"On doing being unimpressed"

The sequential organization of affect

An interactional approach to emotion/affect

- Affect as exhibited, rather than measurable
- Affect as external displays rather than internal cognitive states
- Affect as part of a situated activity
- Affect as a social phenomenon
- Affect as sequentially and interactionally generated

- 1. Brief introduction to how affect can be studied as an interactional phenomenon

- 2. "On-line" inquiry

Response cries: Goffman

- Oops, yikes, damn

- Occasioned by an occurrence, a ritualized vocalization of loosing physical or emotional control

- A show of some "natural emotional expression" that is not dependent on the existence anywhere of such natural emotional states

One step further:
Affect/emotion as an interactional achievement

- "being disappointed"
  - Couper-Kuhlen, 2009
- "being surprised"
  - Wilkinson & Kitzinger, 2006
- "being amused"
  - Jefferson et al, 1977

    - Peräkylä, A & Sorjonen, M-L. (forth) Emotion in interaction. Oxford: Oxford University Press

    - Sandlund, E. (2004) Feeling by Doing: The Social Organization of Everyday Emotions in Academic Talk-in-Interaction. Karlstad: Karlstad University Studies

Affect/emotion as an interactional achievement

- Overall point:
- Displays of affect/emotion is something that the participants orient to as relevant in particular sequential positions – and as being relevantly missing in those same positions when not produced

Affect as an interactional achievement

```
Fie:     Jahm' >ve' du hva' Ester< I går (0.3) .hhh *øh-*
         Yesbut >you know what Ester< Yesterday (0.3) .hhh *eh-*
         al'så- (0.2) de havde meldt om så'n by:ger   [å' dårligt
         ALTSÅ- (0.2) they had forecasted like showers [and bad
Ester:                                                 [Jerh.
                                                       [Yeah.
Fie:     vejr,=>.hhh< e:h:m Vi havde (0.1) det flotteste vejr
         weather.=>.hhh< e:h:m We had (0.1) the most beautiful weather
         på Rømø [hele dagen.=[>.hh<   >så tog vi den
         on Rømø [all day.=    [>.hh<   >then we took that
Ester:           [>Jerh.<      [Jerh.
                 [>Yeah,<      [Yeah.
Fie:     der færge< fra*:eh* >Sakskøbing te' Nyborg kvart
         ferry< from*e:h* >Sakskøbing to Nyborg quarter
         over seks, å' da vi kom i land< (.) på Mors, .hhhh
         past six, and when we got ashore< (.) on Mors, .hhhh
         der dampede  det simpelthen  al'så så'n
         it was steaming simply ALTSÅ like
         ov[er  det    hele.
         ev[erywhere.
Ester:     [A' regnvejr.
           [From rain.
         (0.3)
Fie:     Nej >ve' du hva' det var?<
         No >do you know what it was?<
         (0.4)
Fie      >.hh< Der lå en halv meter hagl
         >.hh< There was half a meter of hail
         simpelthen ov[er det hele, [.hhhh   Det
         absolutely ev[erywhere,    [.hhhh It was
Ester:                [ Gud          [fri mig.
                      [God           [help me.
```

Absences and pursuits of affect

```
C:          ↑Ja [ja (       [ )
            ↑Yes[yes (      [ )
B:              [+han a' h[an a' han a:'n slags eh gateway yeah
                [+he is  h[e is he is:=a kind of eh gateway yeah
A:                        [(        )
geB:            +places iron on table and taps it once
C:          +Næjh næjh han a' jern+mand
            +No no    he's  an iron+man
geC:        +moves finger pointing to iron
gaC:                               +gaze to B
B:          Ja.
            Yes.
B:          [+Hm.
A:          [Ja
            [Yes
geB:         +smile
gaA:         +gaze up
gaC:         +gaze to A
            (0.5)
C:          ve ve ess å:(0.7)
            wee wee ess an:d (0.7)
B:          Ok[+ay (hh)
C:            [+installationer=
              [+installations=
gaB:           +up and towards C
B:          =Ja (h)okay(hh)
            =Yes (h)okay/(hh)
            +(0.3)
gaC:        +to A
C:          sanitary+
geC:               +retracts pointing finger
```

```
C:              ↑Ja [ja (      [  )
                ↑Yes[yes (     [  )
B:                  [+han a' h[an a' han a:'n slags eh gateway yeah
                    [+he is  h[e is he is:=a kind of eh gateway yeah
A:                            [(       )
geB:            +places iron on table and taps it once
C:              +Næjh næjh han a' jern+mand
                +No no    he's  an iron+man
geC:            +moves finger pointing to iron
gaC:                          +gaze to B
B:              Ja.
                Yes.
B:              [+Hm.
A:              [Ja
                [Yes
geB:             +smile
gaA:             +gaze up
gaC:             +gaze to A
                (0.5)
C:              ve ve ess å:(0.7)
                wee wee ess an:d (0.7)
B:              Ok[+ay (hh)
C:                [+installationer=
                  [+installations=
gaB:               +up and towards C
B:              =Ja (h)okay(hh)
                =Yes (h)okay/(hh)
                +(0.3)
gaC:            +to A
C:              sanitary+
geC:                    +retracts pointing finger
```

2. "On-line" inquiry

- If affect is interactionally "generated" then we can assume that there are patterns that make it possible for participants to recognize and project what display of affect is relevant now

- And we should then also be able to recognize (along with the participants) when a display of affect is relevantly missing

- So is it possible to say when people are for instance "doing being unimpressed"?

  ▫ Where and how is "impressedness/appreciation" made relevant?
  ▫ Where and how can we tell that it is relevantly missing?

Initialities

- 160 telephone calls from thesis (2000)
- About 20? calls between a group of five teenage boys who talk about role-playing and computer games and arrange play dates

- *"These guys do not orient to preference organization and other basic principles of interaction as much and as well as seem to be the case for participants in my other calls"*

- They are not yet quite socialized into interacting

- They are autistic!

- Or are these boys flaunting the principles and thus exhibiting how good they actually are at social interaction in the sense that they KNOW what is "expected" but EXPLOIT the rules for particular purposes?

- My "feeling" is that these guys are employing various resources (repair, disattending, acknowledgements etc.) as a way to NOT do the sequentially appropriate next action (for instance appreciation/ impressedness).

- The "reason" for being slightly "off" interactionally is, that they refrain from recognizing the others' actions (within a game for instance) as something special (the implication being that the others in accomplishing something special are better than them).

01 Mathias: Men det a'- (.) Jeg har opdaget noget ret hyg'ligt nyt.
            But it is-(.)I have discovered something pretty cosy new.
02   (0.4)
03 Mathias: Jeg har befriet bounjard.
            I have liberated boneyard.
04   (1.6)
05 Malte: Hvar?
            What?
06 Mathias: >.hh< Jeg har befriet bounjard,
            >.hh< I have liberated boneyard,
07   (0.9)
08 Malte: Aha. >Fra hva[d,<
            I see. >From what,<

01 Mathias: Men det a'- (.) Jeg har opdaget noget ret hyg'ligt nyt.
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            I have liberated boneyard.

Announcement of "accomplishment"

04   (1.6)
05 Malte: Hvar?
            What?

No initial response to announcement, then an open class repair

06 Mathias: >.hh< Jeg har befriet bounjard,
            >.hh< *I have liberated boneyard,*
07   (0.9)
08 Malte: Aha. >Fra hva[d,<
            I see. >From what,<

Open class repair initiator is treated as an indication of hearing problem

Second, more specific repair initiator locates the problem more specifically: Malte did "not know" that there was something boneyard needed to be liberated from, hence he cannot assess Mathias' achievement

- Theses: Mathias's announcement is designed for some kind of appreciation as the uptake, but doesn't get that, i.e. "appreciation/impressedness" is relevantly missing.

- Next steps to prove that
  - (A) Show that there are a set of first actions (announcements) that make relevant "appreciation/ impressedness" *and that this case is one of that type*

  - (B) Show that the participants (Mathias and Malte) orient to the "appreciation/impressedness" as relevantly missing when not produced.

A1: A similar case with different recipient design gets "appreciation"

```
Mathias:    °hh° >.hhh< Me:n forresten >Må jeg li' høre<
            °hh° >.hhh< Bu:t by the way >Can I just hear<
            ↑kender du eh (.) fall out?
            do you know eh (.) fall out?
            (0.5)
Claus:      Mmmmm: *Jeah* lidt,
            Mmmmm: *Yeah* a little,
            (0.3)
Claus:      .huhh Jeg har hørt om det.((while jawning))
            .huhh I have heard about it. ((while jawning))
Mathias:    ↑>Nåhmen< det' bare fordi >jeg har nemlig
            ↑>Rightbut< it's just because >I have actually
            li' fået det< me' et computerblad.
            just gotten it with a computer magazine.
Claus:      ↑Muhm,
Mathias:    .hhh Så' det lykkes mig å' befri en by fra
            .hhh Then I've succeeded in liberating a town from
            en ond trussel,
            an evil threat,
             (0.3)
Claus:      ↑Mm, *°fedt.°*
            ↑Mm,*°cool.°*
```

One-or-two-case-characterization of what makes "appreciation" a relevant next action:

- Speaker A delivers an announcement that is formulated as an accomplishment
  - "I have discovered something pretty cosy new"
  - "I have succeeded in liberating a town from an evil threat"

- The announcement is responded to with a marker of appreciation/impressedness, like "oh my", "wow", "cool", "enough already" etc.

```
Ester:           [.hhh >Jeg fik så'n en flot en<  hvor
                 [.hhh >I got like a nice one< where
        t- Synne havde skrevet inde på midten a' et a fire
        t- Synne had written in the middle of an a four
        ark at vi ve' ikk' gi' dig noget du bare ska' flytte
        sheet that we won't give you anything you'll have to move
        me' .hhh for du har så meget å' flytte me' i
        with .hhh because you have so much to move with to
        f↑orvejen så de:t >.hh< der er her  pÅ 'piret >det'
        b↑egin with so wha:t >.hh< is on this paper >that's
        din fødselsdagsgave.< Å' så har de klippet hakker
        your birthday present.< And they they've cut edges
        ind >.hh hele vejen rundt i papiret å' der a'
        in >.hh< all the way round the paper and there's
        så< .hhhh flytning a' dit habengut >du ved
        then< .hhhh moving of your stuff >you know
        der a'< tre a' dem,=å' >.hh< kørsel a' dit gamle
        there's< three of those,=and >.hh< driving of your old
        køleskab å' afhentning a' nyt køleskab å' .hhh
        fridge and collection of a new fridge and .hhh
        [ flytning a': >.h< hjælp te' flytning å' tre
        [moving o:f >.h< help to moving and three
Fie:    [J↑ERH,
        [Y↑EAH,
Ester:  timers .hh frivillig arbejde å' anlæg a'
        hours .hh voluntary work and construction of
        .hh terasse i min have å'
        .hh terrasse in my garden and
Fie:    Hold da op Ester.       [Det var da flot.
        Enough already Ester.    [That's DA grand.
```

```
Ark3:     Ku'   du ikk' tænke dig (0.2) gi' det her
          Wouldn't you like to (0.2) give this piece of
          træ li' lidt kunstnerisk: e:h (0.8)
          wood just a little artistic e:h (0.8)
          n[o'en streger?  ]
          s[ome   strokes? ]
Ark2:      [et kunstnerisk] touch¿=
           [an artistic    ] touch¿=
Ark3:     =Jerhh.
          =Yeahh.
Ark2:     Sådan,
          Like-this,
          (0.6)
Ark3:     Hold da op, Fornemt. Tak,
          Enough already, Fancy. Thanks,
```

```
Ester:        Ås' fordi mange (0.3) har jo bil ikk', al'så
              Also because many (0.3) have JO car right, ALTSÅ
                (0.7)
Ester:        .hhh
Sanne:        KRHH[H HH hh hhm
Ester:            [å' kører selv. Så der' nok grænser for
                  [and drives themselves. So there are probably limits
              hvor tit det sker men al'så >jeg syn's jeg
              for how often it happens but ALTSÅ >I think I
              blev lidt glad for at< .hhhh at hvis man
              got a little happy that< .hhhh that if one
              en gang ikk' nåede den næstsidste færge fordi
              some time didn't make the second to last ferry because
              toget var forsinket at man så stadigvæk ku'
              the train was late that you could then still
              komme hjem ikk', å' ikk' havnede i Ær'skøbing.
              get home right, and didn't get stuck in Ær'skøbing.
                (0.4)
Ester:        .hhh For der' lidt for langt å' gå jeg har kun
              .hhh Because there's a bit too far to walk I have only
              gjort det en gang.
              done it once.
Sanne:        >Har du gået<    fra Ærøskø[bing t]e' Skovby?
              >Did you walk< from Ærøskø[bing t]o Skovby?
Ester:                                   [Jerh  ]
                                         [Yeah  ]
                (0.1)
Ester:        Jerh.
              Yeah.
                (0.5)
Sanne:        *Himmel å' hav.* .hhh KRH HMM HMM (.) HMM
              *Holy moly.* .hhh KRH HMM HMM (.) HMM
```

Ester:	Ås' fordi m<u>a</u>nge (0.3) har jo b<u>i</u>l ikk', al'så
	Also because m<u>a</u>ny (0.3) have ᴊᴏ c<u>a</u>r right, ᴀʟᴛsÅ
	(0.7)
Ester:	.hhh
Sanne:	KRHH[H HH hh hhm
Ester:	[å' kører s<u>e</u>lv. Så der' nok grænser for
	[and drives thems<u>e</u>lves. So there are probably limits
	hvor tit det sk<u>e</u>r men al'så >jeg syn's jeg
	for how often it happens but ᴀʟᴛsÅ >I think I
	blev lidt glad for at< .hhhh at hvis man
	got a little happy that< .hhhh that if one
	en g<u>a</u>ng ikk' nåede den næstsidste færge fordi
	some time didn't make the second to last ferry because
	toget var forsinket at man så st<u>a</u>digvæk ku'
	the train was late that you could then st<u>i</u>ll
	komme hj<u>e</u>m ikk', å' ikk' havnede i Æ<u>r</u>'skøbing.
	get h<u>o</u>me right, and didn't get stuck in Æ<u>r</u>'skøbing.
	(0.4)
Ester:	.hhh For der' lidt for l<u>a</u>ngt å' g<u>å</u> jeg har kun
	.hhh Because there's a bit too f<u>a</u>r to w<u>a</u>lk I have only
	gjort det <u>e</u>n gang.
	done it <u>o</u>nce.
Sanne:	>Har du g<u>å</u>et< fra Ærøskø[bing t]e' Skovby?
	>Did you w<u>a</u>lk< from Ærøskø[bing t]o Skovby?
Ester:	[Jerh]
	[Yeah]
	(0.1)
Ester:	Jerh.
	Yeah.
	(0.5)
Sanne:	*H<u>i</u>mmel å' h<u>a</u>v.* .hhh KRH HMM HMM (.) H<u>M</u>M
	Holy moly. .hhh KRH HMM HMM (.) H<u>M</u>M

A2: A range of "things" are somehow formulating "accomplishments" and get "appreciation"

- Different sequential contexts
- Different types of turns
  - Can't be determined purely by people "making an announcement formulated as an accomplishment"
- Often in fact embedded in other actions or solicited by coparticipant

- Current "operational characterization": Speaker formulates something as an accomplishment or recipient treats/pick up on something as an accomplishment ("Have you?" "Did you?" which is then confirmed); both make the next relevant action by recipient "appreciation"

B: Do participants orient to appreciation as relevantly missing?

- NO!
- There's a perfectly "innocent" explanation:
  - Malte genuinely doesn't know that there is anything that Boneyard need be liberated from, hence he cannot appreciate its liberation (Mathias has used the wrong recipient design)

01 Mathias: Men det a'- (.) Jeg har opdaget noget ret hyg'ligt nyt.

But it is-(.)I have discovered something pretty cosy new.

02   (0.4)

03 Mathias: Jeg har befriet bounjard.

Announcement of "accomplishment"

I have liberated boneyard.

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No initial response to announcement, then an open class repair

What?

06 Mathias: >.hh< Jeg har befriet bounjard,

>.hh< *I have liberated boneyard,*

Open class repair initiator is treated as an indication of hearing problem

07   (0.9)

08 Malte: Aha. >Fra hva[d,<

I see. >From what,<

Second, more specific repair initiator locates the problem more specifically: Malte did "not know" that there was something boneyard needed to be liberated from, hence he cannot assess Mathias' achievement

B: Do participants orient to appreciation as relevantly missing?

- YES!
- Even without "knowing", Malte could have produced appreciation and is in fact prompted to do so at least subsequent to the initial announcement
  - Doing realization (Emmertsen & Heinemann, 2010)

    A: Affiliatable
    B: Lack of affiliation
    A: Pursuit by adding more info
    B: Realization (nåja) + affiliative response

  realization helps to retrospectively claim that the reason for the initial lack of affiliation was because B at that point hadn't realized, understood or remembered the relevance of what A said – only when B HAS realized can he/she respond appropriately

  To get Malte to do "appreciation" Mathias has to ensure that Malte knows what he's talking about so that Malte can recognize it as an accomplishment.

```
08    Malte:      Aha. >Fra hva[d,<
                  I see. >From what,<
09    Mathias:                [.hhh vilculatårs.=>Ka' du ikk' huske når
                              .hhh vilgulators.=Don't you remember when
10                du kommer ind i den der antidynium< som a' den der >indre
                  you get inside that antidynium< which is that >inner
11                by i bounjard< ikke,
                  town in boneyard< right,
12    Malte:      Jerh=
                  Yeah=
13    Mathias:    =.HHhh der vrimler det rundt >me' så no'en-<(0.2)
                  =.HHhh there it's crawling >with like-< (0.2)
14                e:h store fyre i jernrustninger.
                  e:h big guys in iron armors.
15                  (2.4)
16    Mathias:    >.Hhh< Du ved sånogen rustninger me' pigge  p[å.
                  >.Hhh< You know like armors with spikes on.
17    Malte:                                                  [Jerh.
                                                               Yeah.
18                  (0.8)
19    Mathias:    [ikke,
                   right,
20    Malte:      [Joh.
                   Yes.
21    Malte:      Jah.
                  Yes.
22    Mathias:    .hh sånogen. vrimler det jo rundt med.
                  .hh like those. it's crawling with JO.
23    Malte:      Jerh,
                  Yeah,
24    Mathias:    De hedder vilgulatårs.
                  They are called vilgulators.
25                  (1.1)
26    Malte:      [Nåh.
                   Right.
27    Mathias:    [.HHh å' a' egentlig dem der styrer byen.
                   .HHh and are in reality those who control the town.
```

Mathias provides information that may allow Malte to recognize/ realize/ remember what BY needs liberating from

```
08   Malte:      Aha. >Fra hva[d,<
                 I see. >From what,<
09   Mathias:              [.hhh vilculatårs.=>Ka' du ikk' huske når
                           .hhh vilgulators.=Don't you remember when
10               du kommer ind i den der antidynium< som a' den der >indre
                 you get inside that antidynium< which is that >inner
11               by i bounjard< ikke,
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                 >.Hhh< You know like armors with spikes on.
17   Malte:                                                  [Jerh.
                                                              Yeah.
18               (0.8)
19   Mathias:    [ikke,
                  right,
20   Malte:      [Joh.
                  Yes.
21   Malte:      Jah.
                 Yes.
22   Mathias:    .hh sånogen. vrimler det jo rundt med.
                 .hh like those. it's crawling with jo.
23   Malte:      Jerh,
                 Yeah,
24   Mathias:    De hedder vilgulatårs.
                 They are called vilgulators.
25               (1.1)
26   Malte:      [Nåh.
                  Right.
27   Mathias:    [.HHh å'
                  .HHh and
```

Mathias provides information that may allow Malte to recognize/ realize/ remember what BY needs liberating from

No recognition

Recognition without appreciation

Recognition without appreciation

Recognition without appreciation

Claim of change of state ("I knew of the big guys in armour, but not that they were Vilgulators and probably also not that Boneyard needed to be liberated from them.") I am now informed where I was currently uninformed (Heritage 1984)

```
140   Mathias:    .hhhh å' de nakker så bare .hh al'så derude foran
                  .hhhh and they then simply kill .hh AL'SÅ out in front
141               der stod to vagter ikke,
                  were two guards right,
142   Malte:      Jerh.=
                  Yeah.=
143   Mathias:    =.h >å' så< ko:mmer de dereh (0.2) gl- ledere >hen-<
                  =.h >and then< those  (0.2) gl- leaders >over-<
144               d*e*- de der vilgulatårs leder hen >.hh< han a' så ås'
                  those vilgulators leader over >.hh< he's then also
145               i kåmbat armår. men ham får de ås' skudt. [.hhh glrk
                  in combat armours. but him they also shoot. .hhh glrk
146   Malte:                                                [Jah
                                                            Yes
147   Mathias:    De mister kun en. al'så blæders.
                  They only loose one. AL'SÅ bladers.
148                (0.4)
149   Malte:      Jerh.
                  Yeah.
150   Mathias:    .hhhHH Å' jeg nakker personligt fire ↑a' dem, a'
                  .hhhHH And I personally take out four ↑of them, of
151               de der vilgulatårs.
                  those vilgulators.
152   Malte:      Jah.
                  Yes.
153   Mathias:    hh hh .hheh Ogeh så (a') der så et par
                  hh hh .hheh Andeh then (is) there then a couple
154               indbyggere der dør.
                  of townspeople who dies.
155               (0.5)
156   Malte:      Nå.
                  Right.
157   Mathias:    hh .HHh Hvilket var ret uheldigt >for
                  hh .HHh Which was pretty unlucky >because
158               jeg tror nok< smitty a' død.
                  I think NOK< smitty is dead.
```

```
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                  .hhhh and they then simply kill .hh AL'SÅ out in front
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                  =.h >and then< those  (0.2) gl- leaders >over-<
144               d*e*- de der vilgulatårs leder hen >.hh< han a' så ås'
                  those vilgulators leader over >.hh< he's then also
145               i kåmbat armår. men ham får de ås' skudt. [.hhh glrk
                  in combat armours. but him they also shoot. .hhh glrk
146   Malte:                                                [Jah

147   Mathias:    De mister kun en. al'så blæders. ◄──── Achievement in the game is stated
                  They only loose one. AL'SÅ bladers.
148                (0.4)
149   Malte:      Jerh.                              Acknowledgement, but no appreciation
                  Yeah.
150   Mathias:    .hhhHH Å' jeg nakker personligt fire ↑a' dem, a'
                  .hhhHH And I personally take out four ↑of them, of
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                  I think NOK< smitty is dead.
```

- By not recognizing/knowing about/ remembering THAT and from WHAT boneyard needs to be liberated, Malte is not "accountable" for not expressing appreciation with the news that Mathias has liberated boneyard.

- But the work Mathias does clearly(?) shows that appreciation is relevant, i.e. absent in this case

- Initial "feeling" that the teenage telephone calls are often different, with less orientation to for instance preference-organization and in general less affiliative displays of affect.

- An example case where this "feeling" could be specified as an absence of the affectual state "appreciation"

- Quest to show that "appreciation" is a state that is made interactionally relevant and can hence be heard to be missing in the example case

The quest continues…..