

## **MODULE 8: REVISITING PEOPLE AND SOCIETY**

### **Objectives:**

- 1. To collect examples of local oral literature in order to deepen understanding of local ways of thinking about poverty, inequality and being and their causes.**
- 2. To produce a short 'emic' description of the ways in which local people think about and experience wellbeing, illbeing, poverty and inequality**

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### **Areas of concern**

## MODULE 8: PROTOCOL 1F – ORAL WISDOM

**Respondents** : any age and status

- any context especially people in social relaxing situations: *tej bet*, weddings, mehaber, *leqso bet* etc.
- During evenings when people relax around fire.
- While waiting to do other things
- To create a relaxing situation in interviews
- Ask who is knowledgeable in oral wisdom, a good storyteller or joker and try to contact him\her and flatter into talking
- When you have some interesting material use that to prompt for comments on it by others and to stimulate them to provide other similar or dissimilar examples.

### SAYINGS

#### RESPONDENT 1

Record the informant's status (age, social position)

1. Ask about favourite short sayings/proverbs/couplets (*ababal*)?
2. Ask for interpretations (what is the point, when is it used in what circumstances).
3. Find out who they heard it from, when and where?

4. Ask about sayings associated with particular *events* (natural e.g. famine, earthquake, political happenings (e.g. the Zemecha campaign, cooperatives, resettlement)

5. Ask about sayings associated with any particular *people* in the village or outside. They should describe the circumstances.

6. Ask about sayings associated with particular *statuses*: by age (e.g. about children) , occupational groups (e.g. potters, powerful people (e.g. leaders), the poor, the destitute, the wealthy, about ethnic or religious groups etc. For any case ask when, where and from whom they heard it.

7. Ask about sayings associated with *culture*: marriage, divorce, circumcision, child rearing, values etc.

8. Ask about sayings etc illustrating *changes* in the community. For any case ask details where, when and from whom they heard it

9. Ask about sayings relating to *migration, outside influence*, For any case ask details where, when and from whom they heard it

10. Ask about sayings relating to *good life/times, happiness, plenty* etc For any case ask details where, when and from whom they heard it

11. Ask about sayings relating to *bad life/times, unhappiness, famine* etc. For any case ask details where, when and from whom they heard it



5. Ask about sayings associated with any particular *people* in the village or outside. They should describe the circumstances.

6. Ask about sayings associated with particular *statuses*: by age (e.g. about children) gender, occupational groups (e.g. potters, powerful people (e.g. leaders), the poor, the destitute, the wealthy, about ethnic or religious groups etc. For any case ask when, where and from whom they heard it.

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10. Ask about sayings relating to *good life/times, happiness, plenty* etc For any case ask details where, when and from whom they heard it

11. Ask about sayings relating to *bad life/times, unhappiness, famine* etc. For any case ask details where, when and from whom they heard it

12. Ask about sayings etc that *relate to the discussions* that you have been having with them and that can make their views/ideas/conceptions clearer. For any case ask details where, when and from whom they heard it

## **JOKES**

### **RESPONDENT 1**

Record the informant's status (age, social position)



6. Ask about jokes associated with particular *statuses*: by age (e.g. about children) gender, occupational groups (e.g. potters, powerful people (e.g. leaders), the poor, the destitute, the wealthy, about ethnic or religious groups etc. For any case ask when, where and from whom they heard it.

7. Ask about jokes associated with *culture*: marriage, divorce, circumcision, child rearing, values etc.

8. Ask about jokes etc illustrating *changes* in the community. For any case ask details where, when and from whom they heard it

9. Ask about jokes relating to *migration, outside influence*, For any case ask details where, when and from whom they heard it

10. Ask about jokes relating to *good life/times, happiness, plenty* etc For any case ask details where, when and from whom they heard it

11. Ask about jokes relating to *bad life/times, unhappiness, famine* etc. For any case ask details where, when and from whom they heard it

12. Ask about jokes etc that *relate to the discussions* that you have been having with them and that can make their views/ideas/conceptions clearer. For any case ask details where, when and from whom they heard it

## **RESPONDENT 2**

Record the informant's status (age, social position)

1. Ask about favourite jokes

2. Ask for interpretations (what is the point, when is it used in what circumstances).



7. Ask about jokes associated with *culture*: marriage, divorce, circumcision, child rearing, values etc.

8. Ask about jokes etc illustrating *changes* in the community. For any case ask details where, when and from whom they heard it

9. Ask about jokes relating to *migration, outside influence*, For any case ask details where, when and from whom they heard it

10. Ask about jokes relating to *good life/times, happiness, plenty* etc For any case ask details where, when and from whom they heard it

11. Ask about jokes relating to *bad life/times, unhappiness, famine* etc. For any case ask details where, when and from whom they heard it

12. Ask about jokes etc that *relate to the discussions* that you have been having with them and that can make their views/ideas/conceptions clearer. For any case ask details where, when and from whom they heard it

## **STORIES**

### **RESPONDENT 1**

Record the informant's status (age, social position)

1. Ask about favourite stories
2. Ask for interpretations (what is the point, when is it used in what circumstances).
3. Find out who they heard it from, when and where?

4. Ask about stories associated with particular *events* (natural e.g. famine, earthquake, political happenings (e.g. the Zemecha campaign, cooperatives, resettlement)

5. Ask about stories associated with any particular *people* in the village or outside. They should describe the circumstances.

6. Ask about stories associated with particular *statuses*: by age (e.g. about children) gender, occupational groups (e.g. potters, powerful people (e.g. leaders), the poor, the destitute, the wealthy, about ethnic or religious groups etc. For any case ask when, where and from whom they heard it.

7. Ask about stories associated with *culture*: marriage, divorce, circumcision, child rearing, values etc.

8. Ask about stories etc illustrating *changes* in the community. For any case ask details where, when and from whom they heard it

9. Ask about stories relating to *migration, outside influence*, For any case ask details where, when and from whom they heard it

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12. Ask about stories etc that *relate to the discussions* that you have been having with them and that can make their views/ideas/conceptions clearer. For any case ask details where, when and from whom they heard it



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12. Ask about stories etc that *relate to the discussions* that you have been having with them and that can make their views/ideas/conceptions clearer. For any case ask details where, when and from whom they heard it

## **ANECDOTES**

### **RESPONDENT 1**

Record the informant's status (age, social position)

1. Ask about favourite short anecdotes



7. Ask about anecdotes associated with *culture*: marriage, divorce, circumcision, child rearing, values etc.

8. Ask about anecdotes etc illustrating *changes* in the community. For any case ask details where, when and from whom they heard it

9. Ask about anecdotes relating to *migration, outside influence*, For any case ask details where, when and from whom they heard it

10. Ask about anecdotes relating to *good life/times, happiness, plenty* etc For any case ask details where, when and from whom they heard it

11. Ask about anecdotes relating to *bad life/times, unhappiness, famine* etc. For any case ask details where, when and from whom they heard it

12. Ask about anecdotes etc that *relate to the discussions* that you have been having with them and that can make their views/ideas/conceptions clearer. For any case ask details where, when and from whom they heard it

## **RESPONDENT 2**

Record the informant's status (age, social positions)

1. Ask about favourite anecdotes

2. Ask for interpretations (what is the point, when is it used in what circumstances).

3. Find out who they heard it from, when and where?

4. Ask about anecdotes associated with particular *events* (natural e.g. famine, earthquake, political happenings (e.g. the Zemecha campaign, cooperatives, resettlement)

5. Ask about anecdotes associated with any particular *people* in the village or outside. They should describe the circumstances.

6. Ask about anecdotes associated with particular *statuses*: by age (e.g. about children) gender, occupational groups (e.g. potters, powerful people (e.g. leaders), the poor, the destitute, the wealthy, about ethnic or religious groups etc. For any case ask when, where and from whom they heard it.

7. Ask about anecdotes associated with *culture*: marriage, divorce, circumcision, child rearing, values etc.



## **MODULE 8: PROTOCOL 3F – PHOTOGRAPHS**

There are 27 photographs in the camera. These you should share between you. They are all to be used to photograph people – if possible in front of their houses – with or without other family members. Use the Theme 1 module ‘People’ to identify who to photograph. We are aiming at a photographic record of all the important statuses and people in the site. Make sure you have everyone’s permission before taking a picture.

Find several notables and photograph them.

Find a representative of each of the key social positions in the site and photograph them.

After taking the photograph please record the name of one of the people by the number of the photograph plus their social position. We will be revisiting the site in March next year and will bring a copy of the photo for each of the people photographed.

Please write the name and social position of the person photographed by the number of the photo in order of taking.

**1**

**2**

**3**

**4**

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**Use this space to comment on all three Protocols – do they work? any problems? suggestions for improvement**

## **MODULE 8: PROTOCOL 3F – EMIC ACCOUNT OF BEING, POVERTY AND INEQUALITY**

Using all you have learned during your time in the field prepare a short account of how local people interpret and experience wellbeing/illbeing, poverty, and inequality.