This poster explores “introductions” as one of several discourse genres that the American English Stuttering Speech Community (AESSC) uses to develop collective identity. These discourse genres are media for reproducing communal norms that locate stuttering as variation (Figure 1, 2). In addition to the features noted by Pillet-Shore (2008), introductions are significant because the AESSC positions the act as an ideologically-laden event for one to construct a complex persona that includes but is not limited to sociolinguistic and regional identities.

Within introductions, social actors do talk of immigration and movement to California from different places, highlighting California’s rich diversity. Interactants also engage in a social project of erasing (Figure 3) other California sociolinguistic variations to constitute the relevance of another sociolinguistic field: American Fluent/Stuttering English.

Through erasure, social actors strategically reconstruct the AESSC as a unique space with interactive norms that promote stuttering as variation. Introductions operate in the AESSC as an important interactive resource in building this speech community. This genre also requires social actors to erase other sociolinguistic fields in California and highlight the sociolinguistic field of American Fluent English and American Stuttering English.

Data comes from ethnographic fieldwork and recordings in two chapters of the Stuttering Organization of America (SOA) in Southern California. I transcribed interactions using the Jefferson system from conversation analysis.

• Introductions usually occur in a macro-turn format (Duranti 1981) with multiple turn-construction units, within a circle (Figure 4), and include no turn-completion strategies (Lerner 1991, 1996) from recipients in turns where persons employ the stuttering construction.

• Interactants must say their name in the turn-initial component, regardless of whether someone else or the same speaker has said it earlier.

• Within sequentially-relevant locations (Figure 5), interactants must select when, how and to whom to explicitly invoke and formulate identities, including person-who-stutters, fluent person, and California native/non-native.

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