



**ESTUDI GENERAL DE LLEIDA
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The pragmatics of communicative competence.

The case of interactions between university professors and students.

Tesi de doctorat. Volum II: Apendix.

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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

Appendix I

1	#. T7-8		T7-8
2	Doughty		T7-8
3	Graduate student (female)		T7-8
4	Purpose: make a phone call		T7-8
5			T7-8
6	S- /I wanted to know if/ I can use /uh/ your phone to call	G/P/I-TC	T7-8
7	lateramerican		T7-8
8	P- /sure/	PS/I	T7-8
9	S- | ---- they sent me this language test that I was supposed >		T7-8
10	P- | ----		T7-8
11	>S to have done they sent it to me last week I got it Wednesday		T7-8
12	and they wanted it by last Friday		T7-8
13	P- /ok/ /speak to them in Spanish/	TT-SD	T7-8
14	S- | [laughter]		T7-8
15	S- /well/ I got Dr Jimenez did one but I can't I don't know what	T	T7-8
16	I'm supposed to do with it now if I should just carry it with		T7-8
17	me [chasing] /these thing they run /they seem so/ I don't know	HC-PS-PS/IM	T7-8
18	guess/because this /uh/ foundation is being reorganized or /it	IM-TC-PS	T7-8
19	seems to me like. I keep getting different things in the mail		T7-8
20	is not not sure what's going on /like they could've ----	IM	T7-8
21	P- | [reading S's letter >] | if you foresee		T7-8
22	any difficulties with this short deadline please let us know >		T7-8
23	S- | /yeah yeah.	TT/IM	T7-8
24	>P immediately just call		T7-8
25	S- /because/ they could've sent this to me in December /because/ I've	IM-IM	T7-8
26	P- | ----		T7-8
27	S- already been to his office /ab(h)out/ st(h)x (i(h)mes	HL	T7-8
28	P- | /yeah.	TT/SD	T7-8
29	P- te invito a leer el periodico [special emphasis] ataque al		T7-8
30	profesor Doughty		T7-8

Appendix I

31	O- _____		T7-8
32	S- | de quien ____		T7-8
33	P- | eso es una ks faisistas		T7-8
34	S- de aqui		T7-8
35	P- /uh?/	HC	T7-8
36	S- de aquí o de allí		T7-8
37	P- de aquí		T7-8
38	S- [laughter]		T7-8
39	P- | ..... recognize it		T7-8
40	S- /the professional touch on the telephone will do it/	SD	T7-8
41	| |	T7-8	
42	P- /I don't know what say /just/ say	HC-IM	T7-8
43	S- I (h) tried (h) to (h) call (h) you (h)?		T7-8
44	P- I tried to call several times and I couldn't get an answer		T7-8
45	/and/ /uh uh/ /you know/ for obvious reasons I I just received	TT-HC-TT-T	T7-8
46	S- | /ok	TT/IM	T7-8
47	>P and I've done this as soon as possible and I'll get it back to you		T7-8
48	S- /ok/ I'll make a copy of it /and then, take a copy with me	IM-IM	T7-8
49	P- | /yeah/ /make	TT/SD-P	T7-8
50	sure/ you have a copy did you get good marks a good grade on your		T7-8
51	exams ____?		T7-8
52	S- /ok//thanks/	TT/IM-P/1	T7-8
53	P- /ok/	TT/IM	T7-8
54	S- [at the door] do you want this shut /or open or//	P/1-TT	T7-8
55	| |		T7-8
56	/uh/	HC	T7-8
57	P- leave it open		T7-8
58	S- /ok/ [laughter]	TT/IM	T7-8

Appendix I

59	#3. Burns		T31
60	Male undergraduate student		T31
61	P- José is gathering data on how professors talk to students =		T31
62	O- | hello		T31
63	O- = nice to meet you yeah /do you mind if I taperecord your >	T(C)-I	T31
64	S- | he hello | no no		T31
65	>O conversation thank you	I	T31
66	P- /I didn't realize you were just waiting fr me out there -	PS	T31
67	/what can I do for you	G	T31
68	S- /um/ I wanted - a little bit more - to know /basically where	HC-GH	T31
69	I went wrong on /uh - this paper	HC	T31
70	P- /mhm/	TT	T31
71	[S gives corrected paper to P]		T31
72	S- what		T31
73	P- ^ let me look at it ^ - /good topic/ ++++ yeah well you you	HC-SDT	T31
74	talked to me about your typewriter I realized that /and that	PS-T	T31
75	y(h)ou /rea(h)lly	LC-TT	T31
76	S- /and I ended up with sentences like this and the woman that	T-T	T31
77	typed it up	TT	T31
78	P- /yeah yeah /and /you know I it /just got very hard to	SD-T-TT-LC	T31
79	[] to follow where you were going - /partly because of the	IM	T31
80	typing - uh - /but more than that if you needed	HC-T-IM	T31
81	S- was it in the analysis here ? /ur/	P/I-TT	T31
82	P- yeah		T31
83	S- what can I do to straighten that up ?		T31
84	P- /well' if you're going to use somebody like Martin Jus and The Five	T	T31
85	Clicks [reading paper -]/what you [reading paper -] what	IM/T(	T31
86	what you 'really' m h /might wanna do is set up a chart with th	(LC-I)	T31
87	with the different styles ' /and then/ the different markers - >	IM	T31
88	S- | /mhm.	TT	T31

Appendix I

89	>P /like/ what what words you /could/ use - a a a real analytic	IM-IM	T31
90	chart /and then/ take your actual conversations and say ok they	IM	T31
91	use /you know/ three times they use - these words /be be/ more	TT-P	T31
92	precise - your analysis stayed very discursive		T31
93	S- /ah ok/	IM/TT	T31
94	P- /you know/ casual /like/ [reading] consultant realizing in public	TT-IM	T31
95	information and in private information is /just/ /	LC-TT	T31
96	S- /for the one/ /and/ when I got down to the analysis here I was	PS-T	T31
97	/just/ / /oh ok /so/ I understand that/	LC-TT-IM/TT(T)	T31
98	P- | s		T31
99	P- /so/ it it /seemed like/ you were just /kind of/ talking about the	T-IM/PS-LC/PS	T31
100	data but not being precise - /you know/ ^ it it ^ it it was it	TT	T31
101	stayed at a in too informal of a level for analysis		T31
102	S- Ah	IM/TT	T31
103	P- (/see/) you're illustrating these /things/ /and/ here's an	IM-HC-T	T31
104	example of ellipsis =		T31
105	S- = /yeah.	IM/TT	T31
106	P- /but /uh - /you know to /actually th the way to turn it into an	T-HC-TT-T	T31
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	T31
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	T31
111	the analysis / ^ that was the idea of that ^ /and uh [reading paper] |	T-TT-HC	T31
112	/I guess /that was the main main notion of it	IM/PS-IM	T31
113	S- | //so/just is that one section	G(T-	T31
114	was where I /messed up ? /or was there more problems with it	-SD-P(T)	T31
115	[P reading paper -]		T31
116	P- /yeah/ /and. when you're /kind of/ discussing Joss's Five Clocks the	T-T-LC	T31
117	different styles I thought - again/ /there ought to be a way to	IM-T	T31
118	to quickly bring out that information without - you /and of like	LC	T31

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119	try to do two paragraphs /or/ one paragraph on each of the styles []	IM	T31
120	And /-/ in a paper like this /one thing you /could/ say is/ that Joss	TT-IM()	T31
121	recognizes five styles they are A B C D - E - F - and and/	TT	T31
122	/don't try/ to replicate Joss /you know/ you can't - discuss each of	P-TT	T31
123	those five styles - /but/ /what you c/ /you know/ you can say that []	T-IM/T-TT	T31
124	for this paper I'm going to concentrate on - /you know/ in one	TT	T31
125	aspect of each of those five styles which is dialogue /or or/ /^you	IM-TT	T31
126	know ^/ vocabulary /or/ something /choose/ one thing that you can carry	IM)P	T31
127	across all five - styles in your analysis /and and/ /you don't have	TT-P	T31
128	to/ tell the reader everything there is /you know/ about Joss you can	TT	T31
129	just say /you know/ if you want more information go read the book	TT	T31
130	yourself /basically/ /you know/ cite Joss - /and and/ /don't try/ to	IM-TT-TT-P	T31
131	explain each of the five styles to the reader /again/ that takes up	IM	T31
132	a lot of room in your paper - /and, it's /you know/ with only a	T-TT	T31
133	paragraph /or so/ it's /really/ not enough to give justice to the	HC-LC	T31
134	topic - but it's /kind of, too much in terms of th the general	PS	T31
135	that we /kind of/ get lost ^at^ - /you know what in a short paper	PS-TT	T31
136	/what you wanna do is set up the - th problem - /cite/ -	IM/T-P	T31
137	the - /you know/ the person you're using /like/ Joss /and then/	TT-IM-IM	T31
138	zero in on something /fairly concrete from there	LC	T31
139	S- /ok/	IM/TT	T31
140	P- /and so/ /in general/ what your paper /kind of/ kept being too general	T-IM-PS	T31
141	in its - /you know/ use of of Joss /and which features you were	TT-IM	T31
142	/really/ looking at /you know in some you were looking at this in	LC-TT	T31
143	the other you were looking at that /and so/ it ended up being a	IM	T31
144	very a m much more discursive or discursive paper than a more		T31
145	analytical paper		T31
146	S- /ok/	IM/TT	T31
147	P- /^see what I mean? ^/	HC	31
148	S- uh		31

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149	[]		T31
150	P- it's /uh -/ /I'm not trying to overscientize it /but/ I'm -	HC-PS(IM)	T31
151	trying to - get a clear organization/ /specially/ in a short	IM	T31
152	paper		T31
153	S- /ok/	IM/TT	T31
154	P- /cr/ /ideally/ /if you could say/ /something like/ Joss /uh -/ discusses	T-IM+HC-HC	T31
155	five styles they are intimate personal /bla bla bla/ - /and/ in this	HC-T	T31
156	analysis I'm going to look at the use of omission - /and/ I've	TT	T31
157	taperrecorded /cr/ I've taken notes on - five conversations /cr/ five	IM-IM	T31
158	speech events - a classroom - talking to a friend - /and	TT	T31
159	and/ I have /you know three minutes of - data from each one -	TT	T31
160	/and/ just make a chart /and then you'll say well from from what we	TT-IM	T31
161	/really saw in real life - examples /either Joss was right	LC-IM	T31
162	/or/ Joss was wrong - on that feature	IM	T31
163	S- /ok	IM/TT	T31
164	P- /so/ it's you /kind of, test the idea with with - real things -	T-LC	T31
165	/cause it may /well be that you can find in - in the use of amp	IM-IM	T31
166	omission in a classroom lecture - /you know but it might only	TT-IM-IM	T31
167	occur once out of - an hour		T31
168	S /yeah/ =	TT/SD	T31
169	P- = /whereas/ in of of in - casual conversational it might/ be every	IM-IM	T31
170	other sentence //cr/ something like that/ that would be important to	HC(IM)	T31
171	document		T31
172	S- /ok - ok	IM/TT	T31
173	P- /alright ? - /you might wanna go./ /also/ and look in the library	G/TT-I-IM	T31
174	at we put Kathy Lyons' paper - the first one she did in our		T31
175	class on reserve		T31
176	S- /mhm	TT	T31
177	P- /and -/ /I can't remember (what it was on)/ proxemics	TT-HC	T31
178	/cr something/ /but - but/ just her style of writing the paper	HC-T	T31

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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- /ok/	IM-TT	T31
182	P- /s/ /that /might/ help you/ - you /kind of/ see what I - expect	T-IM(IM)-LC	T31
183	of a of a real good paper		T31
184	S- /uhm/	TT	T31
185	P- | no matter what the topic		T31
186	S- /and/ /uh - / /with the Language and Culture - /s that what's	TT-HC-T-HC	T31
187	called Language and Culture workbook of yours ' / - in the		T31
188	library ' I haven't looked at that yet are the topics in there		T31
189	more /uh -/ more specific ? /or / / /	HC-TTT	T31
190	P- yeah		T31
191	S- /s/ /they /would be would they'd be/ better oriented for these papers ?	T-IM	T31
192	P- yeah - /uhm/ /and/ they they lead you - much much more >	TT-T	T31
193	S- | /ok/	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-T-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 /ok/	IM/TT	T31
204	P /basically /I would you know I liked that you were trying to	IM-P/TT-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- /ok/	IM/TT	T31

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209	P-	/so/ what are you gonna do your next one on ?	T	T31
210	S-	/uhm/ /I'm not sure/ yet I just I just found out about it this morning.	HC-PS	T31
211		I'm [laughter] /h(h)ey ju(h)st they creep up on me'	SD	T31
212	P-	|/mhm/	TT	T31
213	P-	/mhm/ - /well/ /I'd suggest/ /yeah/ /I'd you look' at the work 'cause	TT-T-P/T-P/	T31
214		there there there are precise /kind of/ exercises there's one	LC	T31
215	S-	/ok/	IM/TT	T31
216	P-	/I think/ it'll give you very concrete ideas of what to do	IM	T31
217	S-	/ok/ - /and/ will they /uh - will you be here any later in the	IM/TT-T-HC	T31
218		afternoon /or not/	P/	T31
219	P-	I'll be here around four		T31
220	S-	around four ?		T31
221	P-	yeah - I have to work in another office between twelve and		T31
222		four		T31
223	S-	/oh /ok	IM-IM/TT	T31
224	P	^ I'll be back a little while ^		T31
225	S-	| uh		T31
226	S-	I might be able to run in then	IM	T31
227	P-	/ok	IM/TT	T31
228	S	/ok thank you	IM/TT-P/	T31
229		[S zips up backpack -]		T31
230	P-	I think José wants you to fill out a questionnaire /too	IM-IM(C)	T31
231	S-	/oh/ /ok	IM-IM/TT	T31
232	O	you don't have to do it now you can/ bring it back to the office	P/	T31
233		any time slip under the door		T31
234	S-	under this office ?		T31
235	O-	yeah.....		T31
236	S-	/ok	IM/TT	T31
237	P-	|.....		T31
238	O-	| 'thank you	I	T31

Appendix I

239 P- see you later

T31

240 S- see you

T31

Appendix I

241	# 1 . Doughty		T1
242	Graduate students (male and female)		T1
243	(They had already talked about the subject with professor)		T1
244			T1
245	F- just pretend there is nothing		T1
246	M- mm		T1
247	F- I don't /really/ like talking in public when I'm not being paid	LC	T1
248	(smile) /we wanna talk about money.	GSD	T1
249	P- /money, money shop for cash/	SD	T1
250	F- | /um/	HC	T1
251	F- /yeah/ /he/ suggests that you have /uh because/ Bernard /and I	T(C)-IM-HC-IM-TT-IMT1	
252	guess/ /like/ the way the Graduate School the comb, the various	IM	T1
253	combinations of funds through the graduate school and the		T1
254	department are probably gonna come up with /about/	HC	T1
255	M- /fifteen hundred/	TT	T1
256	F- fifteen hundred /so/ it's /probably/ /about ten of us that are	T-IM-HC	T1
257	gonna go down /uh there ee	HC	T1
258	P- /ok/ what's the collective budget	IM	T1
259	M- three thousand		T1
260	P- /so/ you need another fifteen hundred dollars	IM	T1
261	F- /and/ we are all everyone is gonna have to come up with some	T	T1
262	individually //but/ /we were thinking if there were something that	G(T)-IM	T1
263	/like/ Julian and Scott and I /could/ do /maybe/ they /would cover	IM-IM-IM-IM	T1
264	part of us /or/ if there's other /things/ that we /could/ do to get other	IM-HC-IM	T1
265	sources that we /could/ go to to get funds that would /like/ help	IM-LC)	T1
266	for the rest of the crew all of us/		T1
267	P- /ok wait a mi/ the Department is coming up with	HL	T1
268	M- five hundred		T1
269	P- /five hundred/	IMTT	T1
270	M- Dean Lockhart		T1

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271	P-	Dean Lockhart's coming up with a thousand		T1
272	F- up with a thousand		T1
273	P-	/so/ we need to fork up another fifteen hundred for everybody	IM	T1
274		/and/ /but/ for you all specifically we need to have some money.	T-IM	T1
275		/so/ if you all have some specific money that might free up. what	T	T1
276		do you calculate your individual budgets to be?		T1
277	M-	three hundred		T1
278	F-	| .....		T1
279	P-	total? no that's not counting		T1
280	M-	flight is two hundred		T1
281	P-	/great/	SD	T1
282	M-	/ok/ that's Miami /but/ we are renting of the van to drive to	T-IM	T1
283		Miami		T1
284	P-	/uh/	TT	T1
285	M-	/and/ we are taking a bus from Mexico City we are spending a	T	T1
286		week down there /because/	IM	T1
287	F-	they are I'm not (smile)		T1
288	M-	| /yeah.	IM/TT	T1
289	M-	/yeah/	IM/TT	T1
290	F-	my budget is gonna be a little more /because/ I can't take off	IM	T1
291		I'm gonna have to fly to Miami /and/ go in later /so/ I'm probably	IM-IM	T1
292		gonna have to come up with an extra hundred /but/ I may end up	IM	T1
293		borrowing money from my father to do that		T1
294	P	ok/ give me /you know /I think/ what I need to do is I can I can	IMT-TT-IM-IMT	T1
295		get some money for the three of you I'm not sure >		T1
296	F-	| /yeah but if we >	PS/IM	T1
297	>P	..... a little bit		T1
298	>F	can take care of		T1
299	M-	/yeah yeah/ that	IM	T1
300	F-	/yeah part of ourselves help	T	T1

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301	P-	/so/ that may help /so/ /what I need from you /then/ is/ a budget	T-T-IM/T(IM)	T1
302	M-	typed /kind of thing/ /or/ can I just write it out _	HC-IM/P	T1
303	P-	| /sure/ just /yeah/ /something/ small /but/ formal	SD-T-HC-IM	T1
304	—			T1
305	F-	|/so/ it's /something/ you /would/ have that you can show	IM-HC-IM	T1
306	P-	/yeah/ I've got to give that to the foundation /and/ I'll try	IM-TT	T1
307	F-	/ok/	IM/TT	T1
308	P	I'll get the money out of the foundation		T1
309	F-	/ok/ mine will be	IM/T	T1
310		probably a little /what they are planning on doing is driving	IM/T	T1
311		down on Monday		T1
312	M-	/right/	IM/TT	T1
313	F-	Monday night on the van flying out to Mexico City on Tuesday		T1
314	P-	/uh/	TT	T1
315	F-	/and then/ going down to Oaxaca I can't	IM	T1
316	M-	|on Wednesday		T1
317	F	/yeah/ I can't take off a whole week /because of/ TAing for	IM-IM	T1
318		Margolis /and because of my course work and I have a reservation	IM-TT	T1
319		to fly down		T1
320	P-	| /see/ she is going /also/ she got something else set up?	IM-IM-HC	T1
321	F-	/she is? I didn't know/ she	IM	T1
322	P-	| she is going she's going to the		T1
323		Applied meetings		T1
324	F-	/I didn't know that/ /at all/ I'll have	IM-LC	T1
325	P-	/see/ /another/ reason she's	IM-IM	T1
326		a member of the society is /because/ they meet in exotic places	IM	T1
327		once every few years she doesn't like Applied Anthropology /at all/	LC	T1
328	F-	| I w /yeah/ - /I was - I didn't /even/ think that she	T-IM(IM)	T1
329		was going/		T1
330	P-	/no/ she was she was the first in the Department to sign	T	T1

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331	up when she heard that we were going to Oaxaca she's had her >		T1
332	F- /oh ok/	IM/TT	T1
333	>P ticket for a year		T1
334	F- | /well/ I'd better/ talk to her /because/ [laughter]	T-IM-IM	T1
335	P- /yeah/	IM/TT	T1
336	F- she /may/ think that I'm covering the class for her	IM	T1
337	P- /she may/you'd better.....	IM-IM	T1
338	F- | I can't cover /and/ I can't cover		T1
339	P- you need to say go to her /and/ don't ask her what she's	IM	T1
340	F- for the Tuesday		T1
341	P- doing go to her /and/ tell her what you're doing	IM	T1
342	F- /that/ I'm presenting a paper	IM	T1
343	P- /that/ you're giving a paper in the meeting /and that/ it is	IM-IM	T1
344	important for you..... (h) (h) /and/ put her in the	TT	T1
345	F- | /ok but/ I was planning to	IM/T	T1
346	>P- position.....		T1
347	F- | what I was planning on to /what I was planning on doing was	IM/T	T1
348	flying down on Thursday /and/ flying direct /and then coming back >	IM-IM	T1
349	P- | /uhu/	TT	T1
350	>F with them on on Monday /and that way I would only miss	IM-IM	T1
351	M- /on Monday/	IM	T1
352	>F- three days of classes /instead of/ missing a whole week	IM	T1
353	P- | /uhu/	TT	T1
354	P- /ok/	IM/TT	T1
355	F- /which means that/ my budget will /probably/ be a hundred dollars	T-IM	T1
356	P- | a little bit more		T1
357	more /but/ we we can give you	T	T1
358	/like/ a typed /thing/ for the budget of the three of	HL	T1
359	us Julian, Scott /and/ me /and/ an explanation of why mine is more	IM-IM	T1
360	P- /yeah /yeah	IM-IM	T1

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

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391	P-	I'll have to call Bill		T1
392	M-	/oh/ who's /this/ person 's Berkeley /about the hotel?/	IM-LC-T	T1
393	P-	/oh/ Stefano Varese	IM	T1
394	M-	/I don't remember that we've got/ hotel reservations	PS/IM	T1
395	P-	V-a-r-e-s-e his name is		T1
396	F-	/mm/	TT/IM	T1
397	M-	e-e-e?		T1
398	P-	yes too early to call California w:/d/ try to call him is it	IM	T1
399		I'm not /I think/ he is it in the Anthropology Department at	IM/HC	T1
400		Berkeley or/ Stanford I don't remember which one/ but Ah he's a	IM/HC/HC-T;E	T1
401		/really/ he's a fascinating subject, Italian immigrant to Peru	LC	T1
402		his family emigrated to Peru /and they own "Todos"	IM	T1
403	M-	"Todos"?/ oh the chain	HC/IM	T1
404	P-	the shopping center		T1
405	M-	/oh God /laughter/	PS/LC	T1
406	P-	/well they their major action is actually/ 'Well/ there's a	T-IM-T	T1
407		Todos shopping center in Lima and/ they own that shop, part of	IM	T1
408		that shop		T1
409	M-	/todo /chuckles/	SD	T1
410	P-	I don't know the name of the chain /but/ they own a place I	T-IM	T1
411		think/ where the shopping center is Stefano is an anthropologist		T1
412		who /uh/..... Peruvian things /and/ wrote a book /which	HC/HC-IM-IM	T1
413		became an instant anthropological bestseller in Peru called		T1
414		"La sal de los cerros" /which, is about the Copacabana Indians and/ the	IM-IM	T1
415		colonial fight over salt /and/ the relation between the state /and/	EA-IM	T1
416		the tribal peoples /and it's a /really/ good piece he's the first	TT-LC	T1
417		Peruvian /who/ ever /really/ studied the tribal peoples /oh/ he's /just/	IM-LC/HC-LC	T1
418		/really/ smart /and immediately was an instant success intellectually	LC-TT	T1
419		in the country /and so/ he became very important during the Velasco	IM	T1
420		regime, he wrote the Indian community law /and/ he	IM	T1

421	wrote the whole part regarding tropical forest people /which/ is	IM	T1
422	the best natural law in Southamerica (a tropical forest people.		T1
423	Allen/ he was one of the organizers of the ICTJUA the International	IM	T1
424	Committee of Tribal Peoples the Declaration of Barbados /and all	HC	T1
425	that stuff/ he wrote most of that. He's been out in front on the		T1
426	fourth world issue. he's one of the founders of the whole /damn/	PS	T1
427	movement group. he's /kind of/ a young guru. A man/ that sort of	LC-IM/LC-IM	T1
428	anyway/ big guy. /and then/ he went up /and/ he couldn't get a job	T-IM-IM	T1
429	that paid anything in Lima /because/ /I think/ the intellectual /stuff/	IM-IM-PS/LC	T1
430	were /scared to death/ too dynamic everybody.....	LC	T1
431	follow ----- instant /sort of leader type person /so he	LC-IM	T1
432	/finally. went up to Mexico /and/ he's married to an American /and/	IM-IM-IM	T1
433	they he worked for the Mexican government in Oaxaca doing a		T1
434	study of the Zapotec intellectuals. there's a /whole/ in the	LC	T1
435	Mexican indians in the Zapotecs, there's a /whole/ /uh/ the Zapotecs	LC-HC	T1
436	are very famous in the sense that they have a /whole/ intellectual	LC	T1
437	elite /who are the Zapotecs. /so/ he did this thing with the	IM-IM-HC	T1
438	Mexican-Indian Institute /and he worked for them for - ten /or	IM-IM/HC	T1
439	twelve years in various projects, /including/ this Zapotec thing	IM-HC	T1
440	he lived in Oaxaca always he visited America in 1975 .		T1
441	/and I only see him at meetings now. /and now at Berkeley he's	TT-TT	T1
442	looking for a job in the States . he'd love to get one in here	IM	T1
443	M- | /hm/	PS/TT	T1
444	>P he's one of /these/ /terrible/ polyglots who speaks all /those	LC-LC-IM-LC	T1
445	languages , Italian , Spanish, French, German, English /you know/	TT	T1
446	M- /so/ he is	T	T1
447	P- he knows his way around Mexico 'really' well he does/	LC-LC	T1
448	it know it as a /sort of an inside outsider /kind of/	LC-LC	T1
449	he knows Oaxaca /really/ well /so/ /I figured/ he could tell us where to stay	LC-IM-IM	T1
450	M- /oh I see. [pause] /oh I don't know if we've got that figured out	IM/TT-IM	T1

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451	F-	/ok/ /uh/ Bernard yeah yeah /ok/ >	T-HC-T	T1
452	P-	-----		T1
453	>F	you can talk to him		T1
454	F	/noh/ Bernard had /also/ 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 / >	IM-P/I	T1
456	P-	| I don't ->		T1
457	>F	that came through /or/ what'	(IM)	T1
458	>P	know.....		T1
459	F	/so/ is every all the faculty are 'kind of making their own . >	IM-LC/PS	T1
460	P-	| I know'	IM/TT	T1
461	>F-			T1
462	P-	| we just finally I /dn't heard anything till we just called		T1
463		down two days ago, reservation /and stuff.	HC	T1
464	F-	| /ok so what hotel	T	T1
465		is it gonna be at		T1
466	M-	/something "de los angeles"	HC	T1
467	P-	/yeah "Mission de los angeles" or something like that	IM-HC	T1
468	F-	is that ...		T1
469	P-	| I'm not in that hotel we're in another hotel .		T1
470		distance away Oaxaca and there's a lot >	TT	T1
471	F-	| .....		T1
472	>P	there's a lot of little cheap hotels and there's plenty there //	TT	T1
473		be plenty ... /you know	TT	T1
474	F-	/mhm	TT	T1
475	P-	---		T1
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
478		guy that I worked with is gonna be in Oaxaca /like a week before	HC	T1
479		the conference		T1
480	P-	/mhm/	TT	T1

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481	F-	/so/ we can have somebody . /and/ I have a list of hotels in.	IM-T	T1
482		Oaxaca /I mean/ I could call	IM	T1
483	P-	| /the best thing /would/ be/ to have called them	IM(IM)	T1
484		and say make us reservations for x number of people in some >		T1
485	F-	| — /reservations yeah/	IM	T1
486	>P	acceptable place but she [laughter] /you know/	TT	T1
487	F-	| /ok/ | /ok/	IM/TT	T1
488	F-	/because/ what /I think that /what Bernard is talking about is/	PS/IM-IM/T	T1
489		that with those guys is he was talking /like five dollars a night	HC'	T1
490		/and/	TT	T1
491	M-	| /that's cool [laughter]	PS	T1
492	F-	we /could/ get /something nice for two bucks a night	IM/HC	T1
493	M-	/really?'	IM/TT	T1
494	F-	yeah /I mean/ I never pay more than /uh ten /you know if there >	IM-HC-TT	T1
495	M-	| —		T?
496	>F	were /like' three or four people in a room I never paid more	IM	T1
497		than two dollars a night any place I stayed in Mexico last summer		T1
498	P-	| oh I used to	IM	T1
499		that's when I was down in Mexico whe used to pay we used to argue		T1
500	F-	|/you know: and it's so hot water and clean sheets yes yeah. >	TT-IM-IM	T1
501	P	..... 50 we used to go and argue with him about it		T1
502	>F	/and still hot water and sheets clean /you know everything	IM-TT	T1
503		—		T1
504	M-	/aha/	TT	T1
505	F-	/yeah/	T	T1
506	P-	| we used to stay in 'this' place in Mexico City for fifty cents a	LC	T1
507		night		T1
508	F-	/and/ there are a number I haven't been to Oaxaca but from the	IM	T1
509		descriptions I read because I have a little guide book /and also/	TT/IM	T1
510		David said there are a lot of nice little old places		T1

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511	/and/ if the hotel where the meeting is in the downtown area then	TT	T1
512	we /could/ stay anywhere and getting in and out /you know/ we	IM-TT	T1
513	M- | right	IM/TT	T1
514	F- /wouldn't/ be isolated /at all/	IM-LC	T1
515	P- /yeah/ we're in an expensive tourist place call but	IM	T1
516	M- how much is expens		T1
517	F- |/ok/	IM/TT	T1
518	P- |I have stayed a lot of times in those other kind of places so //	TT	T1
519	F- you /probably/ passed that stage	IM/PS	T1
520	P- |.....real neat		T1
521	F- | ----		T1
522	M- /no need to slum it any more hu/	SD	T1
523	F- /no but' there are nice places. /I mean/ we stayed in a ,really/	T-IM-LC	T1
524	nice old hotel in San Luis Potosi /right/ down in the Plaza in >	LC	T1
525	P- | ----		T1
526	>F San Luis Potosi and paid a dollar fifty a piece a night and		T1
527	have /you know/	TT	T1
528	P- Mexico is a /real bargain these days	LC	T1
529	M- /yeah/ that's why three hundred is all we need /we figured out/	IM-IM/PS	T1
530	P- /ok /then/ let me know just make up your budgets....	T-IM	T1
531	F- | / ok	IM/TT	T1
532	M- let's go and do that this morning ,what else [to F]	G	T1
533	P- /no big deal /you know I just need to have a record/	PS-TT	T1
534	F- //so, you have something to present	IM-SD	T1
535	P- I don't need to have the receipts		T1
536	M- /but/ one budget is good for the three of us /or you want three	IM-P/I	T1
537	budgets/ uh you can all put it in one piece of paper.....		T1
538	P- /uh you can all put it in one piece of paper ---- it doesn't have to be	HC	T1
539	fancy I just need to have a record /and/ when I'll come back I'll	TT	T1
540	have the receipts for /whatever/ it is ... /again/ no big deal	HC-T	T1

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S41 M -ok/ /great/

T-SD

T1

S42 F- /ok alright/ /thanks/

T/M-P1

T1

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

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573	in the Andes you /can/ look at it from that point - you /can/	I-I	T10
574	look at it from the point of view of the special health problems		T10
575	and traditional concepts of health and disease and how people		T10
576	- view that /or/ you /can/ look at - how people attempt to	IM-I	T10
577	cure this - and treat disease - /uh/ or/ you /could/ /uh/ look at	HC-IM-HC	T10
578	it from the point of view of /uhm/ /sort of/ the official health	HC-LC	T10
579	situation /like/ organization of health services - ... and	IM	T10
580	clinics doctors nurses and medicine uh distribution and problems	HC	T10
581	in mortality - and sickness		T10
582	S- /I was thinking/	G/P/I	T10
583	P- | /uh/ /so/ there's a whole /you know/ you can attack this from	HC-T-TT	T10
584	a variety of ways - if you look at the monographs or the		T10
585	articles on health that you can /glean out/ of the literature	LC	T10
586	you'll have to /scavenge around/ //that's what/ I want you to do/	LC-P/IM	T10
587	is to go find /stuff/ / - uh/ /but/ most monographs will have or	HC-HC-T	T10
588	books and ethnographies will have - /some kind of/ some content	HC	T10
589	on - well-being and health /so/ /what you /could/ do /would be/ to	IM-IM(T-I)	T10
590	select a problem from /let's say/ you're gonna look at the - the	IM	T10
591	treatment of disease and the incidence of disease - /and/ /uh/	TT-HC	T10
592	/ok then so /you /could/ do a couple of things/ you /could/ look up	T-IM(T-I)	T10
593	disease figures - /uh/ ^ incidence of a particular type of	HC	T10
594	disease ^ /or/ you /can/ look up / - uh/ /and then/ go to the monographs	IM-IM	T10
595	don't if that's the case that's interesting to know /so/ /but/ /I mean/	T-HC/IM	T10
596	if some people don't seem to address these issues very well or on /and then/	IM	T10
597	/talk/ about how ok people confront their - the issue of	P	T10
598	health generalizing /and/ /to me/ it's ----	TT-IM	T10
599	S- /I was thinking/ /kind of along the lines of/ / - uh/ - class	G/P/I-HC-HC	T10
600	- and /uh/ health care access to health care welfare community >	HC	T10
601	P- /ok/	IM/TT	T10
602	>S - and access to health		T10

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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		surprized to find there's no mention of these people [laughter]		T10
615		/or/ very little mention /and then/ if you look at studies of mestizo	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	|	|		T10
620	P	/you have to/ /what you hypothesize is that contemporary scientific	P-IM/T	T10
621		medicine / - uh/ is mediated entirely is (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		etc/ 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		that the Indian populations are not /so/ if you look at class in	T	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	TT	T10
630		class /kind of/ divisions if you look in the in the literature for	LC	T10
631		example on the squatter settlements - in the urban areas you		T10
632		see to what degree it's there /but /look around to and see what	T-P	T10

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633	you find you /may/ find that it's not written a lot of about it	IM	T10
634	/or /probably/ some specialized - for that kind of there's a lot of	IM-IM	T10
635	specialized writing in that		T10
636	S- /ok/ /that's (fine)/	IM-G	T10
637	P- | /and/ that book that that Suzanna showed you is the -	IM	T10
638	essentially all Andean - /and/ doesn't involve /uh uh/ it /wouldn't/	IM-HC-IM	T10
639	involve coastal - or urban settings /say/ if you do two weeks to	IM	T10
640	explore that you have to get into some of the coastal literature		T10
641	S- /ok/	IM/TT	T10
642	P- /ok ?/	G	T10
643	S- ok alright' /I think (it'll work pretty well yeah)'	G-SD	T10
644	F- [knock on the door]		T10
645	P- /ok/	T	T10
646	S- /thanks	P/I	T10
647	P- /yeah/	TT	T10

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648	#12. Burns		T12
649	Undergraduate student (late 30s)		T12
650			T12
651	P- conversations evolve and strategies for taking turns		T12
652	/and things like that/	HC	T12
653	S- /mm nice thing/	SD	T12
654	P- /nice thing/ /and/ you - /of course/	TT-T-IM	T12
655	S- | /the first volunteer/ =	SD	T12
656	P- = are the first volunteer he has been in other people's offices		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		T12
659	prospects I just got a plane ticket to go up to Hamilton		T12
660	New York beginning of April here I'm trying to figure it out		T12
661	- Allan Burns eleven to eleven forty-five another paper		T12
662	to write		T12
663	S- [laughter]		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	HC-IM-IM	T12
666	with the Indochinese refugees		T12
667	P- /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- /mhm mhm/	TT	T12
671	[]		T12
672	P- was that /you've got to refresh my memory because I	HC-TT	T12
673	S- | h | h | /ok/ /um/ we had talked the	T-HC	T12
674	question of was /uh/ on the Grenada work and how we adapted the	HC	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 Indochinese.		T12

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678	refugees		T12
679	P- /mhm/	TT	T12
680	S- and the /uh/ Lactians /for instance/ most of them coming over illiterate	HC-IM	T12
681	in their own language		T12
682	P- /mhm/	TT	T12
683	S- it's a switch from 10 years ago when we got the - educated		T12
684	now we're getting the uneducated /uh/ =	HC	T12
685	P- = do you work with them in Jacksonville ?		T12
686	S- I worked with them a lot in Kansas		T12
687	P- /in Kansas ok/ - /mhm/	IM-TT	T12
688	S- /and/ the problem is when they come over here there's no way for	IM	T12
689	them other than verbally to communicate		T12
690	P- /mhm - mhm/	TT	T12
691	S- /either/ in their own language /or/ in English - /so/ I /you know/ I was	IM-IM-IM-TT	T12
692	thinking/ you know/ if we /could/ use a phonetic alphabet for them -	TT-IM	T12
693	it /could/ be applied to both the native tongue and to English	IM	T12
694	- it'd/ be very useful	IM	T12
695	P- /mhm	TT	T12
696	S- /because then/ they can write to relatives	IM	T12
697	P- /well /assuming/ their relatives would	T-IM-IM	T12
698	S- | ----- learned		T12
699	P- learn the same system /right right - that's /you know one >	IM-TT	T12
700	S- | same /mhm		T12
701	>P of the things I'm - interested in with the Guatemalans is		T12
702	they've used cas /uh/ cassettes - to communicate with relatives >	HC	T12
703	S- | /hm/	TT/IM	T12
704	>P - in their own language it gets around literacy /and/ you /still	IM-IM	T12
705	are able to send a lot of information		T12
706	S- /hm/	TT/IM	T12
707	P- /like/ you /would/ a letter with a little little cassette I wonder if	IM-IM	T12

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708	- if Cambodian and Lactians are doing that /at all/	LC	T12
709	P- so much depends on finances		T12
710	P- /mhm/ - /sure/ /but/ /I mean/ 19 19 dollars you can buy a - >	TT-IM-T-IM	T12
711	S- | /mhm/	TT	T12
712	>P cassette recorder at Eckerds		T12
713	S- sometimes they don't have 19 dollars [laughter] - I worked		T12
714	with them enough to realize that there's severe		T12
715	P- /mhm/	TT	T12
716	S- financial limitations		T12
717	P- /hm/	TT/IM	T12
718	[ | ]		T12
719	S- /but/ /you know/ /I was thinking because the government by law they	T-TT-IM	T12
720	have to attend ESL.		T12
721	P- /mhm/	TT	T12
722	S- no matter where they are in the States / - and/ /uh/ /you know/ she	TT-HC-TT	T12
723	set up a a universal teaching system		T12
724	P- /mhm/ /oh I see - /so that/ they /would/ all have that system	TT-IM-IM-IM	T12
725	S- | /and then/ | /hm/ | that	IM-IM	T12
726	they'd all the same system		T12
727	-		T12
728	P- /m/	TG	T12
729	S- I'm not going to do it it wa(h)s ju(h)st to a(h)sk you abo(b)ut >		T12
730	P- | I was ju(h)st gon(h)na a(h)sk [laughter]		T12
731	>S [laughter] > > >		T12
732	>P come up with what you're gonna do you wanna do that for >		T12
733	>S > >		T12
734	>P your final paper [laughter]		T12
735	S- /no/ it was just h h and idea you get excited about and realize >	T	T12
736	P- —		T12
737	>S it's beyond you that you have other responsibilities and / /	TT	T12

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738	P-	/yeah/ you /you know/ /what you /really/ run into is that was is/ that	IM-TT-IM/TL(C)	T12
739		- /all that stuff/ is transferred is decentralized - /and/	HC-TT	T12
740		if we /were/ in France where the Ministry of Education says do	IM	T12
741		this dah dah dah dah it /would/ work /but/ somehow in the States	IM-IM	T12
742		you you're /kind of/ battling - people's pet methodologies	LC	T12
743		in E.S.L. and in Kansas versus Jacksonville versus Seattle /and/	TT	T12
744		they all think their method is is the best /so/ that /kind of/	IM-LC	T12
745		overriding		T12
746	S-	(there /should/ be) .....tion that we have of /uh - / >	IM-HC	T12
747	P-	|system		T12
748	>S	they have a centralized office for (the E.S.L. and French and the		T12
749		.....(center of)....		T12
750	P-	/oh yeah ?	IM/TT	T12
751	S-	/mhm/	TT	T12
752	P-	/hm - hm/	IM/TT	T12
753	S-	| /which/ is U.S. government printing	IM	T12
754	P-	/mhm/ - /so/ there /would/ be a way to ^ to have that /thing/ ^	TT-IM-IM-HC	T12
755	S-	/but/ /I think you'd/ be visiting a lot of bureaucracy in government	IM-IM-IM	T12
756	P-	/mhm - mhm/ - /well the other thing is/ /I think that - >	TT-T-IM	T12
757	S-	| ++++++		T12
758	>P	in some sense E.S.L. teaching is [S coughs] has some /you know/ >	TT	T12
759	S-	†+++++		T12
760	>P	phonetic - /things/ in it - the the question always is	HC	T12
761		and that's what you try to get in the class is that which one do		T12
762		you decide to use which phonetic alphabet / - and/ while a lot of	TT	T12
763		those decisions have nothing to do with linguistics they have to		T12
764		do with unifying what somebody sitting and inventing one then		T12
765		then convince somebody else that it's worth		T12
766	S-	/mhm/	TT	T12
767	P-	that's /kind of/ a uni I I don't do do you know much about	LC	T12

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768	the whole Cambodian refugee situation /a/ 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 - / /ok/ 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 /thi(h)s	TT-TT-T	T12
778	bright idea after meeting some refugees who all came from farming		T12
779	background ^ /s/ that /uh ^ - / /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/ /s/ 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(h) came out	TT-HC-IM	T12
785	every(h)day the(h) we(h)re sup(h)posed 1(h) co(h)mme (h)ut		T12
786	twi(h)ce a we(h)ek 1(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 /s/ 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		T12
795	work with them /and/ /uh/ it had multipurposes /one /uh/	TT-HC-IM-HC'	T12
796	I looked at English learning it was very accelerated just for >		T12
797	P- /mhm/	TT	T12

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798	>S	the informal contacts		T12
799	P-	/mhm/	TT	T12
800	S-	/and/ these people gained a lot of confidence in themselves they	IM	T12
801		could do something /uh/ they could take their vegetables back to their	HC	T12
802		apartment and give things away first time /you know/ they could give	TT	T12
803	P-	/mhm/	TT	T12
804	S-	/and/ it helped undo a lot of the damage that occurred in camps	IM	T12
805	P-	/mhm/	TT	T12
806	S-	/but/ I got to know /but/ I got to know them all very well personally	IM-IM	T12
807	P-	/hm/ how much time did they spend in camps ?	IM	T12
808	S-	average was about five years		T12
809	P-	/more or less.	HC	T12
810	P-	/really ?/	IM/TT	T12
811	S-	/mhm/ =	TT	T12
812	P-	= that's a long time		T12
813	S	/and then/ when they come over it's tremendous fear	IM	T12
814	P-	/mhm/	TT	T12
815	S-	I mean ++ I could not go up to somebody - from their back and	IM	T12
816		say hello if they'd been in the country less than six months they		T12
817		/would scream and jump and hide in the bush /or something/	HC	T12
818	P-	/mhm mhm - mhm - /hm - we have a a student in education	TT-IM	T12
819		who is writing her dissertation on basically what you're talking	IM	T12
820		about that the - massive Cambodian /or nosh Lactian/ >	HC	T12
821	S-	/hm/	IM/TT	T12
822	>P	in in Jacksonville there's a big - concentration in there		T12
823		because there was a - a policy to have /kind of like/ centers	LC	T12
824		rather the a the usual US policy disperse everybody /so then/	IM	T12
825		they get lost in anonymity of - US /and/ there it was a too	TT	T12
826		who looked have looked lost of of - people /and/ she was	T	T12
827		working on the schools but not necessarily with literacy which		T12

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828	is adaptations schools her name is Ann Campbell - she did her		T12
829	work about two years ago and she's writing her thesis on it		T12
830	/right/ now	LC	T12
831	S- /well/ /what I found specially with kids /uh/ is/ that they have	T-IM/THC)	T12
832	exposure at school /but then/ they go home and that's the end	IM	T12
833	I had high school students who had been in the country five seven		T12
834	years and never been in an American family		T12
835	P- /mhm/ /hm/	TT-IM	T12
836	S- /and that/ surprised me bec /you/ /would/ think by that time they'd/ have	T-IM-IM-IM	T12
837	American friends and they'd/ go into someone else's home /uh/	IM-HC	T12
838	P- | specially		T12
839	in the mid west		T12
840	S- /mhm/ /and/ never have eaten American food	TT-IM	T12
841	P- /hm/	IM/TT	T12
842	S- other than cafeteria at school		T12
843	P- /hm/	IM/TT	T12
844	| |		T12
845	P- /well/	T	T12
846	S /it's an interesting problem interesting area you're getting	PS	T12
847	into there [laughter]		T12
848	P- | /yeah/ //that - thing' about/ the Cambodian I asked you	IM-T(HC)	T12
849	'cause I've never worked with - Cambodians /but // >just	T	T12
850	S- | /hm/	IM/TT	T12
851	>P /seems like/ there's so many /you know/ there's /like/ hundreds of	IM-TT-IM	T12
852	thousands of them ^ it's a big big problem ^ there's a		T12
853	terrific film called "Becoming American" it was made in Seattle		T12
854	- /and it/ follows /somebody/ in the camps one family in the camps	T-HC	T12
855	for a couple of weeks /then/ preparing to come coming through the	IM	T12
856	airport in Seattle /and all of the things/ you're talking about	HC	T12
857	their first six months /and there/ they're they're smack dab in	T	T12

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858	th: middle_of the city /you know/ 'problems like sweeping the dust	TT	T12
859	into the the heater vent /and all/ --- pennants --- =	HC	T12
860	S- = /mhm/ [laughter]	TT	T12
861	P- it went down somewhere /and so/ /yeah/	IM-T	T12
862	S- they have a lot to learn /just even/ as basic as hot water from a	IM	T12
863	tap flushing a toilet they've /just/ never seen them	LC	T12
864	P- /mhm/	TT	T12
865	S- telephone we had a refugee a foster-son he was petrified with		T12
866	the telephone		T12
867	P- /mhm/	TT	T12
868			T12
869	P- ^ _____ ^ =		T12
870	S- = /mhm/	TT	T12
871	P- /ok but/ what are you do in your final in your papers on ? =	T	T12
872	S- | +++		T12
873	S- = /my paper on/ /ok I /kind of/ been concentrating on a review of	IM-T-LC	T12
874	the literature		T12
875	P /hm/	IM/TT	T12
876	S- /uh/ - and I wasn't sure - I have ideas on how to proceed	HC-T	T12
877	- but /I'm not sure exactly how //that's why/ I wanted some	PS PS/G(IM)	T12
878	direction/ /whether/ to continue with more interviews - /uh I	IM-HC	T12
879	do not have an older man /and /uh I don't know if I can find	IM HC-PS	T12
880	one		T12
881	P- /mhm/	TT	T12
882	S- I hope to find one sitting on his front porch 'cause /I think	IM	T12
883	it's /pret(h)y/ dis(h)unct [laughter] /uh/ /but/ you know continue >	LC-HC-T-TT	T12
884	P- | [laughter]		T12
885	>P that type of interview I also got to thinking about the	IM	T12
886	role of _____ in the Black >		T12
887	P- ..		T12

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888	>S culture - in that - this started when I went to the play >		T12
889	P- /what do you mean?/	HC	T12
890	> like/ /I told you about that/ /you know/ the number of black	IM-T-TT	T12
891	children who attended - seeing - /you know/ at what age they	TT	T12
892	recognize various rules like the role of the aged /and/ is that	IM	T12
893	consistent /and then/ I /could/ compare them I've been thinking of	IM-IM	T12
894	+++ /what I ++ wanted to do is- start do it totally black with /uh/	IM/T-HC'	T12
895	black children thirteen-year olds sixteen-year olds		T12
896	P- /mhm/	TT	T12
897	S- /but/ I cannot find an easy access to a group of like black thirteen-year	IM	T12
898	olds unless I go to a church /which will /skant everything =	IM-LC'	T12
899	P- = /mhm mhm/	TT	T12
900	S- /so/ /I was thinking comparing white and blacks in /like/ the third	IM-G/IM	T12
901	and fourth grades I would senior high and then high >	IM	T12
902	| [telephone rings] |		T12
903	>S school.....		T12
904	P- Allan - mhm - thank you - Allan Burns		T12
905	- hi Nelcke how are you - /u'h Friday is ok but I have	HC-IM	T12
906	somebody's doctoral exam - /let's see at one o'clock/ -	HC	T12
907	Friday the thirteenth 1 o'clock yeah /s/ /uh - / /why don't you come/	IM-HC-I	T12
908	- in some ways it would /you know/ this being the first week	TT	T12
909	after break /seems/ to be - to my ears(h) and - /mhm/ -	IM-TT	T12
910	/well ell well/ then Monday runs into a set of different problems	T	T12
911	/actually /I think/ I /would prefer around three o'clock on Friday	IM-PS(IM-IM)	T12
912	- until what time ? - hoo and at four it's hard it's hard		T12
913	it's hard for me to stay (h)around to stay awake wait /mhm/	TT	T12
914	- /so/ /I'd /really/ I /would rather/ even if for a short time talk	IM-LC-IM/PS	T12
915	to you on Friday - /how about how about/ /around/ lunch time -	H-HC'	T12
916	yeah - yeah /and/ /why don't we go out to lunch/ - /mhm/	TT-I-TT	T12
917	- /mhm/ bye bye	TT	T12

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918	[]		
919	S- I don't know which would be the best way to go I don't even know >	(M)M	T12
920	P- /so::/		T12
		T	T12
921	>S if I can get into the schools to administer /you know/ a short	TT	T12
922	evaluation /because/ /you know/ /remember when with the white interviews/	IM-TT-T	T12
923	there was a /horrible/ decline [laughter] of status for the elderly	PS	T12
924	with the twenty-year old		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 - in 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		T12
932	research committee /and - / /you know/ they have a whole procedure	TT-TT	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-TT-IM-IM	T12
938	S- /mhm/	TT	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 clubs	TT-IM	T12
942	that are in soccer /or anything like that/ ?	HC	T12
943	S- mm [laughter] (they were in that wasn't) [laughter]		T12
944	P- yeah yeah I /kind of/ use informal	LC	T12
945	S- /mhm/	TT	T12
946	P- 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

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948	to do <i>rapidly</i> / have if you've not gonna do a whole /you know/ if	04-TT	T12
949	you need three hundred interviews it's worth the trouble		T12
950	S- /uhm/	TT	T12
951	P- you need two or three - -- it's a lot of work for two or three		T12
952	interviews /uh - / /but/ / /yeah/ / /I think/ that /would/ be that'd be >	HC-T-IM/PS-IM	T12
953	S- | /yes/	IM	T12
954	>P good to follow up on /and then/ you /would/ you would /then/ have that	M-IM-IM	T12
955	comparative data / - uhm - / and / /I would think/ that	HC-IM-IM	T12
956	/ /I mean/ around the university you /could/ find twenty-year olds	IM-IM	T12
957	S- /uhm/	TT	T12
958	P- there's a couple in our class		T12
959	S- | ... so / /I was thinking/ / /mainly/ of of / /you know/ I've been dealing	GI-IM-TT	T12
960	/ /mainly/ with the inner city	IM	T12
961	P- /uhm/	TT	T12
962	S- /uhm/ / /I think/ university students - it'd/ be interesting to	HC-IM/PS-IM	T12
963	see the contrast - uh/ with university student	HC	T12
964	P- | university students aren't that		T12
965	different / - uh /but /uh - / / /the other thing is to use	HU-T-HC-T	T12
966	/ /let's see - / / /you know use contacts you have here at the university	HU-TT	T12
967	people who live in Gainesville - to to get access to people		T12
968	- is there anybody are there any anybody you worked with		T12
969	there in classes ? uh that worked in a black community	HC	T12
970	regularly ? - and I can think of a couple of people that I	TT	T12
971	know that if I were doing that I /would/ just go up to them and say	IM-IM	T12
972	- can you - take me over to Mamma Lo's and introduce me to		T12
973	some people - /and do that / /that's the way/ you'd/ operate on	IM-IM-IM	T12
974	that / /rather than/ just going up to people coldly and interviewing	IM	T12
975	them - / /how about Ann / /what's her name Faye Harris/ in	HHC	T12
976	nursing you know her ?		T12
977	S- ha u		T12

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978	P-	all all the(h).....		T12
979	S-	[laughter]		T12
980	P-	but/ you know/ /i think/ you /ought to/ do it - it'd be nice to have	T-TT-IMP-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	IM-IM-IM	T12
985		time just to go and find kids to answer question.		T12
986	P-	/mhm/ - /well/ /ideally/ what would you ^ how many would you like	TT-T-IM-IM	T12
987		to^		T12
988	S-	/ideally ?/ /uh/ I'd/ like to use + + + /you know/ /pretty evenly	HC-HC-IM-TT-LC	T12
989	P-	| yeah		T12
990	S	balanced school /and/ have about six /or/ seven questions	IM-HC-HC	T12
991		that relate to roles I didn't wanna do it on the value judgement		T12
992		/or anything like that but it was roles /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	/mhm mhm	TT	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	/mhm/	TT	T12
999	S	they they were all based on the black conceptions and the white		T12
1000		conceptions		T12
1001	P	/mhm	TT	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	/mhm =	TT	T12
1006	S-	= /like/ /uh/ /maybe/ two seventh or eighth grade classrooms and (maybe)	IM-HC-IMP-IMP	T12
1007		two twelfth grade classrooms		T12

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1008	P-	/mhm mhm/ - /hm/ =	TT-IM	T12
1009	S-	= /but/ if it's gonna be that difficult to get in the schools	IM	T12
1010	P-	it normally is		T12
1011	S-	/I mean/ I c /could probably/ use J.J. Kingley /but then/ I don't >	IM-IM-IM	T12
1012	P-	| /because then/ you can	IM	T12
1013	>S	have any contacts at outside of that		T12
1014	P-	/but /even/ there /I mean sometimes you know if you're friendly with	IM-IM-IM-IM	T12
1015		a teacher /or something you /could /do an end run/ around the	HC-IM-LC	T12
1016		bureaucracy /but - /you know /the reason is that/ here in	IM-TT-IM	T12
1017	S-	| /mhm/	TT	T12
1018	P	Gainesville there is thirty thousand students		T12
1019	S-	/and/ everybody wants to use public schools =	IM	T12
1020	P-	= /yeah/ /and so/ they've gotten very very tight about the their	IM-IM	T12
1021		system of access - /but so/ /you know /I think what you /could/ >	T-TT-IMPS-IM(T)	T12
1022	S-	| /mhm/	TT	T12
1023	>P	do n/ do you know any of the teachers there or you know personally		T12
1024		in your social life		T12
1025	S-	| /do/ know at Finky but not at the but not at the	LC	T12
1026		high school level		T12
1027	P-	/mhm/ | | /mcc/ if you can get do it just /I mean/ the other thing is	TT-T-IM-T	T12
1028		just to back off and just use that one group - and get more		T12
1029		/you know/ responses from the third and fourth graders	TT	T12
1030	S-	/mhm/	TT	T12
1031	P-	/and/ just not do it with the high school kids /and stuff/ just	IM-HC	T12
1032	S-	just do I /could/ do the one group /and then/ /maybe/ pick up some	IM-IM-IM	T12
1033		students on campus		T12
1034	P-	| /mhm/ - /yeah/ /I'm /uh/ /I mean/ /even/ through Corcoran	TT-IM-HC-IM-IM	T12
1035		and that other the other girl in the back of our class -		T12
1036		/uh/ /I suspect/ they're fairly typical they're very quiet - and	HC-IM	T12
1037		/uh/ /I don't necessarily think that black college kids are that	HC-IM/PS	T12

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1038	different than the other kids their age - /or/ I don't think/	IM-IM/PS	T12
1039	(/I'd/ operate) with college kids and get the	I	T12
1040	S- |/well/ I'd say/ I was thinking more/ /you know/	T-IM/PS-G/TT	T12
1041	keeping it on the same socio-economic lines - /I think/ of >	IM/PS	T12
1042	P- | /mhm/	TT	T12
1043	>S black college kids /at least/ having a little more - income	IM	T12
1044	P- /yeah/	IM	T12
1045	S- /a/	IM	T12
1046	P- /oh/that's.....	IM	T12
1047	S- |/but/ that that /probably/ isn't very true	IM-IM	T12
1048	because a lot of them come from the inner city		T12
1049	P- /a/	T	T12
1050	S- Santa Fe /would/ be a very good place	IM	T12
1051	P- do you know anybody who teaches out there ?		T12
1052	S- I te(h)ach o(h)ut the(h)re [laughter] m(h)e I just ..a(h)ve a >		T12
1053	P- | your nursing		T12
1054	>S class in the summer /though/	IM	T12
1055	P class		T12
1056	P- /yeah/ - /mhm - /I mean/ that's what/ I was thinking you could >	IM-TT-IM-IM-IM	T12
1057	S- |+++++		T12
1058	>P you/could/.....	IM	T12
1059	S- /oh yeah/ I know a man in biology at a	IM	T12
1060	P- if you'd/ use that access /would/ be would be one way to the other >	IM-IM	T12
1061	S- | /mhm	TT	T12
1062	>P option /or/ the other strategy you could follow /would/ be to	IM-IM/IM	T12
1063	/you know/ talk to Van Mering	TT	T12
1064	and see if anybody is already doing some research in with		T12
1065	those age groups - /and/ piggy-back your research on	IM-LC	T12
1066	top of that		T12
1067	S- /mm/ the next st research will start in about six /or/ eight months	HC/HC	T12

Appendix 1

1068	P-	/so/ there's no in calling /right/ now are there any >	IM-LC	T12
1069	S-	_____		T12
1070	>P	students/oranything/.....?	HC	T12
1071	S-	hm n		T12
1072	P-	hm		T12
1073	S-	I'm the only anthropology student out there		T12
1074	P-	/are you?/	IM/TT	T12
1075	S-	uhu'		T12
1076	P-	..... /but/ /uh/ /well/ it doesn't have to be anthropology	T-HC-T	T12
1077		it /could be anything	IM	T12
1078	S-	/yeah/ one's in architecture and one's in public relations	IM	T12
1079	P-	/mhm/ [] /so/ /uh/ - / you know/ those are those are /and of/ /uh/	TT-T-HC-TT-LC	T12
1080		difficulties you have to deal with if you wanna deal with that >		T12
1081	S-	[+++ I w I'm >		T12
1082	>P	question		T12
1083	>S	gonna ask my /uh/ teachers you know the friends I'm gonna be --	HC-TT	T12
1084		to see if I can /uh/ I might even just /have to use	HC-IM-LC-PS	T12
1085		first and second graders because I know the teachers the best		T12
1086	P	/mhm/ /yeah/ you know if it takes 5 or 10 minutes they'll /probably/ say >	TT-IM-TT-IM	T12
1087	S-	[/mhm,	IM	T12
1088	>P	/h sure/ /uh/ /r/ if they can make it into a project - you know/	SD-HC-TT	T12
1089		I've when I worked in schools I always tried to - articulate		T12
1090		with something the teacher might be interested in /you know/ hm or	TT	T12
1091		herself /uh/ /so that/ - the kids writing an essay about their	HC-IM	T12
1092		favorite old person the teacher uses /or something/ and give it	HC	T12
1093		to the teacher when you're done say just let me look at them for		T12
1094		two days and I'll give them to you and you can use them in class		T12
1095		/or - / sometimes that can work /uh the teachers have that	IM-HC	T12
1096		flexibility some of them are --		T12
1097	S-	someofth(h)ema(h)re...		T12

Appendix I

1098	P-	| /pretty/ lock-step /well/ they have to be	LC/PS-T	T12
1099		/that's why/ they're evaluated every year ' - uh - - / /hut/ that's	IM-HC-IM	T12
1100		/you know/ that's another strategy to to work in that system - /mhm/	TT-TT	T12
1101	S-	| /mhm/	TT	T12
1102	S-	/you know/ I doubt if I have /like/ all these interviews done with	TT-IM	T12
1103		these done /shall I just work in hand write up what I have done to	G	T12
1104		that point		T12
1105	P-	/mhm/ - are these interviews or questionnaires ? /that's what/ I	TT-IM	T12
1106		was wondering		T12
1107	S-	for /uh/ for the yeah - the - interpretation of roles and	HC	T12
1108		the aged it /would be a questionnaire like a yes/no answer /which	IM-IM	T12
1109		/would/ be easily tabulated	IM	T12
1110	P-	/mhm/	TT	T12
1111	|	|		T12
1112	S-	/you know not not the interview the the one hour or two-hour	TT	T12
1113		interviews I've been doing		T12
1114	P-	/yeah - yeah the only other /you know /the other thing/ you /could	IM-T TT-T-I	T12
1115		add to that /and and/ 'uh / there /may/ be be some observational	TT-HC-IM	T12
1116		/things/ - /go/ to West side Park on Saturday and /see/ how many	HC-P-P	T12
1117		of these different age groups are with with each other or with		T12
1118		older people /and then/ /go/ over to North East Park /or somewhere	IM-P-HC	T12
1119		like that where you /might find more blacks on a Saturday or a	IM	T12
1120		Sunday =		T12
1121	S-	= /mhm,	TT	T12
1122	P-	/or/ by Numan's lake fishing /which/ /would be equivalent /and/	IM-IM-IM-IM	T12
1123		/see/ what age	P	T12
1124	S-	/mhm/ =	TT	T12
1125	P-	= patterns are in in the groups that /would be /or you /could have	IM-IM-IM	T12
1126		/some kind of/ ethnographic data to support	HC	T12
1127	S-	/well I've been using Pay(h)nes	T	T12

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1128	Prairie fo(h) th(h)at [laughter] there's big black kids come >		T12
1129	P- /Pays..s Prairie yeah/	IM/TT	T12
1130	>S out there		T12
1131	P- /mhm/	TT	T12
1132	S- /that's what/ started the interest /actually/ /I mean/ /it did/	IM-IM-IM-LC	T12
1133	P- | /mhm:/	TT	T12
1134	P- /ok/ /how else can I help you ?/	T-G	T12
1135	S- /I think/ /that's all/	IM/PS-G	T12
1136	P- /good/	SD	T12
1137	S- /you mentioned/ /uh - / before you you left on your trip that I should	T-HC	T12
1138	i(h)l yu(h)u we(h)re sma(h)r you'd have me read the papers /were	PS/HC	T12
1139	you serious about that ? /x/ do you want me to read some of them ?	IM	T12
1140	P- what ? the papers for this class ?		T12
1141	S- yes		T12
1142	P- no I was just being facetious		T12
1143	S- | /ok | 'I didn't know if you were being facetious >	IM/TT-PS	T12
1144	P- | that was >		T12
1145	>S or were you serious /and.	IM	T12
1146	>P that was /probably/ my subconscious calling out for help	IM	T12
1147	S- | how how /would I how would I grade equal to you without a set	IM	T12
1148	gra(h)ding sca(h)le [laughter] >		T12
1149	P- /yeah/ /no/ /I w I was I was just -	IM-T	T12
1150	kidding /because/ you were serving in my place for for giving out	IM	T12
1151	the exam		T12
1152	S- /did all go well ?	SD	T12
1153	P- /uh/ /with the exam or the trip. [laughter]	HC-HC	T12
1154	S- | no with the trip [laughter]		T12
1155	P- /the exam you know about [laughter] /uh/ yeah /I guess so ^ /uh/	IM-HC-IM-HC	T12
1156	| /knock on		T12
1157	door]		T12

Appendix I

1158	P-	hello		T12
1159	S2-	/when will you not be busy with someone/	GSD	T12
1160	P-	/uh/ /in nineteen ninety-four/	HCSD	T12
1161	S-	[laughter]		T12
1162	P-	/but/ it's just	IM	T12
1163	S-	I'll be out in a second [to S2]		T12
1164	S2-	/ok/ /we'll hang around/	IMG	T12
1165	P-	/but/ /uh/ /m/ I interviewed up at a Catholic /did I tell you that ?/	T-HC-T-THC	T12
1166	S-	I've heard that /that's why/ I asked how'd it all go	PS(IM)	T12
1167	P-	| /uh ok/ I didn't know it >	IM	T12
1168	S-	| things >		T12
1169	>P	/well/ I told them who was the great	T	T12
1170	>S	travel fast you only have to tell when you treat people		T12
1171		[laughter]		T12
1172	P-	| /uh it went pretty well /but/ I don't think I'll if they	HC-LC-IM-IM/PS	T12
1173		offer me the job which I haven't I don't think I'll take it it's	IM-IM/PS	T12
1174		just for what they're talking about salary it's just too expensive	LC	T12
1175		to live up there at our stage in our life		T12
1176	S-	/mhm	TT	T12
1177	P-	the kids going to college and /uh/ /you know it just that that	TT-HC-TT-LC	T12
1178		if we /were/ older and the kids /were/ gone we /could take a cut	IM-IM-IM	T12
1179		a relative cut in the salary and enjoy Washington and live		T12
1180		where we wanted /because/ this age of are +++ very limited to	IM	T12
1181		a few neighborhoods for schools and safety /and everything	HC	T12
1182	S-	| /yeah	IM/TT	T12
1183	P-	/so/ that ups the price of the housing /and all of that stuff/ /so	IM-HC-IM	T12
1184		for those reasons which you could now raise the money there /we're	LC	T12
1185		talking about a bit/ /but/ it went well =	T	T12
1186	S-	= /mhm/	TT	T12
1187	P-	/then we planned I /also/ went up to Providence on Thursday	IM-T	T12

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1188	and Friday they're developing an an anthropology program they want		T12
1189	me to look over the curriculum /and stuff/ /and/ that went well they	HC-TT	T12
1190	liked what I had to say /ah/ / /	IM-TT	T12
1191	S- //could/ you live in Providence ?/	SD(IM)	T12
1192	P- no		T12
1193	S- | no(h) [laughter]		T12
1194	P- | /no/ that was that was not for a job that was just	T	T12
1195	consulting (the whole thing)	HC	T12
1196	S- | /mhm/ [laughter]	TT	T12
1197	P- other than the bookstores I do like the bookstores	LC	T12
1198	S- /yes/ there's these bookstores hm - I grow up in uh Chevy Chase	IM-LC	T12
1199	Maryland my dad was in - the service		T12
1200	P- | /oh yeah ?/	IM/TT	T12
1201	S- uh /and/ /you know/ /as far as kids /I think/ it was a wonderful	IM-TT-IM-PS	T12
1202	opportunity because I had a lot of /uh/ interaction wit' all	HC	T12
1203	different kinds of cultures		T12
1204	P- /mhm/ =	TT	T12
1205	S- = not necessary through my parents but just by going down -		T12
1206	town and hanging around the monuments for the afternoon ^r s)^ =	HC	T12
1207	P- /yeah/ - /oh/ that that is certainly	IM-IM	T12
1208	S- /and/ /you know/ we found a lot of free things or real cheap things	IM-TT-HC-LC-HC	T12
1209	to do		T12
1210	P- /mhm/	TT	T12
1211	S- /which/ /I think/ are missing in other areas	IM-IM/PS	T12
1212	P- /yeah/ /you know/ /I think, if if	IM-TT-IM/PS	T12
1213	S- /but/ the cost of living is ^ (high) ^	IM	T12
1214	P- | we /could/ live there	IM	T12
1215	P- /yeah/ this is the place that was Catholic /and/ /they expect you	IM-TT-SD	T12
1216	to get a raise when you get to heaven not while you're on earth/		T12
1217	S- /mhm/	TT	T12

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1218	P	[laughter] /o(h)/ /	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 >	>		T12
1222	>P	bother me I can do that		T12
1223	S-	/ok well/ /thank you/ I'll get this back to you [to O]	T-P/I	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 I

1228	#13 Burns		T13
1229	Two male students (S1, S2). Undergraduates. Ages: 35-40, 25-30		T13
1230	Purpose: ask advice and help to do a video project		T13
1231			T13
1232	S1- /your assistance on /this/ /uh/ tape that we're gonna	G(T-HC)	T13
1233	make/		T13
1234	P- /mhm/ - what did you decide to do ?	TT	T13
1235	S1- /well/ we are gonna go with the proxemics and /you know/ the personal	TT	T13
1236	sphere and invasion of - and film that /you know/ /and/ /uh uh/	TT-TT-HC	T13
1237	cross-culturally		T13
1238	P- /mhm/	TT	T13
1239	S1- /and that's /essentially/ all we're gonna do we're gonna demonstrate	T-IM	T13
1240	the one principle cross-culturally / - uh - / /but/ we need some	HC-IM	T13
1241	logistics help here - /i think/ / - uhm - / editing or editing	IM/PS-HC	T13
1242	facilities - what do we have available to us ?		T13
1243	P /what we can do/ if - we have manual editing we don't have	IM/T	T13
1244	electronic editing		T13
1245	S1- /lahm/	TT	T13
1246	P /and/ /that means/ /you/ have a - an A tape and a B tape your A	IM-IM-IM	T13
1247	tape is your raw footage that you shot your B tape is your final		T13
1248	/and then/ you just - /you know/ edit the first the second the	IM-TT	T13
1249	third and the fourth and the fifth sequence onto your B tape		T13
1250	S1- is it is it /pretty/ clean cut ? stop and start ? or is it -	LC	T13
1251	technical difficulty picture type ?		T13
1252	P- yeah it's /uh - / /the the best - suggestion I'd/ give you	HC-IM(IM)	T13
1253	about doing the shooting is leave /you know/ spaces at the end	TT	T13
1254	of a shot like 6 or 7 seconds		T13
1255	S1- .....camera just.....?		T13
1256	P- no no no keep on rolling on the person - /and so/ when you edit	IM	T13
1257	you're not gonna clip off the last /thing/ the person said or the	HC	T13

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1258	last moment		T13
1259	S1- /ch - I understand that/ ---	IM/TT	T13
1260	P- /and/ you have a - you have a larger bridge	IM	T13
1261	that doesn't /so/ doesn't look as nice /technically/ when you're done	IM-IM	T13
1262	editing /but/ at least you're not cutting into the good /stuff/ /cause/ you	IM-IM-HC-IM	T13
1263	/just/ can't be as precise as you /might/ like to /you know stop on	LC-IM-TT	T13
1264	point eight seventy-four /what you can do is stop on point eight -	IMT	T13
1265	S2- | /yeah/	IM/TT	T13
1266	>P sixty-five eight seventy-five		T13
1267	S1- when we're editing /would we have fade out and in capability?	IM	T13
1268	S2 -..... . you can't		T13
1269	P- no you can't you can manually (no you can't even) manually		T13
1270	adjust they don't have a they don't have an iris setting on -		T13
1271	S1- | they don't have a		T13
1272	>P on it it's all automatic		T13
1273	S2- | the other one does /though the department's camera	IM	T13
1274	P- | yeah	IM/TT	T13
1275	>S2 does		T13
1276	P- the department has a camera - which has a fade on it so while		T13
1277	you're shooting you can do some fades ---		T13
1278	S1- | /but/ it's not the one it's	IM	T13
1279	not the one you can't		T13
1280	S2- | you have to have plugs and you have to use a		T13
1281	VCR with it		T13
1282	S1- /kind of/ hard to run around the Plaza over there	LC/PS	T13
1283	P- | yeah/	IM/TT	T13
1284	S1- taping		T13
1285	S2- /uhm/	HL	T13
1286	P- /so/ it's better //that's why I say/ to /and there's funny /things/	T-T(IM)-HC	T13
1287	you /could/ do you /could/ instead of a fade you /could/ swing	IM-IM-IM-IM	T13

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1288	over to a tree		T15
1289	S1- /yeah/	IM/TT	T13
1290	P- /and then/ start with a tree your next shot - /I mean/ it does the	IM-IM	T13
1291	same /thing/ as a fade - /mentally/	HC-IM	T13
1292	S2- /yeah/	IM/TT	T13
1293	P- people - /uh/ or the ground or your shoe /you know/ /or/ you	HC-TT-IM	T13
1294	/even/ have a sign that says - /you know/ the continuing sign of	IM-TT	T13
1295	proteomic research /and after you've done with one shot/ you'd/ swing	IM-IM	T13
1296	over to the sign - that - that Mark is holding up <i>[gesture</i>		T13
1297	<i>imitating]</i> /you know/ /and and and then/ you run over to a different	HC/IM	T13
1298	part of the Plaza and Mark is holding the sign again /and then/ you	IM	T13
1299	you move the camera onto the subjects		T13
1300	S2- /mhm/	TT	T13
1301	P- /so you can - use tricks like that to overcome the lack of	T	T13
1302	a - _____		T13
1303	S1- how about sound dubbing ?		T13
1304	P- _____		T13
1305	S1- no problem ?		T13
1306	S2- you're.....		T13
1307	S1- /because /I think every bit of this whole tape is gonna be -	IM-IM	T13
1308	the sound is gonna be dubbed into it		T13
1309	P- |..... | /sure/ there's no problem at all	IM-LC	T13
1310	S1- I I don't		T13
1311	P- /I mean/ other than /actually/ doing a <i>[laughter]</i> /technically it's not >	IM-LC-IM	T13
1312	S2- _____		T13
1313	S1- _____ /well/.....	T	T13
1314	>P a problem		T13
1315	S1- /kids chasing /trucks /and - / /you know/ people selling	TT-TT	T13
1316	beans and/ / /	TT	T13
1317	P- /mhm/	TT	T13

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1318	S1-	/going through the food line over there isn't /really/ /you know/	SD(LC-TT)	T13
1319		those aren't the sounds we want'		T13
1320	P-	/uhm/	TT	T13
1321	S1-	no/	T	T13
1322	P-	/the only thing I'd suggest about about the sound/ is it take a	T	T13
1323		cassette recorder with you and /at least/ have some natural sounds	IM	T13
1324		- /you know, birds tweeting /and things like that/ that you might/	TT-HC-IM/	T13
1325		wanna have in the background while you're doing the narration		T13
1326		- /otherwise/ it =	IM	T13
1327	S1-	= to simulate /uh - / /you know, actual - sound recording or >	HC-TT	T13
1328	P-	| /yeah/	IM/TT	T13
1329	>S1	or live sound recording ?		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 -		T13
1332		jointness between what you're saying and what you're narrating		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		acc'		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-	/uhm/	TT	T13
1341	S1-	difficult		T13
1342	P-	if 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

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1348	---		T13
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 <u>have</u>	IM-T-TT-LC	T13
1352	/some kind of/ data ---	LC	T13
1353	S1- | <u>at least</u> we can control the sound /so/ we've got /you know/	IM-IM-TT	T13
1354	- background sound		T13
1355	P- /yeah/	IM/TT	T13
1356	S1- that's good		T13
1357	P- that's just		T13
1358	S2- /yeah/ /one of the hard things you've got to - deal with is/ the	T-T	T13
1359	sound levels /too/ 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		T13
1363	P- /yeah/	IM/TT	T13
1364	S2- /I guess/ you /could/ do it if you timed it out right ^that's what	IM/PS-IM	T13
1365	we did^		T13
1366	P- /yeah/	IM/TT	T13
1367	S1- | /yeah/ we've /uh - let's see - / <i>[looking at notes]</i> 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 ?/ <i>[to S2]</i>	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		T13
1377	P- <i>(uh yeah/)</i> - is Mary Fendick in our class ?	IM	T13

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1378	S2-	yeah =		T13
1379	S1-	= yeah		T13
1380	S2-	/well/ I can spot her /I mean/ she's (here)	T-IM	T13
1381	S1-	/oh/ I know two or three people on campus /uh/	IM-HC	T13
1382	P-	yes - just people you know		T13
1383	S2-	/yeah/ th we were gonna try to do that - /and/	IM	T13
1384	S1-	| /well/ I wanted to stay	T	T13
1385		away from that because I it it /might/ /kind of/ affect the the	IM-LC	T13
1386		reaction - uh/	HC	T13
1387	S2-	| is the procedure ...		T13
1388	S1-	| /oh/ /well/ /in addition to/ cross-cultural	IM-T-IM	T13
1389		(what) we wanna do is' show the sexual difference /xx/ /because/ I I	IM-IM-IM	T13
1390		/do/ know at least in our own culture there's a difference I can	LC	T13
1391		shake hands with a woman longer than I can shake hands with a man		T13
1392		/as a general rule/	IM	T13
1393	P-	/mhm/	TT	T13
1394	S1-	/things like that/	HC	T13
1395	P	/mhm/	TT	T13
1396	S1-	/so/ it'd. be interesting to see the responses in the other cultures	IM-IM	T13
1397		- /of course/ /you know picking Asia and Africa that's -	IM-TT	T13
1398		we're just gonna have to go with whatever culture we happen to >		T13
1399	P-	| /uh yeah yeah >	IMSD	T13
1400	>S1	get from those areas		T13
1401	>P	/yeah/	IM	T13
1402	P-	/mhm/	TT	T13
1403	S1-	/but/ /uh/	T-HC	T13
1404	P-	/ok/ /what else can I do to help ?/	T-G	T13
1405	S2-	/I guess/ we need the camera for Friday	IM	T13
1406	S1-	not Friday - Tuesday or Thursday		T13
1407	S2-	next week ?		T13

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1408	S1- yeah		T13
1409	S2- /ok/	IM/TT	T13
1410	S1- Tuesday /yeah/ /I guess/ you're not Tue day	IM-IM	T13
1411	S2- | Tuesday or Thursday next week is fine /the only problem	T	T13
1412	with that is gonna be/ editing - /cause/ I'm gonna be heading	IM	T13
1413	down to Miami - /probably/ - the - twentieth	IM/HC	T13
1414	S1- we've got - we've got a month to work on the editing		T13
1415	S2- /ok/ we 'still/ have one more paper to turn in	IM-IM	T13
1416	S1- it takes /you/ one night	IM	T13
1417	S2- /that's true/	IM/TT	T13
1418	S1- [laughter]		T13
1419	P- [shakes head meaning "no"]		T13
1420	S1 -no ?		T13
1421	-		T13
1422	S2- do you care about the time correlations - this /should/ this	IM	T13
1423	film be turned in at at the time of the fourth paper /or	P/-TT	T13
1424	P- mhm		T13
1425	S2- /ok /should I turn this in and the fourth paper ? or do you want	T-P(IM)	T13
1426	me to turn in the third paper' -		T13
1427	P- | no I don't care I just >		T13
1428	S1- |.....		T13
1429	>P said by the time the fourth paper is due I /should have all	IM	T13
1430	everything [laughter]		T13
1431	S2- | /yeah ok yeah that's right	IM/TT	T13
1432	S1- when you: turn your when you turn your paper in turn it in on		T13
1433	a due date a paper due date		T13
1434	P- /mhm/	TT	T13
1435	S1- not in between		T13
1436	[]		T13
1437	S2- /because/ I was gonna write the third paper when I got a chance	IM	T13

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1438	- I just wanted to turn it in with the film /unkw/ you wanna/	P(IM)	T13
1439	_____ - ' I get it done [] _____		T13
1440	S1- _____		T13
1441	[]		T13
1442	P- /sk/ 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/	IM/TT	T13
1445	P- /but/ I give that to Lee upstairs' /and then/ you make the	IM-IM	T13
1446	S2- [/yeah/	IM/TT	T13
1447	arrangements with him ' - uh' they're gonna have to check	HC'	T13
1448	their big book see when - when that thing is available		T13
1449	S2- /ok/ I'll go ahead and - make sure I schedule it far enough	IM	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		T13
1453	P- /yeah /but/ there are there are people that know about them	IM-IM	T13
1454	[laughter]		T13
1455	S2 /oh yeah ?/ they found out	IM	T13
1456	P- [] they're being used a lot -		T13
1457	S1- /then we /may/ wanna /kind of/ see if we can get a reserve	IM-IM-LC	T13
1458	on the machine		T13
1459	P- [/yeah yeah/	IM/TT	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-TI	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"]		T13
1467	S2- /hm/ I haven't seen her Wendy. Thompson	IM	T13

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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-IM	T13
1476	P-	/yeah/ /well/ she had - /I mean/ I don't know if she's not	IM-T-IM	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-	| this 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-HK	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-IM-IM-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 droodles		T13
1497	P-	droodles? [laughter]		T13

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1498	S1-	[laughter]		T13
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]		T13
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

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1512	#15. Burns		T15
1513	Female undergraduate student		T15
1514	Purpose: to drop the honors program		T15
1515	P- Andrea [calling S from office door; S waiting in corridor]		T15
1516	-		T15
1517	S- /uhm/	HC	T15
1518	P- /what have you done in your paper so far ?/	C	T15
1519	S- I've I've done some reading /uhm/ - and started putting a few	HC	T15
1520	ideas down /but/ it's it's just not going /as well as /uhm/ - I was	IM-LC-PS(HC)	T15
1521	thinking it /would/ / - and/ - uhm - / /to tell you the truth/	(IM)T(LC-IM)	T15
1522	/what I'd /really/ like/ to do is just - forget about the paper	G(IM)T(P(LC))	T15
1523	and =		T15
1524	P- = [laughter] >		T15
1525	S- [laughter] try to get my three antropology credits some	HC	T15
1526	other way, =		T15
1527	P- = /mhm/ =	TT	T15
1528	S- = /uhm/ and I tried to see if there was any class during the summer	HC-T	T15
1529	that I haven't taken yet and they all are two thousand three		T15
1530	thousand level classes so I've already had them /and what I was	T-G/T/IM	T15
1531	thinking is - /maybe I could/ take one of those and do some	IM/P-IM	T15
1532	extra-work /and/ get it /uhm/ credited as a four thousand level class	IM-HC	T15
1533	/which is basically what I need.	IM-IM	T15
1534	P- /but/ for the ma for the honors program you /do/ have to produce a	IM-LC	T15
1535	S- /yeah I know/ /but/ I /would/ I would /just/ forget about that it's /just/ =	IM-IM-IM-LC-LC	T15
1536	P- |+++		T15
1537	P- = //so/ you're not gonna be in the honors program /that's what >	G(IM)T(IM)	T15
1538	S- | /yeah/	IM/TT	T15
1539	>P you're saying/ ^ /yeah/... ^	IM	T15
1540	S- | /because/ this semester - this semester /things/	IM-HC	T15
1541	have /just/ been /totally/ mixed up /and/ I was sick for a while /and/	LC-LC-IM-IM	T15

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1542	P-	/mhm/	TT	T15
1543	>S	threw my whole schedule off /and - / it's it's /just/ a lot of	TT-LC	T15
1544		pressure for me /right/ now to try to - get it out in the two	LC	T15
1545		months I have left		T15
1546	P-	/mhm/ =	TT	T15
1547	S-	= /and/ I need at least two three weeks to get it all typed up	IM	T15
1548		/and and/ look it over again /and all that/ /s/ / /really/ don't see -	TT-HC-IM-PS(LC)	T15
1549		any other way out of it except just to drop it/		T15
1550	P-	/hm - are you /uh/ you're gonna graduate in the summer /then/ ? /r	IM/TT-HC-IM-I	T15
1551		this spring ? or what what is your /		T15
1552	P-	I need three more credits /and; /uhm - / /I think/ they need to be four	TT-HC-IM	T15
1553		(Lousand level class special topics /or something like that/	HC	T15
1554	S-	/mhm/	TT	T15
1555	P-	pe /uh I'm trying to r remember now that - / are you signed up with	HC	T15
1556		Doughty - /right now for that honors hours ?	LC	T15
1557	S-	/uhm:/	HC	T15
1558	S-	/I think/ it's under his name yeah	IM	T15
1559	P-	/yeah' - /and/ it's what ? do you	IM/TT-T	T15
1560		recall the - the number /or the /	I/TT	T15
1561	S-	forty-nine: ten - /something like that/ /let me see/ /looking	HC-HC	T15
1562		at papers -] /uhm/ forty-nine fourteen	HC	T15
1563	P-	/mhm/	TT	T15
1564	S-	/and/ /what I /would, need would be/ /uhm/ /either/ one from this	T-IM/T(IM)-HC-IM	T15
1565		group or that group [showing sheet to p] /uhm/ /that's what/ Doctor	HC-IM	T15
1566		DuToit was telling me last semester		T15
1567	P-	^mhm/^ /looking at sheet -] ?mhm/^ /looking -] /s/ -	TT-TT-T	T15
1568		/looking -] /what you're thinking of is/ dropping forty-nine	IMT	T15
1569		fourteen completely from the schedule ? just going you you do		T15
1570	S-	/yeah/ - the	IM	T15
1571		deadline is March twentieth /I think/	IM	T15

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1572	P-	/mhuh/ ^/I was gonna say/ it's coming up /really/ quick ^	TT-IM-LC	T15
1573	S-	/yeah/	IM/TT	T15
1574	P-	/and then/ /but/ norma /and/ w when were you planning to -	IM-IM-T	T15
1575		graduate =		T15
1576	S-	= I was planning to graduate this semester May second		T15
1577	P-	/uh/ - /and/ this is all that would hold you up ?	IM/TT-T	T15
1578	S-	yeah		T15
1579		-		T15
1580	P-	/can't we figure out a way to - to /still/ do it ?/ - /you know/	I(IM)-TT	T15
1581		/I /would/ hate to have you have to take a special topic summer A >	SD(IM)	T15
1582	S-	| /yeah/	IM/TT	T15
1583	>P	putting off your graduation and sticking around Gainesville -		T15
1584		(and) we did it /uh - / /let me/ suggest some /things/ and see	T-HC-T/IM(I-HC)	T15
1585		how they sound/ - /and and/ it's and and /I don't wanna talk you	T-PS/I	T15
1586		into something that you you don't want to do - /but, I /also/	(IM)-(IM)	T15
1587		wanna salvage [laughter] i(h)l w(h)c c(h)on/ =		T15
1588	S-	= ^/yeah/^	IM/TT	T15
1589	P-	= your program /so so / I don't (^ want you to ^) feel like I I'm	IM-PS/I	T15
1590		/really/ trying to pressure you too much/ /uh/ /uh - / there might	(LC)-IM-HC-IM	T15
1591		be a way to /maybe focus in - uh/ - on h a more	IM/HC	T15
1592		limited - topic within the field of of mythology /and all that/	HC	T15
1593		- /and still/ write a paper /still/ get the honors in	IM-IM	T15
1594		Anthropology /even in the /fairly short amount of time you have	IM-LC	T15
1595	S-	^/mhuh/^	TT	T15
1596	P-	/I know with being sick and with other courses and with the	SD/IM	T15
1597		(/thing/ in) the last term that that's that's a problem /but	(HC)-IM	T15
1598		I th /uh - / /let me/ give you an example - /I think/ you /could	HC-T(I)-H	T15
1599		/uh - / take /something like /uh the Populuh and /you know Quiche	HC-IM-HC-TT	T15
1600		Maya /and/ there's some new translation of it out - /and/	T-IM	T15
1601		- compare that with uh /some of /r' mythology of of	HC-HC	T15

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1602	some another Maya group		T15
1603	S- /mhm/	TT	T15
1604	P- /you know/ Tzeltal /or something/ that that there is a collection of	TT-HC/	T15
1605	- /in fact/ I have a couple like that over there - of	IM	T15
1606	folklore /and and and/ write a - very focused paper on: -	IM	T15
1607	/you know/ /whether/ the stories and s and structures of the Populuh are	TT-IM	T15
1608	still with people today in a nearby Mayan - community		T15
1609	S- /you mean/ still bringing in the /uh/ kinship aspect of it	IM/HC-HC	T15
1610	P- no		T15
1611	S- | /or/ /what did you mean ?/	IM-IM/HC	T15
1612	P- /yeah/ /uh - / /yeah/ /I was trying to remember exactly what y(h)u'n.	TTC-TTC	T15
1613	gan(h)na d(h)) with(h) yo(h)ur earlier paper on - uh well >	HC-T	T15
1614	S- | /mhm/	TT	T15
1615	>P /or even/ that /yeah/ /I mean you /could/ look at kinship terms in the	IM-T-IM-IM/	T15
1616	Populuh I've been thinking about that 'cause I've been reading it		T15
1617	lately and it's accessible kind of ... - /and then kinship >	IM	T15
1618	S- | /mhm	TT	T15
1619	>P terms in just one specific collection - /so so your your data	IM	T15
1620	/wouldn't be as large as we were talking earlier - it'd be a	IM-IM	T15
1621	/fairly limited (amount) in - that way/ the research it would take	LC-IM-IM	T15
1622	to do the paper /would be much shorter thinking about I think two	IM-IM/HC	T15
1623	good days you know sixteen twenty hours of - /pouring over	TT-LC	T15
1624	- the texts /would would/ give the /you know what kinship data are	IM-TT	T15
1625	and the attitudes about these different kinship relations /and all	HC	T15
1626	that sort of thing/ =		T15
1627	S- = /mhm	TT	T15
1628	P- /uh /you know/ what existed there and what existed here /and then	HC-TT-IM	T15
1629	it's a simple job of /then /well not simple that is a job /then/ of	IM-T-IM	T15
1630	writing a report that compared those those - those two		T15
1631	discrete data sets		T15

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1632	S-	had /you mean/ more of a paper /uh/ comparing /rather than/ doing my own	T-IM^E-L?E-IM	T15
1633		research ?		T15
1634	P-	/uhm/ - /well /I mean/ you /will/ do your own research to /fig out/	IMTT-PS(T-IM-IM-LC	T15
1635		of the =		T15
1636	S-	= /oh yeah/	IM/TT	T15
1637	P-	| texts /that that sort of thing// - /uhm/	HC)-TT	T15
1638	S-	do you think that would give me the the b /I mean/ //I'm just >	P-PS(IM-HE)	T15
1639	P-	| /uh/	HC	T15
1640	>S	thinking' - fifty pages /just sounds to me like so much	-LC-PS(IM)	T15
1641	P-	| /too much yeah /well	SD/IM/TT-T	T15
1642		that /maybe it /shouldn't be that long /uh - / the idea of the	IM-IM-HE	T15
1643		honors /I think as I understand it is to /uh - / to -	IM-HE	T15
1644		illustrate to - /you know/ us and yourselves that you can -	TT	T15
1645		do research		T15
1646	S-	/uhm/ =	TT	T15
1647	P	= /you know /I /when I told you fifty pages that was just a number	TT	T15
1648		/so/ we could at least work with something if it were thirty	IM	T15
1649		pages and well done that would be just as good uh another	LC-EX-T/IM	T15
1650		another way people have done the honors program - uh is	(HE)	T15
1651		to take a paper they wrote for another class - and just expand		T15
1652		it		T15
1653	S	/yeah	IM/TT	T15
1654	P-	is there is there a particular	TT	T15
1655	S	i had one paper but I've been looking for it and I can't find it >		T15
1656	P-	| /y(h)ou >	IMSD	T15
1657		ca(h)nt fi(h)nd i(h)l w wh(h)at w(h)as i(h)l		T15
1658	S-	| [laughter] /and/	T	T15
1659	S-	/uhm /I wrote it for Doctor Oliver-Smith and I'm afraid I never picked	HE	T15
1660		it up /because I was afraid of looking at the grade /but /I /I ended	PS(IM)	T15
1661		up getting a good grade in the class after all /uhm/ =	HC	T15

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1662	P-	= /maybe/ you /could/ give him a call he /may/ have it	I-IM	T15
1663	S-	/yeah/ that was two	IM/TT	T15
1664		years ago /so/ / /	IM-TT	T15
1665	P-	| /yeah/ /uh/ - I have papers from two years ago (here) >	IM/TT-IM	T15
1666	S-	| /yeah/	IM/TT	T15
1667	>P	- it'd/ be worth a try - what was the paper on ?	IM	T15
1668	S-	/uhm/ it was - ^ /let me see what was it/ ^ - /oh/	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-HC-IM	T15
1672		mostly focused on Latin America since/ 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-	| /yeah/	IM/TT	T15
1681	P-	written ?		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 /so/	IM-LC-IM	T15
1688		I'd rather/ not do anything with that =	IM/PS	T15
1689	P-	= /hm/	IM/TT	T15
1690	S-	/uhm/ it it just didn't turn out ve /very well/	HC-PS	T15
1691	P-	/uhm/	TT	T15

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1692	S-	/uhm - / /that's the only thing I can remember/ /actually/	HC-IM/HC-IM	T15
1693	P-	did you take theory ?		T15
1694	S-	yeah /uh/ I wrote about /uhm/ Malinowski - /yeah/	IM-HC-IM	T15
1695	P-	| ^ _ - _ ^		T15
1696	P-	/mhm/ =	TT	T15
1697	S-	= Malinowski /and/ /uhm - / / I don't remember exactly I think/ it was	T-HC-IM	T15
1698		/uhm - / the debate between /uhm - / it was complex /uhm - /	HC-HC-HC	T15
1699		if the oedipus complex is present does that - /really/ indicate	LC	T15
1700		/uhm/ I had to tie in with with the /whole bit/ about sexual oppression	HC-LC	T15
1701	P-	/mhm/	TT	T15
1702	S-	| /uhm/ /because/ he was talking about the Trobriand islanders not	HC-IM	T15
1703		having the father figure so - uhm/ how could they have this	HC	T15
1704		/whole business/ of sexual oppression	LC	T15
1705	P-	/mhm/	TT	T15
1706	S-	|/uhm/	HC	T15
1707	P-	/mhm/	TT	T15
1708	S	that was /uhm - / Doctor Margolis 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		T15
1712	P-	| /mhm/	TT	T15
1713	S	what we /would/ think /would/ be in line with with the ideas	IM-IM	T15
1714	P-	| /mhm/	TT	T15
1715	P-	/mhm mhm . - /let's see what other courses ____ - have you	TT-T	T15
1716		taken from from Doughty anything ?		T15
1717	S-	| /and/ I had /uhm/ from Doughty I had - ^ / let me see ^	T-HC-HC	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 =		T15
1720	P-	= /mhm/	TT	T15
1721	S-	/and "Culture and Personality" so we did a - group project on	IM	T15

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1722	that comparing dreams among /uh/ dreams and their meanings and	HC	T15
1723	importance to the different cultures cross-culturally / - uhm/	HC	T15
1724	[looking at papers -] /that's all/	T	T15
1725	P- /uhm - mhm - , /let's see/ /and/ in Martha's you took Martha's	TT-TT	T15
1726	Anthropological Linguistics?		T15
1727	S- | yeah yeah		T15
1728	P- | /I guess you don't write a paper	IM	T15
1729	just do exercises till they come out of your ears [laughter]	SD/LC	T15
1730	S- | yeah | /yeah.	IM	T15
1731	S- yes		T15
1732	P- | [laughter]		T15
1733	S /that was a fun class I was surprized it was one of the hardest	PS	T15
1734	classes I've /ever had but I enjoyed it/	(LC)	T15
1735	P /mhm uh well it seems to me that /you know I I	TT-HC-T-IM-TT	T15
1736	if if /we could salvage /and /I don't mean that in a negative	SD-T-HC/PS	T15
1737	sense I mean it in a positive sense /maybe/ an expansion of	IM/I	T15
1738	that paper for Tony Oliver Smith /and /I would/ at least call	T-IM/I-IM	T15
1739	him and you know you /apologize and everything else /but	TT-HC-T	T15
1740	he /may/ have it /uh /I would see that and and /and of expanding >	IM-HC-IM-HC/I	T15
1741	S | /yeah.	IM	T15
1742	>P that /I mean/ you /could use the s even the same /thing you've	IM-IM-HC	T15
1743	written and then just you add a couple of sections or something.	IM-HC/I	T15
1744	S- /mhm.	TT	T15
1745	P- on on uh mythology /if you wanted to do that /you know in it	I-TT	T15
1746	/would be an easy way to to /uh/ do that /and that's that is	IM-HC-T	T15
1747	acceptable that's the idea		T15
1748	S- /yeah/	IM/TT	T15
1749	P- /even/ at the masters level - /you know/ a lot of my students	IM-TT	T15
1750	do a - term paper /and then/ they /just/ turn it into their master	IM-LC	T15
1751	thesis by (you know) adding to it	TT	T15

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1752	S-	/uhm/ =	TT	T15
1753	P-	= /uh/ it's it's - it's it's not - /you know/ an easy way out	PS(T-TT)	T15
1754		it's it's one one of the paths that you follow other people		T15
1755		follow the path that we originally talked of creating a whole		T15
1756		project for this term		T15
1757	S-	/yeah/ =	IM/TT	T15
1758	P-	/and/ that / - uh /s/ /d /d /d like you / /at least/ think	T-HC-T-PA-IM	T15
1759		about that /and/ it's /part because - /I think it /would be a shame	SD(T-IM-IM-IM-IM)	T15
1760		to throw out an honors degree because of /things/ that happened the >	HC	T15
1761	S-	| /yeah/	IM/TT	T15
1762	>P	last term - /you know /and being ill /and and/ /just/ your schedule	TT-T-T-LC	T15
1763		being very very difficult /and /you know/ it /seems/ a shame to to	TT-TT-IM/PS)	T15
1764		to (not) not get the honors because of that/ =		T15
1765	S-	/yeah/ /but/ it's mhm - /I just I didn't expect this last semester >	IM-PS(IM-LC)	T15
1766	S2	| [knock on door]		T15
1767	>S	to to turn out the way it did		T15
1768	P-	come in <to S the /uh	HC	T15
1769	S2-	| hi [to O] /I just uh wanted to let you	G(HC-I)	T15
1770		know I'm out here		T15
1771	P	uh [to S2] - uh /the other thing you /could do is	IM/TT HC-T/IM(I)	T15
1772		/we/ /could we could talk and /maybe/ that - after you think about	SD-IM-IM	T15
1773		this /uh /I talk with Professor Doughty and myself	HC	T15
1774		there: /might be a way to /uh - let's see /so I think/ we	IM-HE T-IM	T15
1775		we're gonna give you an incomplete in this and have you finish		T15
1776		it after the term is over		T15
1777	S-	/but's what I was thinking /uh/ /if I could /uhm/ just finish it	IM/TT(IM)P/(HC-LC)	T15
1778		during summer A /then /something like that	IM-HC(T)	T15
1779	P-	that would /I /would have no problem with that /you would	IM-IM	T15
1780		have to check with the registrar on - what that means in terms		T15
1781		of your graduation /obviously you - you would graduate	IM-IM	T15

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1782	S-	/yeah of course/	IM/TT	T15
1783	P-	/and/ I don't know - /you know/ if - what the regulations	T-TT	T15
1784		are /in terms of/ /whether/ you have to be registered for the term you	IM-IM	T15
1785		graduate - or whether you can be making up an >		T15
1786	S-	|/yeah/	IM/TT	T15
1787	>P	incomplete - /you know, /I I think/ you'd/ have to check that out	TT-IM-IM	T15
1788		/uhm - / /or even/ - we'd have to we'd/ have to look at the -	HC-IM-IM	T15
1789		at the - h - calendar there /might/ be a way for you to -	IM	T15
1790		/you know/ - finish the writing /right/ up to the day you	TT-LC'	T15
1791		gradua(h)te		T15
1792	S-	/yes/ =	IM/TT	T15
1793	P-	= /and/ /you know/ we /could/ /always/ give you a grade before with if we	T-TT-IM-IM	T15
1794		had seen /at least' - /you know/ a good outline /and things like that/	IM-TT-IL	T15
1795		that - /that would/ be another possibility/ - /but /maybe/ we	T(IM)-T-I	T15
1796		need to talk with professor Doughty -		T15
1797	S-	^/yeah/^		IM/TT
1798	P-	/and/ you and me together on that one day	IM	T15
1799	S-	/so/ the first /thing would be to - figure out what I'm gonna	T-HC-IM	T15
1800		write on I /probably - /just start out by by getting the	IM-LC'	T15
1801		paper from Doctor Oliver-Smith =		T15
1802	P-	= /yeah/ if he has it you don't have do you have a rough draft or	IM/TT	T15
1803		notes /or anything /yeah =	HC-IM	T15
1804	S-	| [shakes head]		T15
1805	S-	= /I I d(h)on't kn(h)ow why I just I /just/ got rid of all of that =	PS(LC)	T15
1806	P-	= /yeah/ ^/yeah/ sometimes happens ^ - (it) usually happens once >	IM/TT-SD(T)	T15
1807	S-	| /mhm	TT	T15
1808	>P	/then/ you never get rid of anything after th(h)at [laughter] yeah/ -	(IM)-T	T15
1809		| /yes/	IM/TT	T15
1810	>P	- /but/ /uh - / /and /I guess that' if that doesn't work - then	T-HC-T-IM/PS	T15
1811		we /could/ think of some of these other strategies /maybe/ (to to -	IM-IM	T15

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1812	S-	/yeah/	IM/TT	T15
1813	>P	to get the /uh/ - /if at all possible/ I - /you know/ I'd	HC-IM-TT	T15
1814		//d like you to/ get out with a the hurry/ - if that doesn't work	SD/PS()	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 in summer A and take a	IM	T15
1817		special readings with me - and =		T15
1818	S-	= /could I do that - (maybe)/	G/P/(IM)	T15
1819	P-	| yeah - and I T'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		T15
1822	S-	/yeah/ - /what /would that involve just /uhm/ /reading - a lot of >	IMTT-G(IM-HC-PS	T15
1823		/uh/ books//	(HC))	T15
1824	P-	/yeah/ /usually/ /what I have people is/ pick some topic /and then,	IM-IM-IM/T-IM	T15
1825		they they make up three by five cards with annotations		T15
1826		on them - some people write up a little paper although that		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		T15
1829		bibliography and a good annotation of it		T15
1830	S-	/mhm/	TT	T15
1831	P-	| thatthat's ^ ^ project		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 co(h)uld'n't wa(h)it		T15
1838		/I'm(h) so(h)rry'	I	T15
1839	P-	/oh: boy - /th(h)ank y(h)ow/ [laughter] /oh y(h)ow >	PS/LC-I-PS/LC	T15
1840	P2-	/ex(h)use m(h)se/ [laughter]	I	T15
1841	>P	ma(h)de m(h)y da(h)y/		T15

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1842	P2-	th(h)is fr(h)om LA. - they made them Su- ^c ry evening and they >		T15
1843	P-	[laughter] > > > >		T15
1844	>P2	were wa(h)rn th(h)en [laughter] I kept them - /kind of/ >	LC	T15
1845	P-	>> | /oh::/ >	PS/LC	T15
1846	>P2	refrigerated		T15
1847	>P	/li(h)ke I s(h)ay/ /tha(h) & yo(h)u/ [laughter]	T-I	T15
1848	P2-	| /ok/ /excuse me: for interrupting	IM/TT-I	T15
1849		/you you now see where our priorities are/ [laughter]	SD	T15
1850	P-	| [laughter]/tor(h)tillas/	PS/LC	T15
1851		/tha(h)nk yo(h)u [laughter] /she was kidding around she was going	I-PS	T15
1852		to LA. she said what do you want ? I said Mexican food you know	(TT-	T15
1853		we don't have any [laughter] in Fla(h)rida in Gaines(h)ville		T15
1854	S-	/yeah	IM/TT	T15
1855	P-	/so/ she brought me tortillas - homemade/ that's /pretty	-IM)-PS/I	T15
1856		special/		T15
1857	S-	'isn't there a group in 'uhm - where is it - Indian Town in	PS(IM-FL)	T15
1858		Florida - are they still there ?/		T15
1859	P-	yeah		T15
1860	S-	/yeah/ =	IM/TT	T15
1861	P-	/yeah/ I've been working with them	T	T15
1862	S-	/because/ Maria did /something - ^ on that ^	IM-FL	T15
1863	P-	/mhm/ - /yeah she did her masters under me on health and	TT-T	T15
1864		nutrition		T15
1865	S-	/mhm/	TT	T15
1866	P-	| they they're Guatemalan Maya - they only speak K'iche' -		T15
1867		/uh/ /uh - / /kk/ /well why why don't you do /Aha/ /why don't you call	THE-T-T-IM-I	T15
1868		call /r drop a net or see Tony Oliver-Smith if /by chance the paper	IM	T15
1869		/might/ be there if it is bring it in - /you know Friday -	IM-TT	T15
1870	S-	/yeah	IM/TT	T15
1871	>P	or whenever you can - and we'll look at it and see what what we	I	T15

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1872	can do with that - /and then/ if it's not there then you'd have	IM	T15
1873	to decide if we /could/ - if if you have the time / - uh/ to	IM-HC	T15
1874	work on this - on top of the rest of your schedule - /and	T	T15
1875	as I said/ /I don't wanna push you into - any things that you're	PS/I	T15
1876	unable to do/ - /and then/ we /could/ have a meeting with with	IM/T-I	T15
1877	Doughty and and and you and me /uh - / about - /you know/ how	HC-TT	T15
1878	we would logistically work work out to to finish up that project		T15
1879	S- /yeah/	IM/TT	T15
1880	P- /and/ take some time too /I know it's /uh - / you know/ it's it's	T-SD(HC-TT)	T15
1881	hard/ /uh/ if you do decide to /just/ - drop this course we have a	IM-LC	T15
1882	couple of days /yet. =	IM	T15
1883	S- = /yeah/ =	IM/TT	T15
1884	P- = to think about it - /and/ /that's that's fine/ I would	T-SD-	T15
1885	hope you would/ talk with him before you did	I	T15
1886	S- /yeah/	IM/TT	T15
1887	P- | ... attitude toward that /and/ /uh - / /but if it doesn't	TT-HC-IM	T15
1888	work out /that's fine/ /then we then you /could/ do that summer A readings	SD-IM-IM	T15
1889	with me and graduate you know/ during the summer	TT	T15
1890	S- /yeah/ - /it's /just/ frustrating because I had these high hopes	IM-PS(LC-T	T15
1891	of of I was gonna write a wonderful paper /and all and (h)'s	HC	T15
1892	/ju(h)st no(h) wor(h)king o(h)ut	LC	T15
1893	P- /mhm/	TT	T15
1894	S- /no/ - //ok/ I'll do that /that makes me feel much better	T-G(IM)-PS	T15
1895	P- /ok/ /good - you know who +++ was here was 'uh remember the	IM/TT-T-HC	T15
1896	archeology teacher ? - Rafael Roch		T15
1897	S- yeah		T15
1898	I- he was here on Monday		T15
1899	S- /oh really ?/	IM/TT	T15
1900	P- yeah		T15
1901	S- /oh/	IM/TT	T15

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-	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		T15
	1904	people didn't come		T15
	1905 S-	/yeah/ =	IM/T	T15
	1906 P-	= /bu:/ /uh/ he gave a nice talk showed a lot of the colonial >	T-HC	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-	/good/ /nice to see you	T-SD	T15

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1912	#2	Doughty		T2
1913		Graduate student. Male. He comes in with a female colleague.		T2
1914		She is going to wait till he finishes.		T2
1915		Purpose: change subject of paper		T2
1916	F-	/I think/ he's first	IM/PS	T2
1917	P-	you /can/ come in and sit down /if you want/ [to F]	P-I	T2
1918	F-	ok		T2
1919	P-	/I'm going to put some hot water...../	HC	T2
1920	F-	/your office looks great/	SD	T2
1921	O-	/uh/ /I need to ask you something/, /uh/ I'm doing I'm doing some	HC-T-HC	T2
1922		research on Sociolinguistics, student-professor interactions,		T2
1923		and I'm planning to taperecord some of the students-professor >		T2
1924	F-	| /oh no/ [laughter]	IM/TT	T2
1925	>O	interactions, /and/ /I wonder if you mind if/ I taperecord	T-I	T2
1926	F-	/not really/	LC	T2
1927		/I guess/	I	T2
1928	M-	I don't mind		T2
1929	F-	what are you gonna do with this tape? Are you gonna play it		T2
1930		for any reason ?		T2
1931	M-	no, no I'm not gonna play for anybody I'm just trying		T2
1932		to find out some conversational strategies		T2
1933	F-	ok/	IM/TT	T2
1934	O-	/and/ /uh/ see what problems non-native speakers may have in in	IM-HC-IM	T2
1935		conversational interaction		T2
1936	F-	/oh ok/	IM/TT	T2
1937	O-	_____		T2
1938	[	]		T2
1939	M-	/the leavings from yeste:day hu.	SD	T2
1940	P-	..... the day before		T2
1941	F-	| is this for your Language and Culture class?		T2

Appendix 2

1942	O-	no,no this is for my thesis		T2
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		T2
1945		classes. My purpose of my coming to this country was to write my		T2
1946		thesis		T2
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]		T2
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 I did it ? you were since I did this	IM	T2
1955	F-	no I didn't notice		T2
1956	P-	| I did this two weeks ago		T2
1957	F-	/xxx/	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]		T2
1963	M-	//oh my goodness/ I love that picture /isn't that something?/	PS(LC/IM-LC)	T2
1964	P-	that's from /some place I don't know where/ that's from Spain or	HC	T2
1965		- does 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-	/oh/	IM/TT	T2
1971	P-	cto de solidaridad con el Salvador /I can't remember where	HC	T2

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1972	O-	/could/ be yeah Monckus	IM	T2
1973	P-	that's in Spain /yeah/ /somebody/ sent that to me from Spain	IM	T2
1974		it's a /meat/ picture [laughter]	LC	T2
1975	M-	/we /should/ send Reagan a copy of that/	PS(IM)	T2
1976	P-	/yeah/ that's right [laughter] I know/ /ok/ /what's up?	PA-T-G	T2
1977	M-	/yes/ /sir/ /uhm/ /I was talking to you about my my paper'	IM-SD-HC-T	T2
1978	P-	/mhm/	TT	T2
1979	M-	/and/ trying to use it as a /kind of/ beginning research for a	IM-LC/FS	T2
1980		dissertation /that sort of thing /and I got to looking at some	LC/PS-T	T2
1981		of the literature on the migration /and/ it /seems/ to be a very	T-IM/PS	T2
1982		well researched area already /and/ /uh/ /I was considering uh aging	T-HC-G/H-HC	T2
1983		condition of the ag		T2
1984	P-	/mhm/	TT	T2
1985	M-	(be the changing status and how out rural out-migration and so	H	T2
1986		forth/ is affecting ---		T2
1987	P-	| yeah /that's a /really important /thing	IM-SD(LC-HC)	T2
1988		/it seems to me/ /uh /'cause/ that is something that /really is gonna	IM/PS-HC-IM-LC	T2
1989		change with the migration and with the /you know urban growth	TT	T2
1990		--- village had it		T2
1991	M-	//so/ /as far as this class is concerned/ you /would say that as as	G(T-IM-I)	T2
1992		being an an ok		T2
1993	P-	ok topic yeah /well/ /I mean/ the aging area /it seems to me/ is is	T-IM-IM/PS	T2
1994		intercultural approach transcultural studies of aging are not		T2
1995		very many		T2
1996	M-	/yeah/ that's =	IM	T2
1997	P-	= /and and/ /I think/ it's a /really/ important area. /I'm getting	T-IM/PS-LC-SD	T2
1998		older /you know//----- /all of a sudden/ I got an interest in	(TT)-IM	T2
1999		the area I used to be bored to tears with it but now I [laughter]		T2
2000		[rest smile]		T2
2001	F-	/most people are.	SD	T2

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2002	P-	<i>Yeah I know/ but/ you know/ I've got an eighty five year-old mother who is</i>	IM-IM-TT	T2
2003		<i>you know/ I have to try. to/ you know/ /and/ it's /really/ hard it's</i>	TT-TT-T-LC	T2
2004		<i>just/ hard to deal with in modern urban society/ you/ ain't ready</i>	LC-LC	T2
2005		<i>for that /at least/ the old mechanisms don't work. The problem</i>	IM	T2
2006		<i>that /I feel/ /like/ in my mother's generation in this country</i>	IM-IM	T2
2007		<i>you know/ they've got a set of values that were laid down in</i>	TT	T2
2008		<i>nineteen ten and /of course/ they don't exist, /so/ people don't</i>	IM-IM	T2
2009		<i>even they can't understand what she's talking about</i>		T2
2010	M-	<i>/mhm/</i>	TT	T2
2011	P-	<i>/and/ her expectations of what my family or I can do or anybody</i>	T	T2
2012		<i>else /should/ be doing with them are /completely/ out of synch with</i>	IM-LC	T2
2013		<i>the time</i>		T2
2014	F-	<i>/mhm/</i>	TT	T2
2015	P-	<i>/and/ /I think/ this is /probably/ gonna be true /or could/ /well/ be</i>	T-IM-IM-IM-LC	T2
2016		<i>true, /let me put it that way/ , in in almost anybody.</i>	IM	T2
2017	M-	<i>/mhm/</i>	TT	T2
2018	P-	<i>the uncertain circumstances /so/ it'd/ be very /real/ interesting</i>	IM-IM-LC	T2
2019		<i>in seeing how this /thing is handled /so/ I /would/ I would make</i>	HC-T-IM	T2
2020		<i>/that /would make a lot of sense to me as project/</i>	IM-P/G	T2
2021	M-	<i>/What about at this at this foundational stage, what /would/ you</i>	T-IM1	T2
2022		<i>—</i>		T2
2023	P-	<i>| /well/ /I think/ you have to /again/ to do /kind of/ an exploratory</i>	T-IM1-IM-LC	T2
2024		<i>exploration of the literature ></i>		T2
2025				T2
2026	>P	<i>relatively little about it anywhere /but/ /I mean. I /uh/ /but/ in ></i>	T-IM-HC-T	T2
2027	M-	<i>| /mhm/ |</i>	TT	T2
2028	>P	<i>Africa I have no sense of knowing what's going on /but/ looking</i>	IM	T2
2029		<i>at age , /well/ I'd/ look at age grade systems in the cultures ></i>	T-I	T2
2030	M-	<i> /mhm/</i>	TT	T2
2031	>P	<i>that are /you know/ you're gonna be dealing with the kikuyu</i>	TT	T2

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2032	/r whatever else. And what you can find out about age grades there >	HC-P	T2
2033	M- | / mhm /	TT	T2
2034	>P what's the age grade system like?, how are the elderly regarded? >		T2
2035	M- | /mhm/	TT	T2
2036	>P what are their functions within the society /and so on/, /and then/	HC-IM	T2
2037	/try/ to see that out against the migration background and	P	T2
2038	how that how that changes, /and then/ /look/ at the national society	IM-P	T2
2039	the government /act's say/, and /see/ if there is any recognition of	IM-P	T2
2040	need here		T2
2041	M- /mhm mhm/	TT	T2
2042	P- /uh/ there's recognition /of course/ on the other end of the scale	HC-IM	T2
2043	about /probably/ schools for the young, kindergarten, /this kind	IM-HC	T2
2044	of thing/ increasingly in third world areas . /And what about/ the	T	T2
2045	other end of the scale, /which/ is the other end of dependency	IM	T2
2046	/look/ at the dependency ratio	P	T2
2047	M /mhm/	TT	T2
2048	P- in demographic terms /you're dealing with the dependents people	IM	T2
2049	/who/ are non-productive in effect /and/ in with kids this goes up	IM-T	T2
2050	to /say/ the age of eight or nine /probably/ and with the older people this	IM-IM-T	T2
2051	/probably/ starts after /what whatever/ the age of sixty or sixty-five and up	IM-HC	T2
2052	or /again/ /so/ /you/ have dependency on either side of the population	IM-T-IM	T2
2053	scale /so/ how many dependents do /you/ have in the society and what	T-IM	T2
2054	age groups		T2
2055	M- /mhm/	TT	T2
2056	P- /um/ /you/ have dependency, most people think of dependency in in	HC-IM	T2
2057	terms of young [pause] /and/ /cause/ at the other end of your	T-IM	T2
2058	bell-shape population curve /you've got /relatively/ few older	IM-LC	T2
2059	people relative to the number of younger people. /So/ it's not	T	T2
2060	a rep symmetrical curve. The number of people who've left at		T2
2061	the end of life always is small		T2

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2062	M-	/mhm/	TT	T2
2063	P-	it constitutes a very different problem at that end of the scale		T2
2064		/so/ to what degree does this this national society deal with that	T	T2
2065		what are are there any laws or any special programs involved /and/	T	T2
2066		/if not then/ you go do it in the family [pause] /and/ how has the	IM-T	T2
2067		family dealt with this /I seems to me/ you /could/ structure something >	IMPS-I	T2
2068	M-	| /yeah /	IM/TT	T2
2069	>P	out of that.		T2
2070	M-	/ok/ /so/ /probably/ for this class /then/ just do a basic review	IM-T-IM/P-IM	T2
2071		of the ____		T2
2072	P-	| /I think/ you /wanna/ outline the problem	IM/I	T2
2073	S-	I /may/ end up with outlining the problem	IM	T2
2074	P-	outline the problem in anthropological terms, /in other words,	IM	T2
2075		you /wanna/ frame the problem	I	T2
2076	M-	| /mhm/ |	TT	T2
2077	M-	/ok/	IM/TT	T2
2078	P-	/since/ /obviously you don't know a lot about it /so/ you're gonna -	IM-IM-T-IM	T2
2079	M-	| /right right/	IM/TT	T2
2080	>P	have to do an exploration the exploration is going to be the paper		T2
2081	M-	/mhm/	TT	T2
2082	P-	exploring the problem of aging as an applied problem. What can		T2
2083		/you know/, is there a need?, can something be done about it?,	TT	T2
2084		what has to be done? what /would/ be /you know/ that /kind of/ / / /	IM-TT-LC-TT	T2
2085	M-	/mhm/ - /ok/	TT-IM	T2
2086	P-	that's /uh/ /you know/ I'm /uh/ that /I'm just trying to give you some	HC-TT-HC-GI	T2
2087		ideas I don't want to dictate to you what/ ...		T2
2088	M-	| /sure, sure/ -	IM/TT	T2
2089		nice little sound, horny type sound/	SD	T2
2090		[others laugh]		T2
2091	P- [laughter] /ok?/	G/IM	T2

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2092	M-	/ok good enough/, /thank you/ /that should get me started/.	G+G	T2
2093		/do you want me to listen to you /or should I leave//	SD-I	T2
2094	F-	mhm? /if you like/	I	T2
2095	M-	[laughter]		T2
2096	F-	/you can listen to the tape - later/	SD	T2
2097	P-	/ok/ you got your /stuff/. /don't leave anything this time/	r-HCSD	T2
2098	F-	this isn't yours, /is it Sam?/	IM	T2
2099	P-	whose is that , what is that		T2
2100	F-	is this yours?		T2
2101	O-	no that's mine		T2
2102	F-	/oh ok/	IM	T2
2103	P-	/oh/ /the unobtrusive observer has left /....	IM-SD	T2

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2104	#24 Burns		T24
2105	Male graduate student		T24
2106	Purpose: ask to write a letter of recommendation for a job		T24
2107	P- hi Dan		T24
2108	S- /sorry to /uh/ take up your time /but/ - /uh//	P/(HC-IM-T C)	T24
2109	P- got /that/ /thing ?/	G(T-HC)	T24
2110	S- | /it looks like it/ right this is the - position in	IM/PS	T24
2111	Southwestern Louisiana		T24
2112	P- /mhm/ '	TT	T24
2113	S- John Gibson - /and/ this was the - the letter you've written	T	T24
2114	to Santa Fe Community College /I don't know if you but/ - /and/ >	PS-T	T24
2115	P- | /oh/ I don't need that	IM	T24
2116	>S they called yesterday /apparently/ it's a teaching job	IM/PS	T24
2117	P- /mhm/ =	TT	T24
2118	S- = it's /uh/ calls for a bio-archeologist /but/ someone who's able	HC-IM	T24
2119	to teach /I guess/ a four-field /uh/ introduction anthropology	IM/PS-HC	T24
2120	- /and/ /uh/ /if you could/ /I guess/ just mention my teaching	T-HC-P/I-IM/PS	T24
2121	abilities what I've done here		T24
2122	P- | /sure/	SD/TT	T24
2123	P- /mhm/	TT	T24
2124	S- /and/ /uh/ I was a - teaching assistant for Nunez -	T-HC	T24
2125	cultural /and/ //I believe I could/ do a good job/ teaching cultural >	T-PS(IM/PS)	T24
2126	P- | /hm/ /mhm/	IM-TT	T24
2127	>S anthropology /I have a lot of it as a masters student at F.S.U./ =	PS	T24
2128	P- = /yeah/	IM/TT	T24
2129	S- /so/ //I believe I could/ do a /pretty/ good job/ in a four-field	IM-PS(IM/PS-LC/PS)	T24
2130	introductory course - /and/ - /apparently/ /uh/ it's a small	TT-IM/PS-HC	T24
2131	department they don't have a graduate program there are only		T24
2132	thirty-five majors anthropology majors in the department -		T24
2133	/so/ the emphasis is on undergraduate teaching /which/ is /I'm /really/	IM-IM-PS(LC)	T24

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2134	P-	/mhm/	TT	T24
2135	S-	enthusiastic about/ /so/ //I believe I could/ do a good job/ there in	IM-PS(IM/PS)	T24
2136		teaching		T24
2137	P-	/sounds good/	SD/TT	T24
2138	S-	|—		T24
2139	P-	/it /sounds like/ a nice job/	SD/TT(IM)	T24
2140	S-	| /I hope so/ /I'm encouraged/ I've never been there /but/ /	IM/PS-PS-IM-T	T24
2141	P-	| Lafayette.....		T24
2142	P-	it's good Cajun country you've got to learn to speak ts French		T24
2143	S-	/Cajun really ?/	IM/TT	T24
2144	P-	mhm		T24
2145	S-	that's - /I'm willing to do that/ [laughter] /so/ I'd /really/ >	PS-T-P/(LC)	T24
2146	P-	| /mhm mhm/	TT	T24
2147	>S	appreciate it //and/ be - /there's a /little bit/ of urgency/	G(T-P/(P/I)	T24
2148		they're narrowing the list down to the three people they		T24
2149		wanna bring re:d interview /so/ he /was hoping to be able to get	IM-P/I	T24
2150		the references by /you know/ the earliest first of next week	TT	T24
2151	P-	/yeah/ =	IM/TT	T24
2152	S-	= /or/ /well/ the latest first of next week /so/ / //	IM-T-IM-TT)	T24
2153	P-	/ok I'll send it off/	IMG	T24
2154	S-	/ok/ /thanks a lot I appreciate it/	IM-P/I	T24
2155	P-	/you're welcome/	P/I	T24

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2156	# 3. Doughy		T3
2157	Female graduate student		T3
2158	Purpose: ask professor to let her come into the office		T3
2159	during weekend in order to examine some material		T3
2160			T3
2161	P- /oh/ the other(truth) of observers that they		T3
2162	leave these things		T3
2163	F- I.....		T3
2164	O- /oh/ no, it's not mine. I don't know whose this is	IM	T3
2165	P- [laughter]....		T3
2166	F- /I didn't turn anything out on the Cuajone hospital/, /and/ /I got	T-T-IM/PS	T3
2167	the impression from /uh/ the reference librarians/ it's an it's an	HC	T3
2168	impossible problem		T3
2169	P- /from here' [laugh]	SD	T3
2170	F- /yeah/	IM/TT	T3
2171	P- /yeah/	IM/TT	T3
2172	F- //so/ /uh/ 'I don't know/ 'I was thinking/ 'I 'wanted' to go through	G(IM-HC-IG/P1-P1)	T3
2173	/uh/ - through your materials but =	HC-IM	T3
2174	M- = /sorry/ 'I /did/ leave you something	I-LC	T3
2175	F- /do you think	P1	T3
2176	P- /you /seem to/ have a predilection to do that . . . hat gloves	SD-IM	T3
2177	papers [to M]		T3
2178	F- //I was wondering if there's any chance' that I can get in to go	G(P1)	T3
2179	through that after hours /like/ on a weekend 'is there/	(IM-P1)	T3
2180	P- /sure/ I can give you a key	SD	T3
2181	F- /because/ /uh/ /otherwise/	IM-HC-IM	T3
2182	P- | /yeah it's gonna be hard to get in here and do it this afternoon/	IM-SD	T3
2183	F- /but/ I I have I have classes /and stuff/ /so / /	IM-HC-IM-TT	T3
2184	P- /ok yeah ok/	IM/TT	T3
2185	F- /but/ /uh/ /yeah/ 'I don't know I guess/ 'I'll just have to write it	T-HC-T-IM/PS	T3

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2186	without that kind of information, and it's not /I guess/ not	IM/PS	T3
2187	/entirely/ necessary. /but/ it /would/ help me to know a little bit	LC-IM-IM	T3
2188	about the hospital, /I think/ just in terms of / /	IM/PS-TT	T3
2189	P- /yeah/ /I mean/ I don't know what you've gonna find but it /might/ be	IM-IM-IM	T3
2190	good for you to unearth the Plan del Sur /anyway/	IM	T3
2191	F- /yeah/ /and/ see what's in there	IM-IM	T3
2192	P- /and/ /uh/ you /can/ /kind of/ go through that and see what's in there	T-HC-P-LC-	T3
2193	/because/ that's a /really/ good base on - studying and >	IM-LC	T3
2194	F- | /ok/	IM/TT	T3
2195	>P .....aware of		T3
2196	F- /ok/	IM/TT	T3
2197	P- /may/ not be immediately useful /but/ /you know/ it's there it's a >	IM-IM-TT	T3
2198	F- | /ok/ | /ok/	IM/TT-IM/TT	T3
2199	>P big compilation of /stuff, /and/ /I don't know/ there's /other stuff/	HC-T-IM-HC	T3
2200	you can /kind of/ go through	LC	T3
2201	F- /uh/ I know there's uh. [laugh]	HC-HC	T3
2202	P- /yeah/ /well/ it /might/ be useful /I mean/ /I'm not sure	IM-T-IM-IM-IM	T3
2203	file ___/gobs/ of files	LC	T3
2204	F- /yeah/ /well/ I'll work through it as I can	IM-T	T3
2205	P- it's all it's all /I know, where /we/ /might/ be able to find something	IM-SD-IM	T3
2206	in the Peruvian Times		T3
2207	F- /PeruvianTimes?/	IM/TT	T3
2208	P- I've got a whole run of the Peruvian Times in 'here		T3
2209	F- /really?/	IM/TT	T3
2210	P- the bottom drawer set. the bottom drawer of the legal size cabinet		T3
2211	F- /mhm/	TT	T3
2212	P- there's /about/ several year s run of the Peruvian Times I've	HC	T3
2213	got to get rid of it /actually/ takes too much space	IM	T3
2214	it seems like an unlikely place. it's a weekly news magazine. It		T3
2215	used to be published now it's called the Lima Times /but/ it's	IM	T3

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2216	nothing like it's not as good as it used to be /and and/ /uh/ this	TT-HC	T3
2217	has lots of information -about Cuzco and Mining Company and / /	TT	T3
2218	F- /really?/	IM/TT	T3
2219	P- yeah because it was the business journal in English for the		T3
2220	English speaking community in in		T3
2221	F- when do you when what time period /should/ I start looking into	IM	T3
2222	P- | /and/ the	T	T3
2223	library has the Peruvian Times		T3
2224	F- /yeah ok/	IM/TT	T3
2225	P- it goes back I just have a segment from /like what/ nineteen	HC	T3
2226	sixty sixty-one through nineteen seventy /or something like that/	HC	T3
2227	F- do you know wha		T3
2228	/approximately/ when the Peruvian government /uh/ passed the law	IM-HC	T3
2229	that these companies had to provide hospital do you /you don't know/	IM/TT	T3
2230	P- [moves head meaning no]		T3
2231	F- /ok/	IM/TT	T3
2232	P- that has a lot of the laws in it		T3
2233	F- /it does?/	IM/TT	T3
2234	P- Peruvian Times is a very good source of the sort because they		T3
2235	translated the laws into English		T3
2236	F- /mm/	IM/TT	T3
2237	P- /and/ often published them in the Peruvian Times /and you'll see	IM-T	T3
2238	in there as you look in the Peruvian Times. /and also/ they	T	T3
2239	would translate /like/ the mining code into English /and then	IM-IM	T3
2240	they sold it.		T3
2241	F- /really?/	IM/TT	T3
2242	P- to people who needed to know /and so.	HC	T3
2243	F- /yeah/ /because/ I /may/ / That's what I need to do because I don't >	T-IM-IM-IM	T3
2244	P- /because/ >	IM	T3
2245	>F know anything about this company		T3

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2246	>P	that's /probably/ in mining code. /that's /probably/ where/ you'd/	IM-IM(IM)-IM	T3
2247		find out it's in the mining code		T3
2248	F-	/in the mining code/	IM/TT	T3
2249	P-	/I don't know/ /yeah/ /see/ /like/ haciendas /were supposed/ to provide	IM-T-IM-IM-IM	T3
2250		schools /and other services/ to their dependent population >	HC	T3
2251	F-	|.....		T3
2252	>P	Of course/ they never did /but/ I always thought when I first went to	IM-IM	T3
2253		to Perú I said Perú doesn't really/ need land reform laws	LC	T3
2254		/probably/ if they simply /enforced/ the laws they already had in	IM-IM	T3
2255		the books. there /would've been a land reform because these /uh uh/	IM-HC	T3
2256		landlords /wouldn't/ wanna do it	IM	T3
2257	F-	/right/	IM/TT	T3
2258	P-	it /would/ be more expensive to do that than to get out of the	IM	T3
2259		business and they were just sort of [laughter] /what they - >	IM/T	T3
2260	F-	|/right/ |right/	IM/TT-IM/TT	T3
2261	>P	/but/ the mines were much more /um/ susceptible to law enforcement	IM-HC	T3
2262		because they were in unions in the mines they were very strong.		T3
2263		they'd go out on strike and /you know/ /at a drop of a hat and	TT-LC	T3
2264		/really/ give them grief so they tended to put in _____	LC	T3
2265		Sierra de Pasco and some of these other big mines put in /really	LC	T3
2266		major hospital facilities, to deal with their problems /like like/	IM	T3
2267		the one in Lariya /which/ /really/ is the best place to go I mean/ it	IM-LC-IM	T3
2268		was /really/ a good hospital	LC	T3
2269	F-	/yeah/	IM/TT	T3
2270	P-	/and/ /uh/ /and/ /I don't know about Cuzcane but it /may/ /well/ be in that	T-HC-T-IM-LC	T3
2271		line		T3
2272	F-	/well/	T	T3
2273	P-	..... Cuzcane is what Southern Peru co Mining? it's Peru copper?		T3
2274	F-	/I think so/ .	IM	T3
2275	P-	I can't remember there will be /in fact/ the Peruvian	T	- T3

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2276	Times will be a /really/ good source	LC	T3
2277	F- /really?/	IM/TT	T3
2278	P- /I think/ there's a lot of /stuff/ in there /as I remember/	IM-HC-IM	T3
2279	F- /really/	IM/TT	T3
2280	P- articles on Cuajone and the mountain of copper /and all that stuff.	HC	T3
2281	F- | /really/ /oh great/	IM-SD	T3
2282	F- /alright/ /well/ /maybe/ I can get in here this weekend and get	IM-T-P/IM	T3
2283	through that		T3
2284	P- /yeah/	IM/TT	T3
2285	F- /because/	IM	T3
2286	P- it /may/ go back, /as I say/, I have this run for /about/ nineteen	IM-T-HC	T3
2287	sixty sixty one to the end of the near to the end of the		T3
2288	F- | /do you think/ that's	P	T3
2289	a good time period to be looking at?		T3
2290	P- yeah there /may/ be /and and/ the library has the ones before that	IM-T	T3
2291	F- which		T3
2292	P- /so/ you /can/ look in there /too/ it'd/ be a good source	IM-IM-IM	T3
2293	F- /ok/ /what do you think, starting in the sixties is a good time	IM-P	T3
2294	to start /or it doesn't matter/	I	T3
2295	P- /that's when/ they start /because/ all those developments largely	IM-IM	T3
2296	begin and /like/ Cuajone begins around then	IM	T3
2297	F- /it does?/	IM/TT	T3
2298	P- /I think/ yeah there's a /let's see/ Cuajone I I'm not I'm my	IM-HC	T3
2299	geography on Peru is /kind of/ faded in my mind. /I'm trying to	LC-HC	T3
2300	remember/		T3
2301	F- it's /right/ outside of Torate /which/ is south of	LC-IM	T3
2302	P- | /yeah/ where's Toquepala?	IM	T3
2303	F- /oh/ I don't know	IM	T3
2304	P- /because/ that's the other big	IM	T3
2305	F- /oh/ no that's that's furthest go more to the coast I think	IM-IP/PS	T3

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2306	/an'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			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 [<i>searching in movie booklet, long pause</i>]...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		HC-T	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 Cuajone and			T3
2328	P- /oh/ /there you go/ /then 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 [<i>long pause broken</i>			T3
2332	<i>by scattered words said as thinking aloud</i>] "The Treasure of			T3
2333	Toquepala" [<i>looking in the booklet</i>] /oh/ I forgot to say something		IM	T3
2334	to Sam - /Treasure of Toquepala see: how long it		HC	T3
2335	is <i>reading aloud</i> ! The Treasure of the Sierra Madre, The			T3

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2336	Treasure of Toquepala/ eighteen minutes, made in nineteen		T3
2337	sixty-one ----- it tells the story of how three hundred		T3
2338	and fifty Peruvian natives in eighteen months with the help of		T3
2339	eight Americans assisted and assisted by a seven thousand		T3
2340	horse-power modern power (w) built a forty-mile pipe line and		T3
2341	brought the impounded waters of a mountain lake to the barren		T3
2342	slope of Toquepala on which lay buried a rich deposit of copper		T3
2343	[exaggerated reading, laughter] ooh /see/ you /kind of/ go on there	IM-LC	T3
2344	| ]-		T3
2345	F- /so/ I just go upstairs and ask to see this film it's that	T	T3
2346	P- | say Doctor Doughty		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- I /might/ be able to use it [laughter]	IM	T3
2352	F- [laughter]		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 social change		T3
2355	F- /ok ok/	IM/TT	T3
2356	P- and development I never /I don't think/ I've /ever	IM-LC	T3
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,	T-G	T3
2363	F- /ok/ what time are you are you gonna be here ? /or/	IM-P/I-TT	T3
2364	P- I'm gonna go to Buddy McKay's talk the congressman talk at three		T3
2365	o'clock ...		T3

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2366	F-	after that? /or/ /no you'll leave after that ok/	P/I-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	P/I-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		T33
2379	Male undergraduate student --		T33
2380	Purpose : find out date for orientation for Yucatan summer program		T33
2381			T33
2382	[P explains the purpose of recording and asks permission]		T33
2383	S- /yeah another subject, /right?//	SD/IM/TT(IM)	T33
2384	P- | that's right we're trying to		T33
2385	build up a database [laughter]		T33
2386	S- | /fieldwork, /right/ here in the land of the free	SD(LC)	T33
2387	and the home of the brave/		T33
2388	P- /in the basement [laughter]	SD	T33
2389	S- | [laughter] /so /uh when is the next meeting for /uh	T-HC-HC	T33
2390	P- twenty-first =		T33
2391	S- /on the twenty-first	IM/TT	T33
2392	P- you /should/ get a letter within a day /or so/ from Diana '	IM-HC	T33
2393	S- |/(ok)/ |/(ok)'	IM/TT-IM/TT	T33
2394	S /ok/ =	IM/TT	T33
2395	P- = /which, has that on	IM	T33
2396	S- I handed out some literature in my Latin American politics		T33
2397	class yesterday and there was 'about three or four people	HL	T33
2398	interested in going		T33
2399	P- /really ?/	IM/TT	T33
2400	S- yeah /so/ they /might /uh uh - I will announce it on it'll be on	IM-IM-HC	T33
2401	the twenty-first I can announce the meeting tomorrow in class	IM	T33
2402	/as a matter of fact/	IM	T33
2403	P- /well/ /tell/ them if they are interested they've gotta move	T-P	T33
2404	quickly to apply		T33
2405	S- | //right/ now yeah/	IM/TT(LC)	T33
2406	S- /yeah I told them that/ - /yeah and/ it's the twenty-first >	IM-T	T33
2407	P- next week yeah		T33

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2408	>S	/and/	TT	T33
2409	P-	at four p.m.		T33
2410	S-	four p.m./^	IM/TT	T33
2411	P-	in room twenty-three looking for calendar - /uh:/	HC	T33
2412	S-	| fifty-three		T33
2413		twenty-three fifty-three ?		T33
2414	P	I don't know I got it written down there it is /let's see somewhere	HC	T33
2415		in here/ - twenty-three o five		T33
2416	S-	/twenty-three o five ok/ - /yeah/ I'll tell them that - /yeah/	IM-T-T	T33
2417		/I think that/ /uh/ /what happened is a couple of them wanted to go	IM-HL-IM/T	T33
2418		to Bogotá and that's not happening		T33
2419	P-	/yeah/	IM/TT	T33
2420	S-	/so/ they'll shift over - to the Mexican /thing/ /and and/ /uh/ one	IM-HC-TT-HC	T33
2421		or two others wanted to go - to a s one of the Spanish		T33
2422		language programs this summer and /uh/ were /kind of/ making up their	HC-LC	T33
2423		minds /and and/ /I think/ will go to Mexico /oo/	TT-IM-IM	T33
2424	P	/that's very int/	IM/TT	T33
2425	S-	| /so/ it /might. be three or four more people	IM-IM	T33
2426	P-	/that's /terrific// /well/ I picked up - /I can't remember/ one or	SD(LC)-T-HC	T33
2427		two yesterday (that I) called on the phone /who/ had signed up >	IM	T33
2428	S-	| /uhu/	TT	T33
2429	>P	for Bogotá /and then/ when it was cancelled	IM	T33
2430	S-	/yeah/	IM/TT	T33
2431	P-	they were sitting there not knowing what to do =		T33
2432	S-	= /maybe/ those were - the couple I talked to in the class	IM	T33
2433		^ ___ ^		T33
2434	P-	/yeah I don't know/ /and/ /uh - , /and then/ somebody came in /about/ >	IM-TT-HC-IM-HC	T33
2435	S-	| /yeah/	IM/TT	T33
2436	>P	ten minutes ago who's signing up /so/ I'm /real/ optimistic /I think/ >	IM-LC-IM	T33
2437	S-	/yeah.	IM/TT	T33

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2438	>P	we'll /probably/ have /around/ /maybe/ seventeen eighteen now	IM-HC-IM	T33
2439	S-	/that's good/ =	SD	T33
2440	P-	= if we get a couple more that'd/ be /terrific/	IM-LC	T33
2441	S-	/yeah/	IM/TT	T33
2442	P-	/yeah /real/ nice/	IM/TT	T33
2443	S-	you /might/ clear a little profit now	IM	T33
2444	P-	—		T33
2445	S-	reach the break-even point		T33
2446	P-	/yeah/ /well/ it's not /yeah/ th /in a sense/ is a profit 'cause that	IM-T-IM-IM	T33
2447		the program fee helps		T33
2448	S-	/yeah/	IM/TT	T33
2449	P-	/like/ /you know/ pay your expenses	IM-TT	T33
2450	S-	/yeah/	IM/TT	T33
2451	P-	the more we get the - easier it is for me to argue that we		T33
2452		need to help you out a little bit more		T33
2453	S-	/yeah yeah/ /thank you	IM/TT-P/I	T33
2454	P-	/well/ it's [laughter] /without thanks/ /I mean/ it's /I think it's >	T-P/I-IM-IM/PS	T33
2455	S-	| [laughter]		T33
2456	>P	also good for a program to have /you know/ not to be struggling with	IM-TT	T33
2457		a minimum		T33
2458	S-	/yeah/	IM/TT	T33
2459	P-	| have a good solid group of people going in the word gets >		T33
2460	S-	| /sure/	IM/TT	T33
2461	>P	around campus that was good group of people went on .		T33
2462	S-	| /yeah/ | /Bogotá's loss is	IM/TT-SD	T33
2463		Mérida's gain/		T33
2464	P-	/yeah/ /and/ [laughter] /but/ /uh/	IM/TT-TT-T-HC	T33
2465	S-	I was /yeah/ I 'uh have /uh been looking forward to go	T-HC-HC'	T33
2466	P-	/uhm/ =	TT	T33
2467	S-	= /and/ - /ve /uh - / do you do you know /uh - if there's	T-HC-HC'	T33

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2468	going to be any reduction on the plane ticket - /ye/ or /I mean/	IM-IM	T33
2469	it's /like/ a hundred and fifteen dollars now - /asn't it/ ^ it's /prety+	HC-IM-LC	T33
2470	cheap /right/ now /asn't it ?/ /do you think/ it'll get any cheaper ?	LC-IM-IM	T33
2471	[]		T33
2472	P- I don't know the different - it it's one of those cases where		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/	IM/TT	T33
2476	P- /and/ they're saying /well, now you need twenty people to get a	IM-T	T33
2477	reduction =		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		T33
2481	(/you know/)	TT	T33
2482	S- | ^ /yeahyeah/ ^	IM/TT	T33
2483	P- /and/ /uh - , if we can convince everybody to go and do to go to	T-HC	T33
2484	come and go on the same day		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- = /mhm, =	TT	T33
2489	P- = /or 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- /mhm/	TT	T33
2493	S- /and and/ any time /you know/ fifty dollars to me is not pocket	T-TT	T33
2494	change =		T33
2495	P- = /yeah/well/I appreciate ^ ^	IM/TT-T-SD	T33
2496	S- it's a - /so/ /uh/ /yeah/ whatever whatever you can do is -	T-HC-T	T33
2497	/would/ be a help - /uh - , /so/ - ^ /at four p.m. twenty-three o	IM-HC-T	T33

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2498	five April twenty-first that's three weeks from now		T33
2499			T33
2500	P- /yeah/ I'm /just/ /in fact/ on my o on my way over there to call	IM-LC-IM	T33
2501	Mérida /right/ now - /and/ /uh - / suddenly there's a lot of	LC-T-HC	T33
2502	/things/ going on there's a - colleague of mine from Denmark	HC	T33
2503	S- /mhm/	TT	T33
2504	P- | who's /just/ returned from Yucatan - he stayed up over with us	LC	T33
2505	last night he's he's been: at the bookstore /right/ now /but/ /uh/ =	LC-T-HC	T33
2506	S- = /uhu/	TT	T33
2507	P- he's doing research on ideology and literacy		T33
2508	S- /yeah/	IM/TT	T33
2509	P- in Yucatan		T33
2510	S- /do you know Diana Diana Mortonson/	T	T33
2511	P- no		T33
2512	S- she's in the MALAS program and her concentration is in Anthropology		T33
2513	she's /really/ fascinated by cryptography and ancient inscriptions	LC	T33
2514	Mayan architecture /and the whole thing /and I ! -? telling her	HC-T	T33
2515	there's /this/ guy in Anthropology department you need to go talk	T	T33
2516	to him his name's Allan Burns /cause/ it's his specialty /and/	IM-IM	T33
2517	P- | //and	IM	T33
2518	she says - (to) busy [laughter]	IM/SD	T33
2519	S- | s s		T33
2520	S- /well/ /yeah/ she's trying t(h)o fin(h)ish h(h)er the(h)sis up right	T-IM	T33
2521	now but she's		T33
2522	P- | who's she working with ?		T33
2523	S- /I'm not sure/ /uh/ /but/ she spent a couple of years she's married /and/	HU/PS-HC-T-T	T33
2524	she's from Salt Lake City /and/ she's worked - /extensively/ with	T-LC	T33
2525	genealogies and with medieval Latin /and and a lot of stuff like	HC	T33
2526	this /and/ she's /uh:/ /uh/ spent a couple of years in Bolivia /and/	T-IM-HC-T	T33
2527	in the Aymara region /and/ /uh - / a few years ago as a - /some kind of/	TT-HC-HC	T33

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2528	woman missionary Peace Corps for something/ /and/ /uh/ /and/ she's >	HC-TT-HC-T	T33
2529	P- | /am/ - - -	IM/TT	T33
2530	>S fascinated by Mayan hieroglyphs /and and and/ I keep telling her >	T	T33
2531	P- | /mhm/	TT	T33
2532	>S /you know/ if /that's what/ you wanna do you need to talk (h)p >	TT-IM	T33
2533	P- | /to go talk to (Allan)/ >	IM/TT	T33
2534	>S Doc(h)or Bur(h)ns [laughter] if he can help you or /and and/ /uh/ >	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- /hm/	IM/TT	T33
2540	S /what she's trying to do is/ to decide what /uh/ which direction in her	IM-T-HC	T33
2541	career she'd/ go /and/ she's she's worked in the Latin american	IM-T	T33
2542	collection she's been thinking about going to the University		T33
2543	of Texas at Austin		T33
2544	P- /mhm/ =	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		T33
2549	S- /yeah/ - /and/ /uh - /but/ I keep encouraging her to come see you >	IM-TT-HC-T	T33
2550	P- | [laughter]		T33
2551	>S /if only give some references /or something/	IM-HC	T33
2552	P- /mhm/ =	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/		B'/TT	T33
2559	P-	/good I got to run over there and make that phone call before		T	T33
2560	S-	| /yeah/	| /ok/	IM/TT-IM/TT	T33
2561	>P	lunch soz/ /we will do that/ /and/ /uh// /		G-TT-HC-TT	T33
2562	S-	|/alright/		T	T33
2563	S-	stop at our n double a c p table and get some some T-shirts			T33
2564	[S	shows T-shirt]			T33
2565	P-	/nice/		SD/TT	T33
2566	S-	/yeah/ - five dollars /or whatever you can afford/ /fifty [laughter]>		IM-I-SD	T33
2567	P-	| /fif(h)ty/ >		SD/TT	T33
2568	>S	>			T33
2569	>P	/al(h)right/[laughter] - / ok/		T-T	T33
2570	S-	/thank you		P/	T33