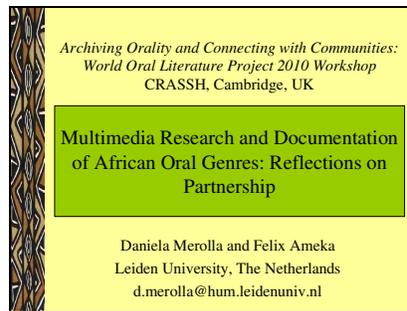


Slide 1

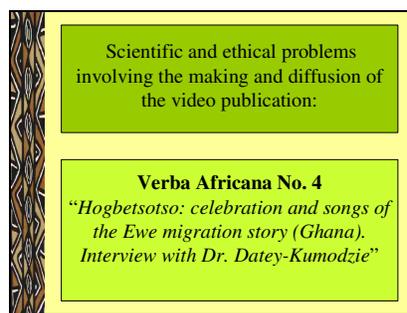
A slide with a yellow background and a decorative border on the left. It contains text about a workshop and a research project.

Archiving Orality and Connecting with Communities:
World Oral Literature Project 2010 Workshop
CRASSH, Cambridge, UK

**Multimedia Research and Documentation
of African Oral Genres: Reflections on
Partnership**

Daniela Merolla and Felix Ameka
Leiden University, The Netherlands
d.merolla@hum.leidenuniv.nl

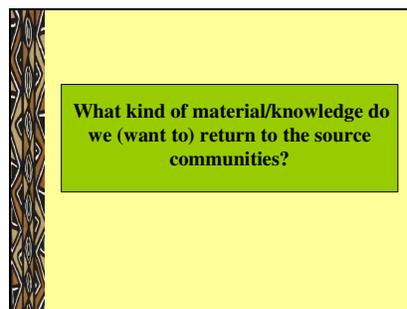
Slide 2

A slide with a yellow background and a decorative border on the left. It contains text about scientific and ethical problems and a specific video publication.

Scientific and ethical problems
involving the making and diffusion of
the video publication:

Verba Africana No. 4
*“Hogbetsotso: celebration and songs of
the Ewe migration story (Ghana).
Interview with Dr. Datey-Kumodzie”*

Slide 3

A slide with a yellow background and a decorative border on the left. It contains a question about returning material/knowledge to source communities.

**What kind of material/knowledge do
we (want to) return to the source
communities?**

Slide 4

“Verba Africana” series on CD/DVD format



Verba Africana
Africa's oral traditions and literatures in CD/DVD format

Zanzibar: Taarab and Ngoma
Performances

Author: Gerardo Merolla
Co-authors: Tariq Saleh and Vera Ebenhart
Publication: 2005
Media and code: MP3, MPEG-4

The video recordings of Taarab and Ngoma performances in Swahili with English and English subtitles in Arabic, Italian and German.

2005 - ...: Verba Africana: Video Publication series
started by D. Merolla thanks to Leiden/Naples cooperation

Slide 5

Project aim

The integration of technology into a novel approach of the study of Oral Literature



→ African Oral Literatures in this specific case

Slide 6

Online “Verba Africana” series at
www.hum.leiden.edu/research/africanliteratures
Portal: www.hum2.leidenuniv.nl/verba-africana/



• **video documentation**

• **research**

• **teaching and e-learning**

Slide 7

Problems and Theoretical questions

- Video documentation is not the “ultimate solution” (see selection etc.)
- Technology is not only a mechanic tool, but it contributes to change what it is recorded

Slide 8

Network Projects started at Leiden University in cooperation with international institutes
Main Applicant: D.Merolla
Coordination: J.Jansen and D.Merolla

2006-2009
African Oral Literatures, New Media, and Technologies: Challenges for Research and Documentation

2010-2013
Multimedia Research and Documentation of African Oral Genres: Connecting Diasporas and Local Audiences

Slide 9

Partner Institutions

Leiden University
Institut National des Langues et Civilizations Orientales INALCO (Paris)
Language Centre, University of Ghana (Accra, Ghana)
University of Hamburg
University of Naples L'Orientale
University of Bamako (Mali)
School of African and Oriental Studies SOAS (London)
School of Languages of Rhodes University (South Africa)
The World Oral Literature Project
Netherlands Organization for Scientific Research (NWO)



Slide 10

Network Projects: activities

- Workshops and conferences on Technological Problems and Theoretical Questions
- Publications of video materials and research in “Verba Africana” series

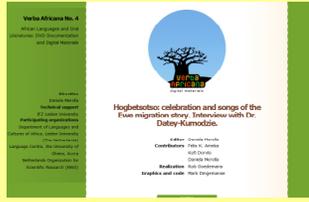
Slide 11

Network Projects: main areas of discussion until now

- ‘free’ technical tools for documentation and research
- “new orality” and what happens when oral forms transigrate from the one genre/media to the other one (“oral” contexts and new media such as films and the Internet)
- concept of “authorship” and copyrights
- opportunity to reach the cultural owners of the collected oral genres through the Internet

Slide 12

Scientific and ethical problems involving questions of selection, authorship, and audience in:



Verba Africana No. 4
Hagebotsoos: celebration and songs of the Ewas migribon story. Inebonous with Dr. Daboy-Kamofide.

Author: Daboy-Kamofide
Contributors: Felix O. Amadi, Kall-Gyaku
Editor: Daboy-Kamofide
English and code: Nick Longman

Slide 13

At the beginning...



Research Project by
Felix Ameka, Kofi
Dorvlo, and Daniela
Merolla on

Ewe migration stories
and the *Hogbetsotso*
festival (Ghana) in
which these stories are
re-enacted

<http://www.ghanaeth.com/ClassicalEthnicPaper/geography/1249-ghp>

Slide 14

2007-2009



Series of meetings and
interviews
in Accra and the Ewe
(Anlo) area



Slide 15

Reflections on the Interview

- Introduction: secret knowledge
- “tapping and stealing”
- the UNESCO is afraid of (t)his knowledge

Slide 16

A powerful performance

Regenda and transcription

The following text is a transcription of a recording of a performance of the Ewe language. The text is in Ewe and is a transcription of a recording of a performance of the Ewe language. The text is in Ewe and is a transcription of a recording of a performance of the Ewe language.

Regenda and transcription

The following text is a transcription of a recording of a performance of the Ewe language. The text is in Ewe and is a transcription of a recording of a performance of the Ewe language. The text is in Ewe and is a transcription of a recording of a performance of the Ewe language.

Slide 17

Attempt to interpretation

- His narrative: a convoluted mix of Ewe migration stories + creation stories, evolutionism, historical knowledge, and popularising fictional narratives on the Lost Continent of Mu
- “Ewe-centric” perspective: Ewe language fertilized the most known civilizations of the whole world

Slide 18

Questions and Problems

- What is not a problem: Heterogeneity and ethnocentric view as narrative performance
- What is a problem for the Verba Africana series: The interviewee is and presents himself as a researcher looking for (academic?) legitimization of his narrative

Slide 19



**Video Publication and Internet diffusion:
Scientific and Ethical Problems**

- We do not want to be 'incorporated' in his personal agenda by endorsing his complex narrative as "scientific"
- nor do we intend to publicize his agenda or spread it as "history" among (Ewe, Ghanaian, international) students and among Ewe people

Slide 20



Ethical problems

- Respect for our interviewee's discourse vs caution in publicizing his personal narrative "as such" (see effect of certain legitimacy)
- Unbalanced power relationship between interviewers and interviewee

Slide 21



Theoretical reflections

- On 'giving voice'
 - narrative criticism of ethnographic works
 - misconception of the distance established between subject and object of research
- On authorship
 - intellectual property and rights of "indigenous people"
 - collaborative authorship (the interviewee is author together with the interviewers)

Slide 22

Slide 22 features a yellow background with a decorative border on the left side. At the top, a green box contains the title 'Participant structure'. Below the title, a bulleted list explains the concept.

'Participant structure'

- 'Participant structure' introduced by the sociologist Erving Goffman (Forms of Talk, 1981)

Slide 23

Slide 23 features a yellow background with a decorative border on the left side. At the top, a green box contains the title 'Triadic participant structure'. Below the title, a bulleted list describes the three components of this structure.

Triadic participant structure

- a Principal (who is the source of information or text)
- an addressee or recipient
- an 'animator' (or intermediary) who "words" the information:
e.g in the analysis of the role of the West African 'griot' (the bard who speaks for his chief)

Slide 24

Slide 24 features a yellow background with a decorative border on the left side. At the top, a green box contains the title 'Researchers as griots'. Below the title, a bulleted list discusses the role of researchers in interviews.

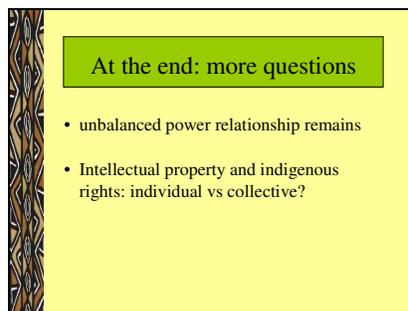
Researchers as griots

- a Principal (the interviewee)
- the outside world - the addressee
- Animators/editors:
Daniela and Felix shape and retouch the interview in more palatable language and communicate it through the medium of Verba Africana

Slide 25



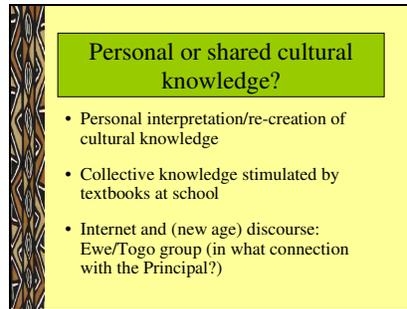
Slide 26



Slide 27



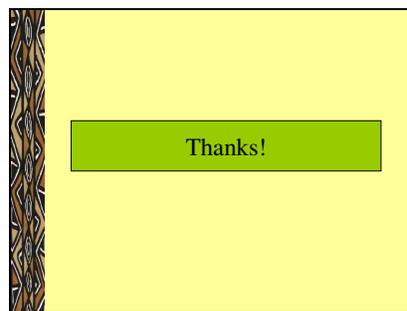
Slide 28

A presentation slide with a yellow background and a decorative border on the left side. The border features a repeating geometric pattern in brown, black, and white. At the top, a green rectangular box contains the title "Personal or shared cultural knowledge?". Below the title, there is a bulleted list of three items.

Personal or shared cultural knowledge?

- Personal interpretation/re-creation of cultural knowledge
- Collective knowledge stimulated by textbooks at school
- Internet and (new age) discourse: Ewe/Togo group (in what connection with the Principal?)

Slide 29

A presentation slide with a yellow background and a decorative border on the left side, identical to Slide 28. A green rectangular box is centered on the slide, containing the text "Thanks!".

Thanks!