P. >

457 F: that came through /or/ what.

458 P: know........

459 F: /uh/ is every all the faculty are /kind of making their own > IM-LC/PS T1
460 P: /I know/ IM/TT T1

461 F: /

462 P: /I just finally didn't heard anything till we just called T1
463 down two days ago, reservation /and stuff. ................. HC T1
464 F: >

465 /ok so what hotel T T1

466 M: /something, "de los angeles" H T1

467 P: /yeah, "Mision de los angeles", or something like that IM-HC T1
468 F: /that... /

469 P: /I'm not in that hotel we're in another hotel ,

470 distance away Oaxaca and there's a lot > TT T1
471 F: >

472 P: there's a lot of little cheap hotels and there's plenty there, it TT T1
473 be plenty .... do you know TT T1
474 F: /mhm TT T1
475 P: 

476 F: /because the other thing is that all my friends at Mexico City IM-T T1
477 are going down I don't know what their /you know, and also the TT:IM T1
guy that I worked with is gonna be in Oaxaca like a week before HC T1
478 the conference.

480 P: /mhm/ TT T1
Appendix 1

481 F. /no/ we can have somebody /and/ I have a list of hotels in Oaxaca /I mean/ I could call

482 IM

483 P. /the best thing /would/ be/ to have called them and say make us reservations for a number of people in some

484 IM(IM)

485 F. /— /reservations /yeah/

486 IM

487 >P acceptable place but she [laughter] /you know/

488 IM/TT

489 F. /because/ what I think that /what Bernard is talking about is that with those guys is he was talking /like/ five dollars a night

490 /and/

491 M. /that's cool [laughter]

492 F. /we /could/ get /something nice for two bucks a night

493 IM/TT

494 F. /— /I think I never paid more than /ah/ ten /you know/ it there /

495 M. /— /

496 >F were /like/ three or four people in a room I never paid more than two dollars a night any place I stayed in Mexico last summer

497 IM

498 P. /— /oh I used to

499 IM

500 F. /you know/ the it's still hot water and clean sheets yes yeah /

501 TT(IM)

502 P. /— /now 50 we used to go and argue with him about it

503 IM-TT

504 >F /and still hot water and sheets clean /you know/ everything IM-TT

505 P. /— /

506 M. /ahah/

507 F. /yeah/

508 P. /we used to stay in this place in Mexico City for /lit's /cents a night IM

509 IM

510 F. /— /there are a number I haven't been to Oaxaca but from the descriptions I read because I have a little guide book and also TT/IM

511 David said there are a lot ...... of nice little old places
and/ if the hotel where the meeting is in the downtown area then
we /could/ stay anywhere and getting in and out /you know/ we
| right
wouldn't/ be isolated /at all/

/yeah/ we're in an expensive tourist place ........ call but
how much is expens

/ok/

/I have stayed a lot of times in those other kind of places so //

you /probably/ passed that stage

| real neat

/no need to slum it any more but:

/no but/ there are nice places /I mean/ we stayed in a /really/
nice old hotel in San Luis Potosi /right/ down in the Plaza in >

San Luis Potosi and paid a dollar fifty a piece a night and

have /you know/

Mexico is /real/ bargain these days

/yah/ that's why three hundred is all we need /we figured out/

/ok. then let me know just make up your budgets....

/oK

let's go and do that this morning /wonder what else [to F]
/no big deal /you know I just need to have a record:

/no too you have something to present

I don't need to have the receipts

/but/ one budget is good for the three of us /or you want three

budgets/ uh you can all put it in one piece of paper........

/Ah you can all put it in one piece of paper — it doesn't have to be
fancy I just need to have a record /and/ when I'll come back I'll
have the receipts for /whatever/ it is .... /again/ no big deal
<table>
<thead>
<tr>
<th>No.</th>
<th>Gender</th>
<th>Speech</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>541</td>
<td>M</td>
<td>/ok/</td>
<td>/great/</td>
</tr>
<tr>
<td>542</td>
<td>F</td>
<td>/ok alright/</td>
<td>/thanks/</td>
</tr>
</tbody>
</table>
Appendix I

543    do you have a minute?/  T10
544    Male student  T10
545
546    S-   'do you have a minute?'/  T10
547    P-   yeah  T10
548    S-   Ann/ I just wanted to know - if you have any books about where  T10
549    I might start on this - health (issue: I need some help)  T10
550    P-   'right ok/ well/ uh/ look in well/ you can/ start/ like in the label's  T10
551    monograph  T10
552    monograph  T10
553    S-   /uh/  T10
554    P-   /and/ I'm sure you'll find something about health in there  T10
555    - well-being as much as health/ you know/ uh in the sense of  T10
556    /° you know / general - health in a broad sense but any monograph  T10
557    /almost/ any monograph is gonna have /stuff like that on health  T10
558    /... and/ uh/ sickness diseases and /... concepts of health  T10
559    And so and so and/ you can/ go at it from a from a variety of points  T10
560    of view and/ it's not /uh /... you can/ look at it in terms of  T10
561    /... concepts of disease /... you were looking at that  T10
562    book that Susannah had right? Andean ->  T10
563    S-   /mhmm/  T10
564    S-   health with/ can/ look at that one that source should be in the  T10
565    library /uhm  T10
566    S-   /uh/  T10
567    P-   /and/ you can/ look at the / you know/ what is involved  T10
568    there are actually/ that book is /... /... if you just did  T10
569    that book it /... give you a pretty/ wide summary of the subject  T10
570    there's so many different articles  T10
571    S-   is that the best place to start?  T10
572    P-   that /... would be a good place to start /uh/ there is /... you can/  T10
573    look at it in terms of what are the special health problems  T10

-24-
in the Andes you /ask/ look at it from that point - you /ask/
look at it from the point of view of the special health problems
and traditional concepts of health and disease and how people
- view that /ask/ you /ask/ look at - how people attempt to
cure this - and treat disease - /uh/ /uh/ you /would/ /uh/ look at
it from the point of view of /what/ /what/ sort of the official health
situation /like/ organization of health services - - and
clinics doctors nurses and medicine /uh/ distribution and problems
in mortality - and sickness
S. /I was thinking/
P. /uh/ /uh/ /uh/ /uh/ /uh/ so there's a whole you know you can attack this from
a variety of ways - if you look at the monographs or the
articles on health that you can /glean/ out of the literature
you'll have to /scavenge around /that's what/ I want you to do:
is to go find /stuff/ /uh/ /uh/ /uh/ most monographs will have or
books and ethnographies will have /some kind of some content
on - well-being and health so /what you could do /would be to
select a problem from /let's say/ you're gonna look at the - the
treatment of disease and the incidence of disease - /and/ /uh/
/uh/ then so /you /would/ do a couple of things /you /would/ look up
disease figures - /uh/ /incidence/ of a particular type of
disease /so you can look up - /uh/ and then go to the monographs
/uh/ don't if that's the case that's interesting to know too /but/ I mean
if some people don't seem to address these issues very well or on /and then/
/uh/ /uh/ about how oh people confront their - the issue of
health generalizing /and/ /no me/ it's -
S. /I was thinking/ /kind of along the lines of - /uh/ /class
- and /uh/ health care access to health care welfare community >
P. /uh/
S. - and access to health

-25-
Appendix 1

603 P. /good/ SD/TT T10
604 S- /something like that/ HC T10
605 P. /so when you for that (/what you wanna do is to/) hypothesize T-IM/T T10
606 is that communities that have formal health care available /that IM T10
607 is to say/ supplied by modern medicine medicine institution T10
608 agencies personnel / - uh/ you /would expect/ to find a none of HC-IM T10
609 that existing in the 'indian communities /so/ if you look > IM T10
610 S- | right/ IM/TT T10
611 >P /at the Indian monographs monographs about Indian communities T10
612 /like/ Chuschi Parata or any of the many /sort of/ Indian IM-LC T10
613 town monographs . . . . - uh - / you will in fact/ not be HC-IM T10
614 surprised to find there's no mention of these people [daughter] T10
615 /or/ very little mention /and there/ if you look at studies of mention IM/HC-IM T10
616 towns - and and and places like that you're gonna find T10
617 mention because they have access T10
618 S /mhm/ TT T10
619 | |
620 P /you have to/ /what you hypothesize is that contemporary scientific P-IM/T T10
621 medicine / - uh/ is mediated entirely in (delivered) entirely HC T10
622 through the structure of the state /essentially/ - /and/ IM/TT T10
623 the people who are involved with state activities / directly T10
624 or indirectly or who are within the domain of of state control T10
625 /i.e./ who would call themselves Peruvians /really/ /or whatever/ /uh/ IM-LC-HC-HC T10
626 are the ones who are gonna have access to that /that kind /and TT T10
627 /but the Indian populations are not /so if you look at class in T10
628 a in a broad sense indians/non-indians /uh / that'll be HC T10
629 one way that that /you could start /and and lower class-upper T10
630 class /kind of/ divisions if you look in the in the literature for TT T10
631 example on the squatter settlements - in the urban areas you LC T10
632 see to what degree it's there but /look around to and see what T-P T10
you find you /may/ find that it's not written a lot of about it

&/probably/ some specialized - for that kind if there's a lot of

specialized writing in that

S- /ok/ /that's (fine)/

P- /and/ that book that that Suzanne showed you is the

essentially all Andrew - And/ doesn't involve /uh uh/ it /wouldn't/

involve coastal - or urban settings /say/ if you do two weeks to

explore that you have to get into some of the coastal literature

S- /uh/

P- /ok ?/

S- ok alright. /I think (it'll work pretty well yeah).

F- /knock on the door/

P- /ok/

S- thanks.

P- yeah.
Appendix 1

648 #12 Burns

649 Undergraduate student (late 30s)

650 T12

651 P. conversations evolve and strategies for taking turns are very/that/

652 /and things like that/ HC  T12

653 S. /mm nice thing/ SD  T12

654 P. /nice thing/ /and/ you - /of course/ TT-TT-IM  T12

655 S. /the first volunteer/ = SD  T12

656 P. are the first volunteer he has been in other people's offices IM-HC  T12

657 quite a bit - /and also since you've done that same /sort of IM-HC  T12

658 thing/ you can appreciate both - the problems and the IM-HC  T12

659 prospects I just got a plane ticket to go up to Hamilton IM-HC  T12

660 New York beginning of April here I'm trying to figure it out IM-HC  T12

661 - Allan Burn eleven to eleven forty-five another paper IM-HC  T12

662 to write IM-HC  T12

663 S. /laughter/ IM-HC  T12

664 P. /what can I do for you ' G  T12

665 S. /um/ /two things/ - you you said you'd like to discuss my idea IM-IM-IM  T12

666 with the Indo-Chinese refugees IM-HC  T12

667 P. /um/ mhm TT  T12

668 S. that the whole part of Linguistics really turned me on the LC  T12

669 phonetics /and/ / / TT-TT  T12

670 P. /um/ mhm mhm TT  T12

671 | | T12

672 P. was that /you've got to refresh my memory because I HL-TT  T12

673 S. | hip | hip | /ok: um/ we had talked the T-HC  T12

674 question of was /uh/ on the Grenada work and how we adapted the HL  T12

675 alphabet — which — after that /you know/ I TT  T12

676 described that /and then afterwards/ I wrote the / I could see a IM  T12

677 value of this being used in the United States with the Indo-Chinese T12
Appendix 1

678 refugees

679 P. /mhm/        TT

680 S. / the /ahu/ Latinas /as instance/ most of them coming over illiterate /HC/IM

681 in their own language

682 P. /mhm/        TT

683 S. it's a switch from 10 years ago when we got the educated

684 now we're getting the uneducated /ahu/ =

685 P. = do you work with them in Jacksonville?

686 S. I worked with them a lot in Kansas

687 P. /in Kansas ok/ / mhm/        IM-TT

688 S. /and/ the problem is when they come over here there's no way for IM

689 them other than verbally to communicate

690 P. /mhm - mhm/        TT

691 S. either in their own language /hu/ in English / so / you know / I was IM-IM-IM-TT

692 thinking / you know / if we could use a phonetic alphabet for them /

693 it /could/ be applied to both the native tongue and to English

694 it /d/ be very useful

695 P. /mhm.

696 S. /because then/ they can write to relatives

697 P. /well /assuming/ their relatives would

698 S. / IM-IM-M

699 P. learn the same system /right/ right / that's you know one > IM-TT

700 S. / same /mhm.

701 >P of the things I'm interested in with the Guatemalans is

702 they've used gas /ahu/ cassettes / to communicate with relatives / HC/

703 S. / /mhm/        TT/IM

704 >P in their own language it gets around literacy /and/ you still IM-IM

705 are able to send a lot of information

706 S. /mhm/        TT/IM

707 P. / like/ you /would/ a letter with a little little cassette I wonder if IM-IM
Appendix 1

708 - if Cambodians and Lao are doing that at all

709 P- so much depends on finances

710 P- /mhm/ - /mhm/ [19 19 dollars] you can buy a - - >

711 S- /mhm/

712 >P cassette recorder at Eckerd's

713 S- sometimes they don't have 19 dollars [laughter] - I worked

714 with them enough to realize that there's severe

715 P- /mhm/

716 S- financial limitations

717 P- /mhm/

718 /mhm/

719 S- but you know I was thinking because the government by law they

720 have to attend ESL

721 P- /mhm/

722 S- no matter where they are in the States - and ah you know she

723 set up a a universal teaching system

724 P- /mhm/ ah I see - so that they wouldn't all have that system

725 S- /hm/ /hm/ /hm/ that

726 they'd all the same system

727 

728 P- ah

729 S- I'm not going to do it it wa(h)s ju(h)st to a(h)sk you abo(h)ut -

730 P- [I was ju(h)st go(h)na a(h)sk [laughter]

731 >S [laughter] > >

732 >P come up with what you're gonna do ...... you wanna do that for -

733 >S >

734 >P your final paper [laughter]

735 S- /no/ it was just h h and idea you get excited about and realize T

736 P- /no/ it's beyond you that you have other responsibilities and / /

737 >S it's beyond you that you have other responsibilities and / /
738 P.- /yeah/ you /you know/ /what you really/ run into in this was / that

739 - All that stuff / is transferred is des sterilized / /and/

740 HC-TC T12

741 if we /were/ in France where the Ministry of Education says do

742 IM-IM T12

743 this dash dash dash dash it /would/ work /but/ somehow in the States

744 LC T12

745 you you're /kind of/ battling / people's pet methodologies

746 TT T12

747 in E.S.L. and in Kansas versus Jacksonville versus Seattle /and/

748 IM-LC T12

749 they all think their method is is the best so that /kind of/

750 overriding

751 S.- (there /should/ be) .../ation that we have of /uh / />

752 IM-TC T12

753 P.- /oh yeah?

754 TT T12

755 S.- /hm /

756 - /hm / hm/

757 IM-TC T12

758 S.- / which / is U.S. government printing

759 IM T12

760 P.- /hm/ / /so there /would /be a way to / /to have that thing / />

761 TT-IM-IM-HC T12

762 S.- But I think you'd be violating a lot of bureaucracy in government

763 IM-IM-IM T12

764 P.- /hm - hm/ / well the other thing is / I think that / />

765 TT-T-IM T12

766 S.- +++++++

767 >P in some sense E.S.L. teaching is / S coughs / has some / you know / >

768 TT T12

769 S.- ++++++

770 >P phonetic / things in it - the the question always is

771 HC T12

772 and that's what you try to get in the class is that which one do

773 TT T12

774 you decide to use which phonetic alphabet / /and/ while a lot of

775 TT T12

776 those decisions have nothing to do with linguistics they have to do with unifying what somebody sitting and inventing one then

777 TT T12

778 then convince somebody else that it's worth

779 S.- /hm/

780 TT T12

781 P.- that's /kind of/ a uni I I don't do do you know much about

782 LC T12

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Appendix I

768 the whole Cambodian refugee situation /as/ it's just /cause/ you IM-IM T12
769 were working with a particular group. T12
770 S- /well/ /I don't know everything/ T-PS T12
771 P- ________________ T12
772 S- ________________ T12
773 S- I worked with them /quite/ extensively /for/ /about/ three or four LC-HC T12
774 years. T12
775 P- doing what? T12
776 S- /um/ /uh/ this was when I was on the faculty at Wichita State HC-T T12
777 /and/ we we owned a farm out in the country /and/ I got /uh(h), T12
778 bright idea after meeting some refugees who all came in-I n farming TT-TT-T T12
779 background /say that ah /well I noticed things like /they had IM-HC-T-HC T12
780 very little self-confidence very low ego /uh/ helping could never HC T12
781 fit in they had no useful skills /and/ /uh/ /so/ I started a farm TT-HC-IM T12
782 program T12
783 P- /mhm/ = TT T12
784 S- /and/ /um/ had fifty refugees come out actually /the(hy) ca(hm) e out TT-HC-IM T12
785 every(h)day the(hy) we(ho) sup(h)posed th(eh) ca(hm) e out. T12
786 twice a week ca(hm) /th(h) was ve(h)ry > T12
787 P- /laughter/ > > T12
788 >S success(h)ful /laughter/ uh/ but during this farm program they > HC-T T12
789 >P > > T12
790 >S came out and planted their way they could plant any way they T12
791 wanted /as/ they chose Indochinese vegetables planted according IM T12
792 to the way they learned at home T12
793 P- /hm/ TT/IM T12
794 S- at the same time I had a group of Americans come with us and TT T12
795 work with them /and/ /uh/ it had multipurpose /and/ /uh/ T12
796 I looked at English learning it was very accelerated just for > TT-HC-IM-HC T12
797 P- /mhm/ TT T12
Appendix 1

798 >$ the informal contacts
799 P. /mhm/
800 S. /and/ these people gained a lot of confidence in themselves they
could do something /ah/ they could take their vegetables back to their
apartment and give things away first time /you know/ they could give
802 P. /mhm/
804 S. /and/ it helped undo a lot of the damage that occurred in camps
805 P. /mhm/
806 S. /but/ I get to know /but/ I get to know them all very well personally
807 P. /hm/ how much time did they spend in camps ?
808 S. average was about five years
809 P. /more or less.
810 P. /really ?/
811 S. /mhm /=
812 P. = that's a long time
813 S /and then/ .......... when they come over it's tremendous fear
814 P. /mhm/
815 S. I mean ++ I could not go up to somebody . from their back and
say hello if they'd been in the country less than six months they
817 /would scream and jump and hide in the bush for something/
818 P. /mhm mhm mhm /mhm / /hm / we have a a student in education
819 who is writing her dissertation on basically what you're talking
about that the / massive Cambodian /or maybe Lao/ />
820 S. / /hm/
822 >P in Jacksonville there's a big / concentration in there
823 because there was a . a policy to have /kind of like/ centers
824 rather the / the usual US policy disperse everybody /so then/
they get lost in anonymity of . US /and/ there it was a too
826 who looked have looked like of of / people /and/ she was
827 working on the schools but not necessarily with literacy which

-33-
in adapting schools her name is Ann Campbell. She did her work about two years ago and she's writing her thesis on it right now. 

S: /well/ /what I found specially with kids /uh/ is/ that they have exposure at school /but then/ they go home and that's the end. I had high school students who had been in the country five seven years and never been in an American family. 

P: /mhm/ /hm/ 

S: And that surprised me because you would think by that time they'd have American friends and they'd go into someone else's home /uh/ specially in the mid west. 

P: /mhm/ /and/ never have eaten American food 

S: /mhm/ /and/ other than cafeteria at school. 

P: /hm/ 

S: /hm/ P: /hm/ 

S: It's an interesting problem interesting area you're getting into there /laughter/. 

P: /yeah/ /that thing/ about the Cambodian I asked you cause I've never worked with Cambodians but it >just P: /hm/ 

S: >P /seems like/ there's so many you know there's /like/ hundreds of thousands of them /it's a big big problem/ there's a terrific film called /Becoming American/ it was made in Seattle. 

S: And it follows /nobody/ in the camps one family in the camps for a couple of weeks /then/ preparing to come coming through the airport in Seattle /and all of the things you're talking about their first six months /and there/ they're smack dab in
the middle of the city /you know/ problems like sweeping the dust

into the the heater vent /and all /— peanuts —=

S- = /mhmm/ [laughter]

P- it went down somewhere /and so/ /yeah/

S- they have a lot to learn /just even/ as basic as hot water from a
tap flushing a toilet they've /just/ never seen them

P- /mhmm/

S- telephone we had a refugee a foster-son he was petrified with

the telephone

P- /mhmm/

C

P- /mhmm/

^________^ =

S- = /mhmm

P- /ok but/ what are you do in your final in your papers on ? =

S- | +++

P- /my paper on/ /ok/ 1 /kind of/ been concentrating on a review of

the literature

S- the literature

P- /mhmm/

S- /uh/ and I wasn’t sure . . . I have ideas on how to proceed

but /I'm not sure exactly how /that's why/ I wanted some

direction /whether/ to continue with more interviews /uh/ I

do not have an older man and /uh/ I don’t know if I can find

one

P- /mhmm/

S- I hope to find one sitting on his front porch 'cause /I think,

it's /pretentious dash funny [laughter] uh/ but /you know continue —

P- / [laughter]

P- that type of interview I also got to thinking about the

role of __________ in the Black >

P- . . .
I thought / I told you about that / /you know/ the number of black children who attended / /you know/ at what age they recognize various rules like the role of the aged /and/ is that consistent /and then/ /I could/ compare them I've been thinking of +++ what I ++ wanted to do is /start do it totally black with /uh/ black children thirteen-year-olds sixteen-year-olds.

P. /mhm/ S. /but/ I cannot find an easy access to a group of like black thirteen-year olds unless I go to a church /which/ will plant everything = P. = /mhm mhm/ S. /so/ /I was thinking comparing white and blacks in /like/ the third and fourth grades I would _____ senior high and then high > [telephone rings] |

P. ______ Allan __ mhm ______ thank you ______ Allan Burns

Hi Nelleke how are you err Friday is ok but I have somebody's doctoral exam / I get's see at one o'clock / Friday the thirteenth I think / /why don't you come / in some ways it would /you know/ this being the first week after break /seems/ to be ______ to my ear(h) and / /mhm/ well all well then Monday runs into a set of different problems / actually /I think/ I would ______ prefer around three o'clock on Friday until what time ? / four and at four it's hard it's hard it's hard for me to stay (h)around to stay awake want / /mhm/ /so/ I'd /really/ I /would rather even if for a short time talk to you on Friday / how about how about /around/ lunch time? yeah / yeah /and/ /why don't we go out to lunch? / /mhm/ /mhm/ bye bye
Appendix 1

918 [ ]
919 S. A don't know which would be the best way to go I don't know which > (NMIM) T12
920 P. [/sos:/] T12
921 S. if I can get into the schools to administer /you know/ a short > (IM-IM) T12
922 evaluation /because/ /you know/ /remember when with the white interview/ TT T12
923 there was a /horrible/ decline [laughter] of status for the elderly IM-TT-T T12
924 with the twenty-year old PS T12
925 P. /mhm/ T12
926 S. /uh/ /and / with socialization is there a contrast between the HC-TT T12
927 whites and the blacks T12
928 P. /mhm / an attitude - yeah I ++ /let me tell you of just a T/IM T12
929 logistic problem in in that you'll have to find a - an T12
930 after-school program /or something/ because to do this kind of HC T12
931 work in the school requires you to go before the school board IM-IM T12
932 research committee and / /you know/ they have a whole procedure TT-IT T12
933 about which you have to submit the proposal and the questions T12
934 and consent forms /and/ they have to review them /and/ they have to IM-IM T12
935 send them to teachers to see if they'll allow the time for you to T12
936 do it /and/ the teachers send them back to them /and/ then/ they IM-IM T12
937 /you know/ write you a letter /and/ it would be it usually takes /I've done >TT-IT-IM-IM T12
938 S. [/mhm/] T12
939 P. that process /and/ it takes four four or five months here so /so when IM-IM/HC-IM T12
940 you do it you'll have to work with / an after-school program or T12
941 a - /you know/ a recreation center or / see do you have lab TT-IM T12
942 that are in soccer /or/ anything like that? HC T12
943 S. /mhm [/laughter] (they were in in that wasn't) [laughter] T12
944 P. yeah yeah I /kind of/ use informal LC T12
945 S. /mhm/ TT T12
946 V. /networks /uh/ to get access to people /rather than/ trying to go HC-IM T12
947 through an institutional /thing/ realm /which/ it's just really hard HC-IM-LC T12

-37-
948 to do anything/ have if you're not gonna do a whole /you know/ if
949 you need three hundred interviews; it's worth the trouble
950 S- /uhm/
951 P- you need two or three . . . it's a lot of work for two or three
952 interviews /uh / /uh/ /uh/ /uh/ I think/ that /would/ be that'd be >
953 S- /yes/
954 >P- good to follow up on /and then you /would/ you would /then/ have that
955 comparative data / /uhm / / and I /I would think/ that
956 /I mean/ around the university you /could/ find twenty-year olds
957 S- /uhm/
958 P- there's a couple in our class
959 S- . . . so /I was thinking/ /mainly/ of of /you know/ I've been dealing
960 /mainly/ with the inner city
961 P- /uhm/
962 S- /uhm/ I think/ university students . . . it'd/ be interesting to
963 see the contrast . . . uh; with university student
964 P- university students aren't that
965 different . . . uh /but /uh . . . /the other thing is to use
966 /uh/ /you know/ use contacts you have here at the university
967 people who live in Gainesville . . . to to get access to people
968 - is there anybody there any anybody you worked with
969 there in classes? uh /but /the other thing is to work
970 regularly ? . . . and I can think of a couple of people that I
971 know that if I were doing that /I would/ just go up to them and say
972 - can you . . . take me over to Mamma Lot's and introduce me to
973 some people /and do that /that's the way you'd operate on
974 that /rather than/ just going up to people coldly and interview
975 them . . . /how about Ann / . . . /what's her name. Faye Harris/ in
976 nursing you know her?
977 S- hun
Appendix 1

978  P- all the .......(h)......
979  S- | [laughter]
980  P- /bet/ /you know/ /I think/ you /ought/ to do it - it'd be nice to have T-TT-IM/IM-IM T12
981  that comparative data it makes for a question is how are we gonna T12
982  find these people T12
983  - T12
984  S- /yeah/ that's a big question - /because/ it /would/ take a long T12
985  time just to go and find kids to answer question...
986  P- /mhmm/ - /well/ /ideally/ what would you /how many would you like T12
987  to /
988  S- /ideally ?/ /uh/ I'd like to use + + + /you know/ /pretty evenly HC-HC-IM-TC-TC T12
989  P- | yeah T12
990  S- balanced school /and/ have about six or seven questions IM-HC-HC T12
991  that relate to rules I didn't wanna do it on the value judgement T12
992  /or anything like that /but it was rules /uh/ such as an old HC-IM-HC T12
993  person is active in uh 'er helps an old person has information HC T12
994  of use to me T12
995  P- /mhmm mhmm T12
996  S- /uh er uh/ there's this one involving is active in in the HC-T T12
997  home ^ /something like that ^ HC T12
998  P- /mhmm /
999  S- they they were all based on the black conceptions and the white T12
1000 conceptions T12
1001 P- /mhmm T12
1002 S- /and/ using an integrated school /I was hoping/ /like/ the third IM-IM-IM T12
1003 graders I /could/ their concepts to see how much socialization is IM T12
1004 taking place /and then/ follow it up for growth of the change IM T12
1005 P- /mhmm = T12
1006 S- = /like/ /uh/ /maybe/ two seventh or eighth grade classroooms IM-IM-IM/IM/IM T12
1007 two twelfth grade classroooms T12
<table>
<thead>
<tr>
<th>Line</th>
<th>Text</th>
<th>Speaker</th>
<th>Action/Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1008</td>
<td>P.  /ahem ahem/  -  /hm/  =</td>
<td>TT-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1009</td>
<td>S.  =  /but/  if it's gonna be that difficult to get in the schools</td>
<td>IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1010</td>
<td>P.  it normally is</td>
<td>IM-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1011</td>
<td>S.  /I mean/  I c /could probably/  use J.J. Kingley  /but then/  I don't &gt;</td>
<td>IM-IM-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1012</td>
<td>P.  /because then/  you can</td>
<td>IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1013</td>
<td>S.  &gt;S  have any contacts at outside of that</td>
<td>IM-IM-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1014</td>
<td>P.  /but/  /even/  there A mean sometimes you can, /if you're friendly with</td>
<td>IM-IM-IM-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1015</td>
<td>a teacher  /or something/  you /could/  do an end run  /around the</td>
<td>HC-IM-LC</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1016</td>
<td>bureaucracy  /but/  -  /you know/  the reason is that/  here in</td>
<td>IM-TT-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1017</td>
<td>S.  /ahem/</td>
<td>TT-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1018</td>
<td>P.  Gainesville there is thirty thousand students</td>
<td>TT-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1019</td>
<td>S.  /and/  everybody wants to use public schools =</td>
<td>IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1020</td>
<td>P.  /yeah/  /and so/  they've gotten very very tight about the their</td>
<td>IM-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1021</td>
<td>system of access  -  /but so/  I /you know/  the think what you could/  -</td>
<td>T-TT-IMPS-IM/T0</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1022</td>
<td>S.  /ahem/</td>
<td>TT-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1023</td>
<td>P.  do n/  do you know any of the teachers there or you know personally</td>
<td>TT-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1024</td>
<td>S.  /in your social life/</td>
<td>IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1025</td>
<td>S.  I do/  do know at Finley but not at the but not at the</td>
<td>IM-IM-IM-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1026</td>
<td>high school level</td>
<td>IM-IM-IM-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1027</td>
<td>P.  /ahem/</td>
<td>TT-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1028</td>
<td>/mcc/  if you can get do it just  /I mean/  the thing is</td>
<td>TT-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1029</td>
<td>just to back off and just use that one group  -  and get more</td>
<td>IM-IM-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1030</td>
<td>S.  /ahem/  / responses from the third and fourth graders</td>
<td>TT-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1031</td>
<td>P.  /and/  just not do it with the high school kids /and stuff/  just</td>
<td>IM-IM-IM-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1032</td>
<td>S.  just do  /could/  do the one group /and then/  /maybe/  pick up some</td>
<td>IM-IM-IM-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1033</td>
<td>students on campus</td>
<td>IM-IM-IM-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1034</td>
<td>P.  /ahem/  /yeah/  'm  /ah/  /I mean/  /even/  through Garen</td>
<td>TT-IM-IM-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1035</td>
<td>and that other the other girl in the back of our class  -</td>
<td>IM-IM-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1036</td>
<td>/ah/  /I suspect/  they're fairly typical they're very quiet  -  and</td>
<td>HC-IM</td>
<td>T12</td>
<td></td>
</tr>
<tr>
<td>1037</td>
<td>/uh/  /I don't/  necessarily think that black college kids an that</td>
<td>HC-IM-LC</td>
<td>T12</td>
<td></td>
</tr>
</tbody>
</table>

-40-
Appendix I

1035 different than the other kids their age - yes / I don't think /
1039 (7/6/ reporte) with college kids and get the
1040 S- |/well/ I'd say / I was thinking more / you know /
1041 keeping it on the same socio-economic lines - A think/ of >
1042 P- /
1043 S- black college kids / at least / having a little more - income
1044 P- /yeah/
1045 S- /hmm/
1046 P- /oh/ that's ................
1047 S- /but/ that / probably isn't very true
1048 because a lot of them come from the inner city
1049 P- /hmm/
1050 S- Santa Fe / would / be a very good place
1051 P- do you know anybody who teaches out there?
1052 S- I te(h)ach o(h)ut the(h)re [laughter] m(h)e 1 just ... a(h)ve a >
1053 P- /
1054 S- /your nursing
1054 >S class in the summer / though /
1055 P- class
1056 P- /yeah/ / hmmm - I mean/ That's what I was thinking you could >
1057 S- /+++++
1058 >P you / could/ ........
1059 S- / oh yeah / I know a man in biology at a
1060 P- if you / would / use that access / would / be would be one way to the other >
1061 S- /
1062 >P option / or / the other strategy you / could / follow / would / be to
1063 P- / you know / talk to Van Mering
1064 and see if anybody is already doing some research so with
1065 S- those age groups - / and / piggy-back your research on
1066 top of that
1067 S- / hmmm/ the next st research will start in about six / or / eight months
Appendix 1

1068 P. /so/ there's no . . . . . in calling /right/ now are there any >

1069 S. ————

1070 >P students/or anything/ . . . . . . ?

1071 S. ha ha

1072 P. ha

1073 S. I'm the only anthropology student out there

1074 P. /are you?/

1075 S. uh-huh

1076 P. . . . . . . . /but/ /uh/ /well/ it doesn't have to be anthropology

1077 it /could/ be anything

1078 S. /yeah/ one's in architecture and one's in public relations

1079 P. /mhmm/ | | ha/ /uh - / /you know/ those are those are /kind of / /uh

1080 difficulties you have to deal with if you wanna deal with that >

1081 S. | + + + I w I m >

1082 >P question

1083 >S gonna ask my /uh/ teachers you know the friends I'm gonna be —

1084 to see if I can /uh/ I might even just /have/ to use

1085 HC-IM-LC-PS

1086 first and second graders because I know the teachers the best

1087 HC-IM-LC-PS

1088 P /mhmm/ /yeah/ you know if it takes 5 or 10 minutes they'll probably /say >

1089 TT-IM-IM

1090 S. | /mhmm/

1091 >P uh sure/ /uh/ /or/ if they can make it into a project /you know/

1092 P I've when I worked in schools I always tried to /articulate

1093 with something the teacher might be interested in /you know/ him or

1094 herself /uh/ /so that/- the kids writing an essay about their

1095 favorite old person the teacher uses /or something/ and give it

1096 to the teacher when you're done say just let me look at them for

1097 two days and I'll give them to you and you can use them in class

1098 /or- /sometimes/ that can work /uh/ the teachers have that

1099 flexibility some of them are —

1097 S. some of th(h)em are (h)re . . .
1098 P. /pretty/ lock-step /well/ they have to be

1099 Aha! that's why they're evaluated every year /- uh - / but/ that's

1100 if it's another strategy to to work in that system / /mhm/

1101 S- /mhm/

1102 S- /you know/ I doubt if I have /like/ all these interviews done with

1103 them done /Ah! I just work in hand write up what I have done to

1104 that point

1105 P- /mhm/ - are these interviews or questionnaires / that's what / I

1106 was wondering

1107 S- for /uh/ for the yeah - the - interpretation of roles and

1108 the aged it /would be/ a questionnaire like a yes/no answer /which

1109 /would be/ easily tabulated

1110 P- /mhm/

1111 [ ]

1112 S- /you know it not not the interview the the one hour or two-hour

1113 interviews I've been doing

1114 P- /yeah - yeah the only other /you know Ab other things you /could

1115 add to that and/ /uh / there /may be/ be some observational

1116 /Abang/ /- go to West side Park on Saturday and see/ how many

1117 of these different age groups are with each other or with

1118 older people /and/ then/ /go/ over to North East Park /or somewhere/ /that where you /might/ find more blacks on a Saturday or a

1119 Sunday /

1120 Sunday =

1121 S- = /mhm/

1122 P- /Ab/ by Newman's /like/ fishing /which/ /would be/ equivalent and:

1123 /Ab/ what age

1124 S- /mhm/ =

1125 P- /patterns are in in the groups that /would be/ no you /would have

1126 /some kind of/ ethnographic data to support

1127 S- /well I've been using Pay(h)mea -

-43-
Appendix 1

1128 Prairie yeah/  

1129 P. /Pays...a Prairie yeah/  

1130 >S out there  

1131 P. /mhmm/  

1132 S. /that's what/ started the interest /actually/ /I mean/ /it did/  

1133 P. /mhmm:  

1134 P. /ok/ /how else can I help you ?/  

1135 S. /I think/ /that's all/  

1136 P. /good:/  

1137 S. /you mentioned/ Ah.../ before you you left on your trip that I should  

1138 if(b) if yo(u)(u)re sma(l)l(y) you'd have me read the papers /were:  

1139 you seem to about that? Are do you want me to read some of them?  

1140 P. what? the papers for this class?  

1141 S. yes  

1142 P. no I was just being facetious  

1143 S. /ok/ /I didn't know if you were being facetious >  

1144 P. /that was >  

1145 >S or were you serious /and.  

1146 >P that was /probably/ my subconscious calling out for help  

1147 S. /how/ /would /I /how would I grade equal to you without a set  

1148 (grah)shing se(sh)le {laughter}  

1149 P. /yeah/ /no/ w I w I w I was I was just  

1150 kidding /because/ you were serving in my place /for/ giving out  

1151 the exam  

1152 S. /did all go well?  

1153 P. /uh/ /with the exam or the trip /laughter/  

1154 S. /no with the trip /laughter/  

1155 P. /the exam you know about /laughter/ /uh/ yeah /I guess so./ /uh,  

1156 /knock on  

1157 door/
Hello

When will you not be busy with someone?

/in nineteen ninety-four/

[launder]

/but/ it's just

I'll be out in a second [to S2]

/ok/ we'll hang around

/that's why/ I asked how'd it all go

/ah ok/ I didn't know if 

well I told them who was ...... the great

can travel fast you only have to tell when you treat people

[launder]

I ask it went pretty well but I don't think I'll if they

offer me the job which I haven't I don't think I'll take it it's

just for what they're talking about salary it's just too expensive

to live up there at our stage in our life

/mhm

the kids going to college and huh you know it just that that

if we were older and the kids were gone we could take a cut

a relative cut in the salary and enjoy Washington and live

where we wanted because this age of are very very limited to

a few neighborhoods for schools and safety /and everything

/yeah

/so/ that ups the price of the housing /and all of that stuff/ /so

for those reasons which you could now raise the money there we're

talking about a bit but it went well =

/mhm/

/then we planned ...... I also went up to Providence on Thursday
and Friday they're developing an an anthro program they want

me to look over the curriculum and stuff and that went well they

liked what I had to say but

//could you live in Providence ?/

no

| no(h) [laughter]

/ /no/ that was that was not for a job that was just

consulting (the whole thing)

| /mhm/ [laughter]

other than the bookstores I do like the bookstores

ey/ there's those bookstores here / I grew up in uh Chevy Chase

Maryland my dad was in the service

/oh yeah ?/

ubu /and/ /you know/ /as far as kids /I think/ it was a wonderful

opportunity because I had a lot of /uh/ interaction with all

different kinds of cultures

/mhm/ =

not necessary through my parents but just by going down town and hanging around the monuments for the afternoon "and so on" =

/yeah/ - /uh/ that that is certainly

/and/ /you know/ we found a lot of free things /at/ /and cheap things to do

/mhm/

/which/ /I think/ are missing in other areas

/yeah/ /you know/ /I think/ if if

/but/ the cost of living is "(high)"

we /could/ live there

/yeah/ this is the place that was Catholic /and/ /they expect you
to get a raise when you get to heaven not while you're on earth/

/ /mhm/
Appendix I

1218 P  [laughter] [laugh]/ /  IM-TT  T12
1219 S- /and/ you have to dress like a businessman [laughter]  IM  T12
1220 P-  /well/ that doesn't >  T  T12
1221 >S  >  >
1222 >P bother me I can do that
1223 S- /ok well/ /thank you/ I'll get this back to you [to O]  T-PM  T12
1224 P- /ok/ /good to see you/  T-SD  T12
1225 O- /ok/ /just/ slip it under the door  IM/I  T12
1226 S- /ok/  IM  T12
1227 O- /thank you very much/  I  T12
Appendix 1

1228 #13 Burns
1229 Two male students (S1, S2). Undergraduates. Ages: 35-40, 25-30
1230 Purpose: ask advice and help to do a video project
1231
1232 S1 - .........../your assistance on /this/ /ub/ tape that we're gonna
1233 make/ 
1234 P - /mm/ - what did you decide to do?
1235 S1 - /well/ we are gonna go with the prosenec and /you know/ the personal
1236 sphere and invasion of - and film that /you know/ /and/ /ub/ uh/
1237 cross-culturally 
1238 P - /mm/,
1239 S1 - /and that's /essentially/ all we're gonna do we're gonna demonstrate,
1240 the one principle cross-culturally / uh / /but/ we need some
1241 logistics help here / /think/ / /uhm / editing or editing
1242 facilities - what do we have available to us?
1243 P /what we can do/ if - we have manual editing we don't have
1244 electronic editing
1245 S1 - /uhhm,
1246 P /and/ that means /you have a - an A tape and a B tape your A
1247 tape is your raw footage that you shot your B tape is your final
1248 /and once/ you just / you know/ edit the first the second the
1249 third and the fourth and the fifth sequence onto your B tape
1250 S1 - is it is it /pretty/ clean cut? stop and start? or is it -
1251 technical difficulty picture type?
1252 P - yeah it's /uh / /the best / suggestion I'd/ give you
1253 about doing the shooting is leave /you know/ spaces at the end
1254 of a shot like 6 or 7 seconds
1255 S1 - ...........camera just ...........?
1256 P - no no no keep on rolling on the person - and so/ when you edit
1257 you're not gonna clip off the last /thing/ the person said or the

-40-
Appendix I

1258 | last moment |
1259 S1- | Ah - I understand that/ — |
1260 P- | /and you have a - you have a larger bridge |
1261 that doesn't hot doesn't look as nice /technically/ when you're done |
1262 editing but at least you're not cutting into the good stuff/came/ you |
1263 /just/ can't be as precise as you /might/ like to /you know step on |
1264 point eight seventy-four /what you can do is step on point eight - |
1265 S2- | /yeah/ |
1266 >P sixty-five eight seventy-five |
1267 S1- when we're editing /would/ we have fade out and in capability? |
1268 S2 -..... you can't |
1269 P- no you can't you can manually (no you can't even) manually |
1270 adjust they don't have a they don't have an ins setting on - |
1271 S1- | they don't have a |
1272 >P on it it's all automatic |
1273 S2- | the other one does /though/ the department's camera |
1274 P- | /yeah/ |
1275 >S2 does |
1276 P- the department has a camera - which has a fade on it so while |
1277 you're shooting you can do some fades — |
1278 S1- | /but/ it's not the one it's |
1279 S2- | not the one you can't |
1280 S2- | you have to have plugs and you have to use a |
1281 VCR with it |
1282 S1- /kind of/ hard to run around the Plaza over there |
1283 P- | /yeah/ |
1284 S1- | taping |
1285 S2- | /uhm/ |
1286 P- /no/ it's better /that's why I say/ to /and/ there's funny things/ |
1287 you /could/ do you /could/ instead of a fade you /could/ swing |

---
Appendix 1

1288 over to a tree

1289 S1- /yeah/

1290 P- and then start with a tree your next shot - A mean it does the

1291 same /thing/ as a fade - /mentally/

1292 S2- /yeah/

1293 P- people - /wh/ or the ground or your shoe /you know/ /or/ you

1294 /even/ have a sign that says - /you know/ the continuing sign of

1295 proxemic research and after you've done with one shot/ you'll swing

1296 over to the sign - that - that Mark is holding up [gesture

1297 something] you know/ and and then/ you run over to a different

1298 part of the Plaza and Mark is holding the sign again and then you

1299 you move the camera onto the subjects

1300 S2- /mhmm/

1301 P- /so you can - use tricks like that to overcome the lack of

1302 a - 

1303 S1- how about sound dubbing ?

1304 P- 

1305 S1- no problem ?

1306 S2- you're......

1307 S1- /because I think every bit of this whole tape is gonna be 

1308 the sound is gonna be dubbed onto it

1309 P- /-------- /sure/ there's no problem at all

1310 S1- I don't

1311 P- A mean/ other than actually/ doing it [laughter] Technically it's not 

1312 S2- 

1313 S1- 

1314 P- a problem

1315 S1- [laughs] coming fast and / you know/ people selling

1316 beaches and / / 

1317 P- /mhmm/
Appendix 1

1318 S1: /going through the food line over there isn't /really/ /you know/ SD(LC-TT) T13
1319 there aren't the sounds we want/ T13
1320 P: /mhm/ TT T13
1321 S1: no/ T T13
1322 P: /the only thing I'd suggest about the sound/ is it take a IM T13
1323 cassette recorder with you and /at least/ have some natural sounds TT-HC-IM T13
1324 - you know, birds tweeting and things like that/ that you might/ T13
1325 wanna have in the background while you're doing the narration IM T13
1326 - otherwise/ it = HC-TT T13
1327 S1: = to simulate /uh / /you know, actual / sound recording or > IM/TT T13
1328 P: /yeah/ T13
1329 > /S1 or live sound recording? /yeah/ T13
1330 P: /yeah it's good to have it/ /otherwise/ it IM-IM T13
1331 sounds when you do your narration it = is such a dis /IM T13
1332 jointness between what you're saying and what you're narrating IM T13
1333 S1: I /kind of liked that film you showed us early on this semester/ LC/PS T13
1334 P: /it depends on which film you're talking about /laughter/ SD T13
1335 S1: the people at the T13
1336 /sas/ IM T13
1337 P: /yeah/ IM T13
1338 S1: /that/ was all /essentially/ done that way it was a silent film and T-IM T13
1339 - narrated - /and/ /uh/ it was a little TT-HC T13
1340 P: /mhm/ TT T13
1341 S1: difficult T13
1342 P: if you if you pay attention /like/ on TV /and stuff/ .......... IM-HC T13
1343 (with the lens) near you - background you can /still/ /kind of/ IM-LC T13
1344 of hear it a little bit T13
1345 S1: /fire engines car horns/ /uh/ SD-HC T13
1346 P: /yeah/ /and/ /in fact/ so you IM-IM-IM-T T13
1347 - don't people working on that /stuff/ have a whole /of/ HC T13

-51-
Appendix 1

1348 —

1349 S1- | we /could/ we could make just a general tape and use that IM T13

1350 /you know/ /you're ready to ...run the fire cue the fire engine/ TT-SD T13

1351 P- = /yeah/ /well/ /you know/ just on the Plaza /sort of/ just to have IM-T-TT-LC T13

1352 /some kind of/ data —

1353 S1- | At least/ we can control the sound /or/ we've got /you know/ IM-IM-TT T13

1354 background sound

1355 P- /yeah/

1356 S1- that's good

1357 P- that's just

1358 S2- /yeah/ /one of the hard things you've got to ... deal with w/ the. T-T T13

1359 sound levels /for/ because you don't have any /see that's IM-IM-IM T13

1360 S1- /well that's T T13

1361 why/ we'll we'll just use all /you know/ pre-recorded TT T13

1362 sounds background

1363 P- /yeah/

1364 S2- /I guess/ you /could/ do it if you timed it out right / that's what IM/PS-IM T13

1365 we did ^

1366 P- /yeah/

1367 S1- / yeah/ we've /uh ... let's see ... / [looking at notes] four HC T13

1368 cultural areas /uh ... / see Africa Asia Central or South America HC T13

1369 and North America — and you mentioned Indian subcontinent T13

1370 /right ?/ [to S2] IM T13

1371 S2- yeah /but/ just because it's easy for me to identify them ... if IM-IM T13

1372 they're wearing traditional dress - as /far as Africans they T13

1373 sometimes do - then it's very easy to try to identify them T13

1374 /I'm not sure/ if we're gonna shoot a lot of footage of / people Ps T13

1375 that we thought were something /and then turned out to be IM T13

1376 something else

1377 P- (oh yeah) / in Mary Fendick in our class ? IM T13
Appendix I

1378 S2: yeah -
1379 S1: = yeah
1380 S2: /well/ I can spot her /I mean/ she's (here)
1381 S1: /oh/ I know two or three people on campus /uh/
1382 P: yes - just people you know
1383 S2: /yeah/ th we were gonna try to do that - /and/ IM T13
1384 S1: /well/ I wanted to stay away from that because I it it /might/ /kind of/ affect the the reaction - uh/
1385 IM-LC T13
1386 S2: is the procedure ... IM T13
1387 S1: /oh/ /well/ /in addition to/ cross-cultural IM-T-IM T13
1388 S2: (what) we wanna do is/ show the sexual difference /&/ because I I IM-IM-IM T13
1389 P: IM-LC T13
1390 S1: /do/ know at least in our own culture there's a difference. I can shake hands with a woman longer than I can shake hands with a man IM T13
1391 S2: as a general rule/ IM T13
1392 P: /mhm...
1393 S1: /things like that /
1394 P: /mhm...
1395 S1: so it'd be interesting to see the responses in the other cultures IM-IM T13
1396 S1: IM-IM T13
1397 IM-TT T13
1398 P: IM-SD T13
1399 S1: >S1 get from those areas
1400 P: /yeah.
1401 S1: /uh.
1402 P: /mhm/
1403 S1: /but/ /uh. T-TC T13
1404 P: /oh/ /what else can I do to help ?/
1405 S2: /I guess/ we need the camera for Friday T-G T13
1406 S1: not Friday - Tuesday or Thursday IM T13
1407 S2: next week ?
1408 S1: yeah
1409 S2: uh/
1410 S1: Tuesday /yeah/ I guess you're not ...... Tuesday
1411 S2: | Tuesday or Thursday next week is fine /the only problem
1412 with that is gonna be editing /cause/ I'm gonna be heading
1413 down to Miami /probably/ the sixteenth
1414 S1: we've got we've got a month to work on the editing
1415 S2: /ok/ we still have one more paper to turn in .......
1416 S1: it takes you one night
1417 S2: /that's true/
1418 S1: [/laughter]
1419 P: [/shakes head meaning 'no']
1420 S1: -no?
1421 .
1422 S2: do you care about the time correlations - this should this
1423 film be turned in at at the time of the fourth paper or
1424 P: mhm
1425 S2: Ask should I turn this in and the fourth paper or do you want
1426 me to turn in the third paper -
1427 P: no I don't care I just -
1428 S1: ( 
1429 P said by the time the fourth paper is due I should have all
1430 everything [/laughter]
1431 S2: | yeah ok yeah that's right
1432 S1: when you turn your when you turn your paper in turn it in on
1433 a due date a paper due date
1434 P: /mhm/
1435 S1: not in between
1436 | |
1437 S2: /because/ I was gonna write the third paper when I got a chance
1438 - I just wanted to turn it in with the film /unkw/ you wanna/ P(IM) T13
1439 - / if I get it done /
1440 S1-
1441 |
1442 P- Ask/ I'll just - put it in your name Mark because I think/ they IM-IM T13
1443 /probably/ know you up there you've been up there eno(h)ugh IM T13
1444 S2- 'yeah'
1445 P- 'but/ I give that to Lee upstairs/ and then/ you make the IM-IM T13
1446 S2- 'yeah'
1447 arrangements with him - uh/ they're gonna have to check IM/TI T13
1448 their big book see when - when that thing is available IM/TI T13
1449 S2- Ask/ I'll go ahead and - make sure/ I schedule it far enough IM "13 T13
1450 in advance/ I don't think/ we'll need it but for one day and > IM T13
1451 P- //mhm/ TT T13
1452 >S2 they've got two of them available now IM T13
1453 P- 'yeah/ but/ there are there are people that know about them IM-IM T13
1454 [laughter]
1455 S2 - 'oh yeah ?/ they found out IM T13
1456 P- /they're being used a lot - IM T13
1457 S1- 'then/ we may wanna /kind of see if we can get a reserve IM-IM-LC T13
1458 on the machine IM T13
1459 P- 'yeah yeah/ IM/TI T13
1460 S2- I'd /yeah/ I'd like to see if I can/ get it for - at least T-I T13
1461 'two days /so I can /' IM-TTI T13
1462 P- //mhm/ TT T13
1463 S2- familiarize myself with it again /cause/ you know /..... it's IM-TT T13
1464 'got some / weird - quirks/ to it you didn't never hear anything LC T13
1465 about Wendy/ did you ? whatever happen / her ? IM T13
1466 P- [shakes head meaning "no"] IM T13
1467 S2- //hm/ I haven't seen her Wendy. Thompson IM T13
1468 P. |/but/ IM T13
1469 P. /yeah/ IM T13
1470 S2- I just wondered /cause/ I haven't seen her /at all/ PS(IM-LC) T13
1471 P. I saw her T13
1472 S2- I don't know if she's going to field school /or / TT T13
1473 P. I saw her it's been /like/ three weeks /but/ I saw her up there . HC-T T13
1474 a couple of times T13
1475 S2- /oh yeah?/ /I guess/ that just our paths haven't crossed IM-BM T13
1476 P. /yeah/ /well/ she had . /I mean/ I don't know if she's not IM-T-BM T13
1477 taking any classes but I haven't seen her like I did last term T13
1478 I would see her in the halls all the time T13
1479 S2- T13
1480 P. /that term I've only seen her two or three times yeah IM T13
1481 S2- /maybe/ her husband was sick or something IM-HK T13
1482 P. /yeah/ IM/TT T13
1483 S2- /or/ was diagnosed having /something/ that wasn't sure IM-HL T13
1484 what it was = T13
1485 P. = /that's right yeah. I remember that now IM T13
1486 S2- /it was something fairly serious HC-LC T13
1487 P. /mhm /yeah /but. I don't know . . . what did you name > TT-BM-BM-SD T13
1488 S2- T13
1489 >P your baby ?/ T13
1490 S2- Andrew Robert T13
1491 P. /Andrew Robert IM/TT T13
1492 S2- /mhm/ TT T13
1493 P. /that's nice Andrew is a good name/ SD T13
1494 S2- -we call him Drew T13
1495 P. /mhm not Andy/ TT T13
1496 S2- no my wife calls him doodles T13
1497 P. doodles? [/laughter] T13

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Appendix I

1498 S1- |laughter|
1499 P- /great/ SD T13
1500 S2- /yeah/ /and/ he keeps us up at night T-IM T13
1501 P- /well/ you're gonna have /about oh:/ seventeen eighteen years of that HC T13
1502 S2- /yeah /I guess/ so/ = IM/TT(IM) T13
1503 P- = [laughter]
1504 S2- T13
1505 S1- he /kind of alluded - to that this morning when I talked to him -> LC T13
1506 S2- /yeah/ IM T13
1507 >S1 /and and. - he needs to get the wife trained right away because TT T13
1508 it's gonna - affect you for eighteen years at least [laughter] IM T13
1509 P | [laughter] T13
1510 S2- /thank you Dr Burns I-P T13
1511 P- bye bye T13
Appendix 1

1512 #15. Burns
1513 Female undergraduate student
1514 Purpose: to drop the honors program
1515 P. Andrea [calling S from office door; S waiting in corridor]
1516 S. /ahum/
1517 P. /what have you done in your paper so far?/
1518 S. /uhm/ I've done some reading /uhm/ and started putting a few
1519 ideas down but it's just not going as well as /uhm/ I was
1520 thinking it wouldn't - and / uhm / to tell you the truth /
1521 P. /what I'd really/ like to do is just - forget about the paper
1522 and =
1523 P. = [laughter] >
1524 S. [laughter] try to get my three anthropology credits some
1525 other way, =
1526 P. = /uhm =
1527 S. /uhm/ and I tried to see if there was any class during the summer
1528 that I haven't taken yet and they all are two thousand three
1529 thousand level classes so I've already had them /and what I was
1530 thinking is - /maybe I could/ take one of those and do some
1531 extra work and get it /uhm/ credited as a four thousand level class
1532 which is basically what I need.
1533 P. but for the ma for the honors program you also have to produce a
1534 S. /yeah I know/ but I wouldn't / I wouldn't / forget about that it's just=/
1535 P. =
1536 P. = //so you're not gonna be in the honors program that's what >
1537 S. /yeah
1538 P. >P you're saying / /yeah//...
1539 S. /because this semester / this semester / things
1540 have just been / I was sick for a while and /

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Appendix I

1542 P. /mhm/  
1543 >S threw my whole schedule off /and / it's it's /just/ a lot of  
1544 pressure for me /right/ now to try to - get it out in the two  
1545 months I have left  
1546 P. /mhm/ =  
1547 S. = /and/ I need at least two three weeks to get it all typed up  
1548 and /and/ look it over again /and all that /are/ I /really/ don't see /  
1549 any other way out of it except just to drop it /  
1550 P. Amo - are you Ah! you're gonna graduate in the summer Ahm? /Ar  
1551 this spring? or what what is your /  
1552 P. I need three more credits /and. Ahm - /I think/ they need to be four  
1553 thousand level class special topics /or something like that/  
1554 S. /mhm/  
1555 P. pe ah I'm trying to r remember now that - / are you signed up with  
1556 Doughty - /right/ now for that honors hours?  
1557 S. /uhm:/  
1558 S. /I think/ it's under his name yeah  
1559 P. /yeah/ /and/ it's what? do you  
1560 recall the / the number for the /  
1561 S. forty-nine: ten /something like that/ let me see /looking  
1562 at papers - / /uhm/ forty-nine fourteen  
1563 P. /mhm/  
1564 S. /and/ /what I /would/ need would be /uhm/ /either/ one from this  
1565 group or that group /showing sheet to p/ /uhm/ /that's what/ Doctor  
1566 DuToit was telling me last semester  
1567 P. ^mhm^ /looking at sheet - / ^mhm^ /looking - / ^mhm -  
1568 /looking / /what you're thinking of is/ dropping forty-nine  
1569 / ^mhm completely from the schedule/ just going you you do  
1570 S. /yeah/ - the  
1571 deadline is March twentieth /I think/
Appendix 1

1572 P: /mhmm/ ^/I was gonna say/ it's comming up /really/ quick ^

1573 S: /yeah/

1574 P: /and then/ /but/ normal /and/ w when were you planning to 

1575 graduate =

1576 S: = I was planning to graduate this semester May second

1577 P: /mhmm/ - /and/ this is all that would hold you up ?

1578 S: yeah

1579 -

1580 P: Aain't we figure out a way to - to still do it ? - /you know/ T

1581 S: /it would/ hate to have you have to take a special topic summer A >

1582 T

1583 (P) putting off your graduation and sticking around Gainesville;

1584 (and) we did it /shh / /let me suggest some /things/ and see

1585 how they sound/ - /and and it's and /I don't wanna talk you

1586 into something that you / you don't want to do - /but/ I /mhmm/ 

1587 wanna salvage [daughter] s/br/ w/ho c/br/on/ =

1588 S: = /yeah/ ^

1589 P: = your program /so so I don't (" want you to ") feel like I'm

1590 /really/ trying to pressure you too much/ /but/ /uh / /there / might

1591 be a way to /maybe focus in - uh - on / a more

1592 limited - topic within the field of of mythology /and all that/

1593 - /and still/ write a paper /Still get the honors in

1594 Anthropology even in the fairly short amount of time you have

1595 S: ^/mhmm/ ^

1596 P: /I know with being sick and with other courses and with the

1597 (thing/ in) the last term that that's that's a problem. /but,

1598 I th /shh / /let me give you an example / /A think/ you should

1599 /uh/ /take something like uh the Populuh and you know

1600 (thing/ /and/ there's some new translation of it out - /and/

1601 compare that with uh /some of /a/ mythology of of

1602 -
some another Maya group

- /uh/ you know/ Tzeltal/ or something/ that that there is a collection of
- /uh/ as fact/ i have a couple like that over there - of
- folklore /and and and/ write a - very focused paper on: -
- /you know/ /whether/ the stories and s and structures of the Popoluah are
- still with people today in a nearby Mayan - community
- /you mean/ still bringing in the /uh/ kinship aspect of it
- no
- /or/ /what did you mean ?/
- /yeah/ /ah / /yeah / I was trying to remember exactly what y(h)u(ren
- /uh/ there with y(th)u(ren earlier paper on - uh well ->
- /mhm/
- >P Air even that /yeah/ /I mean you should look at kinship terms in the
- Popoluah I've been thinking about that 'cause I've been reading it
- lately and it's accessible kind of - - /and then kinship ->
- /mhm/
- >P terms in just one specific collection - so so your your data
- wouldn't be as large as we were talking earlier - it'd be a
- fairly limited (amount) in - that way/ the research it would take
- to do the paper would be much shorter thinking about I think two
- good days you know sixteen twenty hours of - pairning over
- the texts /would would give the /you know what, kinship data are
- and the attitudes about these different kinship relations - and all
- that sort of thing? =
- /mhm/
- /uh/ /you know/ what existed there and what existed here - and then
- it's a simple job of Ahem: Well not simple that is a job Ahem/ of
- writing a report that compared those those - those two
- discrete data sets.
Appendix I

1632 S: act /you mean/ more of a paper /uh/ comparing rather than doing my own T-IM/PS/HC IM T15
1633 P: research ? T15
1634 S: /uhm/ /well/ A mean/ you tell/ do your own research to dig out/ IMTT-PS(T-IM/HC) T15
1635 P: of the = T15
1636 S: = /uhm/ T15
1637 P: I texts /that that sort of thing/ /uhm/ HC-TC T15
1638 P: /uh/ T15
1639 S: do you think/ that would give me the the b A mean/ I'm just > P-PS(IM/HC) T15
1640 P: /too much yeah/ /well - LC-PS(DM) T15
1641 that maybe it shouldn't be /that long /uh /the idea of the IM-IM-HC T15
1642 honors /I think as I understand it is to /uh /to IM-HC T15
1643 illustrate to /you know/ us and yourselves that you can TT T15
1644 do research T15
1645 S: /uhm/ T15
1646 P: /you know I I when I told you fifty pages that was just a number TT T15
1647 /so we could at least work with something if it were thirty IM T15
1648 pages and well done that would be just as good /uh /another LC-HS-TIM T15
1649 another way people have done the honors program /uh /is (HL) T15
1650 to take a paper they wrote for another class and just expand T15
1651 it T15
1652 S: yeah T15
1653 P: is there is there a particular T15
1654 S: I had one paper but I've been looking for it and I can't find it > T15
1655 P: /y(h)m /IM/SD T15
1656 /uhm/ /laughing/ /and/ T15
1657 S: /laughter/ /and/ T15
1658 S: /uhm/ I wrote it for Doctor Oliver-Smith and I'm afraid I never picked T15
1659 S: up /because I was afraid of looking at the grade /but I I ended PS(DM) T15
1660 up getting a good grade in the class after all /uhm/ = HC T15
1661 -62-
1662 P. = /maybe/ you /could/ give him a call he /may/ have it  IM-IM  T15
1663 S.  /yes/ that was two IM/TT  T15
1664 years ago /he/ / / IM-IT  T15
1665 P. /yes/ I have papers from two years ago (here) > IM/TT-IM  T15
1666 S. /yes/ IM/TT  T15
1667 >P - it'd be worth a try - what was the paper on ? IM  T15
1668 S. /uhm/ it was - ^/he/ me see what was it/ - /uh/ HC-HC-IM  T15
1669 kinship structures among peasants  T15
1670 P. /uhm/ TT  T15
1671 S. /and/ /uh ^what did it focus on? - /I think/ it it was T-TC-IM  T15
1672 mostly focused on on Latin America ^/that was what/ he pulled -> IM-IM  T15
1673 P. /uhm/ TT  T15
1674 >S most of his material for the class out of T15
1675 P. / (sure) mhm/ TT(IM)  T15
1676 - T15
1677 P. /uhm/ - I mean/ that that is a - a strategy and one that /might/ TT-IM-IM  T15
1678 be a little more workable than: - creating a whole new research T15
1679 project in this short time - what other paper have you - T15
1680 S. /yes/ IM/TT  T15
1681 P. written ? HC  T15
1682 S. /uhm/ HC  T15
1683 P. ^ for courses ^ T15
1684 S. I haven't written any - other long ones that I'm /really/ LC  T15
1685 satisfied with I write (in) one last semester about - /uhm/ / HC  T15
1686 protestant revivalism for Doctor DuToit for the anthropology of T15
1687 religion class /but/ I really - was not happy with that /as/ IM-LC-IM  T15
1688 I'd rather/ not do anything with that = IM/PS  T15
1689 P. /uhm/ IM/TT  T15
1690 S. /uhm/ if it just didn't turn out ve /very well/ HC-PS  T15
1691 P. /uhm/ TT  T15
Appendix I

1692 S. /ahem - / That's the only thing I can remember/ actually/ HC-IM/HC-IM T15
1693 P. did you take theory? T15
1694 S. /yeah/ I wrote about /ahem/ Malinowski - /yeah/ IM-HC-IM T15
1695 P. /ahem - - -
1696 P. /ahem/
1697 S. = Malinowski /ahem/ /ahem - / I don't remember exactly I think it was T-T-HC-IM T15
1698 /ahem - the debate between /ahem - / it was complex /ahem - /
1699 if the Oedipus complex is present does that - /really/ indicate LC T15
1700 /ahem I had to tie in with the whole bit about sexual oppression HC-LC T15
1701 P. /ahem/
1702 S. /ahem/ because/ he was talking about the Trobriand islanders not HC-IM T15
1703 having the father figure so - /ahem/ how could they have this H/ T15
1704 whole business of sexual oppression LC T15
1705 P. /ahem/
1706 S. /ahem/
1707 P. /ahem/
1708 S. that was /ahem - / Doctor Mangols asked us to write a paper just HC T15
1709 P. /from the perspective of that person IM-TT T15
1710 S. /yeah, but/ not not based on IM-IM T15
1711 actual research that this anthropologist did but just IM-IM T15
1712 P. /ahem/ TT T15
1713 S. what we /would/ think would be in line with with the ideas IM-IM T15
1714 P. /ahem./ TT T15
1715 P. /ahem ahem - Act's see what other courses --- have you TT-T T15
1716 taken from from Doughtry anything? T15
1717 S. /and I had /ahem/ from Doughtry I had - / let me see T-T-HC-HE T15
1718 "Peoples of Latin America" I don't think/ we had to write a paper IM T15
1719 for that that was only a two thousand level class - IM T15
1720 P. /ahem/
1721 S. /and. "Culture and Personality" so we did a - group project on IM T15
that comparing dreams among /ah/ dreams and their meanings and HC T15
importance to the different cultures cross-culturally / - whom/ HC T15
[looking at papers ] / I what's all/ T T15
P: Uhuh - uhm - /a's see/ huh? in Martha's you ask Martha's TT-T-T T15
Anthropological Linguistics* S- yeah yeah T15
S- | yeah yeah T15
P: /A guess you don't write a paper IM T15
just do exercises till they come out of your ears [laughter] SD/LC T15
S- I yeah | yeah T15
S- yes T15
P: / [laughter] T15
that was a fun class I was surprised it was one of the hardest PS T15
classes I've ever had but I enjoyed it/ (LC) T15
P: /uhr uhr well it seems to me that /you know I I TT-HE-T-IM-IT T15
do if /we could salvage /and I don't mean that in a negative S-D-T-HE/PS T15
sense I mean it in a positive sense /maybe/ an expansion of IM/ T15
that paper for Tony Oliver Smith /and I would/ at least call T-IM/IM T15
him and you know you applauded and everything else but TT-HE-T T15
he /may/ have a /ah/ I would say that and kind of expanding > IM-HE-IM-HE/LCA T15
S- I yeah T15
>P that I mean you /could use this even the same thing you've IM-IM/IM-HC T15
written and then just you add a couple of sentences or something IM-HE/L T15
S- /uhr T15
P: on on uh mythology if you wanted to do that /you know in it I-TT T15
would be an easy way to to /uh/ do that /and that's what IM-HE/T T15
acceptable that's the idea T15
S- /yeah/ IM/TT T15
P: /even/ at the masters level - you know a lot of my students IM-IT T15
do a - term paper /and then/ they /just/ turn it into their master IM-LL T15
themes by (you know?) adding to it TT T15
Appendix I

1752 S>=/uh/it's it's - it's it's not - /you know/ an easy way out
1753 P>=/uh/it's it's - it's it's not - /you know/ an easy way out
1754 it's it's one of the paths that you follow other people:
1755 follow the path that we originally talked of creating a whole
1756 project for this term
1757 S>=/yeah/= PS(T-TT) T15
1758 P>=/uh/so I'd do /I'd like you to /at least think
1759 about that and it's apart because - I think it /would be a shame
1760 to throw out an honors degree because of Althing's that happened the >
1761 S>=/yeah/= IM/TT T15
1762 P>=/uh/last term - /you know/ and being ill /and/ just your schedule:
1763 being very very difficult /and/ /you know/ it seems a shame to do
1764 to (not) not get the honors because of that =
1765 S>=/yeah/ but it's mmhm - /I just/ I didn't expect this last semester -
1766 S2>=/knock on door/ IM/PS(IM-LC) T15
1767 >S>=/uh/to to turn out the way it did:
1768 P>=/uh/come in /<to S> the /uh
1769 S2>=/Uh/ [to O]/ I just uh wanted to let you GB(HC-I) T15
1770 P>=/uh/ know I'm out here:
1771 IM/TT HC-T(IMO) T15
1772 /we could we could talk and /maybe/ that - after you think about
1773 this /uh/ talk with Professor Doughty and myself
1774 there/ might be a way to /uh/ let's see /so I think we
1775 we're gonna give you an incomplete in this and have you finish
1776 it after the term is over
1777 >/for what I was thinking, was if I could just /finish it
1778 during summer A then something like that
1779 P>=/uh/that would I wouldn't have no problem with that /you would
1780 have to check with the registrar on - what that means in terms:
1781 of your graduation obviously you /you would graduate. IM/IM T15
1782 S- (yeah of course/)
1783 P- /and/ I don't know - /you know/ if - what the regulations
1784 are An terms d/ whether/ you have to be registered for the term you
1785 graduate - or whether you can be making up as a-
1786 S- (yeah/
1787 >P incomplete - /you know/ I think/ you'd have to check that out
1788 Ahum - /or even/ we'd have to /we'd have to look at the-
1789 at the h calendar there might be a way for you to-
1790 /you know/ - finish the writing /right/ up to the day you
1791 graduate(b)e
1792 S- /yes/=
1793 P- = /and/ you know/ we /would/ always/ give you a grade before if we- T-IM-IM
1794 had seen at least - /you know/ a good outline and things like that IM-IM
1795 that - /that would be another possibility/ - /but/ maybe we- T(IM)-T-I
1796 need to talk with professor Daughtery
1797 S- "(yeah/"
1798 P- /and/ you and me together on that one day IM
1799 S- /or/ the first thing would be to - figure out what I'm gonna T-HE-IM
1800 write on it /probably/ - just start out by by getting the IM-LC
1801 paper from Doctor Oliver-Smith=
1802 P- = /yeah/ if he has it you don't have do you have a rough draft or IM-IM
1803 notes /for anything /yeah. =
1804 S- /[shakes head]
1805 S- = /I don't know why I just /just/ got rid of all of that = PS(LC)
1806 P- = /yeah/ /yeah/ sometimes happens/ - (it) usually happens once - IM-SD(T)
1807 S- /ahum
1808 >P /then/ you never get rid of anything after the(h)at [laughter] yeah - (IM)-T
1809 | /yes/
1810 >P /but/ ah /and /a guess that if that doesn't work - then IM-IM
1811 we /would/ think of some of these other strategies /maybe/ to to- T-HE-T-IM-PS

-67-
Appendix 1

1812 S- | /yeah/ | IM/TT | T15
1813 >P to get the /ah/ - /if at all possible/ I - /you know/ I'd | HC-IM-@T | T15
1814 //I'd like you to get out with a the humans/ - if that doesn't work | SD/FPS(Q) | T15
1815 /at all/ /and everything else/ / seems/ to fall apart - it'd /still/ be | LC-HC-IM-IM-IM | T15
1816 fine with me if you /wanted/ to - stay on summer A and take a | IM | T15
1817 special readings with me - and = | IM | T15
1818 S- = /could I do that - (maybe)/ | G/P/A(IM) | T15
1819 P- | yeah / so / I'd be happy/ to do that because | T-SD(IM) | T15
1820 I'm gonna be teachin summer A /anyway/ - /and so so that'll | IM-IM | T15
1821 - that option w will be there for you | IM-IM | T15
1822 S- /yeah/ / what /would that involve just /ahm reading - a lot of> | IMTT-Q(IM-IM-PS) | T15
1823 /ah/ books/ | (HC)) | T15
1824 P- /yeah/ / usually/ / what I have people is/ pick some topic / and then | IM-IM-IM/T-IM | T.5 | T15
1825 they they made up three by five cards with annotations | IM-IM-IM/T-IM | T.5 | T15
1826 on them - some people write up a little paper although that | IM/PS | T15
1827 I usually don't think that's necessary 'I think' if you go through | IM/PS | T15
1828 a lot of books and articles and come up with a good | IM/PS | T15
1829 bibliography and a good annotation of it | IM/PS | T15
1830 S- /ahm/ | TT | T15
1831 P- | that's "..........." project | T-SD(IM) | T15
1832 P2- | [knock on door] | T15
1833 P- yeah | T15
1834 [door opens a little - ] | T15
1835 P2- Allan? | T15
1836 P- yes - who is it? - hi Linda | T15
1837 P2- hi - I ask(h)i didn't wa(h)it | T15
1838 /Tim(h) so(h)ry/ | T15
1839 P- | /ah: boy - /ah(h)ank y(h)ou / daughter | T15
1840 P2- | /ah(h)cuse m(h)ou / daughter | T15
1841 >P ma(h)de m(h)y da(h)yy/ | T15
 Appendix I

1842 P: th(ke)s fr(h)en L.A. - they made them So-e(y) evening and they -
1843 P: [laughter]
1844 >P2 were wa(h)en th(h)en [laughter] I kept them - kind of -
1845 P: [laughter]
1846 >P2 refrigerated
1847 >P /hi(h)ke I s(h)ay' th(a(h)) & yo(h)u' [laughter]
1848 P: [ok'] Excuse me for interrupting,
1849 /you you now see where our priorities are' [laughter]
1850 P: [laughter]/tor(h)uitas'/
1851 /haha(h)ik yo(h)u' [laughter] she was kidding around she was going
to L.A. she said what do you want? I said Mexican food you know
1852 we don't have any [laughter] in Fl(ight)rida in Gaines(h)kilk.
1853 /yeah,
1854 S: /yeah,
1855 P: /so/ she brought me tortillas - homemade/ that's /pretty
1856 special/
1857 > 'Isn't there a group in 'whom' - where is it - Indian Town in
1858 Florida - are they still there?/
1859 P: /yeah
1860 S: /yeah/ -
1861 P: /yeah/ I've been working with them
1862 S: /because/ Maria did something. - on that -
1863 P: 'mehm/ /yeah she did her masters under me on health and
1864 nutrition
1865 S: 'mehm/ TT
1866 P: / they they're Guatemalan Maya - they only speak Kampohal -
1867 'but/ Ash - /Ash/ well why don't you do that/ why don't you call
1868 call Air drop a nut or so: Tony Oliver-Smith if any chance the paper
1869 /might/ be there if it is bring it in - you know Friday -
1870 S: /yeah,
1871 >P Air whenever you can - and we'll look at it and see what we -
Appendix I

1872 can do with that - and then/ if it's not there then you'd have
1873 IM to decide if we /could/ - if if you have the time / to
1874 IM-HC work on this - on top of the rest of your schedule - /and
1875 T as I said/ I don't wanna push you into - any things that you're
1876 IM/T-I unable to do - /and then/ we /could/ have a meeting with with
1877 HC-IT Dougherty and and and you and me /uh - / about - /you know/ how
1878 IM/T-T we would logistically work work out to to finish up that project

1879 S- /yeah/

1880 P- /and/ take some time too /I know it's /uh - /you know/ it's it's
1881 T-SD(HC-TT) hard / /you/ if you do decide to /just/ - drop the course we have a
1882 IM-LC couple of days /yet. =

1883 IM

1884 /yeah/ IM/T-T

1885 P- = /yeah/ =

1886 IM/T-T /yeah/

1887 P- / attitude toward that /and/ /uh - /but, if if it doesn't
1888 SD-IM-IM work out that's fine/ then we then you could do that summer A readings
1889 TT with me and graduate you know/ during the summer

1890 TT /yeah/ - /it's /just frustrating because I had these high hopes
1891 IM-PS(LC-T) of of I was gonna write a wonderful paper and all and it(’s
1892 LC’ H C it)

1893 TT /uh but no(‘t) it working oh(‘t)

1894 IM/T-T/mhm/

1895 T-G(IM)-PS /ok/ /ok/ I’ll do that/ that makes me feel much better

1896 IM/T-T-HC /uh/ /good - you knew who +++ was here was /uh remember the

1897 Rafeal Roch

1898 S- /yeah

1899 T- IM/T-T he was here on Monday

1900 S- IM/T-T /oh really ?

1901 P- IM/T-T /uh

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Appendix I

1902 P.- we had another it w it was /right/ after the break so I I put LC T15
1903 announcements everywhere it was in the newspaper but a lot of T5 T15
1904 people didn’t come T15
1905 S.- /yeah/ = T15
1906 P.- /bu:/ /ah/ he gave a nice talk showed a lot of the colonials > THC T15
1907 S.- /oh/ IM/TT T15
1908 >P /you know/ haciendas and things in Yucatec it was /kind of/ good TT-HC-LC T15
1909 to see him T15
1910 S.- /yeah/ /that’s great/ /ok/ bye IM-SD-T T15
1911 P.- /hi/ /good/ /nice to see you T-SD T15
1912 #2 Doughty
Graduate student. Male. He comes in with a female colleague.

1913 She is going to wait till he finishes.

1914 Purpose: change subject of paper

1915 F. /I think/ he's first

1916 P. you /can/ come in and sit down /if you want/ [to F]

1917 F. ok

1918 P. /I'm going to put some hot water............

1919 F. /your office looks great:

1920 P. /uh/ /I need to ask you something/, /uh/ I'm doing I'm doing some
research on Sociolinguistics, student-professor interactions,

1921 F. /uh/ /I wonder if you mind if/ I taperecord .......

1922 P. /not really:/

1923 F. /I guess/

1924 M. I don't mind:

1925 F. what are you gonna do with this tape? Are you gonna play it
for any reason?

1927 M. no, no I'm not gonna play for anybody I'm just trying
to find out some conversational strategies

1928 F. /uh:

1929 O. /and/ /uh/ see what problems non-native speakers may have in in
conversational interaction

1930 F. /oh ok/

1931 O. ——

1932 M. the leavings from yesterday hu

1933 P. ........ the day before

1934 F. /is this for your Language and Culture class?

1935 IM/TT

1936 IM-HC-IM

1937 IM/TT

1938 SD T2

1939 T2

1940 T2

1941 T2
1942 O: no, no this is for my thesis
1943 F: /for your thesis/ TT T2
1944. O: I'm not I'm not registered in any class. I'm just sitting in the
1945 thesis. My purpose of my coming to this country was to write my
1946 thesis.
1947 M: /you are doing your fieldwork? IM/TT T2
1948 O: /that's right/ /I'm trying. IM/TT-PS T2
1949 P: ..............my little kitchenette T2
1950 M: [laughter]
1951 F: /this is great, I love it. SD T2
1952 P: you like the way it is T2
1953 F: /yeah/ IM/TT T2
1954 P: Ah, you haven't been here since 1 did it? you were since I did that IM T2
1955 F: no I didn't notice T2
1956 P: 1 did this two weeks ago T2
1957 F: /uh/ IM/TT T2
1958 P: you've been here since week T2
1959 F: /uh, did you put the pictures up two weeks ago? HC T2
1960 P: / yeah T2
1961 F: /shu [laugh] IM/TT T2
1962 P: [laughter]
1963 M: /oh my goodness/ I love that picture, isn't that something? PS(LC/AM-LC) T2
1964 P: that's from /some place I don't know where/ that's from Spain or
1965 1 doesn't it say? T2
1966 O: what? T2
1967 P: no not that one T2
1968 F: / no this one T2
1969 M: that poster T2
1970 F: /eh/ IM/TT T2
1971 P: cto de solidaridad con el Salvador /I can't remember where HC T2

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Appendix I

1972 O- /could/be yeah Moneaux .......
1973 P- that's in Spain /yeah: somebody sent that to me from Spain ...
1974 IM T2
1975 M- /we /should; send Reagan a copy of that/
1976 M- /yes/ /oh/ /what's up?
1977 P- /mhm/
1978 M- /and/ trying to use it as a /kind of/ beginning research for a
dissertation /that sort of thing /and/ I got to looking at some of the literature on the migration /and/ it /seems/ to be a very
well researched area already /and/ /uh/ /I was considering: uh, aging 
1980 IM-SD-HC-T T2
1981 IM-LC/PS T2
1982 T1-IM/PS T2
1983 PS(IM) T2
1984 TT T2
1985 TT T2
1986 TT T2
1987 TT T2
1988 TT T2
1989 TT T2
1990 TT T2
1991 TT T2
1992 TT T2
1993 TT T2
1994 TT T2
1995 TT T2
1996 TT T2
1997 TT T2
1998 TT T2
1999 TT T2
2000 TT T2
2001 TT T2
2007 P: /yeah I know/ how /you know/ I've got an eighty five year-old mother who is

IM-IM-TT T2

2003 /you know/ I have to try so /you know/ hand/ it's /really/ hard it's

TT-TT-T-LC T2

2004 /yeah/ hard to deal with it modern urban society /just/ ain't ready

LC-LC T2

2005 for that /at least/ the old mechanisms don't work. The problem

IM T2

2006 that /I feel/ like/ in my mother's generation in this country

IM-IM T2

2007 /you know/ they've got a set of values that were laid down in

TT T2

2008 nineteen ten and /of course/ they don't exist, /not/ people don't

IM-IM T2

2009 even they can't understand what she's talking about

TT T2

2010 M: /mhmm/

TT T2

2011 P: /and/ her expectations of what my family or I can do or anybody

T T2

2012 else /should/ b. doing with them are /completely/ out of sync with

IM-LC T2

2013 the time

T2

2014 F: /mhmm/

TT T2

2015 P: /and/ I think this is probably gonna be true /or could be

T-IM-IM-IM-LC T2

2016 well/ be

DM T2

2017 M: /mhmm/

TT T2

2018 P: the uncertain circumstances so/ it'd/ be very /real/ interesting

IM-IM-LC T2

2019 in seeing how this thing is handled /so/ I would think I would make

HC-T-IM T2

2020 /that/ I would make a lot of sense to me as project

IM-PG T2

2021 M: /What about at this at this foundational stage, what would you

T-IM1 T2

2022 /

T2

2023 P: /well/ I think you have to /again/ to do /kind of/ an exploratory

T-IM1-IM-LC T2

2024 exploration of the literature >

T2

2025 >

T2

2026 >P relatively little about it anywhere /but/ I mean /u/n /uh /but/ in >

T-IM-HC-T T2

2027 M: /

TT T2

2028 >P Africa I have no sense of knowing what's going on /but looking

IM T2

2029 at age /well/ /I/d look at age grade systems in the cultures >

T-I T2

2030 M: /

TT T2

2031 >P that are /you know/ you're gonna be dealing with the kikuyu

TT T2

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Appendix 1

2002 As whatever else. And what you can find out about age grades there > IM-P T2
2003 M / / mhm / TT T2
2004 >P what's the age grade system like?. how are the elderly regarded? > T2
2005 M / / mhm/ TT T2
2006 >P what are their functions within the society /and so on/, /and then: HC-BM T2
2007 A try/ to see that cut against the migration background and P T2
2008 how that how that changes, /and then/ /mhm/ at the national society IM-P T2
2009 the government /let's say/, and /now/ if there is any recognition of IM-P T2
2010 need here
2011 M / / mhm mhm/ TT T2
2012 P / /uh/ there's recognition /of course/ on the other end of the scale HC-BM T2
2013 about /probably/ schools for the young, kindergarten, /this kind IM-HC T2
2014 of thing/ increasingly in third world areas . /And what about/ the T T2
2015 other end of the scale, /which/ is the other end of dependency IM T2
2016 /mhm/ at the dependency ratio P T2
2017 M / / mhm/ TT T2
2018 P / /uh/ in demographic terms /you're dealing with the dependent people IM T2
2019 /why are non-productive in effect /and/ in with kids this goes up IM-T T2
2020 to any/ the age of eight or nine /probably/ and with the older people the IM-IM-T T2
2021 /probably/ starts after /what whatever the age of sixty or sixty-five and up IM-HC T2
2022 or /again/ /so/ /you/ have dependency on either side of the population IM-T-IM T2
2023 scale /so/ how many dependents do you have in the society and what T-IM T2
2024 age groups
2025 M / / mhm/ TT T2
2026 P / /uh/ /you/ have dependency, most people think of dependency in IM-BM T2
2027 terms of young /pause/ /and/ /cause/ at the other end of your T-IM T2
2028 bell-shape population curve /you've got /relatively/ few older IM-LC T2
2029 people relative to the number of younger people. /So/ it's not T2
2030 a rep symmetrical curve. The number of people who've left at T2
2031 the end of life always is small T2
Appendix 1

2062 M- /mhm/

2063 P- it constitutes a very different problem at that end of the scale

2064 "so to what degree does this national society deal with that

2065 what are there any laws or any special programs involved /and/

2066 /if not then/ you go do it in the family [pause] /and/ how has the

2067 family dealt with this /it seems to me/ you /would/ structure something >

2068 M- | /yeah /

2069 >P out of that.

2070 M- /ok/ /so/ /probably/ for this class /then/ just do a basic review

2071 of the ___

2072 P- | /I think/ you wanna outline the problem

2073 S- /may/ end up with outlining the problem

2074 P- outline the problem in anthropological terms /in other words/,

2075 you /wanna/ frame the problem

2076 M- | /mhm/ |

2077 M- /uh/

2078 P- /since/ /obviously you don't know a lot about it /so you're gonna -

2079 M- | /right right/:

2080 >P have to do an exploration the exploration is going to be the paper

2081 M- /mhm/

2082 P- exploring the problem of aging as an applied problem. What can

2083 /you know/, is there a need? can something be done about it?;

2084 what has to be done? what /would/ be /you know/ that /kind of/ / /

2085 M- /mhm/ / / /uh/

2086 P- that's /uh/ /you know/ I'm /uh/ that /I'm just trying to give you some

2087 ideas I don't want to dictate to you what/ ___

2088 M- | /sure, sure/ -

2089 nice little sound, bonny type sound /

2090 [others laugh]

2091 P- .... /laughter/ /ok?/
<table>
<thead>
<tr>
<th>Time</th>
<th>Speaker</th>
<th>Text</th>
<th>Codes</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2092</td>
<td>M</td>
<td>/ok good enough/, /thank you/ /that should get me started/</td>
<td>G4-G</td>
<td>T2</td>
</tr>
<tr>
<td>2093</td>
<td></td>
<td>/do you want me to listen to you /or should I leave/</td>
<td>SD-I</td>
<td>T2</td>
</tr>
<tr>
<td>2094</td>
<td>F</td>
<td>mhm? /If you like/</td>
<td>I</td>
<td>T2</td>
</tr>
<tr>
<td>2095</td>
<td>M</td>
<td>[laughter]</td>
<td></td>
<td>T2</td>
</tr>
<tr>
<td>2096</td>
<td>F</td>
<td>/you can listen to the tape    - listen/</td>
<td>SD</td>
<td>T2</td>
</tr>
<tr>
<td>2097</td>
<td>P</td>
<td>/ok/ you got your /stuff/. /don't leave anything this time/</td>
<td>I-HCS-D</td>
<td>T2</td>
</tr>
<tr>
<td>2098</td>
<td>F</td>
<td>this isn't yours, /is it Sam?/</td>
<td>IM</td>
<td>T2</td>
</tr>
<tr>
<td>2099</td>
<td>P</td>
<td>whose is that , what is that</td>
<td></td>
<td>T2</td>
</tr>
<tr>
<td>2100</td>
<td>F</td>
<td>is this yours?</td>
<td></td>
<td>T2</td>
</tr>
<tr>
<td>2101</td>
<td>O</td>
<td>no that's mine</td>
<td></td>
<td>T2</td>
</tr>
<tr>
<td>2102</td>
<td>F</td>
<td>/oh ok/</td>
<td>IM</td>
<td>T2</td>
</tr>
<tr>
<td>2103</td>
<td>P</td>
<td>/oh/ /the unobtrusive observer has left /...</td>
<td>IM-SD</td>
<td>T2</td>
</tr>
</tbody>
</table>
Appendix I

2104 02A Burns
2105 Male graduate student
2106 Purpose: ask to write a letter of recommendation for a job
2107 P. hi Dan
2108 S. I'm sorry to take up your time, but... /uh/
2109 P. got /that/ /thing?/
2110 S. I think you're right, this is the position in
2111 Southwestern Louisiana'
2112 P. /mhm/
2113 S. John Gibson, this was the letter you've written
2114 to Santa Fe Community College. I don't know if you but... /and/ >
2115 P. I don't need that
2116 S. they called yesterday apparently, it's a teaching job
2117 P. /mhm/
2118 S. it's /uh/ calls for a bio-archeologist /but/ someone who's able
2119 to teach /I guess a four-field /uh/ introduction anthropology
2120 /and/ /uh/ /if you could. I guess just mention my teaching
2121 abilities what I've done here
2122 P. /sure/
2123 P. /mhm/
2124 S. /and/ /uh/ I was a teaching assistant for Nunez'
2125 cultural /and/ /I believe I could do a good job/ teaching cultural
2126 P. /hm/ /mhm/
2127 S. I have a lot of it as a masters student at F.S.U./ =
2128 P. /yeah/
2129 S. /so/ I believe I could do a /pretty good job/ in a four-field
2130 introductory course /and/ apparently /uh/ it's a small
2131 department they don't have a graduate program there are only
2132 thirty-five majors anthropology majors in the department
2133 /so/ the emphasis is on undergraduate teaching /which is /really/
Appendix 1

2134 P: /mhm/
2135 S: enthusiastic about / so / I believe I could do a good job there in
2136 teaching
2137 P: / sounds good /
2138 S: /
2139 P: / it / sounds like a nice job /
2140 S: / I hope so / / / I'm encouraged I've never been there / but / / /
2141 P: / Lafayette.........
2142 P: it's good Cajun country you've got to learn to speak is French
2143 S: / Cajun really ? /
2144 P: / mhm
2145 S: that's / I'm willing to do that / [ laughter ] / so / I'd / really / /
2146 P: / / / / mhm mhm /
2147 > S: appreciate it / / and / he / there's a little bit of urgency / /
2148 they're narrowing the list down to the three people they
2149 wanna bring red interview / so / he / was hoping to be able to get,
2150 the references by / you know / the earliest first of next week
2151 P: / yeah / =
2152 S: = / so / well / the latest first of next week / so //
2153 P: / ok I'll send it off /
2154 S: / ok / thanks a lot I appreciate it /
2155 P: / you're welcome /
Appendix I

2156 # 3. Doughly

2157 Female graduate student

2158 Purpose: ask professor to let her come into the office during weekend in order to examine some material

2160

2161 P: /oh/ .................. the other (truth) of observers that they leave those things

2162 F: I ..........

2164 O: /oh/ no, it's not mine. I don't know whose this is

2165 P: .... [laughter].....

2166 F: /I didn't turn anything out on the Cuajone hospital, /and/ I got the impression from 'uh the reference librarians' it's an it's an impossible problem

2167 /

2168 /from here: [laugh]

2169 F: /yeah/

2170 P: /yeah/

2171 F: /yeah/

2172 /so/ 'uh, I don't know, I was thinking, I wanted to go through

2173 through your materials but =

2174 M: = /sorry/ I didn't leave you something

2175 F: /do you think

2176 P: /you seem to have a predilection to do that ... hat gloves

2177 papers [to M]

2178 F: //I was wondering if there's any chance that I can get in to go through that after hours /like/ on a weekend 'is there?'

2179 P: /sure/ I can give you a key

2180 F: /because/ /uh/ /otherwise/

2181 P: [laugh] it's gonna be hard to get in here and do it this afternoon

2182 F: /but/ I have / have classes / and stuff / so / /

2183 P: /oh yeah ok/

2184 F: /but/ /uh/ /yeah/ 'I don't know I guess' I'll just have to write it

T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3 T3
without that kind of information, and it's not /i guess/ not

/LC-TM-IM/ T3

/entirely/ necessary. But it /would/ help me to know a little bit

/LC-TM-IM/ T3

about the hospital, /I think/ just in terms of / / /IM/TT/ T3

/yeah/ /a mean/ I don't know what you've gonna find but it /might/ be

/IM-IM/ T3
good /for you to unearth the Plan del Sur /anyway/

/IM-IM/ T3

/F-/ /yeah/ /and/ see what's in there

/IM-IM/ T3

/and/ /ah/ you can /kind of go through that and see what's in there,

/T-HC-P-IM-IM/ T3

/because/ /that's a /really/ good base on /studying and /

/IM-LC/ T3

/ok/

/IM-IM/ T3

> P ........ aware of

/IM-IM-TT/ T3

/F-/ /ok/ /ok/

/IM-IM-TT/ T3

> P big compilation of /stuff/ /and/ I don't know /there's /other stuff/

/HC-TM-IM-HC/ T3

you can /kind of go through

/LC/ T3

/F-/ /uh/ I know there's uh /laugh/

/HC-HC/ T3

/yeah/ /well/ it /might be useful /I mean/ /I'm not sure

/IM-T/ T3

/file __/pubs/ of files

/LC/ T3

/yeah/ /well/ I'll work through it as I can

/IM-SD-IM/ T3

/P-/ it's all it's all /I know where /we/ /might/ be able to find something

/IM-SD-IM/ T3

in the Peruvian Times

/Peruvian Times? /

/IM-IM/ T3

/P-/ I've got a whole run of the Peruvian Times in /there

/IM-IM/ T3

/F-/ /really? /

/IM-IM/ T3

/P-/ the bottom drawer set: the bottom drawer of the legal size cabinet

/TT/ T3

/F-/ /hmm/

/TT/ T3

/P-/ there's /about/ several year a run of the Peruvian Times I've

/HC/ T3

got to get rid of it 'actually' takes too much space

/IM/ T3

/it seems like an unlikely place: it's a weekly news magazine it

/TT/ T3

used to be published now it's called the Lima Times /but/ it's

/IM/ T3
Appendix I

nothing like it's not as good as it used to be and it has lots of information about Cusijone and Mining Company and / / really?
yeah because it was the business journal in English for the English speaking community in / when do you when what time period should I start looking into / and the library has the Peruvian Times.

yeah ok.
it goes back I just have a segment from like what nineteen sixty-six through nineteen seventy or something like that.
do you know what approximately when the Peruvian government passed the law that those companies had to provide hospital do you don't know: moves head meaning no

ask.
that has a lot of the laws in it does?

Peruvian Times is a very good source of the sort because they translated the laws into English.

and often published them in the Peruvian Times and you'll see in there as you look in the Peruvian Times and also they would translate like the mining code into English and then they sold it.

really?
to people who needed to know / and so.

yeah because I may / that's what I need to do because I don't - / because />

know anything about this company
2246 > P: That's /probably/ in mining code. /that's /probably/ where you'd find out it's in the mining code.

2247 F: /in the mining code/

2248 P: /I don't know/ /yeah/ /nee/ /like/ haciendas /were supposed/ to provide schools /and other services/ to their dependent populations. >

2249 IM-IM-IM-IM IM-IM

2250 F: | | |

2251 P: Of course/ they never did. But always thought when I first went to Peru I said Peru doesn't really need land reform laws /probably/: if they simply /enforced/ the laws they already had /in the Blueing code/.

2252 IM-IM T3

2253 F: /right/

2254 P: /I don't know/ /nee/ /like/ haciendas /were supposed/ to provide schools /and other services/ to their dependent populations. >

2255 IM-IM-IM-IM IM-IM

2256 T3

2257 IM T3

2258 P: /right/: /I don't know/ /nee/ /like/ haciendas /were supposed/ to provide schools /and other services/ to their dependent populations. >

2259 IM-IM T3

2260 IM T3

2261 F: /right/: /I don't know/ /nee/ /like/ haciendas /were supposed/ to provide schools /and other services/ to their dependent populations. >

2262 IM-IM T3

2263 F: /right/: /I don't know/ /nee/ /like/ haciendas /were supposed/ to provide schools /and other services/ to their dependent populations. >

2264 IM-IM T3

2265 IM-IM T3

2266 IM-IM T3

2267 IM-IM T3

2268 IM-IM T3

2269 IM-IM T3

2270 IM-IM T3

2271 IM-IM T3

2272 IM-IM T3

2273 IM-IM T3
Appendix I

2276 Times will be a /really/ good source

2277 F- /really?/

2278 P- /I think/ there's a lot of /stuff/ in there ..... /as I remember/

2279 F- /really/

2280 P- articles on Cuajone and the mountain of copper /and all that stuff.

2281 F- /really/ /oh great/

2282 F- /alright/ /well/ /maybe/ I can get in here this weekend and get

2283 :through that

2284 P- /yeah/

2285 F- /because/

2286 P- it /may/ go back, /as I say/. I have this run for /about/ nineteen

2287 sixty sixty one to the end of the near to the end of the

2288 F- /do you think/ that's P

2289 a good time period to be looking at?

2290 P- yeah there /may/ be /and and/ the library has the ones before that

2291 F- which

2292 P- /so/ you /can/ look in there /and it'd be a good source

2293 F- /ok/ /what do you think/ starting in the sixties is a good time

2294 to start /or it doesn't matter/

2295 P- /that's when/ they start /because/ all those developments largely

2296 begin and 'like' Cuajone begins around then

2297 F- /it does?/

2298 P- /I think/ yeah there's a /let's see/ Cuajone I'm not I'm my

2299 geography on Peru is kind of faded in my mind /I'm trying to

2300 remember/

2301 F- it's /right/ outside of Torata which is south of

2302 P- /yeah/ where's Toquepala?

2303 F- /oh/ I don't know

2304 P- /because/ that's the other big

2305 F- /oh/ no that's that's furthest east more to the coast /I think
2306 /Ain't it?/ IM/PS T3
2307 P. they are both near the coast /I mean/ they are /you know/ Toque /but/ > IM-TT-IM T3
2308 F. | yeah no I don't know IM-TT T3
2309 >P Toquepala /may/ be up more further anyway/ we have a movie here IM-T T3
2310 on Toquepala T3
2311 F. /oh we do?/ IM/TT T3
2312 P. in the in the in the film library /I don't think/ I've /ever/ seen IM-LC T3
2313 it /maybe/ we'll have an excuse to see it - it's called IM T3
2314 The Miracle of Toquepala /or something/ it's a movie made by the HC T3
2315 mining company [searching in movie booklet, long pause] - we T3
2316 have to get it see if we can look at it - - - T3
2317 --- under darn film catalog the hardest thing in the world T3
2318 to use - they got everything in Anthropology listed under T3
2319 Sociology. So they have things in the wrong countries hu? HC T3
2320 F. | the library here? T3
2321 F. the library here has it? T3
2322 P. no this is the film T3
2323 F. /oh the film oh ok IM/TT T3
2324 P. /meeeehhh where is this thing? I'll find it in a minute - but/ that HCT T3
2325 /would be good because it I'm sure it's the exact same kind of IM-IM-TT T3
2326 F. /well/ it's the same company, it's the same company that opened T T3
2327 Toquepala and Cuapnes and T3
2328 P. /oh/ /there you go/ /then/ that's that's that'll be fine /yeah, IM-LC-IM-T T3
2329 F. /yeah/ IM/TT T3
2330 P. you /can/ use it /as a as a an entree/ to what /at least/ the miners I-LC-IM T3
2331 in the most euphemistic sense were thinking [long pause broken T3
2332 by scattered words said as thinking aloud] 'The Treasure of IM T3
2333 Toquepala' [searching in the booklet] ah/ I forget to say something HC T3
2334 to Sam - /Treasure of Toquepala --- see how long it T3
2335 is /reading aloud/ The Treasure of the Sierra Madre, The T3

-80-
Appendix I

2336 Treasure of Toquepala: eighteen minutes, made in nineteen sixty-one ... it tells the story of how three hundred ... T3
2337 and fifty Peruvian natives in eighteen months with the help of T3
2338 eight Americans assisted and assisted by a seven thousand T3
2339 horse-power modern power tool built a forty-mile pipe line and T3
2340 brought the impounded waters of a mountain lake to the Kremlin T3
2341 slope of Toquepala on which lay buried a rich deposit of copper T3
2342 [exaggerated reading, laughter] eh? [see] you [kind of] go on there IM/LC T3
2343
2344 |

2345 F- /so/ I just go upstairs and ask to see this film it's that T3
2346 P- | say Doctor Doughy T3
2347 wants to see it you won't be able to get it /I think. IM T3
2348 F- /I won't be able to get it IM/TT T3
2349 P- /but/ we can IM T3
2350 F- /ok/ IM/TT T3
2351 P- /might/ be able to use it [laughter] IM T3
2352 F- [laughter] IM T3
2353 P- /actually /maybe if it's any good I'll show in the class later on T-IM T3
2354 when we're talking about sexual change T3
2355 F- /ok ok/ IM/TT T3
2356 P- ------- and development I never /I don't think/ I've never IM-LC T5
2357 seen it /see/ I know it's there but I never have had any reason IM T3
2358 to go look at it T3
2359 F- /yeah/ /right ok IM-T/IM T3
2360 P- Developmentalism T3
2361 F- /alright/ IM/T T3
2362 P- /ok/ /see me later and I'll get your key or ... IM/TT T3
2363 F- /ok/ what time are you are you gonna be here? /ok/ IM-P/T-IM T3
2364 P- I'm gonna go to Buddy McKay's talk the congressman talk at three T3
2365 o'clock ...
2366 F- after that? /or/ /so you'll leave after that ok/ PH-IM T3
2367 P- /yeah/ /well/ you /can/ get-me before that /if you wanna get/ ....... > IM-T-I-I T3
2368 F- /yeah ok/ > IM/TT T3
2369 >P — T3
2370 >F /I'm gonna do that/ /alright/ G-IM/T T3
2371 P- /ok/? G/IM T3
2372 F- yeah /I appreciate that/ /because/ /otherwise/ it'll be /like/ the PH-IM-IM-HC T3
2373 middle of next week /probably/ /before I can come in here during IM T3
2374 the day and it /just/ /seems like/ too much time lost LC-IM T3
2375 P- /yeah/ /great/ /see you later /I'll be around/ IM-T/SD-G T3
2376 F- /ok/, bye bye IM T3
2377 P- /ok/ IM/T T3
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2378 #33 Burns
2379 Male undergraduate student
2380 Purpose: find out date for orientation for Yucatan summer program
2381
2382 S. | [P: explain-- S the purpose of recording and asks permission] |
2383 S. | /yeah ........ another subject, /right?// |
2384 P. | /that's right we're trying to |
2385 build up a database [laughter]
2386 S. | /fieldwork, /right/ here in the land of the free |
2387 and the home of the brave/ |
2388 P. | /in the basement [laughter] |
2389 S. | [laughter] so/uh when is the next meeting for /uh |
2390 P. | twenty-first = |
2391 S. | /on the twenty-first |
2392 P. | you /should/ get a letter within a day /or so/ from Diana / |
2393 S. | //(ok)/ |
2394 S. | /ok/ = |
2395 P. | /which has that on |
2396 S. | I handed out some literature in my Latin American politics |
2397 class yesterday and there was about three or four people |
2398 interested in going |
2399 P. | /really ?/ |
2400 S. | /yeah it/ they /might/ uh uh - I will announce it on it'll be on |
2401 the twenty-first I can announce the meeting tomorrow in class |
2402 /as a matter of fact/ |
2403 P. | /well/ /tell/ them if they are interested they've gotta move |
2404 quickly to apply |
2405 S. | //right/ now yeah/ |
2406 S. | /yeah I told them that/ /yeah and/ it's the twenty-first > |
2407 P. | next week yeah
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2408 >S /and/

2409 P. /at four p.m./

2410 S- /Four p.m./

2411 P. /in room twenty-three /looking for calendar /

2412 S- /fifty-three /

2413 twenty-three fifty-three ?

2414 P. I don't know I got it written down there it is /let's see somewhere /

2415 in here/ twenty-three o five

2416 S- /twenty-three o five ok/ /yeah/ I'll tell them that /yeah/

2417 /A think that/ /what happened is a couple of them wanted to go /

2418 /to Bogota/ and that's /not happening /

2419 P. /yeah/

2420 S- /so/ they'll shift over - to the Mexican /thing/ /and and/ /uh/ one /

2421 or two others wanted to go - to a s one of the Spanish /

2422 language programs this summer and uh/ were kind of making up their /

2423 minds /and and/ /I think/ will go to Mexico /too/

2424 P. /that's very int/

2425 S- /so/ it /might/ be three or four more people /

2426 P. /that's /terrific/ /well/ I picked up /I can't remember/ one or /

2427 /two yesterday /that I/ called on the phone /who/ had signed up /

2428 S- /uh/

2429 >P for Bogota /and then/ when it was cancelled

2430 S- /yeah/

2431 P. they were sitting there not knowing what to do /

2432 S- /maybe/ those were /the couple I talked to in the class /

2433 / ~

2434 P. /yeah I don't know/ /and/ /uh/ /and then/ somebody came in /about /

2435 S- /yeah/

2436 >P ten minutes ago who's signing up /so/ I'm /real/ optimistic /I think/ /

2437 S- /yeah/
...
Appendix I

2468 going to be any reduction on the plane tickets - /yes/ or /a mean/ IM-IM T33
2469 it's /like/ a hundred and fifteen dollars now - /hasn't it/ /it's /pretend HC-IM-LC T33
2470 cheap /right/ now /hasn't it 2? /do you think/ it'll get any cheaper? LC-IM-IM T33
2471 | |
2472 P- I don't know the different - it it's one of those cases where IM/PS-IM-IM T33
2473 /I think/ if I /were/ doing it I /would/ push a little harder Diana is IM/PS-IM-IM T33
2474 /not real/ skilled in pushing travel agents LC/PS T33
2475 S- /yeah/ |
2476 P- /and/ they're saying /well now you need twenty people to get a IM-T T33
2477 reduction = IM-T T33
2478 S- = /yeah ?/ IM/TT T33
2479 P- it used to be ten /and then/ you know/ different ones have IM-TT T33
2480 different rules - so I'm just gonna leave it up in the air IM-TT T33
2481 (you know?) TT T33
2482 S- /yeah/yeah/ IM/TT T33
2483 P- and/ /ah .... if we can convince everybody to go and so to go to T-HC T33
2484 come and go on the same day IM/TT T33
2485 S- ^yeah ^ = IM/TT T33
2486 P- = you can do it if people /would/ stay longer or = IM-TT T33
2487 S- ^yeah ^ IM/TT T33
2488 S- = /hmhm = IM/TT T33
2489 P- = /for something/ it's harder to get that that minimum HC T33
2490 S- /yeah/ /no/ I /definitely /wouldn't/ be staying longer under any IM/TT-T-IM-IM T33
2491 circumstances /I'd/ be flying back on the same day IM T33
2492 P- /hmhm/ TT T33
2493 S- /and and/ any time /you know/ fifty dollars to me is not pocket T-TT T33
2494 change = T-TT T33
2495 P- = /yeah/ /well/ /I appreciate ...... IM/TT-T-SD T33
2496 S- it's a - /no/ /uh/ /yeah whatever whatever you can do is T-HC-T T33
2497 /would be a help / /uh / /so / ^four p.m. twenty-three o IM-HC-T T33
2498 five April twenty-first that's three weeks from now

2499 

2500 P. /yeah/ I'm /just/ /in fact/ on my o on my way over there to call

2501 

2502 /things/ going on there's a colleague of mine from Denmark

2503 S- /mhm/

2504 P. /who's just/ returned from Yucatan - he stayed up over with us

2505 /last night he's he's been at the bookstore /right/ now /but/ /uh/ =

2506 S- = /uhu/.

2507 P. he's doing research on ideology and literacy

2508 S- /yeah/

2509 P. in Yucatan

2510 S- /do you know Diana Diana Mortonson/.

2511 P. 

2512 S- she's in the MALAS program and her concentration is in Anthropology

2513 she's /really/ fascinated by cryptography and ancient inscriptions

2514 Mayan architecture and the whole thing and I - it telling her

2515 there's /this/ guy in Anthropology department you need to go talk
to him his name's Allan Burns /cause/ it's his specialty /and/

2516 P. I //and/

2517 S- she says - (as) busy [daughter]

2519 S- s-

2520 S- /well/ /yeah/ she's trying to find the(h)is up right

2521 now but she's

2522 P. /who's she working with /

2523 S- /I'm not sure/ /ab/ but she spent a couple of years she's murman /and/

2524 she's from Salt Lake City /and/ she's worked /extensively/ with

2525 genealogies and with medieval Latin /and/ and a lot of stuff like

2526 this /and/ she's/his /ab/ spent a couple of years in Bolivia /and/

2527 in the Ayresan region and /ah/ a few years ago as a /Arms kind of TT/HC/HC

T33
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2526 someone suggested Peace Corps or something /and/ Ash /but/ she's > HCT-HCT T33
2529 P- |/uhm/ .......................... IM/TT T33
2530 >S fascinated by Mayan hieroglyphs /and and/ I keep telling her > T T33
2531 P- |/uhm/ .......................... TT T33
2532 >S /you know/ if /that's what/ you wanna do you need to uh(b)ik uh(b) > TT-M T33
2533 P- | /to go talk to (Allan)/ > IM/TT T33
2534 >S Do(uh)er Bur(uh)as [laughter] if he can help you /and and/ Ash/ > TT-HC T33
2535 >P [laughter] .......................... T33
2536 >S she's she's /real/ busy and she's /kind of/ shy /too/ /and/ = LC-LC/PS-IM-TT T33
2537 P = /yeah/ .......................... IM/TT T33
2538 S- /but/ she's fascinated by that I keep telling her that she's IM T33
2539 P- |/uhm/ .......................... IM/TT T33
2540 S /what she's trying to do is/ to decide what Ash/ which direction in her IM/T-HC T33
career she'd/ go /and/ she's she's worked in the Latin American IM-T T33
collection she's been thinking about going to the University T33
2543 of Texas at Austin T33
2544 P- /uhm/ =.......................... TT T33
2545 S- = to do more research and /maybe/ to work on a - on another degree IM T33
2546 ........................................ T33
2547 P- /that's what/ I /would/ tell her to do IM-IM T33
2548 S- | in the field IM T33
2549 S- /yeah/ - /and/ Ash /but/ I keep encouraging her to come see you > IM-T-T-HC T33
2550 P- | [laughter] .......................... T33
2551 >S /if only give some references /or something/ IM-HC T33
2552 P- /uhm/ =.......................... TT T33
2553 S- = /because/ /I'm sure/ you /could/ help her a lot IM-IM-IM T33
2554 P- ^ ............ ^ /yeah/ /what this guy is doing working on is/ current T-IM/T T33
2555 literacy T33
2556 S- /yeah/ IM/TT T33
2557 P^- /that stuff/ ^ - interesting ideas HC T33
Appendix 1

2558 S- /yeah/

2559 P- /good I got to run over there and make that phone call before

2560 S- /yeah/ /ok/

2561 >P lunch sqc/ /we will do that/ /and/ /ok/ /

2562 S- /alright/

2563 S- stop at our n double a c p table and get some some T-shirts

2564 [S shows T-shirt]

2565 P- /nice/ SD/T

2566 S- /yeah/ - five dollars for whatever you can afford/ /fifty [laughter]/> IM-I-SD

2567 P- /if(h)ey/ > SD/T

2568 >S >

2569 >P /al(h)right/[laughter] - /ok/

2570 S- /thank you.

PI