

**‘AN EYE OPEN IN THE DARK’**  
**LIFE STORY ETHNOGRAPHY AND THE**  
**FUTURE OF SOCIAL-ECOLOGICAL SYSTEMS**

**THESIS SUBMITTED FOR THE DEGREE OF**  
**DOCTOR OF PHILOSOPHY**

**BY**  
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**2011**

## CERTIFICATE OF AUTHORSHIP/ORIGINALITY

I certify that the work in this thesis has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree except as fully acknowledged within the text.

I also certify that the thesis has been written by me. Any help that I have received in my research work and the preparation of the thesis itself has been acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis.

---

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## PUBLICATIONS

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These situations are like scintillations on the historical radar. They are like phosphorescence in the wake of events. The forceful daylight of empirical reason fails to pick them up. The strength of the beam it turns on them renders them invisible. The class of ‘non-event’, whose existence and importance creative research is peculiarly fitted to describe, is like the sky at night, coruscated with self-illuminating dust. But to see this demands an eye open in the dark (Carter 2004: 170).

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## FIELDWORK LOCATION

(FIGURES 1A AND 1B)



FIGURE 1A

TOPOGRAPHICAL MAP OF INDONESIA  
SHOWING LOCATION OF ACEH PROVINCE

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FIGURE 1B  
TOPOGRAPHICAL MAP OF ACEH SHOWING FIELDWORK LOCATION

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# CONTENTS

LIST OF FIGURES .....	xvii
LIST OF TABLES.....	xvii
ABSTRACT.....	xix
INTRODUCTION .....	1
Moral project and research questions .....	1
Fieldwork.....	2
Transdisciplinarity .....	3
Contribution of the thesis.....	4
Structure of the thesis.....	4
1. PRELIMINARY: THE POLITICS OF 'OLD' .....	7
<i>INTRODUCTION.....</i>	<i>7</i>
<i>PROCESSES OF PROBLEMATIZATION: GROUPING, VILIFICATION AND DEMONIZATION .....</i>	<i>9</i>
<i>PROBLEMATIZING 'THE OLD': THE CONFLATION OF ISSUES, GROUPS, AND PEOPLE.....</i>	<i>11</i>
Assumptions about 'the old'.....	15
'The old' versus other generations .....	16
Reframing 'old' .....	20
The non-Western 'old' .....	23
Policy response to ageing populations.....	24
<i>THE PARABLE OF ASYLUM SEEKERS: HISTORICAL OVERVIEW.....</i>	<i>27</i>
Problematization of asylum seekers .....	27
Critiques of policy on asylum seekers.....	29
Assumptions about asylum seekers.....	30
Turning away and turning back: the need for ethnography .....	33
<i>CONCLUSION.....</i>	<i>39</i>
2. 'OFFCUTS OF INFINITY': THEORY, FIELDWORK AND THE PROJECT.....	41
<i>INTRODUCTION.....</i>	<i>41</i>
<i>META-THEORETICAL FRAMEWORK .....</i>	<i>42</i>
The transdisciplinary doctoral project: resolving problems or exploring phenomena?	42

Research questions (expanded) .....	44
Carter's 'material thinking': materializing the overlooked .....	48
Bakhtin's chronotope: time made palpable .....	51
Materialization and politics .....	53
<i>METHODOLOGY</i> .....	<i>54</i>
Exploring phenomena through new material .....	54
Framework for ethical engagement of the project with the world .....	58
Issues of interpretation .....	61
Ethics of engagement with the interviewees .....	67
Transformation and visibility of the researcher .....	74
<i>CONCLUSION</i> .....	<i>78</i>
<b>3. CONSTRUCTING THE SUBJECT: ACCRETION AND TEMPORALITY</b> .....	<b>81</b>
<i>INTRODUCTION</i> .....	<i>81</i>
<i>LESSONS FROM HISTORIOGRAPHY: THE HISTORIAN'S RELATIONSHIP WITH THE PAST</i> ...	<i>84</i>
History as a narrative reconstruction.....	84
Making sense of change.....	85
The value of evidence .....	86
Human action and structural change .....	87
The historian's point of view .....	89
History as an act in the present.....	90
Historiographical principles.....	90
<i>PERSPECTIVES ON THE PAST</i> .....	<i>91</i>
Inside and outside the past.....	92
Social memory .....	96
Sites of memory .....	99
<i>RECOLLECTING AND RECOLLECTIONS</i> .....	<i>101</i>
Recollection and memory .....	101
Events versus 'a life': framing recollection .....	105
<i>THE REMEMBERING SUBJECT</i> .....	<i>112</i>
Locating the subject.....	112

The body and memory.....	115
The evolving subject.....	117
The act of recollection .....	120
<i>THE ACCRETION OF TRAUMATIC EXPERIENCE IN BODY AND MEMORY.....</i>	<i>124</i>
Trauma and utterance .....	124
Recollective recentness.....	129
Trauma and the body.....	131
<i>THE ESCHATOLOGICAL VIEW.....</i>	<i>138</i>
<i>CONCLUSION.....</i>	<i>146</i>
4. CONSTRUCTING THE PAST: HISTORY AND RECOLLECTION .....	149
<i>INTRODUCTION.....</i>	<i>149</i>
<i>PURPOSES OF HISTORY .....</i>	<i>150</i>
History as ‘world-making’.....	150
History as ‘memory-making’ .....	152
Historicizing the future .....	156
<i>PURPOSES OF MEMORY.....</i>	<i>159</i>
Memory as history-making .....	160
Life review and constructing a life narrative.....	165
Alternatives to the meaning of life 1: the episodic self.....	170
Alternatives to the meaning of life 2: just being .....	171
Alternatives to the meaning of life 3: the ‘dissensual’ and the bewildered.....	173
<i>TRAUMA AND THE PURPOSE OF TESTIMONY .....</i>	<i>177</i>
Testimony and past events.....	177
Reconfiguring testimony: the engagement of speaker and listener .....	182
<i>HISTORY AND LIFE STORIES IN THE SAME FRAME .....</i>	<i>186</i>
Experiencing history .....	186
The convergence of historiography and ethnography .....	188
<i>CONCLUSION.....</i>	<i>190</i>
5. (DE)CONSTRUCTING STORIES: A HERMENEUTICS.....	193

<i>INTRODUCTION</i> .....	193
<i>FRAMEWORK FOR TEXT ANALYSIS</i> .....	194
Limitations of translation.....	194
The limits of listening.....	196
<i>NARRATIVE ANALYSIS</i> .....	198
Engaging with the listener: orienting and questioning.....	202
Recounting self and recounting community.....	206
<i>BRICOLAGE, LANDSCAPE AND MACCHIARE: THE POETICS OF ACCRETION</i> .....	214
<i>THE COLLISION OF PAST, PRESENT AND FUTURE</i> .....	219
The body in the interview.....	219
<i>THE SITE OF THE PAST</i> .....	221
<i>CONCLUSION</i> .....	223
6. ETHNOGRAPHY FOR THE FUTURE: REMEMBERING AS REVOLUTION	225
<i>INTRODUCTION</i> .....	225
<i>LIFE STORIES AND SOCIAL-ECOLOGICAL SYSTEMS</i> .....	227
Qualitative data and social-ecological systems.....	228
Life story recollection and system remembering.....	234
<i>ETHNOGRAPHY AND SYSTEMS</i> .....	238
Hierarchies and sites.....	238
<i>HIDDEN QUALITIES OF SOCIAL-ECOLOGICAL SYSTEMS</i> .....	241
Hidden qualities 1: The precarious and the precious.....	241
Hidden qualities 2: Assumptions of the system as construct.....	247
<i>MATERIALIZING THE PAST AND ACTUALIZING THE FUTURE</i> .....	258
<i>CONCLUSION</i> .....	263
CONCLUSION.....	265
BIBLIOGRAPHY.....	271
APPENDICES.....	
<i>APPENDIX 1: MINDMAP STUDIES 2008-2011</i> .....	

*APPENDIX 2: NVIVO SUMMARY REPORTS ON TRANSCRIPT CODING,  
NODES AND SOURCE CLASSIFICATION.....*

*APPENDIX 3 (CD): ACEH FIELDWORK INTERVIEW TRANSCRIPTS.....*

## LIST OF FIGURES

Figure 1A Topographical map of Indonesia showing location of Aceh Province.....	ix
Figure 1B Topographical map of Aceh showing fieldwork location .....	xi
Figure 2: Project Map.....	79
Figure 3: Panarchy: Nested cycles of adaptation.....	235
Figure 4: Human recollection and memory in adaptive cycles .....	237

## LIST OF TABLES

Table 1: Analysis of transcripts by stanza and mode.....	210
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## ABSTRACT

I argue in this thesis that the past which is materialized in real time at the site of ‘a life’ has particular significance for social-ecological systems. This past is different from that recorded in histories, socio-economic trends or the causal explanations of science. It differs particularly in revealing the accretiveness of an individual’s experience as a force in the present – in system precariousness for example – and in revealing those false starts and ‘futures denied’ which are potentialities for renewal in the future.

The site of a life was explored through my fieldwork in Aceh, Indonesia, a place where material experience and culture are very different from those which are the subject of Western theorizing on memory, ageing, and recollection.

This doctoral project is a response to the following question:

- Can the life stories of old people be a source of understanding the past which can inform planning for sustainability in the future?

I develop a particular additive approach to transdisciplinary research in addressing this question, in which discipline-based theory from a number of fields is used to jointly illuminate a potential kinship between old people and sustainability, specifically between the remembering of the old and the remembering used in adaptive cycles of social-ecological systems.

As a result of my review of theory on memory, recollection and ageing, and my fieldwork interviews with old people in Aceh, Indonesia, I conclude that recollection in such circumstances is not the construction of identity or meaning discussed by many Western theorists of memory, but more akin to the remembering discussed by trauma theorists, where the storytelling process and the engagement of the listener are as important as the story. These life stories materialize the past as accretive at the site of the individual’s life, and in their a-chronologic, non-narrative style give prominence to particular events in a very different landscape of the past from that provided by historical narratives. They also constitute an implicit critique of Western discourses about development and progress which underlie theories of adaptation and sustainability.

I conclude that beyond culture and discourse, history and scientific explanation, life story ethnography offers a unique contribution to the intelligence gathering, assessment and predictive functions of social-ecological systems. The richest source of life stories is the old; in the face of current culture and discourses of ageing, this thesis is an essay in enabling those voices to be heard.

# INTRODUCTION

## **Moral project and research questions**

The ‘moral project’ with which this doctoral research started was based on a concern about the devaluing of ‘oldness’ and increased scape-goating of the old as those who are ‘responsible’ for future economic unsustainability. The reasons for this and responses to it by critical gerontologists, ethicists and others are discussed in Chapter 1.

However my focus was not on rehabilitating the old by pointing out, with Seabrook, that the old ‘demonstrate to us our own fate’ (Seabrook: 170), or in addressing the underlying social and economic assumptions in the scape-goating of the old (see for example Clark 1999; Estes 1999). I wanted instead to focus on ‘oldness’ as a quality which may have value in itself, and believed that to take a step back and see this quality as ‘remarkable’ in some way (Inayatullah 1998: 817) would be a significant step in re-valuing ‘oldness’ and hence the old.

To show that this remarkableness might be something of value in thinking about the future at a time when the old are seen as a threat or a burden in prevailing global debates about sustainability, would be another significant step in re-valuing oldness. A need for new kinds of qualitative data and modelling of social-ecological systems has already been identified (see for example Millennium Ecosystem Assessment 2003a: 165; Adger et al. 2009). I found a potential kinship between sustainability theory and gerontology in the idea of ‘remembering’; remembering has been described by sustainability theorists as part of the adaptation cycle where reorganisation of a social-ecological system takes place using the resources and memory of a system which have been conserved over time (see for example Walker et al. 2004; Folke 2006; Walker et al. 2006). This use of ‘remembering’ suggested that recollection of the lived past by old people may be able to make a contribution to adaptation and resilience within social-ecological systems.

However in reviewing current theory and discourse about sustainability, ageing and memory, I realized that they have emerged largely in the West. To test and possibly extend the boundaries of the world within which such theorizing takes place, I carried out fieldwork interviews with old people in the rural areas of Aceh, Indonesia. The

interviewees, who had survived decades of conflict and poverty, and recent natural disaster (the 2004 Boxing Day Tsunami), revealed through their stories and their storytelling performances a different past from that of the West, and a *way of recollecting* the past which appeared to be different from that already theorised. Together with existing theories of historiography, memory, subjectivity, trauma and psychoanalysis, the fieldwork stories demonstrate a way of understanding the past which is different from history and theories of causation, and can contribute to a deeper understanding of the trajectories of social-ecological systems.

The research questions with which this research project started were as follows:

- Can the life stories of old people be a source of understanding the past which can inform planning for sustainability in the future?
- What in particular can the life stories of old people in a non-Western country add to this understanding?

### **Fieldwork**

A doctoral research project is in most ways a linear process, where its beginning - the selection of project design, fieldwork location, theoretical frameworks, methodology, personnel, and its institutionally imposed structures and timelines - can to a large extent determine its end.

However I wished to take an approach which allowed room for something new to emerge during the course of the project: the unexpected event, or transformative change in participants, including myself, and in the wider discourses touched by the project. I found this in the life stories from Aceh, in which I found a hitherto unseen past with unexpected poetic, political and cognitive force in the present, and potentially for the future.

I also wished, on the advice of anthropologist colleagues<sup>1</sup>, to let the sources speak, and avoid theorizing in advance of the data. The life stories of the old Acehnese are new to

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<sup>1</sup> Email from Catherine Smith 21/10/2009 and email from Daniel Birchok 23/10/2009.

Western ears, poetic and politically charged. The ‘newness’ of the stories and the painfulness of the act of storytelling have in some ways overcome theory (see Chapters 3 and 4) and brought with them a heightened sense of responsibility for the interpretation of the data, and for ensuring its careful dissemination to a wider audience. These issues are discussed in Chapter 2, and the stories themselves are used to inform all of the subsequent Chapters. I also became increasingly aware throughout this project of the ways in which the text of the stories conveyed their message; the poetics of the stories are explored in Chapter 5.

### **Transdisciplinarity**

It has been argued convincingly that attempts to resolve complex ‘real world’ problems reveal the value of transdisciplinary approaches (see for example Mitchell et al. 2009). While I have taken a transdisciplinary approach in this thesis (see Chapter 2), I approached the relationship between old people and future sustainability as an *exploratory* rather than problem-solving project: it appeared that strategic introduction of material from the field might usefully expand on any potential kinship between ageing populations and sustainability in the area of memory<sup>2</sup>.

The two obvious disciplinary contributors to a discussion of convergence between ageing populations and social-ecological futures are gerontology and sustainability studies, themselves already practised in a transdisciplinary way by many researchers. However the fieldwork I undertook in Aceh not only contributes to theory development by connecting these areas through a study of ‘remembering’, but raises other issues – for example the relationships between recollection and narrative, and between trauma and telling - which directed me to other fields such as psychoanalytic theory, trauma studies, literary theory and memory studies. The introduction and application of these and other theoretical frameworks continues throughout all of the following Chapters.

An exploratory approach to the issues of ageing and sustainability has thus legitimized

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<sup>2</sup> Mitchell and Willets expand the concept of ‘problem’ for transdisciplinary research to include ‘a sector, a situation, a societal issue or problem’ (2009: 6).

working with a wide field of disciplines and theory, unrestricted by that defining of a 'problem' which generally prescribes those disciplines deemed necessary for resolving it.

### **Contribution of the thesis**

I believe that the outcomes of the project include the following original contributions to discourse in a number of areas:

- That life story ethnography, working with recollections of the old, can contribute to meeting a need for new models of understanding social-ecological systems already identified by adaptation and resilience theorists
- That this understanding is a product of the accretiveness of experience for the life-storyteller and an a-chronologic quality of recollection
- That this understanding is achieved through an engagement with the storyteller as well as the story
- That this understanding reveals the contingency of current trajectories of social-ecological systems and the potential for other trajectories.

### **Structure of the thesis**

In view of the importance accorded in this doctoral project to engagement with the storyteller as well as the story itself, I have used as a way of structuring the thesis Paul Ricoeur's description of the three stages necessary for telling a story and engaging the listener-reader (explored further in Chapter 2):

#### *1. Prefiguration*

Prefiguration is the establishment of parameters for storytelling, such as a shared understanding of the nature of a 'plot', ideas of temporality and accepted ways of interpreting stories (Ricoeur 1984: 54). In this thesis prefiguration includes a critical review of shared understandings (existing discourses) on ageing (Chapter 1), and a discussion on the nature of 'the transdisciplinary project', researcher reflexivity and the conceptual connections between fieldwork and theory (Chapter 2):

Chapter 1. Preliminary: The politics of 'old'

## Chapter 2. Offcuts of infinity: theory, fieldwork and the project

### 2. *Configuration*

Configuration is the creative process of interpretation and producing a story out of events (Ricoeur 1984: 66). In this thesis configuration includes the construction of a new idea of subjectivity based on the sedimentation of experience in both memory and body (Chapter 3), examination of theory and fieldwork data to describe a new relationship between life stories and history, and the particular contribution made by life stories to understanding the past (Chapter 4). This stage also includes a proposed hermeneutics for interpreting the poetic force of life stories (the kind of ‘product’ which may become part of the prefiguration stage of future projects) (Chapter 5):

- Chapter 3. Constructing the subject: accretion and temporality
- Chapter 4. Constructing the past: history and recollection
- Chapter 5. (De)constructing stories: a hermeneutics

### 3. *Refiguration*

Refiguration is the ‘application’, the conveying of the story to listeners or readers whose emotional responses or learning constitute the third stage of story production (Ricoeur 1984: 70). Thus in the end, storytelling is an ‘activity that is only completed in the spectator or the reader’ (Ricoeur 1984: 48). However as Mikhail Bakhtin (1981) notes, this requires the writer, at the configuration stage, to *face the story outwards to the reader* so that its significance can be understood or re-interpreted (1981: 257). My final Chapter sets the earlier conclusions about the significance of life stories in a new context – that of the social-ecological system - so that the value of such stories and of the ethnographic approach to understanding the past might be ‘completed’ by theorists, practitioners and policy-makers in the field of adaptation and resilience:

- Chapter 6. Ethnography for the future: remembering as revolution
- Conclusion



# 1. PRELIMINARY: THE POLITICS OF ‘OLD’

## INTRODUCTION

Generational diversity provides the last societal divide where stereotyping, generalising and criticising is socially acceptable (Mark McCrindle quoted in McCrindle Research 2007: 314-315).

Old people reflect the great distributive injustices of the world; only for them, these appear in a magnified and aggravated form since they have for the most part endured lives of labour, deprivation and insufficiency (Seabrook 2003: 185).

The goal of critical research is...[to make] problematic our categories...[so] the present becomes less rigid, indeed, it becomes remarkable (Inayatullah 1998: 817).



This doctoral project identifies hitherto unnoticed, non-historical, aspects of ‘the past’, which are visible in life stories, particularly in life stories of the old. These particular qualities emerge through considering a particular collection of life stories in the light of theories of memory, historiography, psychoanalytic theory and trauma theory. I then argue that life stories offer a new kind of indicator of the influence of the past on current and future social-ecological conditions. This is elaborated through bringing the stories to bear on political, cultural and scientific discourses in the fields of sustainability, resilience and adaptation.

My research is intended to counteract widespread public commentary which problematizes the old as an economic burden, and is a response to other indicators that the old in many societies are devalued or ignored. The following are examples of the Western media’s focus on the ‘escalating demands’ of the aged for health and social services at the expense of ‘other’ generations (emphases are mine):

The real cost of a long life: An ageing population will be *the straw that breaks the back* of health care... (Cresswell 2010).

How the baby boomers *took their children’s future* and why they should give it back (Kaletsky 2010).

The health needs of tens of millions of aging baby boomers *threaten to overwhelm* the nation's hospitals and caregivers within a decade or two, but the *geriatric tidal wave* does not appear to have been fully recognized at the National Institutes of Health (Freudenheim 2010).

Eastern Europe faces *generation crisis* (Dempsey 2007).

Across the developed world the swelling numbers of graying baby boomers sliding into comfortable retirement over the next decade are looming as a *huge burden on the public purse and an inter-generational nightmare* (Symons 2011).

The value of ethnography is that, in line with Inayatullah's comment above, it seeks to suspend existing theoretical frameworks, and, through representing 'the insider's point of view', allow 'critical categories and meanings to *emerge* from the ethnographic encounter rather than imposing these from existing models'(Hoey 2011). My thesis situates an ethnographic study of the life stories of a particular group of old people in a cross-disciplinary theoretical framework, in order to challenge the way 'the old' have been problematized, ignored or devalued.

This Chapter begins with an exploration of how old people are often situated politically as a burden or economic non-contributors, and suggests that this problematization of 'the old' as a group is associated with 'blame' for economic pressures, and the attribution of negative qualities to group members; at their extreme, these are the hallmarks of demonization. It then reviews the response to such problematization by critical gerontologists, policy analysts and policy-makers, and others. The example of refugees seeking asylum in Australia is used to demonstrate the stages in a process of demonization; the critical response to this process argues against homogenization of asylum seekers as a group, and for the importance of individuals' stories. Such stories draw attention to relationships between refugees and those in destination countries, and the capacity of the latter to respond to those who have been demonized.

The following preliminary questions are addressed in this Chapter:

- How are the old situated politically and how does that prefigure the way old people's voices are heard in the community?
- How can this political prefiguring be disarranged to open up other potential ways for the old to be valued in social and political processes?

Paul Carter discusses the historically unremarked conversations between Aboriginal people and white colonisers in Australia's past which could have been 'an opportunity for grounding the future differently'; instead, such conversations became 'simply a gap in the record' of march of progress histories (Carter 2004: 170). In changing the way the voices of particular groups are prefigured (or overlooked) in discourse (and hence whether they listened to, and how they are interpreted or valued), opportunities for 'grounding the future differently' potentially become apparent. The 'parable' of the asylum seekers described later in this Chapter is an example both of this prefiguring, and of the potential role of individuals' stories in grounding the future differently.

### *PROCESSES OF PROBLEMATIZATION: GROUPING, VILIFICATION AND DEMONIZATION*

Throughout the world, ageing populations have been designated an issue to be addressed by government fiscal policy and experts such as economists, sociologists, gerontologists and health planners (see for example Andrews 2001, 2002; Productivity Commission 2005; Noveria 2006; United Nations Programme on Ageing et al. 2007). This problematization of 'the old' rests on a bracketing of those over a certain age (usually 60 or 65 years) into a group, who are described as taking resources, particularly government resources, from another group, also identified solely by age and whose members are younger than 60 or 65 years. As the health expenditure on those in the 'old' group rises with the increase in size of this group, the competition between groups is cast as a deprivation of one group by the other.

The problematization and blaming of a particular group by others has occurred historically for a range of reasons, as the following examples attest.

European governments, middle classes and intellectual elites responded to economic pressures between World War I and World War II by promoting the 'Jewish Problem'. The

competition to join a new but limited middle and professional class, during difficult and turbulent economic times, turned an historical and cultural anti-Semitism into a counterreaction by non-Jewish Germans against the concurrent rise of the Jewish middle class (Hagen 1996: 379).

A combination of cultural antipathy, economic anxiety and insecurity was evident in the response of 'native' Californians to immigrants during the 1980s. This was a period of economic downturn in California resulting from the post-Cold War collapse of defence and aeronautical industries. The role of immigrants in taking Californian jobs was used by government to deflect 'any serious discussion of post-Cold War economic reconstruction for California' (Smith et al. 1995: 666) and 'provide[d] fertile ground for nativist and xenophobic policies to garner widespread popular support' (Armbruster et al. 1995: 659).

In Australia, Philip Griffiths has argued that a combination of cultural ('racialised') and economic rejection was part of the anti-Chinese response in the nineteenth and twentieth centuries when workers were periodically mobilized against the Chinese for political purposes, always at times of greater unemployment and economic hardship (Griffiths 2006: 401).

Scapegoating of the aged occurred in the United States during the 'Social Security crisis' in the 1980s. Quadagno (1989) suggests the 'crisis' itself was used to direct attention away from other economic factors such as government funding decisions, taxation shortfalls, and the rise in the number of households headed by women working in low-paid jobs with a lack of government support (Quadagno 1989: 370). Instead attention was directed to the unreasonableness of social security entitlements and thence to the ageing population as the group responsible for increased poverty levels amongst children and younger adults:

As the critique of Social Security gained credibility, the rhetoric became more heated ... 'Something is wrong with a society that is willing to drain itself to foster such an unproductive section of its population, one that does not even promise (as children do) one day to be productive' (Quadagno 1989: 365).

These examples of problematization exhibit in common the identification of a group by some defining characteristic (ethnicity, culture, age), the association of this with other

perceived negative characteristics of individuals within the group (vilification), the attribution of blame to the group as a whole for a current social or economic crisis or period of stress (demonization), and finally, the development and justification of policies or attitudes intended to exclude members of the group from the community or disadvantage them economically and socially.

The eviction, killing and denial of rights which have variously characterized policy in the historical examples above would now be in breach of international law and conventions concerning human rights. Nevertheless in 2010 the former economics editor of *The Times* newspaper in Britain suggested that in order to prevent national bankruptcy and reduce pensions, ‘perhaps pensioners could be deprived of the right to vote after 75 or 80’ (Kaletsky 2010). British author Martin Amis also proposed in 2010 that as a solution to the ‘silver tsunami’ of the aged, euthanasia booths should be installed on street corners to encourage elderly people to die earlier rather than later (O’Neill 2010).

It is argued in this Chapter that the process of problematization of ‘the aged’ (including blame and vilification) has parallels with the problematization of asylum seekers in Australia now and in the recent past. Connections between problematization and policy lie in the use-value of generalizations and categories in obtaining ready acceptance of changes to policy. This use-value is evident in the cases of both asylum seekers and the aged.

The problematization of the aged is elaborated in the following section.

### ***PROBLEMATIZING ‘THE OLD’: THE CONFLATION OF ISSUES, GROUPS, AND PEOPLE***

Treating people with respect is different from and may even clash with dealing with them cost-effectively, efficiently, even fairly in some circumstances....hard, sometimes tragic choices often need to be made...but one should avoid denying that something of value has been harmed in the process (Krygier 2002: 26)



The examples of problematizing in the previous section identified groups by ethnicity, race or age. However while members of a society which problematizes groups based on race or ethnicity are aware that they will never share those particular identifying characteristics,

most members of a society will grow old: ‘The old demonstrate to us our own fate’ (Seabrook 2003: 170). Yet paradoxically ‘the old’ are identified as a separate group for the purpose of social and economic analysis, by a demographic ‘cut-off’ age which has varied over time, but is generally 60 or 65 years<sup>3</sup>. Participation in this group is inevitable and predictable for most people; the ‘problem’ arises when the size of older cohorts has a particular relation to the size of younger cohorts. The following analysis indicates the ways in which the issue of the ‘ageing population’ has resulted in demonization of ‘the old’ as a group, supported on occasion by the vilification of ‘old people’.

*The Times* journalist and economist Anatole Kaletsky in June 2010 claimed that ‘the great social conflict for the world in the next 20 years...will not be a struggle between nations or social classes but between generations’. Segueing from ‘generations’ to individuals (and conflating ‘generation’ with ‘economic status’) Kaletsky asked: ‘Is it better for society to offer free bus travel to wealthy 80-year-olds rather than students or impoverished youngsters looking for their first job?’ (Kaletsky 2010).

In his commentary on Martin Amis’ solution to the ‘silver tsunami’ referred to above, journalist Brendan O’Neill noted that:

Western society finds it increasingly difficult to value *older generations*, instead viewing them as a burden on social services and the environment...The *ageing population* is most frequently referred to as a problem or ticking time bomb rather than seen as a testament to human ingenuity and leaps forward in medicine and living standards. *Older people* are now seen, not as sources of wisdom, but as suckers-up of resources that might better allocated to younger, healthier people (O’Neill 2010, my emphases).

This commentary includes reference to ‘older generations’ (a demographic group), ‘older

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<sup>3</sup> In industrialized countries, the age of 65 has changed over time from ‘the average life expectancy’ in the 1940s (Australian Institute of Health and Welfare), to ‘older’ (Andrews 2001, 2002), to ‘late middle-age’ (see for example Janssen et al. 2005).

people' (individuals) and 'the ageing population' (a demographic trend generally described by demographers in terms of a rise in median age<sup>4</sup>). Amis' comments in interview combine a demographic trend and an (older) group into a 'silver tsunami' which he describes as socially destabilizing, and proceeds to a description of old people themselves as aesthetically displeasing ('demented old people...stinking out the restaurants and cafes and shops' (O'Neill 2010, quoting Amis)).

In another (and possibly not wholly serious) example of conflating population trends, demographic categories, and people, the author of *Please just f\* off...it's our turn now: holding baby boomers to account*, segues in his introduction from predictions concerning the impact of an ageing population on economic growth, to describing baby boomers as 'cantankerous', 'dull', 'whining' and 'lazy'; he then calls for them to remove themselves from the employment sector (Heath 2006). The potentially negative social and economic impacts of a demographic trend are attributed, not to the 'ageing population' but to a particular demographic group (those born between 1945 and 1965), and then to the alleged personal qualities of the people who make up this group. Other factors in emerging social and economic conditions are not discussed.

The above are all examples of policies and potentially influential attitudes which rely on a conflation of old *people*, a demographic *trend* (a result of increasing longevity and historical birth-rates) and 'the aged' as a demographic *group*. In the above examples from Heath and Amis, and the 1980s example from Quadagno, this conflation produces 'blame' for a defined social or economic problem and assigns it to a defined group, which is reinforced by vilification of those individuals as possessing particular unattractive qualities (for example 'greed' or 'laziness'), or by declaring that they have fewer needs than those in other demographic groups.

A careful use of language is needed to clarify distinctions between individuals, groups and

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<sup>4</sup> In Australia for example, median age rose by 12 years during the 20th century, from 22.6 to 35.2 years and is projected to increase by 8 to 11 years by the year 2051, resulting in a median age of 43 to 46 years (Weston et al. 2001: 2).

population trends. The consequences of policy based on defining groups by a single criterion such as age were evident in the 1980s in the US: in 1987, the Villers Foundation, a health care advocacy organisation (now Families USA) noted that the American Census Bureau applied a different poverty standard to the elderly and assumed that an adult 65 years of age or older could avoid poverty on less income than an adult 64 or younger. The Foundation noted that if a consistent poverty standard were applied to all age groups, the poverty rate for the elderly would be higher than the poverty rate for the overall population (The Villers Foundation 1987: 12-13). In this case, defining economic needs of individuals by defining them into a demographic group was used to reduce official overall poverty levels and reduce public expenditure on the identified group. Such categories simplify policy development but produce anomalies and injustices for the individuals who are categorized.

Just as advocates for 'the disabled' have preferred to use the term 'people living with a disability' so that the emphasis is on the fact that they are *people* first (see for example NSW Department of Ageing Disability and Home Care; University of Technology Sydney 2010), so too I will in this thesis use the term 'old *people*' or '*people* who are old', to distinguish people from the demographic group 'the old' (or 'the aged' and 'the elderly' which are more commonly used in social and economic policy).

The *National Strategy for an Ageing Australia 2001* which included a discussion of potential service needs arising from the ageing population noted that "[t]he use of age rather than physiological condition as a primary determinant of the type and level of care to be provided...needs to be challenged" (Andrews 2001, 2002: 52). Applying this challenge more broadly, it is possible that the parameters used by the American Census in 1987, and by Amis in 2010, like any other form of categorization based on a single characteristic of individuals such as age, race or gender, might be of limited value in discussions about 'how can we live together?' (Latour 2004: 108).

Moreover, the naming of 'the ageing population' as a social or economic problem or issue also carries with it a number of assumptions about the *affordability* of a particular group, allocation of resources as a *competition* between age groups, and disparities in the *contributions* which each group makes to the other. These assumptions, and the discourses

which produce them, are discussed further in the following sections.

### **Assumptions about ‘the old’**

Theorists of ‘life course stages’ have critiqued the use of chronological age to identify needs and potential social or economic roles of older people: ‘Using age 65 as a legal determinant of old age is no longer an acceptable convenience’ (Cain 2003: 321). Cain and others have suggested that needs assessments focus on ‘predicted time-remaining-to-live, rather than time-already-lived’ (2003: 313).

Hence it has been argued that the actual costs of health services for older individuals will, in the future and despite increased longevity, continue to peak only in the final two years of life:

It is the distance from death not birth that is the key factor in predicting health resource use. Of all health expenditure on those aged 75 and over, almost half is spent on those within two years of death – and that constitutes only 13 percent of that age group. Increasing life expectancy does not increase the proportion of people within two years of death; everyone dies just the once (Gibson et al. 2002: 2)

Moreover Sanderson et al argue that if age is defined in terms of ‘years yet to live’, then an increase in median age ( and thus an ‘ageing population’) could be accompanied by an increase in population ‘youthfulness’. For example in terms of years-yet-to-live, the age of 40 (in the year 2050), might be the new 30 (measured in years-yet-to-live in the year 2000) (Sanderson et al. 2005: 811-812). Likewise, they suggest that old-age dependency ratios (number of post-retirement people to number of working people) can be shown to decline in the future when longer working lives (and, it could be added, greater workforce participation (Drummond et al. 2010)) are factored in as the population ages and life expectancies increase (812-813). The authors suggest that this warrants caution in making predictions about the (un)sustainability of pension systems.

While the ‘baby boomer’ phenomenon in Australia and elsewhere will indeed increase at some stage the number of people within two years of death, the analyses above point to the weakness of media headlines about ‘the real cost of a long life’ which form a part of

discussions about ‘the aged’ as a problem. They show the importance of focusing on the real world particulars (the health and ‘years yet to live’ of individuals) rather than numbers such as age, and ‘the aged population’.

These challenges to assumptions about the *unaffordability* of the old are supported by several studies which indicate that correlations between health expenditure on the old in OECD countries and the size of ‘the old’ as a proportion of the population are likely to be statistically insignificant (Anderson et al. 1999: 20; Sheehan 2002; Reinhardt 2003; Strunk et al. 2006). Olivia Ekert-Jaffé’s 1989 analysis of older people’s consumption patterns in France argued that reduced fertility rates effectively increase the per capita consumption and cost of each child in a household (Ekert-Jaffé 1989: 575); hence per capita expenditure in an ageing population increases in the young demographic as well as the old.

This section has challenged some of the assumptions underlying problematization of the old, particularly concerning resource consumption and affordability. The following sections explore more radical ways of reframing ageing and ‘old’, including reframing the relationship between ‘generations’, and the negative associations of ageing.

### **‘The old’ versus other generations**

The United States has spawned the generational equity debate precisely because it does not have adequate social programs to meet the needs of families over the entire life course (Clark 1999: 161).



Gerontologists have been critical of ‘apocalyptic demography’ (Clark 1999: 154) both because of the implications for the wellbeing of those individuals who fall into the ‘problem’ demographic, and on the grounds that it represents a naïve and divisive approach to social and economic issues. Rather than viewing a society as a whole, and the needs of all its members across their life course, the proponents of ‘intergenerational equity’ produce competition between generations as the explanatory ‘engine’ of emerging crises, rather than critically reviewing ‘the underlying social and economic relationships that characterize a society’ (Clark 1999: 148). Estes argues even more strongly that the putative ‘illness burden’ which the impending elderly will inflict on the economy, and hence the unaffordability of a whole generation, has been used in the US as a tool in an ideological

war on the idea of health care as a right (Estes 1999: 29).

Generalizations about the aged as a greedy and powerful generation make homogenous a diverse group of people with diverse needs (Minkler 1992: 65-66) and diverse attitudes. Street and Cossman overturn a common generalization that American elderly voters with political clout will always support programs which benefit themselves at the expense of younger generations and that 'they are both willing and able to disadvantage other generations' (Street et al. 2006: 77). Their analysis of data from the US General Social Survey (GSS), for the years 1988, 1994 and 2000 indicated that support for increased spending on social security and health was lowest among the elderly, who gave the highest support for increased educational spending (Street et al. 2006: 82).

More recently, the Institute for Economic Affairs in the United Kingdom has produced a paper titled 'Sharing the burden - How the older generation should suffer its share of the cuts' which relies heavily on ideas of competition between generations to argue for reductions in government expenditure on pensioners:

For perhaps the first time in economic history, developed countries use the taxes of the working generation to provide income and healthcare to the retired for a long proportion of their total lifespan.

...

Where pensions are provided by the state, this leads to an implicit debt: that is it leads to an unfunded obligation on the younger generation to provide income and healthcare to the older generation.

...

There are very good reasons to make a clean break from the post-war pension settlement. The most important is the burdens that pay-as-you-go pension systems place on future generations when the population is declining (Booth et al. 2011: 14).

As the above quotes indicate, the burden is not only the budget cutbacks in the recent government expenditure review, but the pensions of old people. The resulting media coverage of this discussion paper includes, from *The Independent*, 'The charmed lives of Britain's pensioners in an age of austerity' (Prosser 2011), and from *The Telegraph*:

‘Pensioners should share pain of spending cuts, says Institute of Economic Affairs’ (2011).

The concern with the old as *unproductive* and hence a burden on those who are productive has been met with the kinds of responses which look critically at the rise of volunteerism; the promotion of ‘civic engagement’ amongst the old appears aimed at re-framing them as a productive ‘social resource’:

We...ponder whether the status of contemporary later life as a unique time in human history necessitates the carving out of a new set of “productive” roles in order for its occupants ... to be valued. If the choice is between being “burdens” and “contributors,” the message is clear (Minkler et al. 2008: 197).

This form of ‘assimilation’ with younger generations both ‘forget[s] the years of social and political struggle that took place to remove the tyranny of work into deep old age...[and] eclipse[s] the question of what is special about later life and how it informs the social life course and wider human condition’ (Biggs 2008: 119).

Moreover, it suggests the necessity for the old to continue to participate in processes of political struggle for rights where ‘[t]he most frail, the most ill, and the most demented are also the most likely to lose’ (Thomas 2004: 257).

Minkler and Holstein’s concern is not only with the implicit judgement of the old in the civic engagement movement, but also that it is motivated by an increased erosion of state welfare services, in the US and elsewhere, which ‘places in private hands what once was a public commitment to meet basic human needs’ (Minkler et al. 2008: 197). (See also Estes 2008).

As John Vincent has noted:

...despite the way it is frequently presented, this problem [of resources for an ageing population] is not merely, or at all, a demographic issue. The issue is in essence one of redistribution and the role of the state in evening out unacceptable inequalities of wealth (1999: 120).

Moreover at a time of global economic structures and finance, ‘the same relationships between demographic change, social solidarity, redistribution and a secure old age apply on

a global as well as a national scale' (Vincent 1999: 122). For the old in poorer countries, the move of younger people from rural to urban areas in order to find work has meant that "[a]ll over the world, people are learning that whether or not they take care of their elderly is less a question of family commitment than a question of economics" (Seabrook 2003: 147). Leonard Cain, noting the globalization of trade, markets, workers and consumers, calls for a global approach to scholarship and policy related to age to prevent further victimization of both the old and the young in poorer countries (Cain 2003: 323).

Other arguments for economic justice for 'the old' have pointed to the role many old people play in the informal economy through financial and labour contributions, for example in raising grandchildren or caring for people with disabilities (Williamson et al. 2003: 4), and to the commodification of old people's needs, particularly in consumption of health services and technology, as a contribution to the capitalist economy (Estes 1999: 26). More obliquely, Williamson et al suggest that not only is economically valuable support provided by the elderly to families where, for example, both parents are working, but 'reducing Social Security and Medicare benefits... would put millions of families under pressure to provide economic support for their aging parents' (Williamson et al. 2003: 3). Thus the payment of benefits by the state to the old has advantages also for younger generations, and is an example of the ways in which distributive fairness is not always a matter of how much monetary support is provided directly to members of each generation.

In addressing the political, social and economic construction of 'the elderly' as a burden, critical gerontologists have suggested that the term 'intergenerational equity' should be replaced with 'generational interdependence' which looks at the whole life course of individuals, rather than at competition between groups defined by life stages (Minkler 1992: 68-69). The generational interdependence framework 'emphasizes the common interests of generations rather than potential generational conflict' (Williamson et al. 2003: 5). Reframing the debate in this way diminishes the possibility of setting up the aged as a separate 'other' for whom different, and less beneficent, policies may be appropriate.

Moreover reframing population ageing from a intergenerational fight for resources to intergenerational solidarity is, suggests Biggs, an 'intergenerational enterprise' which must be negotiated between all generations (Biggs 2008: 119):

While hearing the often unheard voice of older adults in this context is a necessary starting point for intergenerational solidarity, giving primacy to the voice of an undifferentiated grouping called “older people” as those principally able to dictate the meaning of old age is insufficient...Indeed, expecting older adults to be the sole voice and arbiter of old age can be seen as an abdication of responsibility by other ages. It assumes a privileged ability among older adults to de-mystify age stereotyping, as well as a capacity to recognize and put aside self interest. This is a far more exacting standard of behavior understanding than is expected of other age groups (Biggs 2008: 119).

Such negotiations would have implications not only for the distribution of resources, but for personal and social relations between generations. The reframing of these relations is the subject of the next section.

### **Reframing ‘old’**

Gerontologist Michel Philibert describes two different approaches to gerontology. One seeks to describe and predict the universal ‘nature’ of an old person; the other approach regards the process of aging as individual (Philibert 1974: 47). A focus on continuity of the individual, rather than ‘balkanization’ of the individual into several subjects – one ‘young’, one ‘middle-aged’, and finally ‘old’ supports the ‘whole of life’ approach to distribution of social resources proposed by Clark (1999) and Minkler (1992).

Estes notes that an individual’s experience of being ‘old’ is contingent upon both a society’s expectations of an old person and of social structures and the way resources are distributed which advantage or disadvantage the old (Estes 1999: 26-27). Postmodern theory, rather than focusing on the experience of the individual or on an essentialized and universal old ‘nature’, has suggested that the individual’s experience is constructed as a series of positions which they occupy at various times within discourses of ageing, gender or ethnicity. This idea of subjectivity in the process of ageing is explored in Chapter 3.

Various studies of ageing have produced new frameworks for viewing the changes which occur in individuals as they age. Many of these are a response to restrictions on the old produced by ageism and the ‘cultural devaluing of old age’ (Vincent 1999). John Vincent

notes:

At the core of critical gerontology literature lies a humanistic perspective and an overt espousal of liberal values. It values emancipation from the traditional constraints of ageing, and sees the function of social science as about the liberation of individuals (Vincent 1999: 5).

Lifespan developmental psychology assumes a continuity and evolution of the subject, who in old age is at least in part a product of earlier experience and not constructed solely by prevailing discourses (for example concerning age, ethnicity or gender). Philosopher Harry Moody proposes the field of lifespan developmental psychology as the new 'myth of our time', one which allows us to see that 'there may well be gifts of understanding that are, in an existential sense, reserved for the last stage of life' (Moody 1991, 1992: 83, 85). Instead of focusing on physical and mental debility, old age might be regarded as a continuation of a life-long learning process and the continued pursuit of happiness (Thomas 2004: 280).

Within a framework of life course stages, old age has been seen as a process of continuous transformative learning, and a spiritual path in which earlier conflicts can be resolved through 'a renewed and old-age-specific willingness to remember and review earlier experiences' (Erikson 1986: 40). Other theorists see life as culminating in 'gerotranscendence': 'a shift in meta-perspective, from a materialistic and pragmatic view of the world to a more cosmic and transcendent one' (Tornstam 2003: 3), or in 'generativity', leaving a 'positive legacy for future generations' through adopting, for example, a role of environmental stewardship and undertaking volunteer work in the environment (Warburton et al. 2007: 44, 50-52). The idea of generativity, based on the development of an 'ecological identity' (Thomashow 1996), carries the implication that an old person is still capable of focusing on the future.

Such viewpoints suggest the contingency of, and alternatives to, the ways in which old people are constructed as a homogeneous group, and hence as a problem, by 'experts, policymakers and the media' (Estes 1999: 27). Cain notes that even the construction of *generations* or *cohorts* rather than age groups relies on surveys and demography which fail to capture 'the differences in experiences and opportunities and perspectives of rich and poor, majority and minority ethnic groups, rural and urban...' (Cain 2003: 309-310). He

suggests that a combination of methodologies are required to address these differences:

...many gerontologists appear to be so preoccupied with these complex methodologies [generational analysis and cohort analysis] that the moods and the colorations emanating from the twists and turns of history are overlooked ... Unless those who identify as gerontologists turn to cohort analysis and historical enrichment, turn to the reconstruction of the life courses of ordinary citizens, (including minority representatives) through oral histories and similar innovative research methods, and break away from excessive dependence upon survey research and the like, gerontology will continue to suffer from data malnutrition as well as lack of heart (Cain 2003: 320-321).

Reframing ageing as an evolving and varying relationship between a person and others has implications for all generations, not only in the negotiation of such relationships at a conceptual level, but in day to day interactions. In particular, Dale Dannefer and his colleagues suggest that the nature of 'care' for the aged might be reframed so that, rather than being a problem, and something given to an old person as a passive recipient, it is acknowledged as 'a mutually generative, interactive and hence truly dialectical process' (Dannefer et al. 2008: 106):

...care cannot be understood without recognizing that it is generically a relationship with some degree of bi-directionality and mutuality. The care relationship, in our view, is part of a commonness of civic and personal development, the mobius strip of necessity and meaning (Dannefer et al. 2008: 105).

The action research project undertaken by Dannefer and his colleagues in accordance with this principle involves residents, staff and families in long-term care facilities jointly considering ways in which the most important issues of nursing home life, 'boredom, helplessness and loneliness' are addressed at the same time as improving conditions and acknowledgement of 'undervalued and undercompensated' caregivers (Dannefer et al. 2008: 104). Such projects reflect William Thomas's description of elders as 'those whose circumstances require close cooperation with others' (Thomas 2004: 206) and his proposal to replace long-term care facilities with 'intentional communities' in which the old 'offer us

an opportunity to care for them' (272).

The potential value of the kinds of reframing described above, from ageing as a problem to an essential part of a negotiated social solidarity, can be seen when attention is turned away from the ageing populations of Western nations to the issues faced elsewhere. While demonization of 'the aged' has occurred in Western countries partly because of perceived economic threats to lifestyle, in other contexts old people are also excluded from economic participation and support services, particularly in development projects and in disaster relief.

### **The non-Western 'old'**

The World Health Organisation (WHO) has noted that in the aftermath of the 2004 tsunami in Banda Aceh, 'older survivors' needs were largely overlooked' (WHO 2008: 14).

Training programmes, income-generation schemes, and micro-loan projects for refugees were rarely designed to include older people (WHO 2008: 24). However

...older people contribute to their communities their decades of accumulated experience, knowledge and understanding. This insight makes them an essential resource and potential partner in developing emergency preparedness and response programmes (WHO 2008: 3).

It is not only in situations of disaster response or political crisis that older people are disadvantaged. Increasing urbanization and economic changes are also changing the traditional roles and support systems of older people. The Madrid International Plan of Action on Ageing 2002 noted that as younger people migrate to the cities for jobs, '[o]lder persons may be left behind without traditional family support and even without adequate financial resources' (Global Action on Aging 2002 (1991), para.32). On the other hand a study of older people in Vietnam noted: 'Older people said that their children did look after them, but do not know, and never ask, what they are thinking' (Seabrook 2003: 157, citing HelpAge International).

The problem paradigm applies worldwide, as the proportion of the population classified as 'aged' increases (see for example Noveria 2006 for a discussion of the ageing population in Indonesia). HelpAge International, an advocacy and research organisation, reports from its

surveys of government organisations that ageing issues have a low priority and are seen primarily as welfare issues, ‘in which older people are regarded as a burden on society and passive recipients of care’ (HelpAge International 2005: 1). Few non-governmental organisations (NGOs) include older people among their target group, because of the common misconception that older people are ‘difficult to train, resist new ideas, and cannot participate effectively in community and economic activities’ (HelpAge International 2005: 15).

In Aceh, Indonesia, HelpAge International found that

Contrary to what most people think, a very high proportion of older people in Aceh [are] still engaged in income generating activities. Unfortunately, many NGOs are not familiar with the fact that the majority of older people in Aceh are productive members of their communities. As a result, many...NGOs are not targeting older people in their livelihood programmes. This had led to frustration amongst older people. Especially when older people are left as primary carers for children, they need to be included in appropriate livelihood recovery activities (Forum Lanjut Usia Kesuma Bangsa (Forum Lansia) 2008).

International organizations and national governments have responded to the problematization of the old by calling for a greater acknowledgement of the contributions made by older people and for empowerment of older individuals. The following section sets out some of these principles, which remain in marked contrast to the continuing public debate about the ‘economic burden’ of the old on other generations.

### **Policy response to ageing populations**

The *National Strategy for an Ageing Australia* includes as its first goal, that ‘[s]ociety has a positive image of older Australians, appreciates their diversity, and recognises the many roles and contributions they continue to make to the economy and the community’ (Andrews 2001, 2002: 34). The United Nations Program on Ageing states that ‘[m]ore research is needed to identify the contributions made by older persons to the social, cultural, spiritual and economic “capital” of all nations’ (United Nations Programme on Ageing et al. 2007: 3).

Other studies have pointed to the ‘silver lining’ of the ageing population issue. The Australian Productivity Commission’s 2005 report *Economic Implications of an Ageing Australia* noted that while ‘the effect of population ageing on labour supply is to slow Australia’s economic growth over the coming decades’, nevertheless:

An ageing population is predominantly a reflection of beneficial trends...Had more children been born in Australia in the 1970s and 1980s, our current and impending population structure would have been younger, but our workforce would have included far fewer, and less highly educated, women. Given that education also promotes productivity, two of the ‘Ps’ bearing on economic growth – participation and productivity – would have been significantly lower (Productivity Commission 2005: xxxvii, xxxviii).

A recent report from Canada likewise suggests that the baby boomers’ choosing to move out of the workforce could create opportunities to ‘better utilize underrepresented pools of labour such as immigrants and aboriginals, retain more of our older workers, increase immigration levels, or utilize offshore labour from countries with a more bountiful labour supply’ (Drummond et al. 2010: 4).

In Australia it has been noted that:

If ... the youth population is relatively static over [these next decades], the easing of upwards growth pressure on schools and tertiary training institutions may create opportunities to free some resources towards adult learning without an overall increase in resources for education purposes (Andrews 2001, 2002: 31).

The ‘Proclamation on Ageing’ by the United Nations General Assembly in 1992 called for nations to act so that, inter alia:

Older persons are viewed as contributors to their societies and not as a burden;

The entire population is engaged in preparing for the later stages of life;

Old and young generations cooperate in creating a balance between tradition and innovation in economic, social and cultural development (United Nations

General Assembly 1992).

The UN General Assembly's 'Principles for Older Persons' adopted in 1991 included, inter alia, the following principles:

Older persons should remain integrated in society, participate actively in the formulation and implementation of policies that directly affect their well-being and share their knowledge and skills with younger generations;

Older persons should be able to pursue opportunities for the full development of their potential;

Older persons should be treated fairly regardless of age, gender, racial or ethnic background, disability or other status, and be valued independently of their economic contribution (United Nations General Assembly 1991).

The 'Madrid International Plan of Action on Ageing' 2002 supported the 'Principles for Older Persons' with the following goals (inter alia):

Empowerment of older persons to fully and effectively participate in the economic, political and social lives of their societies, including through income-generating and voluntary work;

Ensuring the full enjoyment of economic, social and cultural rights, and civil and political rights of persons and the elimination of all forms of violence and discrimination against older persons;

Recognition of the crucial importance of families, intergenerational interdependence, solidarity and reciprocity for social development.

However despite these internationally agreed principles, the public debate and commentary from health planners and economists and the treatment of the old in many countries suggest that the aged continue to be regarded as a burden, and a group whose well-being can either be ignored (in economic restructuring and urbanization, in disaster relief and in development programs) or will come at the cost of the well-being of younger generations. In the following section, I discuss community and government responses to another group

which has been problematized: asylum seekers arriving in Australia. Critiques of this problematization have much in common with the kind of analysis from critical gerontologists presented in the previous section. These critical responses to the issue of asylum seekers also point to potential ways of reframing the issue of the ageing population, in particular through ethnography which as a process engages with the members of a group rather than developing universalizing descriptions of the group as a whole.

### *THE PARABLE OF ASYLUM SEEKERS: HISTORICAL OVERVIEW*

The process of demonization works through disidentification – the other, who in our initial ignorance, seemed similar to us, is gradually seen as basically different...

...The inner logic of demonization leads to a growing readiness to inflict damage and to suffer it as the necessary price to be paid for defeating the enemy...(Alon et al. 2006: 32, 83).



### **Problematization of asylum seekers**

The following summary of Australia's response to asylum seekers is an example of how contentious policies are justified through the construction of a group as a threat to social wellbeing, and the associated vilification and demonization of members of the group so that society is able to 'disidentify' with them and thus act to 'defeat' the threat.

Australian Government policies since 1992 for asylum seekers arriving by boat have included interception, mandatory detention with prolonged periods of incarceration (Phillips et al. 2010: 4), off-shore detention in order to process claims under the UN Convention on Refugees rather than Australian law, and temporary protection visas which limited access to government services and required a new application for refugee status every three years (White et al. 2009: 342). Such policies have depended on portrayal of asylum seekers as a threat to national sovereignty ('we will decide who comes to this country and the circumstances in which they come' (Wesley 2002: 57, quoting then Prime Minister John Howard), (Devetak 2004: 107)), threats to Australia's cultural identity, to its economy, or to its national security. These threats, which continue to be a factor in most discussions on asylum seekers today, build upon a form of nationalism promulgated by the One Nation political party which attained a peak of popularity in 1998 (see for example

Goot et al. 2001; Mughan et al. 2003; Goot 2005).

During the period since 1992, asylum seekers approaching Australia by boat have been described by politicians and media commentators as ‘illegals’, ‘queue-jumpers’ and, after the September 2001 attacks on the World Trade Center in New York and the bombings in Bali which were linked to Islamic fundamentalist groups, as potential terrorists (see for example Mathew 2002; Wesley 2002; Devetak 2004; McDonald 2005).

The Australian government elected in 2007 continued to frame its policies on asylum seekers in terms of ‘managing risk’ and ‘border control’ (Australian Minister for Immigration and Citizenship 2008) but based on an explicit set of ‘values’ which included: mandatory detention only during assessment of claims for refugee status, or for those who may pose a risk to the community; no detention for children; regular reviews of those in detention; those in detention to be treated fairly and reasonably and detention conditions to ensure ‘the inherent dignity of the human person’.

By early 2011, the Australian government had abolished Temporary Protection Visas (Australian Department of Immigration and Citizenship 2008) but had not yet obtained agreement in the Senate for its proposed changes to mandatory detention provisions which were based, at least partially (Karlsen 2009), on the values described above. Asylum seekers arriving by boat under current Labor Government policies however are detained on Christmas Island with limited access to legal or administrative advice upon arrival (Australian Human Rights Commission 2009: 38), although a decision of the High Court in November 2010 has expanded opportunities for asylum seekers to seek legal redress<sup>5</sup>.

The Federal Parliamentary Opposition’s ‘border security’ policy includes a ‘tougher’ class of temporary protection visa which may limit stays in Australia to as little as six months depending on assessments of risk in country of origin, requirements that refugees work for welfare benefits, no family reunion rights for refugees and no right of return if they travel overseas (Maley 2010).

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<sup>5</sup> The issue of asylum seekers in Australia is a rapidly evolving one. The comments in this thesis were updated in April 2011.

A paper presented in 2010 by the Leader of the Opposition described asylum seekers as illegal, 'queue-jumping' and 'self-selected migrants' who are preventing legitimate refugees from migrating to Australia (Abbott 2010), and connected the issue of asylum seekers with issues of international crime and terrorism. The paper suggested that 'some recent immigrants seem resistant to Australian notions of equality and an open democratic society' and that there is 'an anxiety that the great prize of Australian citizenship is insufficiently appreciated and given away too lightly'. It suggested that the Federal Government's changes to policies on asylum seeker presented the danger that 'millions of Australians will feel less secure in their own country' (Abbott 2010).

### **Critiques of policy on asylum seekers**

With the stricter policies introduced in 2001, asylum seekers stopped being a primarily humanitarian issue for the government as they had been, for example, during the 1970s influx of Indochinese refugees from the Vietnam War, and became an external threat to Australia's 'territorial integrity' (McDonald 2005: 299, 314-295). In contrast to earlier policies of 'good international citizenship', the Prime Minister at the time claimed:

...It is in the national interest that we have the power...to prevent, beyond any argument, people infringing the sovereignty of this country (McDonald 2005: 305, citing then Prime Minister John Howard).

In 2001 the then Government responded to the rescue by the Norwegian vessel *Tampa* of 430 refugees from a sinking boat, by using the Australian military to prevent the rescue ship from landing on Australian territory: 'People claiming to be fleeing persecution were overpowered by a determined military response', after which the government claimed 'it had restored Australia's security' (Devetak 2004: 101).

The role of political party electoral ambitions in constructing these events is not explored here (see for example Ward 2002; McAllister 2003; Devetak 2004; McDonald 2005). At a broad policy level however, Devetak suggests that the collapse of the Cold War, and the rise of less identifiable non-state actors who move across borders has resulted in asylum seekers replacing communists as 'the enemy' of the state (Devetak 2004: 102).

Demonizing asylum seekers through connecting them via people smugglers to organized

crime has ‘continued the venerable Australian tradition of exploiting the politics of fear’ (Devetak 2004: 106).

The potential role of racism or xenophobia in this construction of ‘the enemy’ is not often discussed (for differing views see Peyser 2002; McAllister 2003; Devetak 2004; Berns 2009), although opinion polls have demonstrated that much antipathy in Australia and elsewhere to immigrants has an ethnic basis and is directed specifically at those from the Middle East (McAllister 2003: 458-459).

Formal criticism of Australia’s policies has been made within a human rights framework and refers for example to Australia’s obligations under the UN Convention relating to the Status of Refugees 1951, the Convention on the Rights of a Child 1989, and damage to its standing as an ‘international citizen’ (for example Mathew 2002; Wesley 2002; Edwards 2003; Willheim 2003; Devetak 2004: 107; Australian Human Rights Commission 2009; Castan Centre for Human Rights Law (Monash University) 2009).

The over-arching world view within which law and policies on border control and deterrence are framed is that which constructs defensive security as an inevitable and common sense necessity. Sandra Berns points to this kind of response as part of a general policy trend which has re-framed the world in terms of ‘risk’, and quotes sociologist Ulrich Beck: ‘the central issue in world risk society is how to *feign* control over the uncontrollable’ (Berns 2009: 54). Within this risk-governed world, the Australian government’s response to asylum seekers represents a broader change from ‘engagement and openness to watchfulness and security’ (Wesley 2002: 62).

### **Assumptions about asylum seekers**

Statistics have been used frequently to indicate an unstoppable ‘flood’ of asylum seekers to Australia. Australian newspapers have cited a recent UNHCR report which showed that over 2009, asylum claims to Australia and New Zealand increased by 30%, comparing ‘unfavourably’ with countries like Canada (-10%), France (+19%), Italy (-42%), Germany (+25%) (see for example Maley et al. 2010).

However the same UNHCR report also compared Australia’s increase of 29 per cent with Hungary (+50 per cent), Finland (+47 per cent), Poland (+47 per cent), Belgium (+40 per

cent) and New Zealand (+36 per cent)” (Australian Minister for Immigration and Citizenship 2010), figures which were not quoted in newspaper reports.

In terms of total numbers of refugees hosted, the UNHCR’s *2008 Global Trends* report notes that four-fifths of the world’s refugees are hosted by developing countries. The largest numbers of refugees in 2008 were hosted by Pakistan (1.8 million), followed by Syria (1.1 million), Iran (980,000), Germany (583,000) (the only industrialized country in this bracket), Jordan (500,000), Chad (330,000) and Tanzania (322,000) (UNHCR 2009: 2, 8-9). These figures suggest that any threat to Australia from an uncontrollable influx of refugees is very small when compared with the numbers hosted by other countries.

The term ‘queue-jumper’ when applied to asylum seekers arriving by boat suggests that ‘boatpeople’ have obtained an unfair advantage by pushing more legitimate claimants out of the way. Gelber has argued that the term ‘queue-jumping’ ignores several issues: the conditions of extreme hardship from which refugees are fleeing; the principle observed in the medical field of attending to those in urgent need first rather than those which have waited longest in the queue; and the non-existence, or impossibility of joining, a queue in many refugee situations. In conditions of extreme hardship, [those] who turn to people smugglers are conveyed to Australia in a matter of a few days, while the wait in line for an Offshore resettlement grant in Australia is over one year long’ (Peyser 2002: 454). The urgency of escape from potentially life-threatening situations make one-year waiting periods impracticable (for those in life-threatening situations); thus describing asylum seekers as ‘queue-jumpers’, Edwards suggests, is ‘to distort the realities on the ground’ (2003: 202). Gelber concludes that:

This means that not only is there no queue for refugees to join, but even if there were I would argue that it would be inappropriate to ask them to join one (Gelber 2003: 30). (See also Wesley 2002: 57).

Further, it has been pointed out that for those in greatest need of urgent asylum, the formal UNHCR procedures of the off-shore resettlement program are inadequate. For similar reasons, it is claimed that the term ‘illegals’ is inappropriate, and, for those fleeing from a territory where their life or freedom is threatened, incorrect under the 1951 Convention for Refugees (Phillips 2010: 3), (Devetak 2004: 106), (Edwards 2003: 200).

The problematizing of asylum seekers raises again the distinctions between ‘issue’, group and people. McDonald suggests that the debate has focused on ‘protecting Australia from asylum seekers as a group rather than addressing the *problem* of asylum seekers’, which would be a much more globally-oriented approach (McDonald 2005: 306). A UNHCR representative has recently suggested that the debate move even further beyond ‘the refugee problem’ as an issue to ‘the problems faced by refugees’ (Refugee Council of Australia 2010a); thus focusing on the people rather than a group or an issue.

In an attempt to ‘humanize’ refugees rather than perceive them as an employment problem, an adviser to the Australian Minister for Immigration noted that ‘refugees are some of the most vulnerable people in the world...because of where they have come from, the horrors they may have experienced’ and hence cannot be expected to arrive ‘job ready’ (Media Adviser to Australian Minister for Immigration and Citizenship 2009). Nevertheless, the recent report on ‘Economic, Civic and Social Contributions of Refugees and Humanitarian Entrants’ by the Refugee Council of Australia noted:

Research conducted overseas confirms that, after overcoming initial barriers, refugees subsequently achieve a rapid convergence in earnings with other migrants and the native population, and thus a longer-term perspective is required. International studies also conclude that because refugees lack the option to return to their homelands, they are more likely than other migrants to invest in country-specific human capital (e.g. education, training and citizenship) (Refugee Council of Australia 2010b: 4).

On the other hand, a report by the Edmund Rice Centre also seeks to correct the perceived threat that refugees will take jobs from ‘Australians’:

The reality is that refugees, like migrants, create demand for goods and services, thus stimulating the economy and generating growth and employment. A recent UCLA study has shown that unauthorised immigration boosts the US economy by \$800 billion per year (Edmund Rice Centre for Justice and Community Education 2001).

The Australian policy response a decade ago based on demonization of asylum seekers as

queue-jumpers, illegals and a security threat was, in its own terms, ineffective. In the year after the introduction of Temporary Protection Visas in 1999, there occurred one of the largest surges in arrivals of 'boatpeople' (up to 6,540, compared to 6,170 during 2009). During that period 'the percentage of women and children also went from around 25 per cent to around 40 per cent' (Australian Minister for Immigration and Citizenship quoted in Phillips et al. 2010) Under the previous government's controversial policy of returning asylum seekers' boats to international waters (a policy reaffirmed by the now Opposition in May 2010), Karvelas notes that only six such boats were ever turned around (2010).

The opportunities lost as a result of using demonization and vilification of asylum seekers as a basis for policy are spelt out by Devetak. If they had not been regarded as 'threats' asylum seekers 'would have been recognised instead as suffering strangers requesting hospitality. Australia's sovereignty and security would never have been perceived as threatened, Australia's international reputation would not have suffered, and neither would the asylum seekers' (Devetak 2004: 108). Alternative responses might, suggests McDonald, include one 'which does not encourage a denial of ethical responsibility to the vulnerable beyond the borders of the Australian nation-state, and which rejects the primacy of violent means of achieving "security"' (McDonald 2005: 315).

In the example of asylum seekers, it is clear how policies of deterrence and rejection which appear to transgress internationally accepted principles of human rights were (and still are) justified by the identification and demonization of a group, supported by vilification of members of the group as 'illegals', 'queue-jumpers' or potential 'terrorists'. In such a sequence, we see echoes of current analyses of the ageing population 'crisis', and the 'lazy', 'greedy' or 'unproductive' old people who are threatening the welfare of younger generations.

The following section looks at how critiques of assumptions and policy in the case of asylum seekers might be used to re-frame both 'the old' and the 'problem' of the ageing population.

### **Turning away and turning back: the need for ethnography**

The ethical and justice issues associated with asylum seekers have been written about

extensively (Manderson 2001; Thompson 2001; see for example Burnside 2003; Larking 2003; Singer et al. 2010). However it is not only ‘recognition of suffering strangers’ and an ethical base and compassion which are missing from many of the policy responses described above. The experiences and journeys of the asylum seekers connect them to geographies and events far removed spatially from Australia, and to histories that represent the other side, the coeval obverse, of wealthy and secure nations’ histories. To have turned away from or rejected these embodied connections to the other parts of the world and its history is to have foregone an opportunity for knowledge and understanding of something—an historical and geographical context – that is bigger than Australia or the asylum seekers themselves.

Learning about the ‘other’ however requires careful listening. Noting that the more traumatic an event, the more likely it is that accounts by survivors will vary between tellings, Szörényi argues that the testimony of asylum seekers, who are also seen as ‘victims’ and ‘outsiders’, is often treated with suspicion and as unreliable (Szörényi 2009: 176-177). Even where testimony from refugees is presented positively in order to encourage empathy, Szörényi suggests that this retains the ‘us’ and ‘them’ distinction and the disempowered victimhood of the refugee who ‘lacks what [we] can take for granted’ (Szörényi 2009: 184). Further, testimonies to ‘bolster humanitarian goals’ tend to homogenize the experiences of individual refugees into ‘the refugee experience’:

The stories presented in this way are sometimes told in the first person, and sometimes paraphrased. They are often very brief, running to a paragraph or two. Each story is thus positioned as an example from a collection of similar stories, organized either according to region of origin, or stage in processing...A singular ‘refugee experience’ is thus manufactured from the myriad and disparate political situations and life histories that can cause people to relocate. As Malkki notes, this method of conceptualizing a generalized ‘refugee experience’ works to depoliticise and dehistoricise...It naturalises similarities that may well have more to do with the effects of a generalised global regime of systems for control and resettlement of refugees than with any inevitability of response to the experiences of displacement (Szörényi 2009:

178).

‘[S]tories are received differently, depending upon who is telling the story, when they are telling it, and for what reason’ (Cormier 2007: 1); the tacit ‘boundary’ decisions about whose views are heard and judged worthy or relevant (Midgley et al. 2001: 619), (Midgely 1996: 14-19) influence the outcomes of research and policy development. Bracketing individuals into a group and then vilifying members of the group is an attempt to establish a boundary which excludes those voices from credibly contributing to dialogue, and the physical rejection of the group (as in off-shore detention of asylum seekers) ensures that opportunities for these groups to establish credibility and be heard are not made available.

The need to listen carefully to the voices of individuals is evident also in trauma healing practices, especially those conducted by overseas organizations in countries which have experienced traumatic political events or natural disaster. Argenti-Pillen notes that Western trauma discourse carries assumptions about memory and personal identity, and the secular moral authority of the State which, when introduced into non-Western societies during times of great upheaval, can threaten the traditional healing systems of the latter (Argenti-Pillen 2000: 90-93, 98-99). In these conditions, where traditional culture may have become destabilized, an ‘ethnographic method’ for guiding the introduction of Western trauma specialists is most needed:

Ethnographic research questions are not primarily about ‘therapy’ or ‘mental health’ [but] the ways in which communities establish a relationship with their past, and the manner in which foreign discourses are incorporated within the local culture (Argenti-Pillen 2000: 100).

An example of an ethnographic approach to trauma studies is Grayman et al’s survey of nightmares in Acehese conflict survivors which draws on James Siegel’s ethnography of dreams (Siegel 1979; Grayman et al. 2009), as well as historical knowledge of the GAM<sup>6</sup>-military conflict. In distinguishing between types of dreams and their connections with

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<sup>6</sup> *Gerakan Aceh Merdeka*: Free Aceh Movement

conflict experience, the spirit world and God, it provides a deeper understanding of the impacts of trauma in Aceh than that provided by the application of standard Western symptomatology.

Decisions by the Australian government to excise various territories from Australian legal jurisdiction so that 'boat people' will not have access to Australian courts of law, nor be able to communicate with the Australian community, can be seen as beginning the process of 'disidentification' and separation which is part of demonization (Alon et al. 2006: 32, 83). The international law principle of '*non-refoulement*' upheld by the UNHCR is 'that a State may not oblige a person to return to a territory where he may be exposed to persecution' (UNHCR 1994 (updated 2010)). *Refouler* is 'to turn away' or 'to turn back' and the above suggests that in turning away from refugees, Australian society has also subjected itself to a form of '*self-refoulement*', turning back upon itself and away from the world in order to avoid that which does not fit comfortably with its existing identity or concern for security.

Just as asylum seekers have been demonized, and they and their testimony made inaccessible, so too has the cultural devaluing of oldness, and the production of 'the old' as an impending economic burden on 'others', devalued the voices of the old. In debates about the future, old people are framed as a separate, threatening and competing group who therefore speak solely out of self-interest or 'greed' (see Bywater 2006; and Street et al. 2006 for a critical view). The work of critical gerontologists and others in drawing attention to the assumptions underpinning this demonization and problematization of the old, as others have done for asylum seekers, appears to have done little to counter such views in public debate and commentary in Australia. It has also done little to turn back old people's 'waning social power and function all over the world' (Seabrook 2003: 185)

Manderson notes that our sense of selfhood is based on our relationships with others: 'there is no self without them' (Manderson 2001: 3). Hence the person in poverty or in need of asylum who seeks our assistance is already owed, 'for their otherness is the very condition of our existence. We live not just among them but because of them' (2001: 3). Anna Szörényi notes that the quality of being human, or having subjectivity, is 'the ability to respond to the other's address' (Szörényi 2009: 186):

In this understanding of subjectivity as ethical, I am a subject precisely to the extent that I acknowledge and act on my responsibility towards another, and if I fail to acknowledge this responsibility I am negating not only the subjectivity of the other person, but of myself (Szörényi 2009: 186-187).

Responsibility, Manderson suggests, is not a matter of choice but a 'fact of proximity' (Manderson 2001: 3-4). The idea that one social group exists only in relation to others was discussed earlier in this Chapter; gerontologist Simon Biggs argues that the nature of ageing needs to be the subject of intergenerational negotiation, where 'the experiences of each age-group need to inform that negotiation' (Biggs 2008: 119). This negotiation would clarify differences between generations rather than trying to assimilate them:

A starting point would be to recognise that, while we are all increasingly in the same environmental boat, and this poses a stimulus to solidarity, recognition of common interest also depends on recognising the special, complementary qualities that each generational group can bring (Biggs 2008: 119).

Based simply on the increase in numbers of old people in many countries over the next couple of decades, it can be expected that greater allocation of national resources will be provided to this group until the demographic 'bump' has passed; the above discussion, and recent media and public comment, suggest however that this allocation will continue to be seen as advantaging the old unfairly at the 'expense' of younger generations. Moreover, the devaluing of old age and the old appears to be a world-wide phenomenon, merely compounded by the economic blame attached to 'baby boomers' as the impending old in Western countries. Vincent noted that the needs of each generation are likely to be argued at a global scale in the future; the fierceness of the intergenerational equity debate already occurring within relatively wealthy countries, indicates a limited interest in addressing global equity issues between wealthy and poorer countries.

This chapter has been concerned with the ways the voices of the aged are invalidated or unheard, rather than, for example, whether or not ageing is accompanied by developmental processes such as transformative learning or spiritual evolution. Claims for the special qualities of old age, and for a reframing of 'old' and the discourses about ageing, have been reviewed in order to show the concern of other researchers to remedy the marginalization of

the aged. Devaluing the old involves attributing more 'self-interest' to them as individuals than to those in other demographic groups; it allows a homogenized representation of old people; and produces the old individual as irremediably different, and separate from, younger individuals and from 'themselves when young'. While the 'differentness' and complementarity of the generations, as Biggs (2008) notes, is needed for social solidarity in the face of all-embracing environmental or social issues, the above discussion suggests that differentness needs to accommodate an equal humanness and hence importance to members of each group. The discussion above on asylum seekers, whose 'differentness' is even more visible than age, emphasises the impact of losing a sense of the humanness and individuality of members of a group.

Minkler's and Clark's suggestion that the distribution of social resources be based on 'whole of life' needs, indicates that the individual who persists through time is ethically and politically important in an alternative view to intergenerational competition, one which cuts across the divisiveness of age groupings. Beyond historical narratives of oppressed groups, the speaking individual whose past experience is connected in a significant way to her/his present storytelling and present claims for consideration, is, as Szörényi's critique of homogenization suggests, necessary for restoring the humanity of both the demonized and the demonizers. Such stories are also politically and socially necessary for distributive justice and reparation.

Debjani Ganguly notes that the testimony of an individual about a traumatic past is aimed at recovering 'personhood' and claiming rights as an individual' (Ganguly 2009: 434). One of the purposes of ethnography is to elicit these stories of individual experience.

Dannefer's action research noted earlier in this Chapter is a response to the need for 'micro-interaction' to augment theory about social change:

Whatever is occurring at the macro-level, micro-interaction is the site where human agency is universally expressed...[F]ace-to-face interaction also offers a potential entry point for change, including efforts at deliberate progressive change, even under adverse macro-level conditions. It is, after all, a site at which imagination and intentionality are formulated and articulated by individual actors (Dannefer et al. 2008: 102).

These interactions, and individuals' stories of experience, are a form of what Estes calls the 'extra-technical' - the researcher's own 'story' with its world views and assumptions - which augments the 'technical' theory (Estes 2008: 121). In this thesis I have used an ethnography of old people's recollections as an 'extra-technical' resource to add to discussions of theory.

## *CONCLUSION*

The homogenized view of refugees as victims, or queue jumpers, or 'illegals', and the homogenization of old people through assigning them to a group based on a single demographic attribute, are used as the basis for a wide range of policy discussions in which the homogenized group is often marginalized and their views devalued (as more unreliable or self-interested than other groups). Such homogenization, moreover, is rarely challenged by knowledge of individual life stories, and in the case of Western commentators on the aged, almost never by life stories from old people in other cultures. Oral histories of community members who are old, rather than merely supplementing other forms of historical inquiry (Labelle 2005), have the potential to reframe public debate and policy development for the following reasons:

- Only in the details of a life, told by one who lived it, can be found an understanding of the world at the 'site' of experience;
- Only at this site can the homogenization of old people be disrupted, and the inadequacy for research and policy-making of a single identifier such as age be exposed.

Further, ethnographic listening demands *engagement* of the researcher or adaptation strategist with an often marginalized group of informants – the old or asylum seekers for example. Through this engagement and a reflexiveness on the part of the researcher (Spivak 1988; Wyschogrod 1998, discussed in Chapter 2), the researcher takes to a yet wider audience an understanding which begins the work of dismantling the homogenization and marginalization of such groups.

This Chapter is a critique of the current political positioning of old people and the assumptions on which this rests. The next Chapter sets out the theoretical and

methodological approaches of this thesis to developing a different positioning of old people as an integral part of social-ecological systems, which does not require them to be economically productive; it proposes an ethnographic approach which resists homogenization of old people and forges new connections between life stories, historical narrative, and the future of social-ecological systems.

## 2. 'OFFCUTS OF INFINITY': THEORY, FIELDWORK AND THE PROJECT

The outcomes of creative research are...offcuts of infinity (Carter 2004: 184).

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### *INTRODUCTION*

This chapter concerns the theoretical framework and methodological approach taken in this doctoral project to explore connections between the phenomena of 'oldness' and 'adaptation/resilience' in social-ecological systems. It proposes a transdisciplinary approach to the research project which:

- views the project as a device which defines in time and space a 'pocket of local order' (Schwanen 2007: 11) with its own boundaries, content and processes regulated by its goals
- begins with an additive approach to existing theory in order to find ways in which juxtaposed phenomena and the kinships between them can be illuminated from several theoretical perspectives;
- views stories from the field not as qualitative data for the grounding of new theory but as the materialization of gaps (the overlooked) in theory and discourse;
- views the *life* which is the subject of the life story, the fieldwork *interview* and the *thesis* as devices ('chronotopes') which define the space, time and form in which stories, storytelling and the interpretive work of the research project are produced;
- views the project, fieldwork interviews and the production of the thesis as events which enter history with implications, including ethical implications, for the storyteller, writer, listener and reader.

The above principles guide the use of theory, the relationship between theory and

ethnographic material, the gathering of such material, its interpretation, and the conduct of the researcher at each stage of the project. These principles are elaborated in the rest of this Chapter.

### *META-THEORETICAL FRAMEWORK*

#### **The transdisciplinary doctoral project: resolving problems or exploring phenomena?**

Doctorate research has many of the qualities of a project, bringing together resources, people, ideas and theories in particular places at particular times to serve a goal.

Geographers Tsing and Greenough (2003b, 2003a) describe projects as ‘relatively tight clusters of ideas and practices that appear as particular historical undertakings’ and point to their power in re-framing our understanding of the world, for example in environmental projects, where landscapes and communities ‘assemble and reassemble themselves’ over the course of the project (Tsing et al. 2003b: x), (2003a: 15). These assemblies form for a time ‘pockets of local order’, where decisions about inclusion and arrangements of entities are governed by the goal of at least one of the entities involved (Schwanen 2007: 11, 15).

The solo researcher undertaking a project which has bearing on several disciplinary areas (in the case of this thesis: anthropology, history, psychology, philosophy and ecology for example) must devise a way of ‘transcending’ disciplines – their particular epistemologies, theoretical precepts and accepted methodologies – rather than providing the specialised analysis offered by a multidisciplinary or interdisciplinary team of researchers. In this project I propose that such transcending be effected by an *additive* approach which examines phenomena in the light of existing theoretical works within several disciplines and then strategically introduces new material from the field in areas which appear to be unaddressed or outside the boundaries of these works.

This approach to transcending disciplines has similarities to transdisciplinary research which is ‘problem-focused’. A complex problem provides a focus and *problem-solving* framework for considering, as a disciplinary outsider or non-practitioner, the various contributions to understanding offered by a range of disciplines. In this broader and brighter light potentially lies a new solution/resolution. A problem-based project has its own momentum and goals defined both by the meaning of ‘problem’ and ‘problem-

solving' (or 'resolving' (Wickson et al. 2006), (Mitchell 2006)) and the way in which the particular problem of the project is described. Problem-solving to this extent is a 'goal-oriented' project.

Problem descriptions however are limited by the disciplines out of which they emerge ('the formulation of a wicked problem *is* the problem!' (Rittel et al. 1973: 161-167)). Further, as Thompson Klein points out, sometimes there is an issue of 'problem choice' (economics or sustainability for example) underlying any detailed problem description (Thompson Klein 2004: 518). These choices and descriptions in turn are made before a transdisciplinary search for 'coherence', 'correspondence' or 'patterns' can begin (Wickson et al. 2006: 1053).

The essay 'Against Projects' by Paul Carter and Charles Anderson (Carter et al. 1997), and Carter's later work on material thinking (Carter 2004) have addressed more generally the 'goal-oriented' project. They have criticised the 'rhetoric of projects' (notably those of engineers and architects) as repressing anything not directed to the project *goals*, and '[treating] as nothing those times (and places) of waiting, idling and dissipation in which what was usually overlooked as formless began to take form' (Carter 2004: 47-48). In the previous chapter I argued that old people's voices can fall between the cracks of more 'important' stories, or at least stories about more important groups; so too can the voices of certain groups fall between the cracks of a 'goal-oriented' project and outside the boundaries which determine which entities and actions are of relevance in pursuing the goal. Such a project is like a 'system' where boundaries and categories define whose voices are to be heard and whose interests are to be served by the system (see Midgely 1996; Midgely et al. 1996). The issue of system boundaries is discussed further in Chapter 6. In this doctoral project I wish to take an alternative approach which allows a more open exploration of selected issues.

Hence I embarked upon this doctoral project *without* the idea of a 'problem' which needed solving. Instead I was motivated to conduct an exploration of the issue of ageing populations. Chapter 1 explains the political impetus for such a project: the devaluing and problematization of oldness and the ways in which the knowledge and views of old people are overlooked or devalued. The other main impetus was a curiosity to see whether there

were points of convergence between the issues of ageing populations and environmental sustainability. In particular there appeared to be a potential kinship between old people's 'remembering the past' and the 'remembering' of social-ecological adaptation cycles.

The research project which is the subject of this thesis is therefore not a milestone- and progress-focused kind of project, nor a problem-based project<sup>7</sup>. Instead it starts with the juxtaposition of two phenomena, selected on the basis of a perceived kinship, and proceeds with an additive approach to theory and the introduction of new material in the form of fieldwork.

### **Research questions (expanded)**

An initial review of works from historiography, gerontology and memory studies revealed complex relationships between oldness, memory and the past. These connections also raised a number of questions:

1. What are the differences between the subject's relationship with the past and the historian's (see Chapter 3)
2. What conception of 'the subject' is required in order for such a distinction to be made? (see Chapter 3)
3. What kinds of understandings of the past are provided by recollection and history, and how are they different? (see Chapter 4)
4. How does ageing change the structure and perspective of recollection? (see Chapters 3 and 4)
5. What is the relationship between narrative theory and the non-narrative, painterly 'daubs' of recollections by old people? (see Chapter 5)
6. Can responses to these questions enable recollection to inform trajectories from present to future envisaged in theories of adaptation and resilience? (see Chapter 6)

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<sup>7</sup> However the production of the thesis itself is, of course, concerned with milestones and deadlines.

Overarching all of these questions was the culture-specific nature of theory to date, and hence the question raised in the Introduction to this thesis:

7. What in particular can the life stories of old people in a non-Western country contribute to answering the above questions? (see this Chapter and Chapters 3-6)

These questions, and the review of theory which generated them are the subject of Chapters 3-6. The kind of process required to put together the various frameworks and the fieldwork at various stages in the project is indicated in the chronological selection of 'mindmaps' shown in Appendix 1.

As such questions arise, the transdisciplinary project becomes to some extent 'problem focused'; however rather than the problem defining the project, the project, through juxtaposing phenomena and an open exploration of theory, creates its own problem and questions. Responding to these questions is the creative work of the project, and how it approaches this creative work is its methodology. One methodological approach to exploring juxtapositions is a consideration of the implications of work in one disciplinary area for work in another (see for example McMichael's public health perspective on the impacts of climate change (McMichael et al. 2006)), or the application of the epistemology and world view associated with one theoretical framework to another, in order to produce some new 'third' theory or entity (such as the application of social science epistemologies and theory to environmental science to produce entities called 'social-ecological systems' (see for example Campbell et al. 2009)).

Another creative approach transcends disciplines by performing concrete operations in the world and then introducing them to theory. An example of this research is Stephen Muecke's 'arrangement' of phenomena which he describes in 'A Chance to Hear a Nyigina Song' (Muecke 2008). He brings together a ritual song performance by an Aboriginal man, the translated commentary, and his own telling about it to an audience in another country, in the belief that 'in this juxtaposition something new might emerge' (2008: 80). The project was motivated by his interest in 'the concept of making and unmaking in Aboriginal philosophy' (2008: 81). What emerges is a series of reflections about the materiality of ritual in making and unmaking country (particular acts at particular places and moments in time), leading to further reflections on reconciliation between black and white Australia as

an equally material process:

Wherever there is cultural difference, negotiation must continue; encounters: some rough, others pleasant; visiting: food and drink taken together; songs and stories exchanged, and laughter ... (Muecke 2008: 93).

For this doctoral project I proposed to juxtapose two phenomena – ‘oldness’ and environmental adaptation/resilience and then be hospitable in Derrida’s sense across discipline-based theory to ‘whomever [whatever] comes...nonidentifiable and unforeseeable’ (Derrida in Borradori 2003: 128-129). Like Muecke and the Aboriginal song project, I hope that in making such a juxtaposition, and reflecting on a wide range of theoretical works, ‘something new might emerge’. Nevertheless such hospitality in my case is bounded by my selected phenomena of interest, and a prior supposition that there may be a significant relationship between them which warrants further investigation.

Juxtaposition of phenomena in the sense used here is therefore an intentional act performed by a person rather than an accident of fate ‘discovered’ in situ. It involves selection of those phenomena or entities to be juxtaposed, and an expectation that something of interest will emerge by ‘running about to the right and the left, laying the separate notices together, and thence mediately deriving some third apprehension’ (Carter 2004: 5, citing Thomas de Quincey). Thus it implies not only *intentionality* but also, with Stephen Muecke, *expectation* (of something emerging). These interests, intentions and expectations limit the project, as Carter suggests, to an ‘offcut of infinity’. They constitute a ‘prenotion’ which allows us to decide which of ‘the otherwise ungraspable’ number of ideas and entities are to be examined (Carter 2004: 184).

Nevertheless, to explore what might emerge from juxtaposing phenomena of interest, the researcher needs to be as hospitable as possible at the outset to diverse disciplinary inputs. This hospitality is made easier where there is no ‘problem’ to be described and solved, or identified outcome to be achieved. In moving beyond the problem as the focus for transdisciplinary research, I hope to have made a more open space for disciplinary contributions to aggregate and reveal something new, or possibly something missing – new gaps in existing understandings of oldness and adaptation/resilience.

I considered the phenomenon of oldness initially through theoretical works from different disciplines and interdisciplinary areas concerned with ‘oldness’, ‘memory’, ‘recollection’, ‘storytelling’, ‘history’, ‘trauma’ and ‘narrative’. The selection of these theoretical works developed as my reading on ageing and memory expanded, but generally selected with the ‘prenotion’ of discovering what might be special and valuable about the memory of the old, and then how this might relate to adaptation/resilience cycles. This ‘prenotion’ alerted me to bridging concepts which connected, for example, Ricoeur’s work on the ways in which historical narrative deals with the ‘long view’ of the past and the trajectory of history up to the present (Ricoeur 1984: 66-67), Freeman’s work on the narrative construction of identity over time (Freeman 1998), and Zurbruchen’s and Goodall’s work on the role of remembering in (re)constructing history (Goodall 2000), (Zurbuchen 2005). These connections are considered in Chapters 3 and 4.

My doctoral project did not commence with ‘a problem’, nor is it a discourse analysis or genealogy of disciplines such as occurs within the fields of critical gerontology and identity studies; such forms of inquiry draw on work in several disciplines to critically analyse representations of, for example, ‘ageing’, ‘madness’, ‘ethnicity’ and ‘gender’. Discourse analysis concerns itself valuably with laying out to view the development and social/political/power implications of hitherto unquestioned or obscured discourses. While Chapter 3 includes a review of others’ work on ‘the subject’ in discourse, the general approach of this doctoral project is to consider *together*, theoretical works from various disciplines and the results of fieldwork; I have proposed that the illumination these collectively cast on ‘oldness’, ‘memory’, ‘narrative’, ‘trauma’ and ‘history’ can reveal new connections and answers to questions such as those proposed above, as well as room for other sources of understanding the world. This additive approach, based on a strong ‘prenotion’ and awareness of the potential kinship that exists between the phenomena is intended to pre-empt criticism that the work is ‘so prone to juxtaposition rather than synthesis, that ascribing a coherent position to [the researcher] on any question is extremely difficult’ (Marrouchi 1999).

The transdisciplinary approach of this thesis to ageing and sustainability, and more specifically ‘oldness’ and ‘adaptation/resilience’ starts in Chapter 3 by making connections

between existing theoretical work across a range of disciplines in the area of a subject's relationship with the past. This is motivated by questions of what might be special about the memory of older people, whether it might reside for example, in the *accumulation* of memory, in the lengthy *duration* of experience, in the nearness of death as the *end*, or in particular, possibly cohort-specific, *responses* to the circumstances (such as the interview) in which memories are elicited. This review of theoretical work also reveals the dominance of Western data and Western intellectual traditions in gerontology, cultural studies, history, psychology, neurobiology and associated discourses of subjectivity, memory and identity.

Hence there appeared to be potential to obtain new material in the form of recollections of old people in a non-Western context, to address some of the questions above and to introduce into discussion of existing Western theoretical frameworks. The ways in which theory and fieldwork inform each other in this thesis are discussed in the following section through the work of Paul Carter and of Mikhail Bakhtin.

### **Carter's 'material thinking': materializing the overlooked**

Carter argues that reflecting on the relationships between works in different creative disciplines (visual arts and writing for example), and putting them together can produce de Quincey's 'third apprehension'; this he suggests is *material thinking* (Carter 2004: 5). Materials in Carter's sense are 'significant spatio-temporal groupings' of matter (180) such as a work of art, a place, or a conversation. Material becomes the subject of material thinking insofar as its significance is under examination: thus material is 'matter that signifies' (182). Carter is concerned particularly with the overlooked – with hair, dirt, dust and noise of the past – as material manifestations of events which occupy the gaps in official histories.

Moreover, the significance of matter for material thinking is not simply 'in the eye of the beholder' or the 'material thinker', but a quality of the material itself. Sally McLaughlin makes this point when she suggests that it is not statements about things which give them their qualities. Rather statements are used to draw attention to things, and they draw attention to 'things as they are'. She cites Magda King:

Our everyday having-to-do-with things could never decree the apple tree to be

handy if it were not ‘in itself’ handy, at hand, and if its fruit were not ‘in itself’ handy for eating (McLaughlin 2004: 161).

Materials for Carter are more than just ‘things’ which exist in space and time. Significantly for this doctoral project, he makes the point that “[t]he exercise of memory [is] a material process of putting back together scattered pieces” (Carter 2004: 11, footnote). While the nature of these ‘scattered pieces’ is the subject of further examination in later chapters of this thesis, the process of recollection is a form of material thinking, an act of perceiving a ‘material kinship’ between two different objects then ‘[b]unching perceptions or grouping phenomena in new ways that are memorable’ (184, 188). In this thesis I use the idea of intentional bunching or grouping based on a ‘perceived kinship’ as the definition of ‘juxtaposition’.

However the juxtaposition with which this doctoral project commenced lies between two more abstract phenomena – initially ageing populations and environmental sustainability and then more specifically oldness and adaptation/resilience; potential kinship is perceived at a more theoretical level and concerns the concept of ‘remembering’ in theoretical work in both areas. This kinship is discussed further in Chapter 6 particularly, but it is based on potential similarities between the remembering component of social-ecological adaptive cycles, and the ‘long view’ of both history and the old. I will argue however that in materializing the past in the life stories of old people through fieldwork in Aceh, new connections between the phenomena of oldness and adaptation/resilience can be forged, beyond those discoverable solely through an examination of theory.

Carter uses the gritty, ordinary and overlooked material in the world to ‘dismember’ prevailing myths or master narratives. He draws attention to the unhistoric and unremarked notebooks of the colonial Australian astronomer William Dawes, recording conversations with a young Aboriginal woman, in order to suggest that such a relationship could have ‘grounded’ a different future for relationships between black and white people in Australia (Carter 2004, Collaboration 6: Speaking pantomimes). The result is not an analytical critique of these myths or narratives (although Carter refers to it as an ‘analytical preliminary’ (Carter 2004: 11)) but rather a revelation of what it is that dominant myths and narratives leave out.

For Carter, having regard for the overlooked and ‘noneventful’ provides us with an understanding of the world which does not rely on the established ‘fixed foundations’ of official history (‘history’s pretence of clear-sightedness’) (Carter 2004: 183, 175). He is concerned particularly with everyday unhistoric corporeal matter, the past materialized in ‘smells, say...’ (Carter 2004: 85). This is ‘formless matter’ outside and unattached to the formal record of ‘historic events’. Hence it is free to be combined and recombined by the ‘material thinker’ with bits and pieces of deconstructed myths and master narratives. This formless matter is exemplified not only by conversations and writing which have been ignored by history, but in the smells, colours and sounds which produce visceral responses of memory, parts of memory which writer Annie Dillard describes as disappearing when memories are recorded in writing:

‘...After you’ve written, you can no longer remember anything but the writing...you’ve created a monster. After I’ve written about any experience, my memories – those elusive, fragmentary patches of color and feeling – are gone. They’ve been replaced by the work’ (Annie Dillard quoted in Freeman 1997a: 375-376)).

In this thesis, I argue that the stories and the storytelling performances of old people occupy a space outside official histories because they are not merely overlooked but fail to be called up in historiographical, political, social or, indeed, environmental analysis. The act of *calling up* stories and storytelling in fieldwork enables a kinship to be confirmed between oldness with its special perspective on the past, and adaptation and resilience with their focus on the future; it establishes new connections between theories of memory, ageing, history, adaptation and resilience.

Arthur Bochner notes:

We can call on stories to make theoretical abstractions, or we can hear stories as a call to be vigilant to the cross-currents of life’s contingencies (Bochner 2001: 132).

It is the latter purpose which is served here by my fieldwork with old people in Aceh; the significance of the *contingency* and *non-historic* quality of the stories can be valuably

interpreted by various theoretical approaches to storytelling, memory, the past and the future which are discussed in this thesis; the fieldwork stories also challenge claims in some areas – for example concerning the narrative structure of reminiscence in old age, and the detachment or eschatological perspective of the old.

I have used the life story as the basis for fieldwork, because it is a form which reflects *par excellence* the age of the ‘informant’ – as opposed, for example, to stories about rural livelihoods, or what happened during the recent civil conflict or the 2004 Boxing Day tsunami. Moreover as a literary form, it will be argued, the life story offers a perspective which is different from that of the historian in that its locus is the individual rather than those events which contribute to an historical narrative. Life stories concern both historic and nonhistoric events, but relate them as the storyteller’s *experience* – Carter’s ‘overlooked’ material which stands outside historical narrative. Catherine Kohler Riessman notes that:

Nature and the world do not tell stories, individuals do. Interpretation is inevitable because narratives are representations ... Individuals construct past events and actions in personal narratives to claim identities and construct lives (Riessman 1993: 2).

I argue in Chapter 4 that recollection, narrative and the construction of identity are not necessarily related. The important quality of a life story is not whether it takes the form of a narrative, but that the locus of storytelling is an individual’s life. The literary form of story based on ‘a life’ is an example of Mikhail Bakhtin’s *chronotope* where ‘[t]ime becomes, in effect, palpable and visible; the chronotope makes narrative events concrete, makes them take on flesh...’ (Bakhtin 1981: 250). In the following section I examine the value of the chronotope in understanding the unique qualities of a life story.

### **Bakhtin’s chronotope: time made palpable**

An emphasis on the material particular, as a challenge to ideological and religious ‘master narratives’, is at the basis of Bakhtin’s idea of the ‘chronotope’. The chronotope is a narrative device where time and space are ‘materialized’ in particular localized events or conditions. In the following I argue that it is a valuable device for understanding the ways

in which the life stories of old people show us the past, and the ways in which the research project itself connects with the wider world. In proposing ‘the life’, ‘the interview’ and ‘the thesis’ as chronotopes, I suggest that these devices bring together space and time for speaker, writer and audience, but are also acts which carry ethical responsibilities especially for the researcher as instigator.

The chronotope connects particular spatial forms with ways of moving through time. Examples include: the *threshold* as a sudden shift in speed accompanying a sudden shift in space; *metamorphosis* as a discontinuity in time signified by discontinuous material changes; the *meeting* as the place of denouement or ending of a particular time; the *road* as continuous time moving linearly forward; and the *drawing room* as a small, cosy time untouched by the vast outside world (Bakhtin 1981). In narrative which uses the chronotope of the *road*, for example “[t]ime, as it were, fuses together with space and flows in it (forming the road)” (243-244).

Literary chronotopes have changed over the course of history. Bakhtin’s history of the novel points out that the focus has moved further and further from the cyclical and collective space-time of agriculture, into a wider, less comprehensible world which gives heightened importance to the individual’s life. In biography, he suggests, ‘a life’ as chronotope became a linear path towards death as ‘the irremediable end’, rather than incorporating death as part of a larger cycle of nature and collective life (213, 199).

In the sixteenth century French writer François Rabelais attempted to reverse this religious focus on future death by embracing a chronotope which emphasised the everyday here and now: ‘[t]he wholeness of a triumphant life, a whole that embraces death, and laughter, and food and sexual activity’ (Bakhtin 1981: 199). In celebrating and making important the functions of the human body – the ‘fundamental realities of life’ – and thus reducing the relative importance of death, Rabelais brought about ‘the *materialization* of the world’ (237, 193, my emphasis).

The anti-transcendental corporeal chronotope resonates with the everyday overlooked details of life which are the grist in Carter’s material thinking (Carter 2004: 183), and with Stephen Muecke’s reflections on the materiality of reconciliation between black and white Australians: ‘food and drink taken together; songs and stories exchanged...’ (Muecke 2008:

93).

Moreover Bakhtin's Rabelaisian chronotope, Muecke's materialization of apparently abstract phenomena like 'making country', and Carter's work with the 'debris' of history, are each a form of material thinking which 'not only interprets the world but changes it' (Carter 2004: 12). This political aspect of material thinking is explored below.

### **Materialization and politics**

In Bakhtin's Rabelaisian world, the time between now and death is an expansive, richly detailed series of moments to be lived fully, in real, bodily time, rather than sublimated in the shadow of future death. Such sublimation to an end, Bakhtin suggests, empties the time between now and then of significance. Similarly, mythological or ideological narratives see the future as a weak pre-determined enactment of timeless and static ideals and myths of the golden past ('historical inversion'). If this 'false picture of the world' – the metanarrative – were exposed, 'the world would start to move, it would be shoved into the future' (Bakhtin 1981: 169, 129).

Carter notes that the unremarked gaps in our history (Carter 2004: 170), and the annihilation of the past through a destructive view of progress which wants only to 'clear away' detritus (Carter 2004: 19, 21), represent missed opportunities for 'grounding the future differently' (Carter 2004: 170). Working with material that does not fit into a master narrative or history reveals 'the toxic radiating cloud of disappearances that most progress-marking events involve' (Carter 2004: 59). These disappearances include the 'multiple unfinished happenings' which occur in a community and which stand outside historically significant time (Carter 2004: 100, 195). Material thinking however works both with old and established abstractions, *and* with the humble and everyday material these ignore, by 'loosening positions that have been fixed...[and] putting things back together in a different way' (Carter 2004: 179).

As Rabelais attacked the transcendental, ascetic and death-oriented view of the world through extreme and grotesque descriptions of bodily functions in 'real time', recombining these with death as something 'just in passing' (Bakhtin 1981: 194), so material thinking dismembers 'mythic structures...ideological positions...master narratives' (Carter 2004:

11) and recombines bits of these with overlooked 'rubbish'. What is produced are politically and historically challenging alternatives to prevailing myths (Carter 2004: 11), (Bakhtin 1981: 189), and an affirmation of the everyday as a source of understanding the world. Finding new pasts in what has been overlooked, Carter suggests, can find us new futures (Carter 2004: 133). In Bakhtin's terms, this is constituting anew the 'great but abstract world' (Bakhtin 1981: 234).

The creative work which makes this recombining or reconstitution happen can occur in a number of ways. Stephen Muecke's arrangement of song, commentary, story and presentation depends for its revelatory impact both on his own story and on his *making something happen* through both conjuring his presence at a song performance and then telling the story at a later time to others. Paul Carter creates a poem from overlooked written records from colonial Australia to reveal alternative pasts and futures (Carter 2004, 'Collaboration 6: Speaking pantomimes').

It is a new focus on hitherto overlooked or devalued *matter*, which produces shifts in understanding. To engage with this 'materialized world', the transdisciplinary researcher needs to add to theory by 'loosening its positions' and recombining it with new material from the world (Rabelais' bodily functions, Carter's noise, dust and snatches of conversation). While Gayatri Spivak points out that theorizing is itself an 'action in the world' (Spivak 1988: 274) with material consequences, material thinking seeks to produce new understandings of the world which depend on *both* the transcendental and the everyday.

Within Carter's 'overlooked', and Bakhtin's world of the everyday, lie the life stories of the old people I interviewed during fieldwork in Aceh. The intellectual and political aim of this doctoral project is to foreground both the stories and the storytellers; it will be argued in Chapter 6 that in materializing the past, both story and storyteller can expand the idea and practice of adaptation and resilience in social-ecological systems.

## *METHODOLOGY*

### **Exploring phenomena through new material**

One significant 'prenotion' in commencing this doctoral project was that there is a special

quality of recollection associated with ‘oldness’, overlooked, as argued in Chapter 1, because of the social devaluing of the old. As my research progressed through theoretical works on ageing, memory, narrative and historiography, it became clear that recollection, while concerning itself with the past, is a significant *act in the present*, and hence also has potential implications for the future. Theoretical argument is presented in later Chapters to support such a link between past and future. However in order to see how a link might materialize, I proposed to undertake fieldwork with older people whose recollections would concern the period of the past commonly referred to as ‘within living memory’; in view of the predominance of Western theory in the areas of memory and gerontology, I proposed that recollections should come from old people who were not necessarily steeped in Western conceptions of ‘autobiographical identity’ and the life course stages of Western ageing. Further, the prospective juxtaposition of oldness and adaptation/resilience suggested that fieldwork might usefully occur with old people who have had to confront and adapt to significant change over their lifetimes.

The stories told by the old people in Aceh, emerge from an alternative to those ideations prevailing in the Western system of ageing, with its particular economic, social and family structures, normative life course stages and constructs of ‘successful’ or ‘productive’ ageing, and cultural fears and antipathies concerning the old. Furthermore, stories from old people who had lived through the kinds of dramatic and public social, political and environmental change recorded in histories of Aceh, offer a chance for resonance with a wider audience.

This in turn helps the process of ‘refiguring’ the research for uptake in the wider world which was discussed in the Introduction, including making connections between this kind of ‘remembering’, and the remembering of adaptation and resilience. Calling up stories which emerged from a past fraught with massive changes has the potential to materialize a relationship between these two kinds of remembering which in theoretical discussion might appear as semantic sophistry around the word ‘remember’. In undertaking my fieldwork, I anticipated that the pathway between acts of recollection by old people, and thinking about social-ecological trajectories into the future, may be more evident when the subject matter of those recollections included life-changing events and conditions such as war and

conflict, prolonged poverty and hunger, and natural disaster.

Since the recollections of special value in this process of materializing the past would be those that fell between the gaps of those formal histories, they were best sought not by asking old people questions which marched chronologically through history's significant events, but by an approach characterized more by 'waiting, idling', so that the 'formless' could begin to 'take form' (Carter 2004: 47). 'Idling' was realized in this project as open-ended interviews which asked old people to talk about their lives from childhood up to the present – to tell me anything they wished to mention or any story they wished to relate. As will be seen in later chapters, these 'life stories' brought something new to theories about memory, history, narrativity and identity; they were not, for example, the identity-forming narratives discussed by various memory and identity theorists, but fragments which represented the 'multiple unfinished happenings' and precarious trajectory of survival in a community. To this extent, they are stories of 'what it was like' rather than histories, and capture 'what happened' without the teleological or chronological 'imperatives' (Carter 2004: 86-87, 73) of history or autobiographical narrative.

In view of my own positioning within Western theory and discourse (discussed further below), Chapter 5 is an attempt to gain another perspective on my fieldwork, by undertaking a textual analysis of the stories based on techniques of narrative analysis. This approach, a kind of theoretical triangulation, allows an examination of the stories which is not pre-framed by theories of memory and recollection. Techniques of narrative analysis, while also generated in the Western context, have, like Grounded Theory, the advantage of focusing attention first on the stories rather than the theory (see for example Strauss et al. 1998: 12). This examination of the stories has involved the coding of interview transcripts into content themes (using the NVivo program), allowing such themes to evolve as the review of the transcripts progresses. While this coding and thematic analysis informs each of the following Chapters, in Chapter 5 an analysis of the structure of the stories and the style of storytelling reveals important connections between the stories and the storytellers in the present. (A summary of the themes or topics (nodes) which I developed is at Appendix 2, along with a 'case summary' of the interviewees and the nodes against which each interviewee's story was coded).

However, the aim of these processes of coding and text analysis in this thesis is not, as in Grounded Theory, to generate new theory based on common themes which emerge, but to establish new connections between several theoretical areas which each offer some interpretation or illumination of the fieldwork data. For example it will be demonstrated later in this thesis that historiography, literary theory, gerontology, memory studies, psychoanalytic theory and neuropsychology each cast a light on the special qualities of memories of old people. Chapter 6 argues that philosophy of time, cultural studies, literary theory and human geography can each help to explain the contribution of life stories to assessments of social-ecological systems. Fieldwork thus provides a focus for exploring kinships between various theoretical frameworks and developing a theoretically additive approach to interpretation of data.

Ethnography is the process of seeking to find out about how people live ‘in their own words’, that is, as told from the ‘inside’ rather than from the observer’s perspective (Hall 2010). Thus the fieldwork process, which involved my residing in Aceh for six months, conducting interviews with older people in their own communities, and using the (translated) words of the interviewees in theoretical discussion, constitutes a form of ethnography, albeit with a focus on the past. In Chapter 6 the value of ethnographies of the past is discussed further.

The collection of life stories is arguably also a form of ‘oral history’. Labelle points to the many meanings of ‘oral history’: while often regarded by labour historians and social historians as a research *methodology* rather than a branch of history, folklorists regard oral histories as narratives which ‘give artistic form to human memories’ extending back into a past beyond the biographical time of the individual storyteller (Labelle 2005). My interest in the stories told by old people in Aceh was not concerned with the folkloric past, although this may have influenced the ways in which the stories were told, nor with the development of a social history to stand alongside, for example, other colonial and postcolonial histories or ethnographies of Aceh (examples include Hurgronje 1906; Siegel 1969; Reid 1979a; Siapno 1997; Aspinall 2009). I intended instead to foreground the particular *lived past* (experience) recounted in stories and the poetic force of such stories which arises from the ‘oldness’ of the storytellers. Hence while the gathering of stories may be seen

methodologically as a form of oral history, its purpose and the theoretical framing of the stories fall outside the fields of ‘oral’ or ‘social’ history.

The fieldwork in this doctoral project is thus rather an ethnography of old people in that it concerns ‘the ways of life of living human beings’ (Hall). In its focus on recollection and the past however, the fieldwork addresses Jack Katz’s point that:

...the events the participant observation fieldworker can study up close in the ‘here and now’ of the research have already been shaped by social experiences in some other ‘there and then’ (Katz 2004: 3).

Providing opportunities for telling stories about the past resonates with Paul Carter’s interest in phenomena which appear only as ‘...phosphorescence in the wake of events’ (Carter 2004: 170) or the detritus of history:

I would like to see a rubbish hill rising. Collected there would be the debris of the operation, a selection of unknown classifiable things that have hitherto fallen between the cracks of knowledge (Carter 2004: 70).

I have therefore throughout this thesis described my fieldwork as *life story* ethnography, and ethnography of the past. The responsibilities of the researcher in undertaking such an ethnography are discussed below.

### **Framework for ethical engagement of the project with the world**

I thought maybe in this juxtaposition something new might emerge, not as a leap of the imagination but as a real bit of history. Something happened to make these words come together (Muecke 2008: 80).

Oral testimony is only a potential resource until the researcher calls it into existence (Portelli 2003: 70).



‘A life’ is time ‘made palpable’, which allows the ‘enormous event’ to be seen ‘on the level of real life’ (Bakhtin 1981: 223). As with any material, the life stories of old people have an integrity which resists manipulation by the researcher, who needs to practise ‘an ethics of scattering and recombination’ in using the material and combining it with theory (Carter 2004: 180, 183).

The *telling* of the story is itself guided by the protocols and time limits of the interview, the interview becomes a chronotope which provides the place, time and structure for the story to be *performed*. Through the chronotope of the interview, each storytelling performance is a creative transformation of material, ‘an activity of concurrent actual production’ in the here and now (Carter 2004: 191) which both materializes the past in a particular story, with all its ‘hair, mud, dirt, dust and noise’, and produces it (‘faces it outwards’ (Bakhtin 1981: 257)) for the listener.

Moreover the interpretive work of the researcher is a material act (months spent in a particular room thinking and writing for example), and its product, the thesis or the report, is a chronotope which structures the work of the researcher and the interactions of its audience with it afterwards. Written so that it ‘faces outwards’ to its audience, the text ‘anticipates possible reactions to itself’ (Bakhtin: 257). This facing outwards occurs in the semantic meaning of the text, but only reaches its audience ‘through the gates of the chronotope’ – the report or thesis - which structures the way it is ‘audible and visible for us’ (258). For Bakhtin, the written product – in his examples, the novel - is a ‘spatio-temporal expression’ (258) which is necessary for the work to enter the experience of its listener-reader.

The listener-reader’s interpretive *response* to the work is also a part of this interaction and of its uptake in the world. Bakhtin concludes that:

The work and the world represented in it enter the real world and enrich it, and the real world enters the work and its world as part of the process of its creation, as well as part of its subsequent life, in a continual renewing of the work through the creative perception of listeners and readers...(258).

The three chronotopes used within the project – ‘a life’ (to focus the stories), the fieldwork interview (to produce the performance of the story) and the thesis (to produce the interpretive text) – each develop through the equivalent of Ricoeur’s three stages of narrative discussed in the Introduction to this thesis: *prefiguration* (by defining respectively what is understood as ‘a story’, a storytelling and an interpretive text); *configuration* (the construction of the story, the performance of the story, and the interpretation and analysis which results in a text), and *refiguration* (the engagement of the

life story, the interview performance and the thesis with their audience at particular times and places).

A concern with the final stage - engagement with the world outside the project - can be seen in Paul Carter's description of his book *Material Thinking* as 'the middle 'event' between the collaborations which inspired it, and those future events to which the book might lead (Carter 2004: 191). It is Bakhtin's facing outwards of the text to seek 'reconfiguration' by its audience; and it is Stephen Muecke's address to his reader at the end of his essay on the Nyigina Song, in which he gives thanks 'to you in this case, for having me here today as a chance visitor' (Muecke 2008: 93). In Aceh 1946, a fighter in the Tjumbok Rebellion prefaced his essay on the events of that time with:

I ... hope that my mistakes will be criticized honestly by my wise readers.

With the saying 'there is no ivory tusk without a crack', I place this book in the lap of its readers (Abdullah Arif in Reid et al. 1970-71 (1946): 37)

In this doctoral research project, facing the text outwards includes making explicit the connections between the recollections of old people and theory and practice in the field of adaptation and resilience. In this way it becomes possible to argue for changes to the way sustainability assessments are conducted, and for greater attention to be paid in adaptation strategies to ethnography. Unlike action research, or other projects with iterative structures, this final 'renewal and exchange' process of a linear doctoral project does not directly re-engage the participants in the project, but occurs primarily through the audience at the project's end. To this extent, the participants are like many historical 'sources': '...at best, ...left untouched, unchanged by the whole process except in what they have given up — the telling...' (Popular Memory Group 2003: 85; Sangster 2003: 88).

Entering the reconfiguration phase of engagement with a readership may involve political strategy, framing the work in a way which seeks to influence perspectives or incite action. Katz notes that:

All research is essentially a search for community, at least in the sense of an effort to be embraced by an audience to which the study's results will be pitched.

...Because community is always political, each search for community has its distinctive political aspirations/pretensions... (Katz 2004: 4).

The final chapter of this thesis includes a political analysis of the implications of old people's stories for western constructs of adaptation and resilience. It suggests that the extolment of adaptation and resilience in western theory and in interventions by the developed world in the developing world disguises a kind of 'inequitable adaptation and resilience'. I argue that the life stories of the old in developing countries can act as indicators of this kind of inequitable resilience, as well as revealing a hidden precariousness - a closeness to a 'threshold' beyond which social systems may be unable to recover (Walker et al. 2004).

Beyond the life of the storyteller, and the interview in which they tell their story, is, as noted at the beginning of this chapter, the project itself. The project occupies its own particular space and time: Schwanen describes projects as entailing the 'local connectedness and momentary "thereness" of phenomena' (Schwanen 2007: 10). As such 'the project', although not a literary device for the structuring of a text, has similarities to a Bakhtinian chronotope, a conceptual ordering of space and time through the institutions, resources, places and participants which it brings within its orbit. In bringing about the 'ephemeral co-location' of this 'set' for a specific duration, each particular project becomes, as Muecke suggests, 'a real bit of history' (2008: 80).

All of the stages of project work - undertaking fieldwork, interpreting or theorizing, and facing the research output outwards to its audience make demands of the researcher as well as project participants and the end readership. These demands are explored in the following sections.

### **Issues of interpretation**

The following two Chapters examine and compare ideas of memory, subjectivity, recollection and history, and their relationship with the past. These Chapters enable a distinction to be drawn between the production of history by the 'observer-historian' and the storytelling performances of the fieldwork interviewees. The latter have cognitive, ethical, and emotional impacts on both the performers and their audience, which are

different from those of historical inquiry. The storytelling – marked by pain, tiredness, anxiety, timetables, lunch and prayer breaks and creative effort in the present – is ‘called up’ in the interview by the researcher. This ‘calling up’ for the purposes of the project is an act which carries with it ethical and intellectual responsibilities both during the interview and in analysing or theorizing the fieldwork before and after. This section particularly concerns the intellectual issues associated with fieldwork in a culture and language different from the researcher’s own.

As indicated earlier, I am not using the interviews to write an alternative history of Aceh. In this respect, Mary Zurbuchen sounds a timely note of caution about alternative historiographical interpretations based on individual voices such as those of the victims of violence in Suharto’s Indonesia:

The danger for alternative historiography ... in writing ‘against’ Suharto [and the painful legacies of the New Order] as a project of perceived victims is that this could lead to new kinds of unbalanced memories. Can national histories be written for a new generation of student that will situate, not eliminate, the cross-cutting categories of *pelaku* (perpetrator) as well as *korban* (victim)? (Zurbuchen 2005: 26).

This issue of political tendentiousness and victimhood is related to the suspicion that fieldwork interviewees in economically poor regions will focus on stories of disaster and deprivation in the hope that the researcher will offer some financial or other relief. As Scott et al note:

Foreigners who may be able to offer know-how, services, products or investments may be more appreciated than critical development geographers and other academic researchers (Scott et al. 2006: 35).

I occasionally encountered an attitude of suspicion by other researchers towards the motives of interviewees in storytelling; however my fieldwork experience included only a very few interviews where I felt that the ‘life story’ was told in a way intended to elicit at least sympathy, and at most a financial contribution. For most interviewees, the story of their lives is a sad one because it is also the recent story of Aceh: of extended periods of

conflict, material insufficiency, and lack of access to education and health services. The life stories ‘materialize’ this history in the everyday quests for food, livelihood and safety, as well as providing information on political and environmental context. Many interviewees were reticent initially about their lives, and uncertain about the purpose of the research and what they could contribute. The small number of interviewees – at most two – who appeared to be seeking some support from the researcher was greatly exceeded by the majority who were generous with their limited energy and hospitable with the limited food and drink in their households. It is impossible to be certain of the intentions and motives of others, but in the old Acehnese I found most notably an absence of condemning others for acts of oppression, a concern to be helpful in my research project, and an interest in conveying to me, a stranger in Aceh, ‘what it was like’ in the past.

The interpreter is a crucial figure in the ways in which the interviewees, their world and their words are represented. Interpreting during an interview requires decision-making ‘on the run’ about how to translate complex concepts, complicated by the fact that ‘[language] speaks of a particular social reality that may not necessarily have a conceptual equivalence in the language into which it is to be translated’ (Temple et al. 2002: 5). The researcher needs to be always aware of limitations on interpretation imposed by the circumstances of cross-language interviews. Kate Maclean suggests that it is useful for the reflexive researcher to ‘problematize’ any potentially misleading terms in a translation (Maclean 2007: 787); this leads the researcher to reflect on her own understanding of significant concepts within her own culture and language (Maclean’s example from her fieldwork is the concept of ‘citizenship’) (Maclean 2007: 789). The following discussion explains how I sought to incorporate this kind of reflexiveness in interpreting and translating.

The approach to translation in this doctoral project has been to discuss with Acehnese people and other scholars the meanings of some concepts for which there do not appear to be exact equivalents in English (*seungsara* – suffering, *seumikee* – remembering/thinking about/contemplating, are two examples of inexact pairs). Occasionally, the translator has simply noted uncertainty about the translation:

Bapak M-d<sup>8</sup> (72 years old)

...I might be driven crazy... [Interpreter's note: Bapak said *hana pah*: I am not sure how to translate this, usually it means something that went out wrong and not according to someone's plan, sometimes people also use this word to express crazy in a polite way].

These inexactitudes are however examples of the remarkable in fieldwork – glimpses of other realities which, as Maclean suggests, also cast a reflexive light onto the researcher's own understanding of the world. Kate Grenville's novel *The Lieutenant* is based on the notebooks of colonial Australian astronomer William Dawes (the same Dawes referred to earlier in my discussion of Paul Carter's *Material Thinking* (2004)). It shows the reader how communication across languages between the Aboriginal girl (called Tagaran in the novel) and the astronomer (Daniel Rooke in the novel) leaps forward when Rooke suspends his too-ready assumption of understanding:

There was the first ebullient entry: *Marray – wet*. He could remember the triumph of it. He had been so satisfied with himself, he saw now, that he had even put a full stop.

He was chilled by the confidence of those entries. How misplaced had been his triumph, how wrong the dogmatism of that full stop. *Marray*. Yes, it might have meant *wet*. It might have meant *raindrop*, or *on your hand*. It might have meant *dirty* or *mud*, because the drops on his palm made mud out of the dust that had been there. It might have meant *pink*, the colour of that palm, or *skin*...

...He took up his pen, dipped it in the ink and turned the full stop into a comma, adding: *the English of which is not yet certain* (Grenville 2008: 231-232).

Later, Rooke notes:

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<sup>8</sup> Bapak is an honorific term for addressing adult men, Ibu for adult women. All proper names of interviewees have been replaced by abbreviations to preserve anonymity.

...you did not learn a language without entering into a relationship with the people who spoke it with you...It was the slow constructing of the map of a relationship.

Learning a language was not a matter of joining *any two points* with a line. It was a leap into the other (Grenville 2008: 233-234).

It is this suspension of assumptions which allows Rooke to translate in a much deeper way the word Tagaran uses to comfort him at their final meeting, when he confesses that he has been ordered to take part in a punitive (killing) expedition against her tribe:

She went over to the fireplace and held out her hands to the coals. He thought it was her polite way of ending their conversation. But then she turned back to him and held out her hands for his. She pressed his fingers with her own ...

‘*Putuwa,*’ she said, pressing and smoothing. ‘*Putuwa.*’

Their hands were the same temperature now.

‘*Putuwa,*’ he repeated.

She pressed harder, smoothing with larger gestures and he understood the word to mean the action she was performing, that is to warm one’s hand by the fire and then to squeeze gently the fingers of another person. In English it required a long rigmarole of words ... Tagaran was teaching him a word, and by it she was showing him a world (Grenville 2008: 255).

Like the sense of ‘crazy’ hinted at in my translator’s comment earlier, an attempt to convey meaning in English words must also convey something of the *world* of the original term. *Hana pah* (literally ‘not exact’ or ‘not a good fit’, but also ‘there is no good fit’ (Daud et al. 1999) might be understood to imply a disconnect between a person and the world, possibly because the person does not ‘fit in’ to the world, or because they are delusional. In this context the speaker is describing the magnitude of his grief after the 2004 tsunami destroyed his village and killed many people including his own child, and the need to believe in God in order to manage this grief ‘or I might be driven crazy’; the mismatch between the man and the world in this case might instead be the result of something wrong with the world, rather than with the man. A belief that the world is still operating according to God’s plan (‘But we still have strong faith that this is God’s plan, we belong to God,

God creates us and God takes us back' (transcript Bapak M-d)) then appears as a way of avoiding craziness by 'righting' the world, and faith as a way not of 'righting' the person but of allowing the person to perceive the world thus 'righted.'

This and the many other examples of uncertainty in interpretation and translation from Acehnese to English cannot be resolved in a project of this scope but they do caution the researcher, like Grenville's narrator Daniel Rooke, against making assumptions that a translation has fully represented the words of the speaker.

The written transcripts of my interviews with old Acehnese were also made by my interview interpreter, who is Acehnese. This had significant benefits because she was able to consult her parents (a senior Acehnese religious leader and an Acehnese businesswoman) when she felt uncertain about the translation of particular words (there are variations in Acehnese language from district to district). The transcripts include, as I had requested, pauses, laughter and asides, and are translated word for word rather than in the 'sound bites' required for maintaining a conversation during the interviews. The transcriptions make it much more evident than did the running 'sound bites' how different, in fact, each story was from another. Except for minor punctuation, tense or plural/singular corrections however, I have used the translation as provided to me. To add yet another layer of translation into textbook English, especially one originating from a non-Acehnese speaker such as myself, would have attenuated still further the relationship between the storyteller's original words and their understanding by readers of this thesis.

I believe therefore that the verbatim transcripts made by my interpreter from digital recordings of the interviews have preserved as much as possible of the meaning intended by the speakers.

Chapter 3 is a discussion of the way in which the chronotope of 'a life' produces a particular interpretation of the past through life stories, and Chapter 5 analyses the life stories through an examination of their structure and content. To some extent these interpretive methods answer concerns about loss or change of meaning in the processes of translation. Focusing analysis on chronotope and composition allows the potential conceptual mismatches between words to remain unresolved. However imprecise my understanding of the complex concepts used to represent experience in Acehnese, the

composition and chronotope used in life stories enables them to span, and pull together through the locus of 'a life', widely disparate spatial and temporal scales and to shift the listener's perspective between past to present; these qualities will be used in later Chapters to argue for the value of life stories in theory and practice of adaptation and resilience.

There remain however issues of representation which have little to do with accurate translation of words; the politics of representing the voice of 'the cultural other' in research is discussed further below.

### **Ethics of engagement with the interviewees**

A life story is both a response to the interview situation which prompted it, and a story about 'what happened', that is those events and conditions which have 'entered into the biography' of the storyteller (Labov 1997: 399). However both the act of calling forth these life stories in interviews, and the act of interpreting, theorizing and writing about them, are actions undertaken by the researcher with potential impacts on others, and hence occur either tacitly or explicitly within an ethical framework.

The political and ethical dilemmas in the position of a researcher undertaking 'extractive' research have been eloquently argued (England 1994; Gade 2001; Till 2001; Scott et al. 2006). On the other hand, it has been pointed out that this kind of research can lead to increased understanding between cultures, and the potential to make theory more accountable, which are positive outcomes (Hyndman 2001; Scheyvens et al. 2003a). Moreover Scheyvens et al note that it should not be presumed that participants do not retain the capacity to exercise some discretionary 'research resistance' at both individual and community level (2003b: 5).

In observing the ethics guidelines and the approval process of my home university, I was mindful not only of issues concerned with safekeeping of records or anonymity of sources. I also hoped to ensure that participants were not imposed upon financially or time-wise, and that they were informed and willing to assist me in the project. The process nonetheless did remain an 'extractive' one, since only minor financial compensation was offered for time spent away from the fields, and there was no immediate real return from the project to the participants.

However my experience undertaking fieldwork raised ethical issues which had less to do with this kind of intellectual ‘taking’, or protection of anonymity and data, and more to do with the potential for unwitting harm and trauma to participants. The following is an outline of the fieldwork process I undertook to interview 24 old people in Aceh over the age of 65, and the ethical issues this raised for my interactions with them.

My fieldwork in Aceh Besar district took place over six months (November 2008-May 2009), which allowed me some cultural adjustment time and the opportunity to locate a skilled English-speaking Acehnese interpreter who respected and enjoyed talking with older people. I had been informed by colleagues that most of the older people in Aceh lived in rural areas and this was supported by the available statistics which indicated that about 70% of Acehnese live in rural areas (BPS Statistics - Indonesia 2010). There are more than 220,000 people over the age of 60 living in rural districts or towns compared to 22,000 of this age group living within the four main cities of Banda Aceh, Sabang, Lhokseumawe and Langsa (a ratio of 10:1 for those over 60 compared to a ratio of 7:1 for the total population) (Arifin et al. 2007: 20, Table 2).

Consequently I focused my efforts on gaining access to older people in rural areas and decided early in the fieldwork process that all my interviewees would be non-city dwellers so that the content of life stories might overlap to a greater extent and allow other qualities of the recollections to emerge more clearly. I obtained assistance in locating older people in rural areas through the Asian Development Bank, HelpAge International, and academics at the State Islamic University (IAIN) and University of Syiah Kuala in Banda Aceh and my home university. I also had the opportunity to briefly discuss my project with Byron Good, Professor of Medical Anthropology at Harvard Medical School, who was completing a psychosocial needs assessment in Aceh at the same time (Good et al. 2007); he advised me, inter alia, to be wary of mistaking symptoms of depression and post-traumatic stress disorder (PTSD) for cultural and age-related behaviour<sup>9</sup>.

To ask older people to talk about the past, especially a past as traumatic as that of Aceh, is

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<sup>9</sup> Professor Byron Good, Harvard University, personal communication in Banda Aceh, 18 January 2009.

to delve into an unknowable reservoir of experience and has the potential to cause emotional and physical pain in the present. Most of the 24 people I interviewed were between 70 and 90 years old, born before World War II. I interviewed twelve men and twelve women (a recording of one woman's interview was however unusable). Many had lived as children through the time of the Dutch occupation (up to 1942), then through the Japanese invasion and occupation (1942-1945), the 1945-46 Tjumbok rebellion which overthrew the old Acehnese aristocracy, the 1950s Darul Islam movement for Acehnese independence, the 1965-66 anti-Communist purges by the Suharto-led Indonesian military, then 30 years of conflict between the Free Aceh Movement (GAM) and the Indonesian military which officially ended in 2005. Three of the four villages where I conducted interviews had been inundated and completely destroyed by the 2004 Boxing Day tsunami, resulting in the deaths of many or most family members, the destruction of homes and livelihoods, and at least two years of living in temporary barracks.

A map of Indonesia showing the location of the province of Aceh, and a map of Aceh showing the location of the Kabupaten (district) of Aceh Besar where the interview took place are shown in Figures 1A and 1B at the front of this thesis.

This history of conflict and the tsunami disaster has had impacts on Acehnese people which include: trauma, both physical and psychological; prolonged periods of fear and anxiety; overwork, exhaustion and physical debility from a young age; and loss and grief. Old Acehnese in particular suffer from an accumulation of most of these impacts (Good et al. 2007: 5). At the beginning of the fieldwork, and based on a 'pilot' interview undertaken in Banda Aceh and several in Australia, I had developed the following principles for my interpreter and myself, which although rather simple and obvious needed to be constantly recalled by us during the fieldwork:

- Do not let it become an 'exam' for the interviewee
- Do not become blasé when a story appears similar to that told by another interviewee
- Do no harm

- Talk about this with my interpreter

I believe I was fortunate in working with an Acehnese interpreter who was greatly interested in the project and the stories told in the interviews, and hence, in her role effectively as the interlocutor of old Acehnese, gave them her unwavering attention and sympathy. Her tertiary education and her respect for old people meant also that we did not encounter the situation where ‘interpreters may not appreciate the rationale for asking the same question to different people in subsequent interviews’ (Scott et al. 2006: 38). In accordance with our agreed principle ‘Do not become blasé’, we did not indicate during the interviews whether we had ‘heard that story before’, although sometimes the stories had similar content.

It has been suggested that the appropriateness of an interpreter depends to some extent on ‘the degree to which they can engage with people of different backgrounds, and be conscious of their own positionality’ (Scott et al. 2006: 37). While my interpreter shared the Acehnese ethnicity and Islamic culture of our interviewees, she came from a more affluent background. The kind of respectfulness she showed for the old seemed unmarked by this economic disparity, but I do not know whether it was noted by the interviewees or had an impact on their stories<sup>10</sup>.

The principles of ‘not making it an exam’, ‘not becoming blasé’, and ‘doing no harm’ were intended to guide our vigilance in balancing the interests of researcher and researched. My interpreter entered fully into the spirit of these principles, and occasionally alerted me to distress in interviewees on occasions where the concentration required and the time-lags of translation resulted in slow reaction times on my part. It was also important at the beginning of each interview to make clear that, unlike an examination, there were no ‘correct’ responses to our questions, and that anything the interviewees wished to tell us about their lives would be valuable and interesting. There was an almost universal self-

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<sup>10</sup> My interpreter also came from a family where Islam was a matter of scholarly and religious leadership as well as practice, and she provided me with much valuable background on the religious aspects of old people’s life stories.

deprecating concern by interviewees that they ‘knew nothing’, or were ‘stupid and uneducated’, and a courteous and frequent checking to see whether their stories were of interest or relevant to the research project. The only, and honest, response to this was that everything they said was of deep interest and extremely relevant.

The interviews were in this way as open-ended as possible, with the *benang merah*<sup>11</sup> only that the interviewees tell stories about their life from childhood up to the present, although for the reasons indicated below, not necessarily in that order. Linear biographical time was used occasionally to offer a prompt when conversation halted (‘and then what happened after you left school?’), but in general very few of the transcripts are chronologically structured. The way in which the interview structured the stories is explored further in Chapter 5; in this Chapter I focus on the ethical aspects of the process.

Most of the old people I interviewed were concerned to meet the needs of the research project, and brought to the interviews both an Acehnese tradition of courtesy to strangers and personal kindness. This, coupled with somewhat attenuated communication via an interpreter, meant that at times the speakers extended themselves to the point of distress in order to answer my questions. In response, I often curtailed interviews or reverted to a topic on which the interviewee had appeared more relaxed or animated. Sometimes it was necessary to ‘let go’ of my concern about younger people answering questions on behalf of their older relative, and engage family members in a wider conversation in order to reduce an apparent sense of isolation and anxiety in the interviewee. What is reflected in the fieldwork transcripts for this thesis is often a quick ‘moving on’ from conversations causing distress. As a result the interviews did not proceed on a neat trajectory over the life course of each interviewee, but were marked by the following:

- the telling of stories which were not chronological accounts, but collections of anecdotes, many traumatic or sad;
- interviewees forgetting or not wanting to talk about the past;

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<sup>11</sup> The ‘red thread’ which connects.

- interviewees weeping, impatient or irritable, or laughing in an apparently self-deprecating or ironical way;
- evidence in some people of possible depression or PTSD symptoms (agitation, lack of eye contact, withdrawn manner, severe aches and pains);
- interviewees relaxing and becoming more animated when the conversation turned to their children, grandchildren, or to work – a craft, farming, home-based factory, fishing, midwifery.

The physical manifestations of past trauma and current poverty, compounded by age, also affected the interaction between interviewer and interviewee:

- physical discomfort for the interviewees who spent often more than an hour sitting cross-legged on a thin mat on a concrete floor;
- shortness of breath and exhaustion after an hour of interview;
- vision problems for many interviewees suffering from cataract and scarring of the eyes, which meant they were unable to clearly see me or my interpreter.

Byron Good suggests that when Acehnese people talk about the past, rather than using the active verb 'ingat' meaning *remember*, they use the more complex and passive term 'teringat' – *being in a state of reminded or remembering*<sup>12</sup>. My interpreter informed me that most of our interviewees used 'teringat' (or 'tingat', its Acehnese equivalent), although she had also occasionally translated as 'remember' the word 'pikée' (or 'seumikée') which is associated with thinking as contemplating, pondering or reminiscing<sup>13</sup>.

Thus the interviewer who asks people to recall a traumatic past may be creating a situation where remembering is replaced by a process more like an 'occupation' of the interviewee (the Oxford Indonesian dictionary defines 'teringat' as 'enter your mind' (Sahanaya et al. 2006)). This reflects a wider point about 'the importance of the interview in the life of an

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<sup>12</sup> Professor Byron Good, Harvard University, personal communication in Banda Aceh, 18 January 2009.

<sup>13</sup> Ainul Fajri, written comments on transcripts 5 February 2009 and 2 May 2009.

older person and...the responsibility of the historian to understand and empathise with the strong emotions which an interview may evoke' (historian Paul Thompson quoted in Bornat 2003: 191).

In cases of traumatic memory, the interviewee may be unable to give a verbalized account of what happened. Hyndman notes that in field research '[t]he event is not what happens. The event is that which can be narrated' (Feldman quoted in Hyndman 2001: 264). She goes on to quote Stanford University anthropologist Liisa Malkki's work on Hutu refugees:

... It may be precisely by giving up the scientific detective's urge to know 'everything' that we gain access to those very partial vistas that our informants may desire or think to share with us (Malkki 1995: 51).

Nevertheless, the most disconcerting aspect of the interviews was the effort which interviewees made to meet the needs of my research project. No-one declined to answer questions (only one did not wish to be recorded), many checked that they had understood what was required of them and that I understood what they were telling me. They provided detailed anecdotes even when distressed, thanked me at the end of the interview, and wished me well in my research. My assumption that I would 'guide' the process did not take account of the seriousness with which each person approached the interview and my research, and that the needs and interests of the researcher would also become a factor in those of the interviewee.

I concluded that even in post-traumatic environments, the relationship between interviewer and interviewee is a negotiation between two agents whose awareness of their own and the other's needs and interests informs the research process and the costs which each is prepared to pay.

This conclusion is an example of those unexpected and illuminating experiences of the researcher which were discussed in the Introduction; such impacts on the researcher are the subject of the following section.

## Transformation and visibility of the researcher

The geographer returned from a lengthy spell in *terra exotica* has gained insight into other argumentative systems, epistemological parameters, and realms of conceptual meaning. Such liberation from one's own culture can alter the whole trajectory of being a geographer (Gade 2001: 377).



Jennifer Hyndman's discussion of the ethical issues in fieldwork suggests that fieldwork can result in personal transformation and perspective change, and changes the researcher's world upon their return:

The field-worker, like the travel writer of the past, is changed by exposure to new places and insights, and she or he returns to a changed place ... The field, then, is both here and then, a continuum of time and place (265).

Fieldwork, or 'embedded' research (Wickson et al. 2006: 1053), especially in a country which is culturally unfamiliar to the researcher and has had a traumatic recent history, has the potential to provide the kind of 'disorientation' which Edward Taylor describes as potentially transformative. This transformation, often arising without conscious reflection, occurs 'when a radically different and incongruent experience cannot be assimilated into the [existing] meaning perspective' (Taylor 1998: 7). It has implications at a level beyond the work of the research project and may result, suggests Taylor, in a perspective transformation, for example to a more inclusive and discriminating world view (1998: 11). Hyndman notes for example that in her own research, the 'field' becomes 'a network of power relations in which I am a small link' (2001: 263).

Taylor uses as an example of disorientation the experience of working within another culture; Shoshona Felman seeks to produce a similar transformation in her students through teaching based on the testimony of witnesses who experienced traumatic historical events:

Testimonial teaching fosters the capacity to witness something that may be surprising, cognitively dissonant. The surprise implies the crisis. Testimony cannot be authentic without that crisis, which has to break and to transvaluate previous categories and previous frames of reference (Felman et al. 1992: 53-54).

This kind of transformation through dissonance resonates with ideas of transdisciplinarity in which the practitioner seeks to transcend the boundaries of understanding within particular disciplines and worldviews, to make discoveries and connections which can only be seen from a new meta-perspective (Nicolescu 1998; Ramadier 2004; Max-Neef 2005). The new perspective which is attained allows hitherto unseen connections and contingencies to be perceived and articulated which provide, for example, a more inclusive, more integrated understanding of the relationship between phenomena. Wilber (1995 (2000)) and Slaughter (2006) suggest that where this meta-perspective is focused on a complex problem, it opens up new opportunities for creative solutions, and for a less egocentric, less culturally determined approach to problem-solving.

My fieldwork in Aceh produced the kind of 'dissonance' discussed by Taylor and Felman. With limited language skills, and working in a culture where religious beliefs and gender relations for example appeared very different from those in my previous experience, I found that I eventually let go of my anxiety and opinions about 'the way things were done' in Aceh. In the absence of these stressors, my interactions with Acehnese people occurred more easily and my initial concerns and reactions became almost irrelevant. I learned, and changed my views, about many issues, including the role of Islam in everyday life, the complex and politically charged relations between Western non-government organisations and many Acehnese; the unexpected priorities for families and communities in the wake of the 2004 Boxing Day tsunami; and the kind of lived experience of Acehnese over the past 80+ years which bore very little relationship to any experience of my own or my ancestors. I also learned about the way Australia and other Western countries are perceived, or in some cases, barely perceived at all, despite strong formal ties in diplomatic, education and economic sectors. All of this learning has informed the interpretation of the interview transcripts, my reflections on my relationship with the interviewees, and the development of some of the moral and political dimensions of this thesis. The researcher who arrived in Aceh in November 2008 is very different from the one who wrote this thesis in Australia in 2010-2011.

The researcher may change, but Gayatri Spivak reminds us that the researcher is always present and framing the research and its results (Spivak 1988: 274). Similarly, Portelli

notes that '[i]nstead of discovering sources, oral historians partly create them. Far from becoming mere mouthpieces for the working class, oral historians may be using other people's words, but are still responsible for the overall discourse' (Portelli 2003: 72).

Spivak suggests that, while blurred, the distinction between 'representing' as *speaking for* the other, and 're-presenting' as *describing* the other, needs to be maintained in order to discover when the former is pretending to be the latter (for example when a Marxist economic materialist claims to merely 'describe' those who are impoverished as belonging to a particular economic class (Spivak 1988: 277)). If Western researchers wish to 're-present' the cultural 'other' they need to learn first to clearly *represent* themselves (Spivak 1988: 275) so that the cultural and ideological framing of *re-presentation* is not hidden in an apparently 'transparent' researcher (Spivak 1988: 274).

A project is a product of particular goals and intentions (Schwanen 2007: 15) even where there is no originating 'problem-description'; making these explicit offers an opportunity to overtly position the researcher within the project. Such a position is described by the political, intellectual or emotional motivations for instigating the project, boundary decisions about people, times and places to be included in the scope of the project, choices concerning resources, and the intellectual and cultural frameworks within which analysis, interpretation and dissemination of results is to take place.

In making her/his positionality within the project explicit, the researcher is able to put her/his own cultural assumptions in some perspective in order to understand better the meaning of the storyteller's words, while maintaining the separateness required in order to act as a proper 'witness to the eyewitness' (Carter 2004, Collaboration 1). For Felman, this 'empathy with separation' is an essential quality of the witness to a trauma victim's testimony:

While overlapping, to a degree, with the experience of the victim, he nonetheless does not become the victim – he preserves his own separate place, position and perspective; a battleground for forces raging in himself, to which he has to pay attention and respect if he is to properly carry out his task.

The listener, therefore, has to be at the same time a witness to the trauma

witness and a witness to himself. It is only in this way ... that he can become the enabler of the testimony – the one who triggers its initiation, as well as the guardian of its process and of its momentum (Felman et al. 1992: 58).

The guidelines for interviews discussed earlier in this section were useful to me in both enabling and acknowledging the story, while remaining sensitive to the well-being of the interviewee.

The second factor in saying anything valuable about the cultural other through ‘*re-presenting*’ (describing) them is to explore what it is in their conversations or performances that appears remarkable to the researcher. In order to go beyond mere exclamation (‘framing of the world-as-exhibition’ (Hyndman 2001: 264)), this needs to be done in conjunction with self-understanding. Unlike exclamations, drawing attention to what is ‘remarkable *to us*’ entails a reflexivity about how the commentator perceives and judges the other. This is an extension of the ‘opportunity to deconstruct hegemonic terms’ noted above, which Maclean suggests can emerge from a reflexive approach to translation of conceptual terms (Maclean 2007: 789).

The ‘self-conscious’ project locates the researcher, the participant ‘others’, the processes of interpretation and theorizing, and the project outcomes or impacts within a structure which clearly marks within it the path of the researcher as one of reflexivity, learning and transformation. The interpretive stages of narrative – prefiguration, configuration and refiguration, drawn from Paul Ricoeur’s work, were discussed in the Introduction to this thesis; framing the doctoral project in terms of these three stages also helps to make explicit the responsibilities and the role of the researcher as they emerge differently at each of these stages. Figure 2 at the end of this Chapter shows a process which locates the cultural and other factors, including the selection of ‘chronotopes’, which ‘prefigure’ the work of the project, the goals and responsibilities of the researcher in ‘configuring’ the material, and the ethical, political and cultural factors which influence the outcomes produced for ‘refiguration’ in the wider world.

Examples of my ‘prefiguring’ assumptions which pulled together resources, people and ideas at particular times and places included potential kinships between life story recollection and the ‘remembering’ of adaptation/resilience cycles, and my political motivation in re-examining the role of the old in society. Physical, psychological and other qualities of the old Acehnese people, reflected in the content and style of their stories, are also a part of the ‘prefiguration’ stage of the project. At the configuration stage, the impacts of the interview process on both participants and the researcher, and the ways we responded to each other, have been outlined above and informed my interpretation of both stories and storytelling.

Configuration in this doctoral project includes presenting the outcomes of the research so that they face outwards to the world, not only as an examinable dissertation, but also to enter discourse, articulate a political and ethical view about ageing, adaptation and resilience, and potentially inform future world views and policy on ‘the old’ as well as future thinking about social-ecological systems. The interactions in which the text meets the world and is interpreted or re-interpreted by them, constitute the final ‘reconfiguration’ stage of the text and the project.

## *CONCLUSION*

This research project is concerned with adding new material to existing theoretical frameworks for understanding the past. Rather than ‘evidence’ for the occurrence of past events, such material provides a different kind of understanding of the past through the spatiotemporal chronotope of ‘a life’. The ethnography of life stories obtained through fieldwork in Aceh *reveals gaps* in history and theory, but is also *illuminated by* several juxtaposed theoretical frameworks which themselves prove to have a kinship with this kind of data.

There are obvious kinships between life story recollection and theories of memory and subjectivity, historiography, narrative and literary theory and trauma theory; less obviously, there is a potential kinship between the remembering of life stories and the ‘remembering’ of adaptation cycles in theories of the behaviour of social-ecological systems. An additive approach to theory in interpreting fieldwork thus has potential not only for understanding fieldwork data more deeply, but to forge new connections between apparently very separate

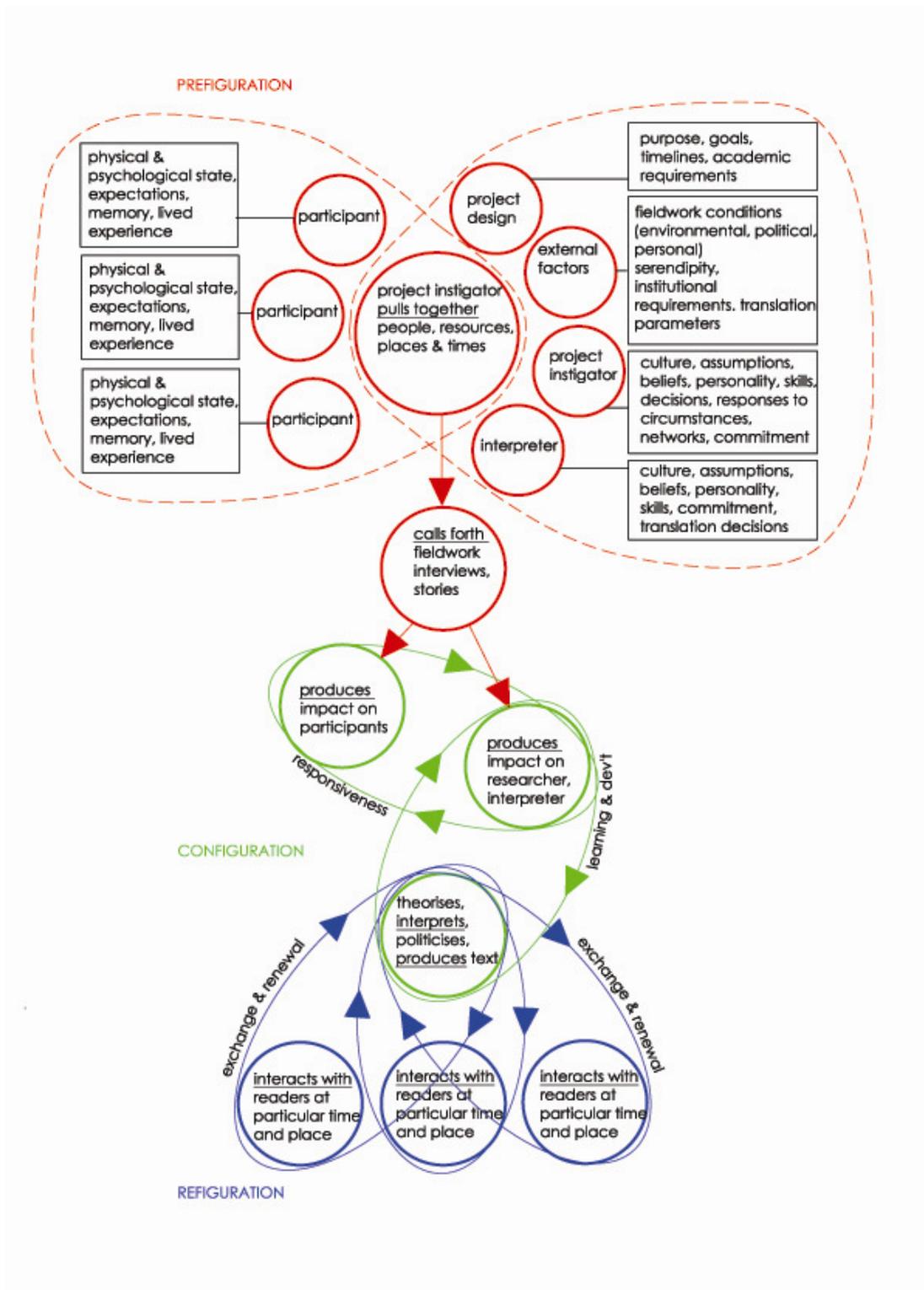


FIGURE 2: PROJECT MAP

theoretical frameworks.

Moreover the production of a life story is an action with repercussions for storyteller and listener, reflected in the speaker's performance and the listener's response. The 'data' is thus both the story and the act of storytelling, and interpretation of the data must address both. The kind of engagements between speaker and listener, and eventually between the listener and other parts of the world, are as important in understanding the contribution made by life stories as the interpretation of the story 'text'. The following Chapter is a review and comparison of theoretical approaches to the connections between the 'subject' and their recollections; I use my fieldwork data from Aceh to exemplify or challenge some of this theory, and to propose some new distinctions between history and life stories in their respective connections with the past.

Chapter 4 then explores the different kinds of understanding resulting from these distinctive connections with the past, and Chapter 5 examines the particular ways in which the text of each life story conveys its kind of understanding to the listener-reader. These Chapters draw on many ideas from psychoanalytic theory, psychology, memory studies, literary theory, historiography and cultural studies. In the final Chapter, Chapter 6, a further field of discourse – adaptation and resilience theory – is introduced and the value of life story ethnography for adaptation in social-ecological systems is examined.

### 3. CONSTRUCTING THE SUBJECT: ACCRETION AND TEMPORALITY

#### *INTRODUCTION*

... a period is only seen as such by the historian. For those who lived in the period, it would just be the way life was lived (Danto 1981: 206).

We tell stories because in the last analysis human lives need and merit being narrated ... The whole history of suffering cries out for vengeance and calls for narrative (Ricoeur 1984: 74).



Both the interviewee who tells a life story, and the historian writing a history of a nation, movement, development or period, are telling a story about 'what happened' in the past. One overarching aim of this thesis is to answer the question:

What are the differences between the ways in which a history and a life story illuminate our understanding of the past?

The period which is the historian's subject was the period of an individual's experience. Danto's point above is that the historian's point of view is always 'outside', so that an historical period has 'an inside and an outside, a kind of surface available to the historian and a kind of inwardness belonging to those who live the period in question' (Danto 1981: 205). This difference persists even where those subjects of the 'historical period' are still living and so become both the one who experiences and the one who looks back at events from the 'outside' at a later date; this dual position is occupied particularly by those who are old. The relationship between these inside and outside views of the past is explored later in this Chapter.

However the memory of the individual is at least in part also a product of the memories of family, community, nation etc, and of conditions and events experienced by previous generations. I argue below that the memories of an individual include 'learnings' from the past and from others (such as contemporaries and historians), but that the remembering of the individual can nonetheless be conceptually distinguished from collective or social remembering. Further, objects and places which are described as 'sites of memory' possess memory in a different way from the individual memorist.

The claim for a particular kind of contribution from the memorist in understanding the past rests on a conception of the 'subject' whose memories and whose past are, in some sense, their own. This conception of a subject whose experience stretches continuously and cumulatively from the past into the present is a contested one. 'The subject' has been deconstructed by various theorists as a series of positions within prevailing discourses such as those concerning gender, ethnicity, age or sexuality; the nature of the subject and subjectivity is the focus of this Chapter.

In particular, my argument that the accretiveness of experience is what makes life stories a unique contribution to understanding both the past and the present relies on psychoanalytic conceptions of a continuous subject, evidenced most strongly in the material impacts of traumatic events, and on the capacity of the subject to negotiate and resist discourse. These impacts and capacities in turn require continuity not just of 'a body' but of a subjectivity which is produced as a result of accrued experience over time, and a subjectivity which can return, through memory and psychoanalysis, to earlier cognitive, emotional, and even physical states.

This Chapter addresses the questions:

1. What are the differences between the subject's relationship with the past and the historian's?
2. What conception of 'the subject' is required in order for such a distinction to be made?

In accordance with the additive theoretical approach proposed in the previous Chapter, I propose to identify a set of historiographical principles, using mainly the work of two leading twentieth century historiography theorists, Louis Mink and Paul Ricoeur, and then to use these principles to explore connections between an individual's experience and recollection. The set of historiographical principles will thus act as the 'prenotation' (of Chapter 2), delimiting the discussion of memory and recollection for the purposes of this Chapter.

I have chosen Mink and Ricoeur to lead my examination of historiography because they are both early theorists, in historiography, of the 'narrative turn', which has now taken place in

many other disciplines (see Angus et al. 2004; Berger et al. 2004; Roberts 2006 for discussion on narrative turns in the fields of psychotherapy, sociology and international relations respectively). In 1993, medical sociologist Catherine Kohler Riessman noted that 'leading U.S. scholars from various disciplines are turning to narrative as the organizing principle of human action' (1993: 1). The narrative turn has been particularly strong in memory studies and studies of ageing (Van Der Kolk et al. 1995; Baars 1997; Freeman 1997b; Biggs 1999; Heikkinen 2004; Hewer et al. 2010).

In qualitative research, the 'narrative turn' has been claimed to be a more sensitive approach to the interpretation of field data which avoids the assumptions of particular theories or methods; it also promotes reflexivity when the researcher includes her/himself in the narrative:

The narrative turn promotes multiple forms of representation and research; away from facts and toward meanings; away from master narratives and toward local stories ... away from writing essays and toward telling stories ... (Bochner 2001: 134-135).

... at the beginning of the 21<sup>st</sup> century, the narrative turn has been taken. Many have learned how to write differently, including how to locate themselves in their texts (Denzin et al. 2003: 4).

Based on the review of narrative historiography below, Chapter 4 will discuss the limitations of narrative in understanding the life stories of the old people I interviewed in Aceh, and hence in understanding the past which the stories represent. In the following I use the overview of historiography, along with the transcripts of my fieldwork interviews, to expand on the relationship between the memorist and her/his past. I argue that the past as told in life stories not only has a different relationship with the storyteller from history with the historian, but that stories of experience have a very different kind of value for the historian than they do for ethnographers and for theorists in the fields of psychology, psychoanalysis, memory and trauma studies.

## *LESSONS FROM HISTORIOGRAPHY: THE HISTORIAN'S RELATIONSHIP WITH THE PAST*

... it is salutary to be reminded that historiography is a matter of fallible inference and interpretation, but the reminder does not touch the point of the common-sense distinction between history and fiction ... that the events and actions of past actuality happened just as they did, and there is therefore something for historiography, however fallible, to be about, something which makes it true or false even though we have no access to that something except through historical reconstruction from present evidence (Mink 1987b: 184).



Each of the subsections below examines one aspect of narrative historiography in order to arrive at a summary set of historiographical principles.

### **History as a narrative reconstruction**

Louis Mink argues that while we prefer to see historical facts as 'resisting ... manipulation, we remain uncomfortably aware that they are the conclusions of very complex and fallible arguments' (Mink 1987c: 94). Yet we remain convinced that 'the past is after all *there*, with a determinateness beyond ... our partial reconstructions ... We still want to call historical knowledge a *reconstruction* not a construction *simpliciter*' (Mink 1987c: 93-94).

The idea that history writing is different from fiction, but, like fiction, is a construction designed to render the world intelligible, is the basis of the Ricoeur's argument that 'historical knowledge proceeds from our narrative understanding' (1984: 92) and that, consequently, history is told as narrative. Hence '[h]istory cannot escape literature because it cannot escape itself: history presents the results of its enquiries, its research, as narrative, and so necessarily enters into and partakes of the world of literary forms' (Curthoys et al. 2006, 2010: 11). Arthur Danto claims that, history as explanation must be 'followable', that is, have narrative direction, and an 'acceptable' or credible conclusion (cited in Ricoeur 1984: 150).

It must be noted that while narrative (and emplotment) has been the preferred genre of traditional historians, in the late twentieth century postmodern historians engaged with a range of alternative writing forms based on other genres such as film and the novel, including montage, micro-narratives and multiple points of view; Curthoys et al note

however that many remained ‘uncertain where they stood in the more theoretical debates about history and language, discourse, and subjectivity’ (Curthoys et al. 2006, 2010: 201-202). This imaginative experimentation in style has not flourished, possibly because of concern to retain an ideal of ‘truth’, especially in histories of catastrophe such as the Holocaust (Curthoys et al. 2006, 2010: 212). Nevertheless the influence of postmodernism can be seen in a new concern with narrator reflexivity and methodological transparency, discussed later in this Chapter.

As narrative, history represents events or ‘what happened’ through three dimensions of creative imitation or ‘mimesis’, according to Ricoeur (1984: 45); these have been discussed briefly in the Introduction and Chapter 2. The first, which Ricoeur denotes with a subscript as *mimesis*<sub>1</sub> is our ‘pre-understanding’ of the world upon which any narrative depends, through for example the already established conceptual frameworks of linear time, symbolism, ‘plot’ and ‘action’ (54, 57). This *prefiguration* makes possible *mimesis*<sub>2</sub>, the *configuring* of a series of episodes into a singular ‘plot’ with a story and an ending (66-68). *Mimesis*<sub>3</sub> is the connection of the narrative at a specific time with a particular hearer or reader – producing for example the reader’s interpretation or emotional response - *refiguration* - and is the point at which ‘the traversal of mimesis reaches its fulfilment’ (70). This last dimension of narrative mimesis is Bakhtin’s ‘uptake’ of the written work discussed in Chapter 2, the fulfilment of the author’s intent in ‘facing the text outwards’ to its reader or listener: ‘it is the reader who completes the work’ (Ricoeur 1984: 77).

### **Making sense of change**

The historian’s purpose in using narrative is one of sense-making: to organize what was for those living at the time an infinitely complex ‘chaotic present’ into an ‘intelligible past’ for those living now (Mink 1966: 184; Ricoeur 1984: 99). The various kinds of intelligible pasts produced in this process are the subject of Chapter 4.

Mink points out that history is viewed by historians as a set of unique and unrepeatable events from which, therefore, no useful rules for action in the present can be derived (1987c: 96-97). What is needed instead of rules, he suggests, is a way in which history can bridge past and present by explaining change and development. Moreover such explanations would also need to accommodate the possibility that an earlier past may be

completely ‘discontinuous with our own [current] institutions, interests, and modes of understanding’ (1987c: 101). Hence an important problem for history is ‘not the explanation of *events* but the understanding of *advents*...’ (1987d: 115), explaining the emergence of a new set of conditions from the old. This is the kind of ‘historical understanding’ which captures, for example, the development of class consciousness (1987d: 115, 116).

The narrative and sense-making historiography of Mink and Ricoeur sees the crucial purpose of history as achieving an understanding of unfolding events, or of the advent of the new. Historians have argued that without this explanatory or sense-making quality, records of the past are mere ‘chronicles’. One of the arguments used in the past by historiographers to suggest an absence of history writing in Indonesia for example, was that Indonesian stories of the past were simply records of sequences of events – chronicles - without a broader explanatory narrative: ‘...there was in the Southeast Asian tradition no interest in the past for itself’ (Wang 1979: 4). Nevertheless Indonesian scholars have pointed to a range of written texts from Indonesia’s past which concerned themselves with traditional ‘historical’ issues such as conflict and its resolution, and the development of culture and religion (see for example Harun 2004; Fakhriati 2009).

### **The value of evidence**

While Ricoeur regards history texts as a narrative construction of the historian, his use of the term ‘mimesis’ as a form of correspondence between writing and the past maintains, like Mink, a realist ontological position on ‘what happened’:

[W]e mean by historical event what actually happened in the past ... [W]e admit that the property of having already occurred differs radically from that of not yet having occurred. In this sense, the pastness of what has happened is taken as an absolute property, independent of our constructions and reconstructions ... (96).

For Ricoeur the historian is a ‘judge’ of evidence. In attempting to judge between possible explanations, historians therefore seek warrants, ‘the most important of which is documentary proof’ (175). Acknowledgement of both the narrative ‘point of view’ and of

the narrator as a judge of evidence is essential for understanding historical narration (178). This acknowledgement must, suggest Curthoys et al, be part of the historian's own reflexivity:

No one – including us – would do history, would pursue historical research, unless she and he thought they could arrive, however provisionally, at some kind of truth about the past.

...

[However] [a] self-conscious recognition of the fictive elements in historical writing, we argue, strengthens – not weakens – the search for truth...[by exploring] the possibilities of kinds of historical writing that seek to relate multiple narratives, and self-reflexively foreground[ing] our awareness of our own present relation to the past (Curthoys et al. 2006, 2010: 5-6).

'Evidence' for historians includes texts and artefacts from previous times, themselves the products of earlier individuals. History is connected to the recollection of individuals because 'events get their properly historical status from having been initially included in an official chronicle, eyewitness testimony, or a narrative based on personal memories' (Ricoeur 1984: 112). Nevertheless, there is no 'ideal chronicler' or 'absolutely faithful witness' who can record everything that happens as it occurs (145). Moreover the fallibility of the historian in speaking for those who lived in the past ethically requires, Wyschogrod suggests, a rigorous reflexivity on the part of the historian to make plain the historiographical practices and assumptions on which the narrative has been constructed (Wyschogrod 1998: 39). In recent times, 'evidence' has increasingly included oral histories from the living, which are valued in different ways from that of a 'chronicler of events'. The role of oral history is discussed further later in this Chapter.

### **Human action and structural change**

Historians look in the present for traces of events they hypothesize must have occurred in the past to explain other events. However it is not sufficient, Ricoeur suggests, simply to arrive at a material cause and effect. An historical explanation encompasses actions and intentions:

How could the inhabitants of this place have been able to construct such a colossal city wall! The *explanandum* is a Humean effect: the walls are still standing. The *explanans* is also a Humean cause: the material means used for their construction. But the explanation is only a historical one if it takes a detour through action (city planning, architecture, etc.) (141).

It is 'plot' which is able to accommodate intention, action, intended and unintended consequences as well as circumstances 'in one intelligible whole' (Ricoeur 1984: 142). In narrative, lies 'the kind of explanatory answer solicited by the kind of questions that historians very often ask and are often asked of them – *how* and *why* questions' (Curthoys et al. 2006, 2010: 143). For Ricoeur, the plot is told from the omniscient perspective of an historian/narrator who looks at and makes sense of 'what happened', rather than the perspective of the actor or agent in events at the time (171). The multi-vocal narratives produced through oral history, albeit with the historian as the ultimate 'autonomous narrator', are discussed in later sections of this Chapter.

Historiography has more recently drawn upon sociology, geography and demography, and relationships between entities such as classes, trends, economic development, entities incapable of 'memory' or text production: 'historical time appears to have no direct connection to the time of memory ... It no longer seems to refer to the living present of a subjective consciousness' (Ricoeur 1984: 76). In this kind of historiography, the important connection between the subject and history, Ricoeur suggests, is overlooked; instead historians claim that historical explanation consists of developing various universal laws which guarantee that event type X or Y was bound to occur in certain conditions (112-113). This 'covering law' model of history denies both the uniqueness of the past, as noted above, and the importance of empathy, understanding, or interpretation which enable the historian to attribute value and significance to past events (114, 118). Neither does the 'total' history offered by developing a pattern of social or economic trends take account of the relationships, culture, and consciousness of 'those who apparently fail' as well as history's victors; it cannot provide a 'history from below' (Curthoys et al. 2006, 2010: 140).

To counter the shortcomings of such an historiographical approach, Ricoeur suggests that

narrative can provide a 'relay station' between ideological or structural explanations of history such as Marxism (179), with their 'quasi-plots' and 'quasi-characters' – peoples, nations or civilizations – and 'the agents of real action' operating in lived time (181-182). This is Bakhtin's call, discussed in Chapter 2, to reconnect the world with the lived time of human beings.

### **The historian's point of view**

History as text depends on 'what happened', so that production of the former 'is not the writing, but the rewriting of stories' (Mink 1966: 187). Mink suggests that 'what happened' only becomes an historical 'event' when it is described as such in a text, and situated within a causal explanation not available to those experiencing the incidents at the time (1987a: 177). Only to the historian are such retrospective truths available as 'In 1717, the author of *Rameau's Nephew* was born' (Ricoeur 1984: 146).

Thus the past visible to the historian is seen through a lens which notices or selects certain phenomena as 'events' and ignores others. This retrospective, but selective gaze sees things together in one synoptic judgement (Mink 1966: 184) – 'not as witnesses might, but as ... part of temporal wholes' (Arthur Danto quoted in Ricoeur 1984: 146-147). It approaches the 'god's eye view' in which successive moments are 'all co-present in a single perception, as of a landscape of events' (Ricoeur 1984: 159-160).

Moreover the frequent effacement of 'the narrator' who takes this standpoint is, suggests Roland Barthes 'designed to...guarantee and enhance the privileged status of history as objective knowledge' (Curthoys et al. 2006, 2010: 146, citing Barthes). Elizabeth Wyshogrod reminds us that the homonymous use of 'history' to refer to both the events and the text reflects the intimate relationship between them, and, as noted above, that the historian must be reflexive and clear about their selectiveness in deciding what constitutes an 'event' (Wyshogrod 1998: 2, 39). Effacement of the narrator has become less acceptable in postmodern writing, and with the rise of strong public conflicts over 'what happened' during, for example, white colonial settlement of Australia:

Indeed, far from returning to conventional omniscient narration, some historians have learnt from these disputes that it is all the more important to

explain to readers their historical method and assumptions, explain just how and why they reached their conclusions, and foreground the existence and normality of interpretive difference (Curthoys et al. 2006, 2010: 233).

Nevertheless despite a commitment by the historian to reflexivity, and to honour ethical obligations to their sources, in the end the historian must adopt a 'point of view': 'it is our privilege that allows us to interpret, and it is our responsibility as historians to convey their insights using our own' (Sangster 2003: 93). Even in writing 'radical oral history', Portelli notes, the historian takes responsibility for performing 'an autonomous act of narration' (2003: 73).

### **History as an act in the present**

The relationship between a history and 'what happened' is not solely constituted by the historian's special synoptic and selective view backwards and the rendering of the past into an intelligible narrative. The telling or writing of history gives the past a force in the present, in much the same way that other texts act in the present. Shelley Errington suggests that the telling of Malayan chronicles (*hikayat*) is an act of 'calling the past into being' and hence perpetuating, for example, the reputation of the chronicle's subject (1979: 38). Stephen Muecke notes the 'calling up' of country through Aboriginal ritual (Muecke 2008: 81), while Paul Carter regrets the diminution of the 'magical or cultural efficacy' of rituals when they are transformed into a 'mime' for tourists or anthropologists (Carter 1996: 36). History writing as an instrumental act will be discussed in the next Chapter, where it will be argued that both history and recollection as written, uttered, performed or read, are as much about the present as they are about the past.

### **Historiographical principles**

The following historiographical claims arise from the above; they concern both the relationship between the historian and the past – the focus of this chapter – and the nature of historical understanding, which is the subject of the next chapter.

Principles:

1. *Narrative reconstruction*: History is a selectively constructed narrative 'prefigured' by conceptual frameworks (of plot, event etc), 'configured' or

constructed by the historian within these frameworks, and '*refigured*' by the reader or listener (Ricoeur's *mimesis*<sub>1</sub>, *mimesis*<sub>2</sub> and *mimesis*<sub>3</sub> respectively).

2. *Making sense of change*: History is a device for *sense-making* and enables us to understand the *coming into being* of the present even when it appears conceptually discontinuous with the past.
3. *Based on evidence*: History is based on *evidence* of actual and unique events (for example in the form of testimony, eyewitness accounts, and documentation), rather than on pre-established 'covering laws' from which events can be 'deduced'.
4. *Mediating scale*: History is complex emplotment which encompasses human intention and action as well as large-scale structural change.
5. *Historian's viewpoint*: History reflects the narrator's selective, synoptic and retrospective 'point of view', as well as her/his empathy, understanding, interpretation, and judgement about the evidence.
6. *Acting in the present*: The writing of history is an act of production with purposes and impacts in the present.

In this Chapter and Chapter 4, I use these historiographical principles to explore similarities and differences in the relationships of history and recollection with the past.

### *PERSPECTIVES ON THE PAST*

... What does testimony mean, if it is not simply ... the observing, the recording, the remembering of an event, but an utterly unique and irreplaceable topographical *position* with respect to an occurrence? What does testimony mean, if it is the uniqueness of the *performance of a story* which is constituted by the fact that, like the oath, it cannot be carried out by anybody else? (Felman et al. 1992: 206).



The historiographical principles of the preceding section concern the historian as much as the product which is a history: the retrospective and synoptic position from which the historian selectively views the past; the historian's interpretation, empathy and judgement

in assessing evidence; the act of constructing a narrative which makes sense of the past and mediates between individual actions and large scale structural changes; and the historian's purposes in producing a particular history *now*, such as developing a nationalist narrative, revealing hitherto unseen connections between events, or rehabilitating the voices of those excluded from official records.

In this Chapter, I wish to draw on the ideas of the historian's *viewpoint* or *relationship* with the past, which includes assessing the past as 'evidence', bringing to bear on the evidence qualities such as empathy and interpretive skill, and the production of history as a purposive act in the present (Principles 3, 5 and 6 above). These ideas will be used below to discuss the memorist's relationships with the past and the act of producing recollection in the form of life stories.

### **Inside and outside the past**

Hirsch et al (2009) draw attention to the distinction between listening to the stories of a survivor of the Holocaust as an historian and listening as a psychoanalyst. While the historian may query the details of a description of a death-camp (Principle 3: 'assessment of evidence'), the psychoanalyst is 'listening to the survivor-witness "from the inside"' (162). For the psychoanalyst, the witness is 'transmitting' rather than 'proving' what happened in the past (154-155). The descriptions of events by an eyewitness reflect a connection with those events, and a wish to convey their personal significance, which is distinct from the historian's relationship, however empathetic, with the narrative they are constructing. The following description by an old Acehnese man of the historic departure of the Japanese occupying forces in 1945, in contrast with historical accounts of this event, shows this distinction:

Bapak I-k (83 years)

The day when [the Japanese] left, they went to the mountain and buried all of their equipment, why they did that, we never know, I don't even know exactly what sort of things that they buried, gun? After that, in the middle of the night, we heard the sound of the truck's engine and all of the army was leaving to Banda Aceh. In the morning, I went to their base camp, and I saw everything

was *trang* [clear and shiny], like the sun shone again.

Bapak's story allows us to see the world through his eyes at a particular moment in the past. The force of the words comes in part from the use of metaphor and in part from the detailed description unfolding events to the listener. This is narrative analyst Labov's 'transfer of experience' where 'listeners achieve awareness of the event in the same way that the narrator became aware of it' (Labov 1997: 413). The narrative qualities of the old Acehese' stories are examined in detail in Chapter 5. However Walter Benjamin notes that stories 'model the course of the world' (Benjamin 1936a: 95) rather than explaining it or informing others about it. Compare the account of the Japanese surrender at Lhoknga, not far from Bapak's village, provided by historian Anthony Reid, which both explains and informs:

Within a few days popular pressure had produced an influx of villagers who surrounded the Japanese camp. As many as 10,000 Acehese were involved by the end of the month, and bloody clashes developed around the Japanese perimeter.

At about noon on 1 December [1945] the Japanese appealed for negotiation to avert a really major blood-letting...The Japanese troops were to leave Lhoknga on foot and concentrate all their troops at the Blang Bintang airport [near Banda Aceh]...They would take with them only such arms as they could carry, and the remainder would be left with the Acehese besiegers (Reid 1979a: 193-194).

The same historian however has also collected the stories of individuals who were part of the Japanese occupying forces to illuminate the experience of the Japanese; an example is the following memoir excerpt concerning the Japanese surrender in Java, Indonesia:

When I received the Imperial Proclamation ... at midday on 15 August<sup>14</sup>, I quietly shed a few tears. It was the first crushing defeat of the Japanese Empire

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<sup>14</sup> The Japanese Emperor surrendered to the Allies on 14 August 1945 after the bombing of Hiroshima and Nagasaki by the US on 6 and 9 August

([http://news.bbc.co.uk/onthisday/hi/dates/stories/august/6/newsid\\_3602000/3602189.stm](http://news.bbc.co.uk/onthisday/hi/dates/stories/august/6/newsid_3602000/3602189.stm)).

since its foundation, and it caused me to be overcome by a flood of inexplicable emotions ... My mission in the South had come to an abrupt end ...

The Indonesian people felt sympathy for Japan due to her defeat. For instance, one morning which I shall never forget, a former close [Indonesian] friend of mine, Dr Samsi, on hearing of Japan's surrender, fell head-over-heels as he rushed into my office and expressed his grief for Japan's misfortune. I tried to console and comfort him by saying, "Japan has finally been defeated. However, there is no doubt that Indonesia will succeed in becoming independent [from the Dutch]. Stand firm so you can have the strength to fight for that independence". Dr Samsi died a year before I visited Java [in August 1964]. He was the man I most wanted to see.

(from the memoir of Shibata Yaichiro in Reid et al. 1986: 341-342).

I include this excerpt for two reasons. In this thesis, many of the transcripts from field interviews concern the traumatic experiences of the Acehnese under the Japanese occupation. Reid's collection of Japanese memoirs is a valuable reminder that suffering occurs on both sides of conflict, and that many Japanese believed that their removal of Dutch authority through the occupation was assisting Indonesia, and Aceh in particular, towards independence<sup>15</sup>.

Secondly, the past is just 'the way the world is given' to those who live it, and becomes an object of historical interest only at a later date (Danto 1981: 163). So too, however, does a kind of exterior or historical consciousness appear in old people when they tell of their past experience. Shibata's memoir above, and the story told by Bapak I-k, are both examples of an insider's story told from the distance of age. This inside/outside quality is occasionally reflected in descriptive anachronisms such as the following:

Ibu A-h (74)

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<sup>15</sup> Reid notes that subsequent Indonesian histories have been ambivalent about this role of the Japanese, since drawing attention to it might 'risk diluting the transcendent quality of [declaring independence in] 1945' (Reid 2005: 174).

... so [the Japanese] brought that in a large box as big as TV box, they distributed those cloths to each family. One family could only get three cloths.

Nevertheless the difference between the historian's connection with the past and the individual's, even with the 'outside' perspective of old age, can be seen in David Thelen's report on an individual's description of events:

A 75-year-old man from Westfield, New Jersey, reported: 'there are two things that have had a profound effect on my life. One was the Great Depression ... The second was the Second World War ... I think it makes you a stronger person from having lived through adversity and having overcome it.' While history textbooks ordinarily put these two events in different chapters, the New Jersey man recalled that both events had remarkably similar consequences for him (Thelen 2000: 25).

Here the story is not 'evidence' *for* a narrative, as it might be for an historian (or a sociologist) (Principle 3); rather it *is* the narrative. The narrator's relationship with their past is not one of judge/assessor (of evidence), but of witness and 'transmitter', in particular because it is a story being told to a listener: 'The condition for the existence of the written source is emission; for oral sources, transmission...' (Portelli 2003: 70). The significance of 'utterance' is discussed later in this Chapter, and the nature of 'testimony' versus 'evidence' in Chapter 4.

Luisa Passerini (2003) notes however that the historian's use of oral sources has to date been predominantly factual:

This is not enough. We cannot afford to lose sight of the peculiar specificity of oral material, and we have to develop conceptual approaches...which can succeed in drawing out their full implications. Above all, we should not ignore that the raw material of oral history consists not just in factual statements, but is pre-eminently an expression and representation of culture, and therefore includes not only literal narrations but also the dimension of memory, ideology and subconscious desires (53-54).

Like the statement by the 75-year-old man from New Jersey quoted above, oral histories

reflect a subjectivity on the part of the storyteller ‘which includes cognitive, cultural and psychological aspects’ (Passerini 2003: 54). The idea of subjectivity is explored later in this Chapter. Tellingly however, for the historian the stories arising from this subjectivity are ‘*clues* which we are able to derive...through the discipline of oral history [which] need now to be harvested, selected, arranged and freed from their ambiguity’ (Passerini 2003: 55, my emphasis). ‘Moreover, the *evidence* of oral history is embedded not only in narrative accounts but also in the process of interviewing. An informant’s mode of presentation can be scrutinized for *clues* to the meanings that historical actors gave to their experiences when they occurred’ (Blee 2003: 336, my emphases). The following Chapter further clarifies the distinction between the historian’s relationship with life stories as evidence (or clues) and the storyteller’s relationship with the story as testimony.

The style and content of recollection will also be a reflection of the ways in which it is elicited, for example through a project such as Reid’s commissioning of written memoirs of war experiences, or the ethnographic project of gathering life stories. In the former, a more formal, historically researched perspective on the war, as well as the individual’s recollection of emotions and personal experiences, informs the story. The responsiveness of recollection to the circumstances in which it is called up (Principle 6) is discussed further in Chapter 5.

Moreover recollection of events at a later time is informed by the recollections of others, particularly in the case of events of public or national importance, and those experiences shared by a community. The following sections discuss the ideas of social memory and sites of memory as shared memory, and how these relate to the recollection of the individual.

### **Social memory**

There is an enormous and lasting reservoir of memories of torture, violence, and displacement enacted against communities and individuals in Aceh. Profound loss and a potent sense of injustice are remainders of the violence. Careful consideration should be given to specific efforts to work through these memories as a part of the on going [sic] peace process in the context of rebuilding Aceh (Good et al. 2007: 76).



In the statement above, Good is referring to ‘social memory’ or ‘collective memory’. This is the memory of a community or a nation (Bowen 1989; Hower et al. 2010), or Welzer’s negotiated ‘conversational memory’ between a group of people (Welzer 2010), and is the subject of commemoration in public memorials and museums (Auschwitz in Poland, Ground Zero in New York (Seremetakis 2004; Hirsch et al. 2009)).

While Seremetakis (2004) refers to the capacity of ‘an entire city or region to remember’, it is, nonetheless, the people of the city or region who do the remembering. Debjani Ganguly points out that:

... even *testimonios* that are read as witness documents of collective suffering do aspire to recover the ‘personhood’ of the traumatised victim/s, and in both national and international contexts such aspiration is articulated in the language of ‘rights’ squarely based on a conception of the ‘individual’ ... (2009: 434).

Similarly, while social memory may exist ‘between subjects and not within them’ (Welzer 2010: 5) the *work of remembering*, of listening and negotiating social memory, and articulating it in recollections of the past, is done by individuals.

The Acehnese term *seungsara* is an example of the difficulties in distinguishing the memory of ‘the subject’ from collective memory, and from collective history. For the Acehnese, *seungsara* is a kind of all-encompassing and prolonged suffering which is experienced by individuals, for example during extended periods of privation, illness or fear and insecurity, and is also an integral aspect of the struggles and heroism of Aceh’s history. An understanding of this history of *seungsara* informs the identity, beliefs, and experience of Acehnese individuals throughout their lifetimes<sup>16</sup>. Both the *seungsara* of personal tribulation, and the *seungsara* of Acehnese history inform individuals’ remembering.

An Acehnese person’s historical awareness of *seungsara* is however different from the

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<sup>16</sup> I am indebted to Catherine Smith, Australian National University, and Dwi Rinanda, Universitas Syiah Kuala, Banda Aceh, for conversations about the nature of *seungsara*.

historian's connection with *seungsara* during historical inquiry - this is Danto's and Hirsch's distinction between the inside and outside perspectives on the past. An individual's 'experience' will include *learning* the cultural significance of history and *learning about* the experience of others. Memories of others' experiences can themselves be traumatic and never forgotten:

Bapak I-k (83)

During [the Japanese] time, one of my uncles also has a story. They hanged buckets of stones and other materials in his body, in the front body, in the back also in his left and right side. Unfortunately he is very tall man, he has to stand in the very back of the line, because it is too heavy, he couldn't stand properly. The army came and hit him, they forced him to carry more stone, but he couldn't. They asked him to carry more, but he couldn't as he is already carried a lot. One of the army came to him and tied him up in the tree. He eyes and his ears were bitten by the red ants, he was bitten all over his face.

This recollection of another's experience is as vividly and emotionally told as the recollections of the storyteller's own experiences in the same period. It suggests that the recollection of a contemporary's experience, even when the storyteller was not an eyewitness, can have a similar force in the present to remembering what happened to oneself. For the Acehnese, it is possible that remembering a learned, and shared, history of *seungsara* is an emotional and political force in the present. Such 'social memories' may structure the recollections of an individual and hence their life story.

Thus the production of a life story through recollection is the *work* of the individual, and the locus of the recollections – their chronotope - is *the life* of the individual as it interfaced with the world. The following section argues that the storyteller is thus a site for memory in a very different from other 'sites of memory'.

## Sites of memory

... the past is waiting in the multitudes of sites of memory, in all its textual, performative, memorialized, and socially embedded richness (Zurbuchen 2005: 30).



Community, ethnic, political and religious identity, and nationalism all depend on learning about and remembering history and the lives of others. 'Sites of memory' which commemorate past events are an important way in which social memory is preserved.

It is the idea of memory embodied in objects that was the theme of a 2010 conference on 'contained memory':

While memory is understood to be integral to the constitution of the self, it works in concert with external repositories of memory ranging from personal mnemonic objects to collective, social, and public memory residing in community traditions, artifacts in museums, and archives, including electronic and other recording systems. Memory is embodied in intergenerational rituals and practices and intangible forms of storytelling, song, and performance, as well as in natural elements and the physical memory forms of monuments and memorials (Massey University School of Visual and Material Culture 2010).

Objects, buildings and cities have all been claimed as 'sites of memory' or 'sites of history'. Balzac's 'marvelous [sic] depiction of houses as materialized history' is, suggests Bakhtin, an example of an historical period becoming 'not only graphically visible, but narratively visible' (Bakhtin 1981: 247). Paul Carter's collaborative performance piece within old house ruins is another example of the past materialized at a site where 'the lost grounds of the deserted garden...[are] provisionally given back' (Carter 2004: 117, Collaboration 4: An ephemeral architecture).

In the case of cities which suffer from natural disaster:

We take this enmeshed memory for granted until the material supports that stitch memory to person and place are torn out from under us, when these spaces suddenly vanish under debris ... Then ... we are separated from the

material of memory that enables an entire city or region to remember what it was before the disaster (Seremetakis 2004).

The construction of memorials, or of new buildings on a 'site of memory' such as Ground Zero, New York, is a retrospective materialization of history: 'a symbolic-material practice that forms a concrete version of past events' (Gutman 2009: 56). As Nadia Seremetakis reminds us, it is not just buildings and places but objects which can be 'full of memory' and which can trigger deep emotions; such memory is linked to sounds, aroma and sights, as for example in the Peloponnese:

Each grove of olive trees carries the signature of a person ...  
The mark of the hands, of labor, is imprinted and witnessed on the trees  
(Seremetakis 2004).

However as with the negotiation and construction of social memory, memorials and objects become 'full of memory' (Seremetakis 2004) because the symbolic relationship between object and the past is established and recollected by individuals. James Burton retains this distinction between 'sites of memory' and 'remembering subjects' when he suggests:

There may be situations in which it is informative to consider a given site in which the past is actualized without determining 'who' or 'what' is doing the remembering, replacing these with other questions, such as how archivally the site operates (how much and in what ways it constricts or filters the past), in whose interests (whether those of individuals, groups, institutions) this occurs (Burton 2008: 335-336).

The distinction between a remembering subject and a site of memory is made clearer by considering the emotional 'affective, subjective, submerged, even silent – feelings, perceptions, apprehensions, misapprehensions' (Hirsch et al. 2009: 161) which are part of a subject's remembering:

... memories ... were laid down in particular circumstances and hold those original feelings, interpretations and associations within them (Biggs 1999: 217).

These emotions and associations survive attempts to ‘reconstruct’ memory; Clifford Geertz noted a few years after the anti-Communist purges in Indonesia that while ‘the truth of what has happened is obscured by convenient stories ... passions are left to flourish in the dark’ (Geertz 1973b: 324). The ‘affective’ aspects of remembering remind us how complex an undertaking it is for the subject, an undertaking categorically distinct from the roles performed by other sites of memory such as memorials and ritualized objects. These affective qualities of memory also point to the difference between the historian’s relationship with the past, however empathetic (Principle 5), and that of those who experienced it.

### *RECOLLECTING AND RECOLLECTIONS*

Below I examine firstly the relationship between recollection and memory, to argue that, however ontologically obscure, memory is a phenomenon required to explain the connection between an individual’s experience and their recollection of it; memory thus plays a crucial role in distinguishing on the one hand the connection between a narrator and their recollections, from, on the other hand, the connection between an historian and the past which they *reconstruct* from evidence (historiographical Principle 3).

Secondly, I argue that framing recollections within a life story reveals a different quality of the past – its accretiveness within the life of an individual – from the framing of recollection as additional evidentiary detail for the historian.

Together with the preceding section, the following suggests that the relationship between the memorist and their experience gives recollection in the form of life stories a special role in understanding the past which is not replaceable by history.

#### **Recollection and memory**

Recollection as requiring agency, a capacity to act and to tell the story of what happened, is seen as an essential part of psychoanalytic therapeutic processes in which recollection comes to articulate memories previously ‘suppressed’ or subconscious:

... the story can be told, the person can look back at what happened; he has given it a place in his life history, his autobiography, and thereby in the whole of his personality. Many traumatized persons, however, experience long

periods of time in which they live as it were, in two different worlds: the realm of the trauma and the realm of their current, ordinary life (Van Der Kolk et al. 1995: 176).

Likewise, Culbertson notes that recollection requires narrative in order for the traumatized survivor to be able to tell what happened and ‘establish a relationship again with the world’ (Culbertson 1995: 179). This process ‘can only begin after memories have been remembered’ (179).

The ontological status of ‘memory’ is less clear than that of ‘recollection’, which is regarded, like the writing of history as an action in the here and now (Principle 6). ‘Recollection’ bears an ontological similarity to ‘remembering’, something ‘done’ by an individual. The complex status of ‘memory’ however can be seen in the following descriptions of traumatic memory:

Traumatic memories are the *unassimilated scraps of overwhelming experiences*, which need to be integrated with existing mental schemes, and be *transformed into narrative language*. It appears that, in order for this to occur successfully, the traumatized person has to *return to the memory* often in order to *complete it* (Van Der Kolk et al. 1995: 176, my emphases).

Most disturbingly, *bits of memory*, flashing like clipped pieces of film held to the light, *appear unbidden* and in surprising ways, as if possessed of a life independent of will or consciousness (Culbertson 1995: 169, my emphases).

Here memories are scraps of experience or narrative, involuntary image flashes and something to which the individual ‘returns’. While ‘transformation into narrative language’ could be seen as a form of ‘recollecting’, the location of memory and its relationship to experience and recollection remains elusive. Nevertheless, in some sense memory is ‘real’: Culbertson points out that even ‘[r]epressed memories are nevertheless memories; they are not circumstances of what “never happened” or what has been “forgotten”’ (Culbertson 1995: 175).

The location of memory, and its connection with experience and with recollection, is explored by Burton and others through the work of the 19th-20th century philosopher Henri

Bergson. For Bergson, memories, which are specific instances of recollection, are mere 'slices' of the past, whereas the past ('duration') is continuous, indivisible and cumulative: 'One moment is added onto the old ones, and thus, when the next moment occurs, it is added onto all the other old ones plus the one that came immediately before' (Lawlor et al. 2010). For the individual, duration is like a tape winding from one spool to another; as we grow older our future grows smaller and our past larger (Lawlor et al. 2010). This duration - the whole of the individual's experience - is 'virtually' recorded in what Bergson calls 'pure memory'.

However consciousness 'spatializes' and quantifies duration into a sequence of discrete moments (for example in clocks and calendars). The distinction between continuous 'duration' of the past and its spatialization into 'moments' corresponds with Bergson's distinction between 'pure memory' of the individual's continuous past, ('our ongoing existence, our own endurance, unconscious and undivided (Burton 2008: 328)) and those selective recollections based on the individual's 'current needs and interests'. Burton, after Bergson, argues that the 'pure memory' is not a kind of store of 'memory-images' in some physiological substrate of an individual's brain. Rather the pure memory of all of the individual's experience is 'virtually present' at all times, available for the production of selective 'recollections' of the past. Instead of seeing memories engraved on the 'wax tablet of the mind' it is more accurate to say that 'when we recall something we are writing it on a wax tablet ... since it is only in making the recollection a part of the present that we actualize it' (Burton 2008: 330).

'Pure memory' is ontologically distinct from experience since it remains more or less available to the individual in the present, depending on the archival rules s/he uses to govern access (Burton 2008: 327, 331). These archival rules reflect the 'essentially utilitarian' nature of mental functions; the purpose of recollection, according to Bergson, is to guide action in the present (Burton 2008: 324). Like the historian who must make an 'offcut of infinity' from all that has ever happened based on purposes of the present and the demands of sense-making narrative (Principles 2 and 6), the consciousness of the individual makes an offcut of pure memory in the form of a particular 'memory' or recollection based on 'current needs and interests' (Burton 2008: 326).

However the utilitarian value of memory in guiding action in the present may not necessarily be through the development of ‘rules for action’, like the historiographical ‘laws’ critiqued by Mink and Ricoeur; instead recollection may simply provide useful information for the memorist in pursuing ‘current needs and interests’. The use to which recollection is put is more akin to Donald Schön’s (1995) ‘reflective transfer’ where reflections on experience in one situation are ‘carried over’ into new situations ‘where they may be put to work and tested, and found to be valid and interesting, but where they may also be reinvented’ (31). Reflective transfer requires both ‘relevant’ remembering and reflection. Chapter 4 explores further the application of remembering the past in order to actualize a particular future.

Recollection is for Burton, via Bergson, a utilitarian act of the individual in response to her/his current needs and interests, which actualizes part of a virtual ‘pure memory’ of the individual’s entire past experience. On the other hand, as noted above, some remembering occurs involuntarily, especially for the victims of trauma, and only later is converted into a narrativized recollection – a story – about the individual’s past. For the purpose of this thesis, I will therefore use ‘recollecting’ as the act of conscious and voluntary remembering and ‘involuntary remembering’ for the appearance of unbidden memories such as those associated with trauma. Grayman et al (2009) have suggested that for trauma victims this latter form of remembering is more akin to ‘reliving’ the experience. The nature of traumatic memory is discussed further later in this Chapter.

An individual’s recollection is thus an act of the present, like the production of history, and similarly selective based on the needs or interests of the present. However recollection emerges from the individual’s ‘virtual memory’ of all of her/his experience, rather than emerging as the result of a quest for evidence by the historian. That each life story is also an interpretation of the past and framed within discourses, for example about pain, the teleology of suffering, and more recently the ‘trauma’ discourse, does not diminish its special force as a record of events which were *experienced*, and moreover *experienced by one individual*. Karyn Ball, in an otherwise critical essay on truth and the interpretive nature of testimony, notes nonetheless the power of stories of experience:

No one would dare counter the testimony of a [Holocaust] death-camp survivor

with the charge that his or her narrative was partial and contextually determined and that to declare otherwise would be the same as capitulating to a bourgeois nostalgia for substantial identity (Ball 2000: 9).

The following section examines the different ways in which recollection of events can be used to understand the past, depending on whether the focus is on the events or on the life of the one recollecting.

### **Events versus ‘a life’: framing recollection**

Within the Bergson/Burton theory of pure memory and selective recollection, when an individual’s recollection is focused on telling a life story it is produced from a virtual memory of a life time’s experience, as a set of recollections to meet the needs and interests of the storyteller and/or the listener. This is not unique to life stories; any recollection might be described in this way. However the teller of a life story is focused on the ‘duration’ of the teller, rather than a period or event of historic interest. First-person accounts of the latter are used by historians, including social historians, as evidence for the events of a period. Life stories on the other hand focus the listener on ‘the life’ of the storyteller.

Below I contrast collations of stories with a shared theme, and whole ‘life’ sequences centred on an individual over a (life) time. The first is a set of fragments from several individuals which I have coded by content: hunger and clothing shortages under the Japanese occupation during World War II. This set of fragments provides a window onto life under the Japanese in Aceh; a collection of oral histories such as this might be used by a social historian to write about this period of Aceh’s past.<sup>17</sup>

Bapak A-d (68)

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<sup>17</sup> As discussed in the previous Chapter, apart from minor corrections to verb tense and plural/singular forms, I have left the transcripts as they were provided by my interpreter/transcriber. The small corrections I have made are based on the assumption that the Acehnese storytellers were proficient in the grammar of their own language and that the quotations used here should not make them appear significantly less so.

During the Japanese, I was grow[ing] up. My life had never been more suffering than during the Japanese. We weren't able to plant rice, people are hungry, eat whatever, raw food, banana ... if we plant something, they will take the harvest. Even if you have parents, they will take your parents. We're looking for money just to cover enough food, during the Japanese, life is very hard ...

Ibu A-s (70+)

Yes, [I lived] with my mother. My father was working for the Japanese, it was a hard time. Our cloth made from *goni* (refer to material made from ramie fibre, usually used as a rice bag). Our meal in that time was anything that was possible to eat, corn, papaya or coconut. We mixed that ingredient with a little rice.

Ibu A-w (90)

Food was not enough; our rice stocks were taken by the Japanese. We kept some food stock above the roof, so the Japanese wouldn't find it. We ate cassava in that time, *aneuk meutuah* ['my dear', 'blessed child']. We ate cassava, banana, jackfruit ... If I could, I don't want to remember any of that anymore, it was very sad in that time.

Ibu A-h (74)

The Japanese would come after the rich people to take their rice; hence we lived in hunger, because they managed everything you know.

Our rice fields were full with *pacang trieng* [refer to sharp bamboo stick], so the villagers couldn't do anything. That was the Japanese.

Bapak A-y (80+)

Because the planes were dropping the balloons [probably parachutes] also from the sky, so by using these sticks in the *sawah* [rice-fields], of course they couldn't make any landing there.

... the *sawah* were full with that sharp bamboo stick ... we couldn't work in the

*sawah.*

Bapak I-h (78)

And then during the Japanese, that is even worse. My stomach is like this [showing with gesture, big stomach]. We mixed our rice with chopped banana, or papaya, or corn. Sometimes we didn't eat for several days. Our rice stocks at home were taken by the Japanese.

Our children in the village are not cared for and suffering from *kudee* [skin disease], and *gutee* [bugs that live in human scalp], don't have cloth. Same condition happened to my wife in the village, she had no cloth. So she swapped her only cloth with others. For example, if she needs to go out, then she will wear the cloth, and the children will stay at home naked."

These fragments are an important record of life under the Japanese. Zurbuchen notes that Indonesian national history has been the monopoly of government and 'ordinary people have not been seen as authoritative sources' (2005: 16, 21). Yet memories of physical and mental trauma arising from the Japanese occupation provided some of the most powerful stories in my fieldwork interviews, stories which could help to 'fill the gaps' in understandings of the past provided by official narratives of that period in Aceh's history.

Enabling such recollections (as does Anthony Reid in his collection of Japanese memoirs (Reid et al. 1986), and Luisa Passerini in her oral history study of factory workers under Italian fascism (Passerini 2003)), may be important in the emergence of new, more complete histories. However my interest in the story fragments concerning the Japanese occupation is not in their contribution to a new or more detailed history of that period but as *part* of a life story, the locus of which is the storyteller rather than a context of events.

As noted in Chapter 1 in another context, Anna Szörényi criticizes the use of collections of 'anecdotes' told by several members of a community or group (such as refugees), arguing that this produces a false collective 'experience' which erases the record of the experiences of individuals:

A singular 'refugee experience' is thus manufactured from the myriad and disparate political situations and life histories that can cause people to relocate

(Szörényi 2009: 178).

The life story makes connections between ‘a life’ and the events of history in ways which are explored in Chapter 4. However the following two life story sequences are sufficient to reveal a different past, coeval with periods studied by historians, but not usable as story ‘wholes’ by historians<sup>18</sup>:

Ibu A-w (90)

[childhood poverty]

[My parents] worked as farmers; they went to the mountain, breaking the rocks, finding rattan, it was very sad in that time [the time of the Dutch]. That’s the only work that the villagers can do, they tried to plant crops, but the result was not satisfying. When I was born, they did the same too, sand mining...any work that they can do...

[traumatic memory]

Yes, after the Dutch left, the Japanese came, they came from the sea. Well, when the Japanese came I was in the field, then they released shots, the villagers were running away, I fell down in the field but I managed to get up and ran to the mountain, people were shocked. I remember everything about that. I remember what they were doing; they sometimes went to the sea to take something from their ship ...

Very sad, more than just sad. *Prang prung* [sound of gun shot] the sound of gun shots and people were running everywhere. [My brother] was very little in that time; I brought rice for him to our hiding place behind the bamboo tree. Usually they released shots at 12 o’clock. They just randomly shoot everything, people died and fell down in the ground with blood everywhere ... *prang prung* ... my God. Very sad, some of the villager got shot, some of the others didn’t. Unlike today...

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<sup>18</sup> The full transcripts of these life stories are available on the CD at Appendix 3.

[hardship]

Yes, I continue working; I start everything from scratch, working to earn something. Oh dear, the Japanese time was very bitter, don't know how to say it ...

Well, after [the Japanese] left ... for a while, we lived as usual, we started to build our life with our own kind. But then other things happened. Because the foreigner was gone, so we live amongst each other and things happened amongst civilians, amongst us ... [possibly the Tjumbok Rebellion 1945-46, the Darul Islam movement 1953-59, the anti-Communist purges 1965-66] ...

[sickness]

Q: So, does she go to the doctor?

I did, I've been hospitalized for nine days, after that I am taking medicines everyday. I went here and there because people said that they have good medicine there, but ever since my sickness is never cured. In that time, during the high-blood pressure, I feel painful all over my body; I can't even do my daily prayer ...

I'm having high-blood pressure when I was in the barrack [after the tsunami], then I was hospitalized, after that, I stopped doing many things ...

[faith]

The youngsters now, I pray to God that they must live better; they must not feel what we've been through in the past.

I don't know where we will move after this ... heaven!

...

There's no where else to go beside to the God. We'll go there together, in the end of the day when the God calls

Bapak A-b (69):

[work, work-related trauma]

I went to the sea. I went to the sea and to the mountain for rock mining when I was younger. One time when I was in the mountain, I was buried by the soil [landslide?]. In that time, I was with my two friends. So they dig out the dirt

trying to rescue me. Both of my friends thought that I must be dead under there. So when they succeed in rescuing me, I don't know anything. I feel faint, it's all black. That's what I remember. They took me to the traditional massage person. I stayed at home for 7 months not realizing what has happened ...

[natural disaster]

When I was in that house, in the day of tsunami, we were ordered to flee to the mountain, around 6.00pm we left the house ...

We walked there, what else, there's no other option. Timber waste and rubbish were everywhere, even though we have vehicle we couldn't use it. So we walk there ...

We all gathered there, I met my family there one by one because we didn't go to the mountain together. When tsunami struck, people were all running in panic, so it was a chaos, you know, when the water rose. It was night time in the mountain when I finally met all my family. When I ran and arrived in the mountain, I thought people left behind me had all died. Because seemingly the world is turned up side down, people are individualized [separated?]. When we gathered in the mountain, we shared stories, I ask my daughter, where were you before my dear, and then she would say: I was stuck in the tree. She would ask, what about you, and then I said, I was in that up-high house ...

That house was full with people. If God willing to, the house must be cracked and all the people there must be falling down on each other. Maybe around two or three hundred people were gathered there or even more.

Everyone is praying inside the house, any kind of prayer ... other people were dragged in the water, they were those who weren't able to reach the house ...

After the tsunami happened, I stay at home, I couldn't walk, *ka leumoh* [I feel weak, I lost the spirit of life].

[memory of trauma]

When I lie down, I think about [being buried in the landslide] ... or later when I sleep at night. Of course I still think about that accident. I remember that.

...

I remember the day of the accident when the landslide happened and I was buried, I remember and am scared, it's so real.

The force of these two life story sequences lies not only in their content, but in the fact that a particular set of stories all 'belong' to one person, and bear a relationship with that individual which stories of similar experiences told by others do not. In Labov's terms, noted in Chapter 2, the experiences have 'entered into the biography' of the storyteller (1997: 399). While the description of another's experience may differ by only as much as the personal pronoun – 's/he was hit by the military' versus 'I was hit by the military,'<sup>19</sup> Wittgenstein would argue that 'I feel frightened' is more like a 'cry' than a 'report' (Wittgenstein 1972, S.244). In the case of past-tense recollection, 'I felt frightened' and 'She felt frightened' are both reports, but a difference is retained in the connection between the experience and the speaker.

In contrasting two ways of studying history, Thelen (2000) notes that '[s]hifting the starting place from "context" to individuals profoundly shifts the way we understand both and indeed the way we organize the study of history (25). In the previous Chapter I argued that the life stories of individuals may *add* to history. The nature of this addition can be seen in Thelen's example earlier of the survivor of the Great Depression and World War II, in Reid's collected memoirs from members of the Japanese occupying forces in Indonesia, and in the above life stories of the two Acehese. What is revealed in these examples are aspects of the past which, while possibly adding 'historical detail' (Principle 3) more significantly provide a *new* understanding of the past, or, as Carter would suggest, an understanding of a *different* past which is, for history, only 'phosphorescence in the wake of events'.

Further, a life story, while providing both additional detail on public events and a glimpse of an alternative past, also expresses the cumulative quality of the past for the individual; this quality of accretiveness of experience and the related idea of a continuous and accretive

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<sup>19</sup> In Basa Aceh and Bahasa Indonesia a single pronoun is used for both 'he' and 'she'.

subjectivity, are discussed below.

### *THE REMEMBERING SUBJECT*

But the unique and precious element which oral sources force upon the historian and which no other sources possess in equal measure is the speaker's subjectivity... Oral sources tell us not just what people did, but what they wanted to do, what they believed they were doing, and what they now think they did...

Subjectivity is as much the business of history as are the more visible 'facts' (Portelli 2003: 67).



### **Locating the subject**

The value of narrative for history, as Ricoeur suggests, is its capacity to bridge between the actions of individuals and large scale structural changes (Principle 4).

A significant quality of the novel, suggests Martha Nussbaum, is a focus on the life of the individual in order to provide the reader with an understanding of the quality of another's lived experience. This is most evident in novels which revolve around the lives of individuals, such as those of the *Bildungsroman* or 'picaresque' genres, which 'trace the process of coming into mature adulthood by a protagonist who encounters many hurdles and painful setbacks' (Ganguly 2009: 433). Nussbaum makes the point:

We must recognise that the whole commitment of the novel as genre, and not least of its emotional elements, is indeed to the individual, seen as both qualitatively distinct and separate ... individuals are seen as valuable in their own right (Nussbaum 1995, 2004: 70-71).

Similarly, Nussbaum suggests that the novel offers a 'vision of individual life quality' which 'actually motivates... serious institutional and political criticism' (Nussbaum 1995, 2004: 71):

... a story of class action, without the stories of individuals, would not show us the point and meaning of class actions, which is always *the amelioration of individual lives* (Nussbaum 1995, 2004: 70-71, my emphasis).

Ganguly notes that the literature produced by the Dalit people of India, a nation where the

overarching political narrative of democracy and equality ignores the continuing oppression of a particular group, is about restoring humanity and the ‘recovery of personhood’ for individuals in a context where such personhood has been denied (Ganguly 2009: 432). Memoir or biography, and *testimonio*<sup>20</sup>, become the ‘public poetics’ which reveals unique and persistent suffering ‘even in a “just” world’ (Ganguly 2009: 433).

The understanding this literature imparts depends upon a particular connection of the individual through memory to a continuous and accretive past. Such a claim challenges postmodern conceptions of ‘the subject’ as a disjunctive set of ‘positions’ it occupies in prevailing discourses (for example in discourses of gender or ethnicity) and the social and economic power relations such discourses produce. The postmodern subject recognizes itself through being interpellated (hailed) by discourse, such recognition being one of a set of ‘strategies and practices of individualization’ (Montag 1995: 75). As the subject may occupy positions across several discourses, there is no ‘necessary coherence’ between all of these multiple positions (Henriques et al. 1984: 203). I discuss below the ways in which ‘remembering’, reflecting, learning and changing might be more than ‘strategies for individualization’ but instead necessary qualities of a subject whose material experience accretes in body and memory over time.

A critical history of ‘the subject’ traces its emergence in the scientific, social and economic discourses of the seventeenth, eighteenth and nineteenth centuries as both the thinking, reasoning subject, and ‘the abstract legal subject, the subject of general rights and of possessive individualism’ (Venn 1984: 133). Modern twentieth century psychology and philosophy, suggests Venn, have been based on ‘the individualism of the unitary rational subject’ upon whom the social environment exerts influences for good or bad, in contrast with the later postmodern subject who is a ‘constructed figure’ produced in discourse and through social relations (150-151).

The subject who is continuously (re)constructed in various contexts is represented by Lévi-

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<sup>20</sup> *Testimonio* are accounts told in the first person, for which the ‘unit of narration is usually a “life” or a significant life experience’ (Ganguly 2009: 432, citing John Beverley).

Strauss as a 'mere [point] of social attribution' (Balke 2002: 34):

I never had, and still do not have, the perception of feeling my personal identity. I appear to myself as the place where something is going on, but there is no "I," no "me" (Lévi-Strauss 1978: 3-4).

Psychoanalytic theory however has proposed that 'subjectivity' is self-awareness, albeit 'always positioned in relation to particular discourses and practices and produced by these' (Henriques et al. 1984: 2, 3). This 'self-awareness' reveals itself in Levi-Strauss's 'I appear to myself as ...'. The potential for a single subject to be positioned in multiple discourses and hence to be aware of themselves as 'a multiplicity of subjectivities – as mothers, wives, consumers, workers of one kind or another ...', opens the possibility of the subject's *resistance* to positioning within particular discourses (Henriques et al. 1984: 116, 117, 225). Within a psychoanalytic framework, this resistance indicates an 'interior' or unconscious aspect of the subject which persists from early life and through various positions in discourse, and which is not available to consciousness. Rather than the subject being 'simply the sum total of all positions in discourses since birth' (204), it becomes an accretion - a single subject with a 'history' of positions in discourse.

In this way 'bourgeois individualism' (Henriques et al. 1984: 96) with its implication of a core subject whose qualities are independent of discourse and social practices, can be rejected in favour of a continuous unconscious which, while operating within such discourses and practices, is able to learn from, resist, and respond to them.

'The unconscious' is one answer to Stuart Hall's (1996) question about *what* it is that finds itself interpellated in discourse. This can also be asked as: What is 'the individual' *before* it is hailed by discourse as 'the subject'? Hall concludes that after the dissolution of the stable, continuous subject, the *body* is all that is left to signify the whole array of subjectivities 'condensed into one individual' (1996: 21-24). Nonetheless Hall suggests that psychoanalytic theory is necessary to understand the mechanisms of resistance where the body refuses to be completely 'docile' (1996: 25). What is needed, Hall suggests, is:

... a theory of what the mechanisms are by which individuals as subjects identify (or do not identify) with the 'positions' to which they are summoned;

as well as how they fashion, stylize, produce and ‘perform’ these positions, and why they never do so completely, for once and all time, and some never do, or are in a constant, agonistic process of struggling with, resisting, negotiating and accommodating the normative or regulative rules with which they confront and regulate themselves (1996: 27).

Judith Butler (1997) argues that it is discursive *practice*, rather than discourse itself, which produces the subject as an identity, for example through repeated use of particular names, categories or descriptions. This political construction of the subject through an identity which excludes others, produces struggle when the latter ‘[return] to trouble and unsettle the foreclosures which we prematurely call ‘identities’ (Hall 1996: 28). In this struggle, individuals can produce change by changing, or appropriating, the discursive practices which exclude them:

The appropriation of ... norms [such as racial or gendered ‘slurs’] to oppose their historically sedimented effect constitutes the insurrectionary moment of that history, the moment that founds a future through a break with that past (Butler 1997: 159, 163).

As psychoanalytic research theorizes the unconscious as that which negotiates, and sometimes resists, its position in discourse, so too does Butler allow for ‘the possibility of an agency’ (Butler 1997: 155-156), which can operate on discourse to change the way it is practised. The relationship between this ‘unconscious’ or ‘agency’ and the body is the subject of the following section.

### **The body and memory**

We achieve our bodiliness, ‘my body’, through life experience: our body becomes familiar to us as we live with it. The ‘normal’ life of the body remains hidden to us; we only perceive incapacity or other experiences produced by illness such as pain (Heikkinen 2004: 574).



Like Hall, Butler acknowledges the body as a continuous entity underlying changes in the subject, but which also incorporates social practices over time as ‘second nature’:

... the body does not merely act in accordance with certain regularized or ritualized practices; it *is* this sedimented ritual activity; its action, in this sense, is a kind of incorporated memory.

...

One need only consider how racial or gendered slurs live and thrive in and as the flesh of the addressee (Butler 1997: 154, 159, citing Bourdieu).

This incorporation of experience, the sedimenting of social practices in the body over time, produces its own 'rhetorical effects', effects which '[n]o act of speech can fully control or determine' (Butler 1997: 155-156, citing Felman). It is the undeniable rhetoric of the body in the old Acehnese whom I interviewed, revealed in the weariness, tears, pain, laughter or gestures of frustration (see Chapter 2), which reveals the sedimented layers of the past and places 'the historical moment ... literally before our eyes' (Berger 1972: 26).

The bodily and other impacts of trauma will be discussed in the final section of this Chapter. However I wish to take Butler's idea of sedimentation of discursive practices (experience) in the body, and argue in the following that experience is also sedimented in memory and thus available for recollection at a later time.

For Butler, political change is brought about through a subject's agency in initiating new discursive practices; another path to change however is remembering, and conveying understanding to others, of events which have caused suffering and oppression. This requires an acceptance of memory, however fallible or interpretive, as a basis for claims about 'what happened':

In the wake of deconstruction, one can no longer assume an absolute foundation of shared experiences upon which to build an invincible moral stance. What matters in the long run is that both individuals and groups retain partial memories from personal and collective experiences, and that memory-images and narratives provide both the content and impetus of political and moral claims about historical oppression in the past and present (Ball 2000: 8).

Beyond the fallible and interpretive act of remembering however, are the material impacts and the subject in whom these impacts accrue. Acceptance of memories of experience as a

basis for action is an acknowledgment that these experiences, and their material impacts, belong in a very particular way to those who remember them.

The connection between recollection and experience was explained earlier, in Bergson's terms, by virtual memory as the involuntary incorporation of the past, sedimented in much the same way as experience is in the body. This conception of memory accommodates access in the form of recollection, and hence the moral or political claims that such recollection supports; in addition, it is argued later in this Chapter, these distinctions between experience, memory and recollection allow for psychoanalytic 'memory intrusions', post-traumatic nightmares, or the drift into (pleasant or unpleasant) reminiscence which occurs *without* intention.

Other theoretical frameworks which support this idea of a subject's ongoing and sedimented memory are discussed in the following section.

### **The evolving subject**

Various fields of inquiry depend on the continuity and accretiveness of a subject who, while potentially occupying a multiplicity of positions across several discourses, remains locatable as a single temporal and spatial thread in a discourse of change and evolution. The implication of much writing in memory studies (e.g. Freeman 1998; Burton 2008), in gerontological theory about 'life course stages' (e.g. Erikson 1986; Settersten 2003a), in psychoanalysis and psychiatry (e.g. Van Der Kolk et al. 1995), and in theories of education, learning and evolution (e.g. Wilber 1995 (2000); Taylor 2001; Slaughter 2006), is that there is a continuous subject in whom experience and memory accumulate, personality or character forms over time (or 'unfolds' in a pre-ordained plan (see for example Hillman 1996)), and learning or growth occurs. Associated with these developments are changes in the body – growth and deterioration, acquiring and losing strength, the advent and healing of pain or disease (e.g. Culbertson 1995; Philo 2005; McFarlane 2007).

Erik Erikson's work on life stages proposed a 'theoretical backbone' of eight stages, each one building on the other in a process of the individual's psychosocial development (Erikson 1986: 32-33). Development takes place through the resolution in each stage of conflicts arising from earlier stages, culminating in a 'final focal effort' in old age 'to

remember and review earlier experiences' (Erikson 1986: 40). This process depends on a conception of 'I' as 'a center of awareness in the center of the universe, and this with the sense of a coherent and continuous identity; in other words, we are alive and aware of it' (Erikson 1986: 52).

This model has been critiqued as representing a fixed and irreversible sequence which repeats itself across generations (Settersten 2003b: 16). Life-course theory, on the other hand, claims that individual development is multidirectional, with both gains and losses in different 'spheres' such as family, work and education, and interdependence between these various 'trajectories'. It emphasises the impacts of the historical period of each 'cohort', but also the importance of the distinctive experiences of individuals within each cohort, and the way these depend on the individual's age at the time of each experience (Settersten 2003b: 17, 22-25). Differential experiences within cohort will also be a reflection of differences between 'rich and poor, majority and minority ethnic groups, rural and urban' (Cain 2003: 309-310).

Nevertheless, these multiple trajectories are based on the 'fundamental premise ... that individual development is lifelong ... Development does not stop in adulthood, but extends from birth to death. Even in later life, development need not only be about decline, but may also involve psychological, social, and biological gains' (Settersten 2003b: 17). The development of the individual over the life course occurs within historical time and, like Henriques' discourse-responsive subject discussed above, within 'the unique social and cultural conditions that exist during those times' (Settersten 2003b: 22). (See also Elder et al. 2003: 56; Fry 2003: 270). Leonard Cain suggests that:

Unless those who identify as gerontologists turn to cohort analysis and historical enrichment, turn to the reconstruction of the life courses of ordinary citizens, (including minority representatives) through oral histories and similar innovative research methods, and break away from excessive dependence upon survey research and the like, gerontology will continue to suffer from data malnutrition as well as lack of heart (2003: 320-321).

In life-course scholarship's focus on historical time and cohort, the study of old people has a particular interest because 'the longer a life is studied, the greater [the life's] risk of

exposure to social change. Long lives are thus most likely to reflect the particular contours of a changing society' (Elder et al. 2003: 58).

However life course stages in the developed world bear little relation to those in other parts of the world, nor to the life stages of marginalized groups. Christine Fry (2003) points out the inappropriateness of the standardized model of the life course for those outside mainstream institutions such as the labor market (271). In non-industrialized countries where work and family arrangements are made differently, 'information about education, work, marriage, and children provides very little specificity about age' (272). In discussing child labour in poorer countries, Dale Dannefer (2003) offers a more political critique of the subject's development through the life course. He points to a structural economic interdependence between the rapidly cycled lives and the 'unending long days of low-paid work' which are part of the life-course pattern of children in poor countries, and the life-course of those in wealthy countries with its 'protracted childhood and ... lengthy retirement' (265). This interdependence of life courses, and the discrepancies in well-being which it supports, are discussed further in Chapter 6 in terms of variations in resilience and recovery benchmarks across wealthy and poor societies.

It may be argued that life-course modelling, or the literary novel's invitation to empathy with an individual's life experience, or the evolving 'unconscious' of psychoanalytic theory are merely 'strategies of individualization' (Montag 1995: 75), which promote an illusory 'originary' subject (Henriques et al. 1984: 95). However the *benang merah* through all of these 'strategies' is the idea of learning, an accretive concept which is the basis of several other theorists' work on individual development and evolution (see for example Wilber 1995 (2000); Taylor 1998; Tornstam 2003; Slaughter 2006). Learning, with its additive quality dependent on remembering, reflection and habituation, (see Schön 1995 for a discussion of the relationship between remembering, reflection and learning), is an activity of a continuous and evolving subject. It is a practice not captured in the serial or simultaneous occupation by the subject of positions in discourses, although 'learning' itself is defined by and practised within cultural discourse.

Remembering, reflecting and the cumulative impacts of experience, which include learning, are fundamental to my interest in the life stories of older subjects which represent accretive

experience over time; these stories ‘model the past’ in a way which serial positionings in discourse, or narrative history, are unable to do.

Remembering or recollecting, like reflection and learning, are the acts of an agent with temporal continuity. The significance of recollection as an agentic act in the present is discussed in the following section.

### **The act of recollection**

Benjamin notes that ‘traces of the storyteller cling to the story the way the handprints of the potter cling to the clay vessel’ (Benjamin 1936a: 91). The life stories of the old Acehnese are performances produced by individual speakers, reflecting the aesthetic, political and emotional responses of the speaker to the interview situation. These responses constitute what Danto defines as the ‘style’ of a story, something immanent in the way it is told but which is expressed ‘immediately and spontaneously’, rather than as something studied or mannered (Danto 1981: 204, 206). The ways in which this style is manifest in each story from Aceh is the subject of Chapter 5.

Conversely, I have argued above that traces of the past described in stories cling to the storyteller, sedimented in both body and memory. The storyteller thus relates to the story as both its performer (like the history-writer) and its incorporation (unlike the history-writer). The final section of this Chapter on trauma draws a further distinction between recollection based on what has been sedimented in body and memory and the production of history.

The *performance* of a life story also makes explicit the continuity of ‘the subject’ over time. There are many examples in the storytelling by the old people in Aceh where the speaker consciously connects their past with their present, often in a reflective comment where the speaker moves from the story to ‘interaction in the here-and-now’ (Pasupathi 2006: 136).

The connections between past and present in these stories are not generally explanations, where past conditions are described *in order to* make sense of the present (historiographical Principle 2); they occur *after* the story, as a pointing back to the past from the present context, rather than as a conclusion. In the following example (where underlined), the storyteller ends a description of his life with a half-sceptical suggestion that he might

expect happiness only after death:

Bapak I-h (82)

When I get married, the independence is achieved. When I am married, I have difficult time too, very poor, *ciet putoh leuh* [phrase to describe that someone's condition as really at dead end, poor, miserable, no money etc].

Q: After that?

Hah? After that ... ehmm ... after getting married my condition remained the same. I still live under the poor, not happy at all, uhmm ... because I don't have anything, I don't own land or cow, nothing that I owned, because my parents were poor and didn't leave me something to inherit. So my life was hard, you know.

Let's say that I don't live happy, but when I die, I never know. (Laughing)

Others explain that hard physical labour in the past had resulted in pain in the present:

Ibu H-s (72)

I am sick dear, my body is in pain.

Well, I feel pain in my knees dear, and my arms ...

I have to use a stick to go to the mountain. You know, picking up the tree branches [to sell for fuel]. Well, dear, if I didn't go there, then I will have no money for food.

And also because I carried heavy water during the salt making [before the tsunami which destroyed the home-based salt-making industry].

My knees must hurt because I walk a lot, well, older people always feel pain in their knees right?

For others, comment on past privations expresses relief or thankfulness in the present:

Bapak A-d (68)

In the past, everyone is poor, I am poor, and then where should I work with?

Where should I look for money?

In the past I don't even have spare cloth. I only have one cloth to wear during

my trip to the market, and to the rice field, only one cloth, for praying too. Whenever I want to buy the new one, I cannot. But now, because of God, everything is easy. There are many places to buy cloth.

For interviewees who were unable to attend school during the Japanese occupation and subsequent conflicts, or because of poverty, comments express both regret and acceptance in the present:

Bapak S-h (78)

I didn't go to school, some villagers went to school. But I didn't. What can I say, it's already happened. But I can read the capital letters. I learnt from other people.

Bapak D-a (71)

So, I quit school right, so I went to the Quran reading in the *balee* [an up-high building usually built in front of the mosque for village meetings, religious study, Quran reading etc]. I couldn't go to *Pasantren* [religious school] because, you know, my father had passed away ... I had to work, I didn't have time. I don't think about that anymore.

Similarly, another interviewee whose husband fought in World War II also expressed her acceptance and resignation today about a lost struggle in the past to gain compensation for her husband's service when he became seriously ill in later life:

Ibu M-m (74)

We were old and very sad in that time, we gave up, and we don't want that acknowledgement anymore. Now, I am thankful that I have my children that I can depend on.

These stories and the expressions of current feelings or beliefs which follow connect the past to the present, but are distinct from a life narrative in Mark Freeman's sense, that is: 'the interpretive process of reading the text of one's past and extracting from it a more or less coherent and meaningful plot [or] ... narrative integrity (Freeman 1997a: 375). The

stories, together with the comments, weave together the past of the subject and the past of Aceh: conflict, suspension of schooling, rural poverty, natural disaster; however instead of forming a narrative, they *materialize* the historical past, in Bakhtin's and Carter's sense, or *model* it in Walter Benjamin's sense, in stories of lived experience transmitted to the listener. Reflective comment is then used to connect the storyteller's past with their presence 'today' in the interview. Ways in which the poetics of the story texts help to materialize or model the past are examined in Chapter 5.

In the previous Chapter, I noted that the issue of 'truth' or 'truthfulness' arises in listening to life stories; the listener makes a judgement about whether the speaker is engaged in fictive invention and remembering. Like the historian, the listener may also explore other sources about the past to check, not the intentions of the speaker, but for misrememberings; in this thesis, examples of other sources (discussed in Chapter 4) include historical records of the activities of Japanese nationals after World War II, or the activities of the Indonesian Government and the Communist Party. Wyschogrod claims that the historian is 'bound by the promise that ... she is committed truthfully to convey some aspect of [the past] ...' (Wyschogrod 1998: 4); so too the discussion in this thesis of stories told by old Acehnese assumes as a matter of the researcher's judgement, not accuracy in remembering, but truthfulness in the storyteller as a *commitment* to tell the listener some aspects of their lives. Memories of trauma also raise particular issues of 'evidence', 'truth' and authenticity (Principle 3), and produce a particular kind of relationship between the story, the storyteller, and the listener (Ricoeur's 'mimesis<sub>3</sub>') which is discussed further in the next Chapter.

The remembering of *traumatic* events also connects the past and the present of an individual subject in ways which are distinct from the processes of recollecting and memory described above; such cases are marked often by involuntariness of remembering or forgetting, and raise more sharply issues about the continuity of 'the subject', the accretiveness of experience, and the impacts for the subject of the act of producing recollections.

## *THE ACCRETION OF TRAUMATIC EXPERIENCE IN BODY AND MEMORY*

The survival experience, or the Holocaust experience, is a very condensed version of most of what life is all about: it contains a great many existential questions, that we manage to avoid in our daily living (Felman et al. 1992: 72).



In this section I wish to reinforce the significance of individual ‘life stories’ as stories of accretion, by focusing on the experience and recollection of trauma. As already noted, an acknowledgement that the relationship between experience and memory is ‘shaped by’ interpretation does not invalidate the force of those memories in providing, via recollection, ‘both the content and impetus of political and moral claims about historical oppression in the past and present’ (Ball 2000: 8). Such claims depend on verbalized recollection of trauma which serves a very different purpose from that of historical ‘evidence’, and with significant implications for the speaker and the listener. These implications, which are discussed in the following Chapter, arise, I argue below, because of the continuity of the subject and the accretiveness of material experience.

In Chapter 6, I propose that understanding the past through life stories can reveal the precariousness of the present. Trauma makes perhaps one of the most undeniable connections between the past and precariousness of the present, although for individuals this connection may be obscure.<sup>21</sup> Below I examine the nature of trauma and the ways in which trauma connects the subject in the present with the subject of the past.

### **Trauma and utterance**

The condition for the existence of the written source is emission; for oral sources, transmission... (Portelli 2003: 70).



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<sup>21</sup> When for example it takes the form of ‘disconnection’ (repression or dissociation) (Van Der Kolk et al. 1995).

The connections between traumatic past experience and its impacts on the individual in the present have been explored most extensively in the fields of psychology and psychoanalytic theory. Post-traumatic stress disorder (PTSD) is ‘a set of reactions that can develop in people who have experienced or witnessed an event which threatened their life or safety, or that of others around them, and led to feelings of intense fear, helplessness or horror’ (Australian Centre for Posttraumatic Mental Health 2010). The long term psychological and physiological impacts of trauma are documented within the field of psychiatric medicine (see for example McFarlane 2004). This literature demonstrates connections between traumatic events and symptoms of PTSD, even where the event and the diagnosis are thirty years apart (McFarlane 2004: 877-878).

The cumulative impact of many traumatic events on the subject may also be responsible for the conclusion of the report on a Psychosocial Needs Assessment conducted in Aceh, that despite experiencing less direct violence than the young during the thirty year GAM-military conflict which ended in 2005, ‘[t]he oldest respondents (aged 54-82) are at greater risk for depression and general anxiety’ (Good et al. 2007: 5). While the Assessment report found no direct correlation between duration of conflict trauma and wellbeing of victims, it noted that ‘[i]t is possible that the duration effect is important at the individual and clinical level’ (Good et al. 2007: 64). Herman notes that ‘[p]rotracted depression is reported as the most common finding in virtually all clinical studies of chronically traumatized people’ (Herman 1992: 382). The Australian Centre for Posttraumatic Mental Health also notes that there is a greater likelihood of PTSD in people subject to ‘repeated traumatic experiences such as sexual abuse or living in a war zone’ (Australian Centre for Posttraumatic Mental Health 2010).

The history of Aceh, and the examples of life stories presented earlier, reveal the past of ‘lived memory’ as serially traumatic for many Acehnese, and that these traumatic experiences often began in early childhood. Significantly, there has been no study of the accretive impacts of decades of conflict on older Acehnese people, nor how they responded to and dealt with their experiences. Good et al suggest that further research needs to be done on the apparently lower resilience of older people after the most recent conflict. As some of the older people I interviewed in Aceh provided hitherto unheard stories of trauma

dating back to the pre-World War II period of Dutch colonialism, this thesis may in part form an addition to research in the area.

As noted earlier, the ability of the individual to verbalize recollections is, for psychoanalysts, an important criterion of trauma 'recovery', indicating an assimilation of the traumatic experience into the individual's identity and memory of the past (see for example Van Der Kolk et al. 1995):

Telling, in short, is a process of disembodied memory, demystifying it, a process which can only begin after memories have been remembered (Culbertson 1995: 179).

Culbertson notes however that such verbalized recollections come at a cost; something of the teller's memory is lost in the process:

What we normally call memory is not the remembered at all of course, but a socially accepted fabrication, a weaving together of the thin, sometimes delicate and intertwined threads of true memory, the remembered, so that these might be told...

...it is what others need. And so it is what I need to be believed, even to understand, if not believe, myself. But it is not my memory, it is not remembrance. It is a social construction of a reality that is more crucial to me in the other forms it takes (Culbertson 1995: 179, 184-175).

Similarly, Annie Dillard's comment noted in Chapter 2 concerns the 'killing' effect which verbalized remembering produces on memory: '[M]y memories – those elusive, fragmentary patches of color and feeling – are gone. They've been replaced by the work' (quoted in Freeman 1997a: 375-376)). Taylor too draws attention to experiments by Schooler et al which show that a 'verbalized' memory can overshadow visual memory. The tendency of *verbal* descriptions of people to focus on facial features, for example, 'makes it difficult to put the face back together again for the holistic recognition task' (Schooler et al. 1990: 65).

Schooler et al conclude that:

Memory for taste, touch, smell, sounds, affect, and frequency may also be vulnerable to verbalization. The present analysis suggests a likely criterion for whether memory for a stimulus is susceptible to verbal overshadowing: *it must be associated with a memory that defies complete linguistic description* (Schooler et al. 1990: 66, my emphasis).

Memories of trauma may also ‘defy complete description’. As Biggs noted, memories are ‘laid down in particular circumstances and hold those original feelings, interpretations and associations within them’ (Biggs 1999: 217). Recollection may fail to function where the emotions and senses associated with it are too traumatic, where ‘the need to know [is] at odds with a desire to close down the senses’ (Sebald 2003: 23; quoted in Zurbuchen 2005: 7). An involuntary memory, suggests one anthropologist, might sometimes occur unmediated by words; its articulation ‘no more than a scream’<sup>22</sup>:

... a cry, which cannot be called a description, which is more primitive than any description, for all that serves as a description of the inner life (Wittgenstein 1972: 189).

Hence, although experience is ‘sedimented’ in both body and memory, traumatic experience may be inaccessible to recollection, like Caruth’s ‘unclaimed experience’ (Caruth 1996), where ‘we quite literally do not know what has happened: we cannot say what it was ... we only know that “something happened”’ (Edkin 2003: 39). The inability to articulate such experience, and yet the possibility of ‘therapeutic’ recollection, support the conception of memory as an involuntary sedimentation of experience which remains potentially, or virtually, available and may be accessed only in certain circumstances, for example during psychoanalysis.

Even when recollections of trauma are verbalized, their utterance may serve a different purpose from that of accurately describing past events. These purposes, and the associated ‘truth’ or ‘truthfulness’ of such recollections is discussed in the following Chapter.

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<sup>22</sup> I thank Daniel Birchok, University of Michigan, for this insight.

Where traumatic experience is recollected, the distinction between ‘remembering’ and ‘re-experiencing’ becomes a difficult one. Hirsch et al make the point that survivor testimonies record ‘the psychological and emotional milieu of the struggle for survival, not only then, but also now’ (Hirsch et al. 2009: 155, quoting Geoffrey Hartman). Studies by Van Der Kolk et al suggested that ‘scenes were re-experienced [in nightmares] over and over again without modification...[W]e saw an unmodified reliving of traumatic episodes of ten, twenty, or thirty years ago...’ (Van Der Kolk et al. 1995: 172). (See also McFarlane 2004). Grayman et al note that many of the dreams of Acehnese post-conflict fitted the ‘textbook definition’ of a posttrauma nightmare as one ‘that repeats either an exact or a nearly exact version of past lived experience during the conflict’ (2009: 310). They suggest that these dreams could be more properly described as ‘intrusions of memory’ rather than nightmares (311).

The following example is one of several from Aceh where an old World War II memory is told as though it is a recently lived experience rather than a memory of events 65 years ago:

Bapak I-k (83)

...cutting tree branch, breaking rock, working for the Japanese. I was hit behind my head by the Japanese, until my head was dizzy.

I don’t remember what year it was; I just say it how it is.

...

Sweat is all over my face, I feel very exhausted, and the sweat is *meutep-tep* [dropping continuously], suddenly I realized they came behind my back and puk [sound of punching] they hit me. I couldn’t see anything after that. And then an army came after me to split me [take me away] from the hitter and dragged me under a tree, I sat there and didn’t continue the work.

When it’s time to go home, people go home. At one o’clock everyone is leaving and so am I.

...

Well, after they hit me, of course it’s hurting, I feel dizzy and confused about what has happened. I couldn’t even see the ground, it was black. I couldn’t see anything. His friend [in the Japanese army] came and took me to the tree. At

one o'clock when everybody is leaving, he called me and asked me to go home.  
I came back again tomorrow.

Chapter 5 will explore further the way in which a story such as this 'transfers' the experience of the storyteller, by unfolding events to the listener in the same way they unfolded to the storyteller (Labov 1997: 413). However the impact of this style of storytelling is that the speaker himself appears to some extent to be re-living the experience as he tells it. The vivid detail of such a story after a period of 65 years suggests that the affective (emotional) aspects of the experience are strongly present in the storyteller today. This phenomenon of detailed recollection of long ago events is discussed in the following section.

### **Recollective recentness**

The strength and clarity of memories over time has been the subject of psychology studies on autobiographical memory. The 'lifespan retrieval curve' indicates that events experienced between the ages of 10 and 30 years are better remembered later in life than experiences in other periods, even by older individuals with dementia (Conway et al. 1999: 35). Reasons offered for this 'reminiscence bump' in the curve include the 'novelty' of events occurring at these ages, or, alternatively, that these events have a special relationship to the development of the 'self' (35).

However Conway and Haque's (1999) research on older people in Bangladesh revealed a second 'reminiscence bump' corresponding to the period of conflict with Pakistan which resulted in an independent Bangladesh. The authors argue, on the basis of other studies in traumatized societies, that memory of the self during 'public events' is greater than during private events in the reminiscence bump period, because the former establish the self's 'generational identity' as part of a 'socio-historical epoch' (36, 37). For older Bangladeshis, the standard reminiscence bump from around the age of 10-30 years was overshadowed by a stronger 'bump' around the conflict period. The authors conclude that either this period has been 'encoded' in memory as a collective 'lifetime period', or as a remnant of collective posttraumatic stress disorder. These memories are moreover of a different type from those associated with formation of the self in early adulthood; instead of memories about the development of the self (which were typical even for younger subjects

who had lived through the conflict), the memories of the old were about the individual and the group 'enduring and surviving threatened extinction' (42-43).

Such research suggests that the periods of the past for which memory is strongest have more to do with their significance to the development of the self or to the survival of the self, than chronological position in the past. Among the old Acehnese I interviewed during my fieldwork, there were strong and detailed memories of specific incidents during the Japanese occupation of 1942-45, both by those who were small children and those who were young adults during the period.

Ibu A-w (90)

They released shots as they like, sometimes to the mountain, sometimes to the villagers. They didn't shoot me... Their shots were coming from the sea. I was in the village, I hid behind the bamboo tree, I dug a hole in the ground, and hid there with a little rice that I managed to bring. They were shooting from the sea... well, even though they didn't shoot me, of course I have to run and hide too.

Bapak I-k (83)

They paid us one cup of rice at 4 o'clock. One cup of rice usually served with two big chopped papaya, we mixed it and ate it, or sometimes *janeng* [poisonous vegetable]. This [pointed to his hand], is injured while skinning the papayas. Not only for days, but months we've been chopping papaya for food. We cooked it, rice this much and papaya this much [showing with his hand] and eaten by the whole family.

Stories about the period of the Japanese occupation were generally the most detailed within the interviews. This supports the finding that memories of threats to survival overshadow memories of development into an adult during the standard 'reminiscence bump'. This phenomenon provides the basis for the definition of 'recollective recentness' for the purposes of this thesis, as a *foregrounding in consciousness* of events regardless of their chronological location in the individual's past. Recollective recentness is a factor in the narratively powerful 'transfer of experience' by a storyteller to the listener, which is

discussed in the analysis of story texts in Chapter 5.

Moreover in the Aceh interviews another kind of event appeared to be foregrounded in consciousness and was mentioned often: the dramatic improvement in life circumstances brought about by the end of conflict and the advent of irrigation. Both of these events, which brought with them physical and material security, are of great significance in the life stories – the obverse of that prolonged absence of security which characterizes most of the storytellers' lives:

Bapak A-d (68)

But now, we are able to go out in the night, working is easy; we can go anytime we want to go.

Bapak S-h (78)

But now we feel happier, we can go to the rice field. Furthermore, we have the irrigation; the country is not poor anymore.

Ibu R-h (65)

... well, life is pretty much safe, no fighting. Uh ... if we go to the field, we don't think about it anymore, not scared.

Thus recollective recentness – prominence manifested as frequency or detail in recollection – is an indicator not only of what was most threatening, when life was most precarious, but also of what is most *precious* – hard-won relief from previous insecurity or privation.

Chapter 6 examines the precarious and the precious revealed by recollective recentness as a factor in assessing adaptability and resilience of social-ecological systems.

### **Trauma and the body**

The ultimate truth, ... the ultimate act of witness, comes from inside the gas chamber and from the mute testimony of memory emerging from the body (Hirsch et al. 2009: 158).



The connection between the past and present of the remembering subject, especially in the

case of traumatic memory, is the foundation of psychiatric and sociocultural theory about the impact of trauma, including its impacts on the body.

The continued experience of pain long after the fracture or injury has healed can arise because pain remains a central element of the undigested memory of the traumatic event (McFarlane 2007: 560)

The body telling is the body then and the body now as well, the passage of events and time not clear at first, but established in the course of creating the story (Culbertson 1995: 190)

Traumatic memory is cumulative both in the body as physical pain and in psychiatric symptoms such as depression or anxiety. In psychiatric medicine, the physical symptoms of stress disorders and depression include aches and pains and lack of sleep (Good 2009), headaches, rashes, hyperventilation, diarrhoea, tremor and tachycardia (Pearn 2000: 435-436). In Aceh, many of the old people I interviewed experienced chronic pain in their limbs, tremor, headaches, and difficulty breathing. While some of these symptoms are likely to be age-related, Byron Good sounds a caution about assuming that physical conditions are solely age-related (or that ways of describing the past are 'cultural'), rather than related to stress or depression (Good 2009):

Ibu S-1 (71)

... well, I am kind of afraid, my heart is unstable [*hatee ka goyang*]. When the wind blows, I feel scared, also when the rain is falling. I am thinking, what kind of disaster you give us again dear God ... while I am sitting, I am crying.

Bapak A-b (69)

But now, I don't go fishing any longer, I can't walk, I feel exhausted huh, and I have no strength anymore.

After tsunami happened. I stay at home, I couldn't walk, *ka leumoh* [feeling weak, lost the spirit of life etc].

Bapak I-k (83)

Recently I've tried to do the rock breaking but I feel I cannot do it anymore, my eyes were dark and I couldn't see anything, and I quit.

I just return from there but the medicine doesn't work. The drugs that I am supposed to consume two times in a day, three times in a day, one after lunch, I've tried all but nothing worked ...

I don't know why, I feel tired while I am sitting. While I was sitting and talking like this, I feel tired and hardly breathe.

Ibu M-m (74)

Since I am sick, I don't go anywhere anymore. I've been sick for six months, every single day I am sick. Today is the first time I can get up from bed.

...

I feel my body weak, you know I can't go anywhere, to visit the neighbour, or meet anyone ...

Different kind of sickness, sometimes my stomach hurt, then I took medicine for stomach ache, but then my chest hurt, then my knees feeling weak. I thought I couldn't go for medication anymore my dear. I couldn't afford the doctor so I went to traditional medicine.

Bapak R-z (84)

Yeah, hard breathing, it is very difficult to exhale.

Bapak S-h (78)

I am often getting sick recently so I couldn't work hard anymore. Uhm ... I have high-blood pressure, my wife too ...

Bapak S-f (82)

I could not go anymore, I am exhausted...

If I stand under the heat of the sun, I am shaking.

These reports of illness and pain are part of life stories which also report mental and physical trauma. I did not specifically seek information on symptoms of posttraumatic

stress, and the interviewees' comments above arose either in the course of conversation about other topics or as responses to a general inquiry about their health. While some symptoms may reflect impacts of age and poor health services as well as the somatic impacts of trauma, the physical symptoms my interviewees describe are very similar to those reported in a recent study of conflict impacts in Aceh (Grayman et al. 2009).

Grayman et al's list (2009) included:

Loss of spirit or energy

Exhausted for no reason

Crying often

Unable to work

Helplessness

Fearful

Hard to socialize

Unable to sleep at night

Shaking uncontrollably

Weakness

Body hurts

Remembering what happened

Frequent headaches

Hard or slow to think

Forgetfulness

Heart problems including heartache, racing heartbeat, "It feels as if my heart has fallen", weak heart (Grayman et al. 2009: 299).

The relationship between experience and the body was described above as one of

‘sedimentation’ – as a result of which the body ‘enacts’ the past in a way which is not governed by intention (Butler 1997: 155-156). There is nevertheless an awareness in Aceh conflict survivors of a connection between past trauma and their bodies:

Many respondents refer directly to somatization of mental distress, which is to say not just that psychological distress brought on by the conflict frequently manifests as physical illness, but also that people in Aceh understand that some of their physical ailments, particularly in the heart, are caused by psychological distress (Grayman et al. 2009: 300).

Ledbetter suggests that even where the body is culturally distrusted as something which requires higher guidance by the mind (Ledbetter 1996: 11), descriptions of pain and victimisation make reference to the body because ‘to have [bodily] pain is to have certainty’ (Ledbetter 1996: 13, 14). The storyteller’s body, unlike the unfolding of the story, makes the past visible ‘in one synoptic judgement’ (Mink 1966: 184), ‘all co-present in a single perception’ (Ricoeur 1984: 159-160). John Berger’s description of a film versus a painting is analogous with this distinction between the story and the storyteller as a manifestation of history in a ‘temporal whole’ (Arthur Danto quoted in Ricoeur 1984: 146-147):

In a film, the way one image follows another, constructs an argument which becomes irreversible. In a painting all its elements are there to be seen simultaneously ...

Original paintings are silent and still in a sense that information never is. The silence and stillness permeate the actual material. This closes the distance in time between the painting and one's own act of looking at it. In this sense, all paintings are contemporary. Their historical moment is literally before our eyes (Berger 1972: 26).

The body of the storyteller places the ‘historical moment ... literally before our eyes’. Veena Das notes moreover that the body in this way can act as testimony, as the ‘condensed expression of the trauma of individuals’ (Das 1995: 181) and hence as tacit political criticism:

The somatic states that bore witness to the excesses of the Cultural Revolution in China ... for instance, came into being in a world wherein speech was silenced. They are criticisms of the historical wrongs that the individual has been made to suffer (Das 1995: 181).

Moreover, for Das, the medicalization of trauma victims' conditions as 'major depressive disorders' or 'post traumatic stress' diminishes their role as 'moral commentary and political performance' about such issues as the mass violence or prolonged privation which caused them (Das 1995: 175-177). Like Das, psychiatrist Alexander McFarlane notes the interest of the nation state in re-narrating trauma; the experience of those in military service who return from war zones is framed in terms of courage and national sacrifice rather than focusing on the suffering of individuals and 'the awfulness of what happens' (McFarlane 2000: 23-24). He notes that myths of courage and bravery have also produced in the medical profession a 'cultural amnesia' which prevents learning from previous experience of wartime casualties:

There are powerful social forces that conspire to prejudice observation in this area of knowledge.

...

It is easy to find the evidence to support the argument we want to prove; the challenge is to hold onto the facts that tell us novel and other truths that we would rather not know. Traumatic experiences are events that burst such awareness that they cannot deny into people's lives. It is not surprising that the enduring lessons about psychological trauma are hard to learn and hang onto (McFarlane 2000: 25).

The medicalization of trauma in Western discourse has also been purveyed to other cultures, although modified in the process of its adoption (Argenti-Pillen 2000; Grayman et al. 2009). Argenti-Pillen warns of the potential impacts of introducing Western trauma discourse 'in circumstances of massive destruction, extreme suffering, and concomitant cultural destabilization' (Argenti-Pillen 2000: 99). She notes that Western trauma discourse carries with it deep cultural elements such as particular conceptions of memory, identity, causation, and the idea that the state rather than God is the moral authority

(Argenti-Pillen 2000: 99-100). The introduction of trauma healing services in other cultures requires a broadly scoped ethnographic approach which goes beyond ‘the “therapeutic context” of healer and client’ and examines ‘the manner in which foreign discourses are incorporated within the local culture’ (Argenti-Pillen 2000: 100).

An example of an ethnographic approach to trauma studies is Grayman et al’s survey of nightmares in Acehese conflict survivors which draws on James Siegel’s ethnography of dreams (Siegel 1979; Grayman et al. 2009), as well as historical knowledge of the GAM-military conflict. In distinguishing between types of dreams and their connections with conflict experience, the spirit world and God, it provides a deeper understanding of the impacts of trauma in Aceh than that provided by the application of standard Western symptomatology.

As there are cultural differences in the experience of trauma, so too will there be differences between cultures in the ways that experience accumulates and produces its impacts in the present. Ethnographies of ageing, remembering, or teleologies of pain are needed to identify these differences. They may reveal alternative understandings of the cumulative impacts of experience or of ‘the self’ to those discussed above.

Throughout the history of conflict, hunger, poverty and natural disaster in Aceh, each individual has occupied a sequence of Felman’s ‘topographical positions’ with respect to events, as a child during the Japanese occupation, as a fighter in the Darul Islam movement, or as an old person escaping the tsunami. These various positions, I have suggested here, are not only a sequence of ‘positions within discourse’, but *places of material experience*, in which the subject’s experience of one place is sedimented onto her/his experience in previous places in both memory and the body.

As the excerpts from transcripts above indicate, life stories ‘model’ this sedimentation of experience in memory rather than narrativizing it, just as the storytellers themselves embody the sedimentation of experience in the body. The *storytelling* of the old Acehese as performance both *embodies* the past and *models it in a story* as a non-narrativized accretion of story fragments.

Life stories of the old, as models of the past, have particular qualities associated with age

which are explored in the following section.

### *THE ESCHATOLOGICAL VIEW*

Unlike the historian's synoptic view of the past, the old person's perspective is also that of someone approaching the end of their own *longue durée*. Riita-Liisa Heikkinen notes that:

Our relationship to the future changes as we grow older, as the future grows shorter. In Heidegger's analysis of temporal experience, the most profound level of understanding is the realisation that one's personal existence is coming to an end. This realisation elevates the experience of personal time to a unity in which the past, the present, the future and one's existence are seen as a whole, a single episode (Heikkinen 2004: 575).

Mark Freeman notes Gabriel Marcel's comment that all stories are 'coloured' by their endings (Freeman 1997a: 378); the interpretation of the present in terms of a future end is eschatology. Eschatology is criticized by Bakhtin as diminishing the importance of the time between now and then:

Eschatology always sees the segment of a future separating the present from the end as lacking value (Bakhtin 1981: 148).

Eschatology, Bakhtin suggests, has gained significance as a way of understanding the world with the rise of individualism, and hence the importance of death as the 'ultimate' end (Bakhtin 1981: 216). Benjamin on the other hand, rather than seeing a focus on death as a way of emptying the present and immediate future of significance, suggests that the individual who is dying immediately possesses a special kind of authority which makes their past worthy of storytelling.

... suddenly in his expressions and looks the unforgettable emerges and imparts to everything that concerned him that authority which even the poorest wretch in dying possesses for the living around him. This authority is at the very source of the story (Benjamin 1936a: 93).

The emptying of significance from the present by death, and the giving of significance to the past by death, are both forms of eschatology – writing or re-writing the present and past

in terms of ‘the end’ or ‘death’. They can be seen in the claim that a retrospectively constructed narrative can make sense of a life, and in the suggestion that one might, in the present, anticipate a desired narrative at the end of life and ‘live accordingly’ (Freeman 1997a: 392).

I argue below that, while the transcripts of the Acehnese interviews reveal an awareness of death as imminent, and of the present as a form of ‘waiting’ or ‘winding down’, there is no sense that this either diminishes the significance of the past and present, nor that it confers on the speaker a special authority.

Death itself was widely seen by the old Acehnese as a ceasing of worldly care and responsibilities:

Ibu R-h (65)

When we have died, our business in the world is finished.

Ibu S-p (65)

Well, if I died, if you ask of course all the human’s business is finished. We don’t have to think about our inheritance, our children, we only think about our *amalan* [the goodness that you have made during your life].

Bapak Y-h (80+) (from notes of interview)

Of course he always remembers because this is history, he will always remember, when we die, that’s when we forget everything.

Bapak S-h (78)

If we die, of course every relationship stopped. Our next generation will continue life.

For the interviewees, their life at present is a time of ‘winding down’ or ‘waiting’:

Ibu R-h (65)

That’s it, my life, lived slowly.

Bapak A-y (80+)

Usually, old people just wait for the dying day.

Ibu H-s (72)

I remember [the past] sometimes, but I just live my life.

Bapak S-f (82)

So I am just sitting around and praying.

...

That's my life now, I don't over think much, about people, about other way,  
just simply me and my life.

Other comments by the old Acehnese focus on feelings of tiredness or weakness, and the giving up of work:

Ibu S-p (65)

Many children came to my house to study Quran reading, but now, it's been a week since they didn't come anymore, I was old enough and quit.

Bapak S-f (82)

When I was strong, I walked here and there to teach people, share my knowledge, but now, as I am getting old, and hardly walk, I just sit and wait for people to come to me.

Bapak D-a (71)

Well, I miss it [working in the field], but I don't have enough strength to work there.

The comments about 'sitting around', taking things slowly, are also reflected in other findings that the 'oldest old tend to ... see themselves as living mostly in the present, "one day at a time"' (Johnson et al. 1997: 148-149):

... the oldest old shift their focus to concentrate upon basic existential concerns

about life and death. In fact, most have come to terms with imminent death by viewing that possibility without fear or trepidation. In a narrowing social world, altered goals often lead to feelings of detachment, increased introspection or interiority, and even a feeling of remoteness from the typical worries and concerns of daily life (Johnson et al. 1997: 148).

A focus on basic existential concerns ('just me and my life') is evident in the Aceh transcripts. The old Acehnese, who disengage from work because of tiredness or weakness, appear, like the narrators in Johnson and Barer's study, to have 'come to terms with their reduced stamina and their many losses' (Johnson et al. 1997: 154). This is also reflected in Heikkinen's study which found that among the 'old old':

... life revolved around their own everyday. Their routine actions, routine choices in everyday life made the 90-year-old narrators feel "being-at-home". They had turned away from the things they no longer needed in life. Outwardly, their circle of life had become smaller, their needs had lessened but at the same time more condensed (580).

Nonetheless, this acceptance of current limitations and of a life now 'lived slowly' does not mean an uncritical or detached attitude to the past, or, as discussed in the following Chapter, to the actions of various groups during conflict which resulted in the suffering of the individual and their community. Heikkinen found a distinction between the old and the very old in this regard:

... in the earlier stages of the study, [the narrators] voiced criticisms of [socio-cultural] changes. At age 90 years, however, they no longer criticized society or its people. To quote Heidegger ..., 'their unsettledness ... had quietened down' (Heikkinen 2004: 580).

It is possible that this age distinction may be a factor in the critical reflections of the old Acehnese, most of whom were still in their 70s and 80s. On the other hand, the absence of long-term material security and a history of chronic trauma suggest, as argued above, that 'life course' theory of the relatively wealthy and secure developed world may not be directly applicable in other societies. The following descriptions by the older Acehnese of

reflect a critical understanding of current inequity or privation:

Bapak I-k (83)

During the Dutch, planting is easy. But now, since people made many mistakes, so God has punished us that's why the tree, the plant couldn't grow...

The world is crashing down, people don't have the guidance for life.

Bapak M-d (72)

But the villagers who live here in this village, I can say that the cause of the poverty here is the knowledge [or science]. We're having less knowledge about trading, about this and that. We go to the sea, but we have less knowledge about fishing, we're planting crops, still we have less knowledge about crops ... everything is less knowledge, that's why we are never developing.

Bapak S-f (82)

What's good now? For me nothing, I still eat little. What I said before is my point of view that people now are not suffering, because during the Japanese, we're all living in the same suffering situation. But now, some people are poor and some of the other are rich.

Ibu A-a (80)

It's not enough dear, sometimes I have to ask money from the people, they came here and gave me food. It was really difficult especially for a woman; it's hard to go out very far.

Bapak I-h (78)

Now? If you asked about my happy moment, I don't have [one]. Ehm... You know ... We don't have anything; I have to share this much food [showing with his hand] with the rest of family members.

Ibu A-h (74)

Now, the Javanese become rich. After the Japanese left [1945], they didn't

return to their place. They moved to many places here and lived there and have their own livelihood. They're richer than us now, they own many lands.

Thus the old Acehnese reveal both a sense of relief from care, but remain concerned to convey the social and economic conditions of the speaker in the past, and now in the present. Other 'critical' qualities of the stories are discussed further in the following Chapter.

The interview situation itself calls forth recollections which are often unhappy ones. However there are indications that even outside the interview situation, the interviewees cannot forget the hardship of the past. As discussed in Chapter 2, this inability to forget is represented by the Acehnese word '*tingat*' which means 'being in a state of remembering, or reminded', rather than '*ingat*' which means a more active 'remembering':

Bapak A-b (69)

When I lie down, I think about it...or later when I sleep at night. Of course I still think about that accident. I remember that.

...

I remember the day of the accident when the landslide happened and I was buried, I remember and am scared, it's so real.

Ibu A-h (74)

I remember my past while I am changing clothes, I think about the history in the past, my history. I think about how sad my condition, my cloth that I used in the past ... how sad was that. Also while I am eating, I remember about the situation of our food in the past, that we had to mix rice with chopped banana.

Ibu A-a (80)

Sometimes I think about it a little.

Bapak D-a (71)

About the past huh? I think about it ...

I remember ...

Hm ... of course I remember those memories, because I feel really sad thinking about the past.

Ibu H-1 (≈80)

*Seumikee* [reminiscing], you know, sometimes while I was sitting, huh.  
About how hard life is, huh.

Bapak I-s (80)

You know, about how suffering I was in that time, while I am sitting, I think about it.

Bapak I-k (83)

Sometimes I remember, I remember all of those old times, huh. About me.

Bapak M-d (72)

How can we forget, of course I remember. At least a little thing will cross my mind, but I never had a dream about it.

Bapak S-h (78)

The day when they left, how could I forget? ...  
Of course, I remember. About the way we lived.

As noted above, the particular chronically traumatic experience of the old Acehnese is likely to produce more ‘reminiscence bumps’ than those who have lived in more politically and economically stable times or places; it may also therefore be a factor in a continued critical reflection on the past which seems to differ from the suspension of care in the old which was noted by Heikkinen.

On the other hand, as indicated by the comments about ‘waiting’ and ‘winding down’ quoted earlier, many of the interviewees had let go of responsibility in the sense of ‘concern or commitment’ (Heikkinen 2004: 579) about the future. The interviewees were asked towards the end of the interviews what they thought the future held. The absence of their own future – “‘there is no future; my future is behind me.’” (Johnson et al. 1997: 160) is

reflected in different ways in the responses:

Ibu A-s (70+)

I am not worrying about that, I believe in God...

This is my destiny, it is what it is. I don't know what else will happen.

Bapak A-y (80+)

Old people will die. My children should think about the way to guide their children too. Usually, old people just wait for the dying day.

Ibu H-s (72)

I cannot say it dear, because it is not happening yet, so I don't know. How do I know the future?

Bapak I-k (83)

I don't know yet [about their future], whether happy or unhappy. We will see what happens.

Ibu A-a (80)

I don't know what to say ... It's all up to the God.

For some, even the contemplation of future disaster was stated in a matter of fact way and with wry amusement:

Bapak M-d (72)

I don't know how to answer that, about the future ... What if the big wave comes again, we'll finish (laughs).

Bapak D-a (71)

Sometimes, uhhh ... you know, our field was located 150 meters away from the river, but in the present, the distance is only 50 meters, it's getting closer (laughs). So I think, if this [stone mining] continues to happen, if the government doesn't do anything regarding this, I think by the next two years,

my land will maybe vanish in the landslide.

This apparent suspension of *responsibility* for the future contrasts with responses to a direct question about the future of children and grandchildren. The responses to this question produced a set of *hopes and expectations*; telling summary statements about what it was like in the past and a hope or belief that life would be better for the next generations:

Ibu R-h (65)

Of course I remember, let say, that I have lived in a hard situation, I hope that ... uhm ... my children and my grand children don't suffer the same.

Ibu A-h (74)

I think the youngsters now live better, but people of my age now, were never happy ...

Well, so many changes have happened now. At least younger people now don't know how suffering we were in the past.

Ibu S-p (65)

It is so easy to find money now, because the country is peaceful. So, it is okay for the children and the grandchildren. I think everything will be okay for them.

For the old Acehnese the past, while recollected in the consciousness of approaching death – the eschatological perspective - is not emptied of significance; the accumulated experiences of each interviewee's life are such that remembering it is not optional; the difficulties of the past remain the subject of vivid recollection – recollectively recent - and, it is hoped, never to be repeated. A better future for coming generations, while no longer their responsibility – again an eschatological perspective - is nonetheless prayed and wished for.

## *CONCLUSION*

Some of the ways in which the continuity of the subject and the cumulative impacts of experience have been theorized include:

- the continuous ‘unconscious’ of psychoanalytic theory, whose experience is constructed over time by prevailing discourses about gender, sexuality, ethnicity etc, but who carries the capacity to resist and change discourse;
- the work of trauma theorists in various fields on the connections between present events (such as recollective episodes) and past experience;
- theories of learning and evolution which rely on remembering and reflecting on past experience.

Other theorists have argued that the subject, rather than a continuous entity or consciousness, is constructed at the moment of recognizing itself in discourses which ‘hail’ it; or as a sedimentation of discursive social practices which through repetition produce the subject and accumulate in the body.

In this Chapter I have extended this theorizing of the subject using the life stories of old Acehnese, to argue for a continuous subject in whom experience, howsoever related to discourse and social practice, is sedimented in both the body and *memory*. Further, the ‘recollective recentness’ of past difficulties is a factor in the non-chronological, non-narrative quality of the storytelling. I have argued that life stories therefore are *models* rather than narratives of experience, which reveal the quality of accretiveness in experience through the locus of the individual storyteller as both a mnemonic and bodily repository of the past. The understanding of the past provided by these models is discussed in the following Chapter.



## 4. CONSTRUCTING THE PAST: HISTORY AND RECOLLECTION

Private memories cannot, in concrete studies, be readily unscrambled from the effects of dominant historical discourses. It is often these that supply the very terms by which a private history is thought through. Memories of the past are, like all common-sense forms, strangely composite constructions, resembling a kind of geology, the selective sedimentation of past traces (Popular Memory Group 2003: 78).



### *INTRODUCTION*

Both this and the previous Chapter are focused on elaborating the distinction between history and life stories. The previous Chapter compared the relationships which the individual memorist and the historian have with the past. It concluded that:

The traditional historian, including those who work with oral histories, constructs a narrative based on the *evidence of others*, and *plots* the development of events and conditions over time in a way which leads, either ineluctably or, in more recent histories, via several possible and contested paths, to the present.

The life-storyteller represents their own *experience*, sedimented in memory and body, by *modelling* the past in the form of recollections and the expressive rhetoric of the body.

This Chapter proposes to answer the following research questions from Chapter 2:

3. What kinds of understandings of the past are provided by recollection and history, and how are they different? (or how do recollection and history differently configure the past?)
4. How does ageing change the structure and perspective of recollection?

The discussion in this Chapter moves away from Ricoeur's 'prefiguration' stage – those framing concepts such as narrative or plot, or relationships between experience, memory and recollection, which were discussed in Chapter 3. In the following, the focus is on the 'configuration' stage – the kinds of purposive interpretations and constructions undertaken

by the historian and the teller of a life story from their particular perspectives.

Integrally connected with ‘configuration’ however, is the process of ‘refiguration’, the understanding of the history or life story by the audience *for whom* it is configured. The historian or storyteller in configuring their ‘text’ assume an ultimate connection with, and reconfiguration by, the reader or listener; the text and the way it is presented (its style) are configured to ‘face outwards’ to the reader or listener.

The purposive configuration of a text and its reception by an audience are the subject of the following sections. As in Chapter 2, a preliminary discussion of the way history is configured is used to focus the later discussion of recollection and life stories.

## *PURPOSES OF HISTORY*

### **History as ‘world-making’**

[Communist writer DN Aidit’s] history was not intended primarily as an account of events leading to a current situation but rather ... as a pattern for organizing thought. It provided a past which was a model for the future not simply in terms of recommended action but in categories of perception, presenting certain ways of looking at things and excluding others (McVey 1979: 349).



As noted in Chapter 3, historical inquiry is a ‘retelling’ of a story whose conclusion is already known (Principle 5). The historian looks back with an apparently synoptic or ‘god’s eye view’ at a ‘landscape of the past’, but in a selective way guided by the interests and needs of the present (Principle 6). The narrative which is constructed must credibly and ‘acceptably’ lead to its end (Danto cited in Ricoeur 1984: 150). In this section, I examine forms of purposiveness and instrumentalism in history-writing, and how these form part of ‘collaborative world-making’ in the present (Tsing 1999: 27).

All of the historiographical principles outlined in Chapter 3 are concerned with history’s fulfilment of a purpose, which is to render the past intelligible and convincing to an audience. As noted previously, ‘what happened’ only becomes an ‘event’ when the historian describes it as such in the text. The *purposiveness* of such event-production resides in the historian and is directed to her/his readership.

This purposiveness can be seen most obviously in nationalist histories which foreground, for example, those past events which unite rather than divide a society, or in remediating histories which seek to represent hitherto unheard populations or untold events. Anthony Reid notes that other principles of historical understanding, including reliance on evidence, may even be overruled in a politically precarious environment such as the early independence period in Indonesia:

... too close a concern with the remembered past of the various Indonesian peoples always threatened to endanger rather than confirm the newly defined unity [of the post-colonial Republic]. The historical orthodoxy therefore acquired a somewhat brittle quality which did not invite too rich an elaboration. Its central elements ... were great Hindu kingdoms bringing political unity to the archipelago, followed by 350 years of Dutch oppression dignified by the resistance at some time or another of each Indonesian region and people. The needs of the orthodoxy allowed little room for historical judgement or even causation, except when discussing the Dutch (Reid 1979b: 297-298).

Remedial histories may be explicitly political histories such as Saskia Wieringa's work (2002) on sexual politics in Indonesia, which includes an alternative account of events leading up to and during the military-led anti-Communist purges of 1965-66. History's (and historians') service to political and moral ends reflects a concern for history 'to serve the present and future' (Wang 1979: 4,6).

A discussion of the ways that histories position themselves in relation to the future appears later in this Chapter. However the conception of historical texts as having a moral purpose, a plot which conveys, not a set of predictive 'covering laws', but universal truths (Ricoeur 1984: 41), is reflected in the narrative tradition in Islamic literature and history called *adab*, which is first and foremost 'concerned with ethics and behaviour in human life' (Harun 2004: 24):

History in this sense may be viewed as a lasting moral lesson aimed to teach both rulers and their officials the right way of conduct and performing their duties (2004: 44).

In nationalist and *adab* histories can be seen most clearly the intentions with which a text is constructed in order to involve the *reader*; the construction of the narratives is closely tied to their reception. In other cases, value frameworks guide the construction of history but are not as explicit; ‘march of progress’ histories, for example depend on ideas of progress which may serve some interests and not others: “‘progress’ is difficult to define, except locally and temporarily from the viewpoints of stakeholders’ (Midgely 1996: 16, 21).

The political and moral purposes of historians, and their assumptions, are responses to the circumstances and needs of the present. In responding to these circumstances and needs, it is suggested below, history is used to form and re-form both individual and social memory.

### **History as ‘memory-making’**

The elision in official Indonesian histories concerning the Japanese occupation during World War II was noted in Chapter 3. As Reid points out, such histories are part of nation-making projects and help to form not only ‘official’ memory but the memories of individuals. The shared past thus constructed may become, John Bowen suggests, the ‘primary trope’ of national identity (1989: 691).

‘Shared representations of national history’ have significant implications for the recollections of individuals (Hewer et al. 2010: 18, 19), as the following example suggests. Research involving interviews with Polish people about their understanding of the legacy of World War II, and the invasion of Poland by Russia, concluded that history and memory are both psychological constructs which are ‘culturally engineered’ (Hewer et al. 2010: 20, 29). The researchers proposed that the act of remembering ‘is a social action because what is recalled is influenced by and located within a framework of cultural belief and ideology’:

[W]e remember what we are told to remember; we commemorate what we are told to commemorate and we forget what we have not been told to remember (Hewer et al. 2010: 29, 30).

The conception of remembering as a *social action* extends the distinction drawn in Chapter 3 between remembering as an action by an individual, and ‘social memory’ as something negotiated within a society and then ‘remembered’ by its members. Hewer et al’s argument suggests that where social memory becomes so historically or culturally entrenched that

alternative histories are unacceptable, it becomes ‘not a remembering but a stipulating: that *this* is important, and this is the story about how it happened’ (Susan Sontag quoted in Zurbuchen 2005: 27).

A powerful example from Indonesia of remembering manipulated by history is the official narrative of the Suharto Government concerning the anti-Communist purges of 1965-66. It is an example of the cultural engineering of memory which largely prevails today. The killing of six army generals by PKI (*Partai Komunis Indonesia*, the Indonesian Communist Party) members on the 30 September 1965, and the dumping of their bodies in a well (*Lubang Buaya* or ‘crocodile hole’) outside Jakarta, has been officially ‘narrated’ as an attempted coup to overthrow the Sukarno government, and as necessitating the killing of more than 500,000 civilian communists or suspected communists by the military and religious groups over two years in order to restore political order (Cribb et al. 2010). Questioning this narrative remains difficult within Indonesia, and the memories of old people I interviewed in Aceh largely reflect an understanding that the PKI rather than the military was the source of the mass violence during that period.

One interviewee who lives close to Indrapuri, a town outside Banda Aceh, spoke in some detail of events during the period which all of the old Acehnese referred to as ‘the PKI’:

Ibu A-h (74)

Well, I felt frightened during the PKI. Because they took many people, and they never came back. They took people to the well and threw those bodies there alive or dead, some of them were tortured, their body was cut into pieces. People said, they took many people from Banda Aceh, carried in a truck to a well in Indrapuri and threw them there, by the PKI. You know, because we’re Muslim so they killed us. That happened during Suharto, many big people [people with good position] were killed in Jakarta.

There is no corroborative evidence that the PKI performed these acts in Aceh, where 3000 suspected PKI members were executed during 1965-66 (Grayman et al. 2009: 292, citing James Siegel). However the story strongly parallels alleged events in 1965 at *Lubang Buaya* as broadcast by the military. The military’s narrative, later promulgated widely in

the media, claimed that the generals, before being thrown in the well, had been the subject of sexual torture and mutilation at the hands of *Gerwani*, the women's movement associated with the PKI. While the autopsy report released later revealed that no mutilation of the bodies had occurred, this action is still attributed to *Gerwani*, and *Gerwani* members are still regarded as 'guilty'<sup>23</sup> (see Wieringa 2002 for a detailed discussion of the military's narrative). The story told by Ibu A-h above, in which mutilated bodies were thrown down a well in a place not far from the capital city (in this case the capital city of Aceh), bears a striking resemblance to the military's narrative about the deaths of the generals in *Lubang Buaya*. This and other stories told by my interviewees in which the 1965-66 mass murders were attributed to the PKI, are examples of the ways in which social memory and hence individual remembering, can be constructed ('stipulated') through official narratives (Zurbuchen 2002 contains a description of the difficulties of obtaining testimony from victims about the events of 1965-66).

The ease with which 'misinformation' can alter memory has been the subject of recent research by cognitive psychologists (Paterson et al. 2009a; Paterson et al. 2009b). This research concluded that:

It seems that once witnesses encounter misinformation, especially misinformation delivered by a co-witness, they are very likely to incorporate this misinformation into their memories of the event. Once this happens it is very difficult, if not impossible for the witnesses to recover the original memory; they come to believe that the misinformation was part of the original event (Paterson et al. 2009b: 15).

The authors suggest, however, that there is a difference between 'remembering' and 'knowing', where 'knowing' refers to 'memories that people believe to be true, but do not have any specific recollection of acquiring' (Paterson et al. 2009b: 3); when subjects are asked to focus on what they remember rather than what they know, it is possible 'to

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<sup>23</sup> I thank Dan Birchok, University of Michigan, for drawing attention to the parallels between my informant's story and that of the military in 1965.

distinguish true memories from those obtained second hand' (3). In the case of the story above about the bodies in the well, the speaker was not claiming to describe a first-hand eye-witness account, but a part of 'known' history. This methodological strategy of distinguishing between 'knowing' and 'remembering' (first-hand) reflects Passerini's claim that oral sources 'start to speak more clearly...in the context of those "bedrock assumptions, responses and notions" (as opposed to "specific public ideals, deliberately propagated")' (Passerini 2003: 60)

Not only has official history *produced* memories of 'the PKI', but with the telling of each story about the period, the official history becomes a more entrenched narrative about the past, reflected for example in what Kenneth George (1997) describes as the remarkable silence of Indonesian artists at the time about the events of the period. An historian may nonetheless still find evidence to prove that what happened does not match social memory; as the work of historians in researching the events of 1965-66 in Indonesia is matched by the revelations of those whose recollections have hitherto been suppressed, these hidden 'wellsprings' of memory and emotion will, suggests Zurbuchen, be tapped by new alternative histories (2005: 16)<sup>24</sup>.

The constructing or reconstructing of history to meet emerging needs in the present and the future has been more explicit in several non-Western historiographies, which are discussed below.

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<sup>24</sup> An example of the way such recollections are emerging in art is the 2001 film *The Poet (Unconcealed Poetry)* by Garin Nugroho, 'set in 1965 in Aceh in a camp where members of the Indonesian Communist Party (PKI) ... and alleged communists are imprisoned. The central figure in the film is Abrahim Kadir, an Acehese poet who plays himself, who in the camp was assigned the task of blindfolding those who were led off to execution ... [T]his small scale reconstruction of the events of 1965-66 was the first independent Indonesian film on the subject' (NYU School of Law: Centre for Religion and Media 2007).

## Historicizing the future

... in the Andean vision of the past, history is *in front of* the observer and moves *backward* toward the observer ... This spatiotemporal view of history contrasts with our own, in which the past is located *behind* the observer, and historical process moves *forward*, always remaining behind our backs (Rappaport 1994: 52).



As nationalist historians provide chronologically ordered narratives of events to serve a preferred political present or future, other forms of history, particularly non-Western, use different conceptions of time to narrate both the past and the future.

Where time is cyclical, in particular, the future is already cast as a repetition of previous cycles; Nancy Farriss suggests that reconciling apparently unrepeatable events with cyclical time is merely a matter of sufficiently enlarging the cycle:

If events appear to follow an irreversible sequence, creating the illusion of time as a linear movement, that is only the fault of a limited perspective. No matter how unique a pattern of events may seem, no matter how long the sequence, it will eventually be repeated, when the governing forces of all the cycles of different dimensions coincide in one huge cycle (Farriss 1987: 573).

Thus the Mayan cycle of thirteen qualitatively distinct twenty-year periods (the *katuns*) 'serves as both history and prophecy' in describing the past and the future (Farriss 1987: 570). Such cycles, like those described by Clifford Geertz in his writing on Bali, 'don't tell you what time it is; they tell you what *kind of time* it is' (Geertz 1966: 47, my emphasis). In periods of traumatic change, such as the Spanish conquest, 'the Maya could give meaning and predictability to these experiences ... by merging them into the cyclical pattern of the cosmic order' (Farriss 1987: 580, 589).

On the other hand, the Cumbal people of present day Colombia view history as in front of, rather than behind, them, and as moving 'backward toward the observer'. History in such a view is highly relevant to the present, and can be 'corrected' to serve the present (Rappaport 1994: 52). The history of land divisions and family genealogies for example, can be amended to serve current requirements for governance and justice. This is not,

Joanne Rappaport points out, the adduction of new empirical data to revise historical 'facts'. Instead, aspects of the past have a 'use value' in the present, and are appropriated into a chronology or set of background events in which the actions of the present can be embedded as a necessary corrective. In the case of the Cumbales, there are sets of chronologies concerning dispossession and restoration of lands, which have only been formed into 'histories' as the restoration process has unfolded:

The constellation of supporting details ... are generally events that created the conditions making the repossession strategy necessary; all are related implicitly or explicitly to land loss. Thus, the historical chronology is at once a representation of the past and a political appropriation of the organizing model used to correct it (Rappaport 1994: 51).

Bochner makes the point more generally that 'facts' acquire their significance and intelligibility when located in narratives which provide 'a temporal frame that considers what came before and what comes after' (Bochner 2001: 153-154). The Cumbal land histories are constituted in just this way to make the regulatory changes of the present politically intelligible and justifiable in a larger schema – the cart materializing behind the horse at just the moment it is required.

This constitution of history from the observation point of the present both 'explains' the present on the one hand, and on the other hand presents a model of the world in which current action now appears (is 'reborn' (Rappaport 1994)) as a natural and necessary event scarcely requiring explanation. It thus performs the roles of both 'history' as explanation and 'story' as model, which were discussed in Chapter 2. Moreover in its orderliness, the past which lies before the observer is the opposite of the 'wreckage' confronting Benjamin's 'Angel of History' whose face is also turned towards the past but who sees only 'the pile of debris' growing before him' as he is irresistibly propelled backwards by the 'storm' of progress (Benjamin 1936b: 249). The Cumbales have seized the past, like many political historians, and produced both order and control in the form of a legitimized capacity to correct the past and guide the future.

A third approach to time which regulates both the past and the future is described by John Bowen in his work on the highland people of Gayo in Aceh. Bowen notes the complexity

of 'history' in Indonesia: the 'dialectic' between dominant (national) and local historical forms, the attempts of nationalistic histories to unify disparate cultures, and 'local efforts to preserve or reformulate cultural identity' (Bowen 1989: 693). Gayo histories are an example of the latter, which have operated politically to produce a history of smooth, genealogically determined power transitions up to the present:

... histories are not organized around a sequence of beginning, middle, and ending. They tell of a beginning, vaguely imply a middle, and then skip to a final section that is less an ending than a commentary.

...

As narrative ambiguities are smoothed out, political time becomes linear and hierarchical (Bowen 1989: 672, 680).

These histories also construct a political territory 'by describing borders, places, or movements within it' in narratives where 'the power [of a ruler] to control a territory is a defining characteristic' (Bowen 1989: 691). These narratives, Bowen suggests, are a form of Bakhtinian chronotope in which a chronology also claims a space (686 (footnote)).

In Bowen's analysis, 'political time' is a re-modelling of the past 'to infuse a sense of unity and theme into long stretches of time' (Bowen 1989: 691). This kind of time is neither cyclical nor progressing backwards towards us to naturalize action in the present, but an historiographically smoothed, linear progression from the past towards an already actual present and a preferred future. Unlike the Cumbal histories which foreground particular past events to support current action, the objective of these histories is to render invisible those events which do not fit a chosen theme. Such historiography is based on a policy of *painting out obstacles* rather than *highlighting milestones*.

The simplified and apparently ineluctable progress of political time, the selectively viewed past reversing into the present in Cumbal time, and the long Mayan time cycles which roll up current events into a larger cosmic order, are examples of historiographical approaches which serve the needs or aspirations of the present and future.

Linda Smith notes:

It might be said that [Maori] historical knowledge is irrelevant in a

contemporary context. But from a Maori perspective, it is only as irrelevant as the thought of Western philosophers such as Plato or St Augustine, whose ideas have been of such central importance to Western epistemology. Maori knowledge represents the body of knowledge which, in today's society, can be extended, alongside that of existing Western knowledge (Smith 1999: 175).

Using this historiographical discussion as a basis, the following section explores the use of memory and recollection to serve the present and the future.

### *PURPOSES OF MEMORY*

As noted in Chapter 3, the act of recollecting and relating stories about the past may do more than preserve a record of the past. Errington suggests that the relating of chronicles in Malaya was more important for its naming and memorializing of individuals than for its recording of events:

Again and again, in *Hikayat HangTuah* [an old Malayan chronicle], people do or do not do things for the sake of their *nama* (name, reputation, title). The desire to be spoken about, for one's *nama* to be mentioned in other countries and by people in the last age, becomes what we can only translate as a 'motive' for action.

... [This] desire ... links the story being told to the present of its telling. For, having the story told is to have it fulfil itself. In this way, the *hikayat* does not so much record the past as bring it into being or perpetuate it ... the only perpetuity which this world offers (Errington 1979: 38).

Similarly, in the case of the Cumbal land histories discussed above, the remembering and oral transmission of genealogies *call up and perpetuate* nicknames and various narratives as part of maintaining governance and justice in the present (Rappaport 1994).

The use of historical recollection to preserve or call up the past accords with the idea discussed in the previous Chapter of both recollection and history-writing as *performative*. It was noted there however that remembering also evokes the emotions associated with the remembered event (Biggs 1999: 217); thus the recollection of historical events may fail to

function where the emotions and senses associated with it are too traumatic, where ‘the need to know [is] at odds with a desire to close down the senses’ (Sebald 2003: 23; quoted in Zurbuchen 2005: 7). In such circumstances, the official history of the anti-Communist purges by the Indonesian military has been able to dominate memory and remain relatively uncontested within Indonesia.

The official manipulation of memory discussed above is not the same as a misremembering of the past which over time is repeated by others and comes to be accepted as history. Nevertheless misremembering, like political history, may also serve purposes more important than an accurate record, as discussed in the next section.

### **Memory as history-making**

The following is the story told to me by one of my Acehnese interviewees about a Japanese national who, after the Japanese evacuated at the end of World War II, remained to train Acehnese soldiers:

Bapak M-d (72 years)

Later on [after WWII], there was Japanese named Kaikaiwa, so they said, that this Kaikaiwa told them that he had to go back, that he left something behind. So Kaikaiwa went back to the land, and cut all the wires. So they lost the contact equipment. The Japanese were here for quite a long time. Kaikaiwa trained people here about fighting...

So ... here's the thing ... the Cumbok [Tjumbok] group was sitting in one place. They wanted to invite the Dutch again. Since Kaikaiwa noticed this movement, he went there to see their position, for instance, where were they gathered? Where was the place? So he rides this bicycle, he brought these ingredients to sell. So he went there to sell the ingredients, when he arrived there, he was spying on the village here and there. The point is that he wanted to dismiss their movement. So he went to higher place where he could watch them, and shot the group to break the movement. He intended to dismiss this group, not to kill the people. Then, people were running everywhere ... the group was successfully dismissed. After that, there were no more rebellion

group that wanted to make chaos, everything was secured.

As Bapak was a child during the Tjumbok rebellion of 1945-46, it can be assumed that the details of this story came to him from others as a part of community memory. Bapak's use of the phrases 'so they said', and elsewhere 'according to the story', supports this view. The exact details of Bapak's story concerning Kaikaiwa can never be confirmed, but it corresponds sufficiently with documentation of events around that time to constitute an 'historical' anecdote, albeit one which Bapak 'knew' from others rather than remembered as an eyewitness. Japanese defectors remained in Aceh after the end of World War II and helped to train the Acehnese in military skills. One Japanese civilian, Kuroiwa, established a crack artillery unit, the *Divisi Rencong*, in nearby Lhoknga, over the mountain from Bapak M-d's village (Reid 1979a: 117, 194). This unit was involved in the overthrow of the ruling class of *ulèëbalang* (represented by Teuku Mohammad Daud Tjumbok) (Reid 1979a: 209), a battle which was fought across several districts including Aceh Besar, where the above interview took place (Reid et al. 1970-71 (1946): 51).

Bapak M-d's account of 'Kaikaiwa' is a second-hand account of the past which draws on real (historically evidenced) events and the reports of others. This kind of misremembering may be repeated over generations and eventually become 'history'. Other second-hand accounts of events, such as the following, reflect eye-witness accounts by the speaker's contemporaries:

Ibu A-w (90)

I remember [the day the Japanese left], but you know, I didn't witness it by myself, I was at home, but I heard people were talking about that. Men were gathering in the market, they said that the Japanese left like they were being chased by ghost or something, they were throwing everything that they held in their hand and ran away.

Ibu's story of the Japanese 'running away' or being 'chased' and the throwing away of weapons and supplies after the surrender of Japan in 1945 is supported by the following eyewitness accounts of other interviewees:

Bapak R-z (84)

The day when [the Japanese] left, ehmm, I was following them to Lhoknga.

Q: You chased them alone?

No, we did it altogether with the villagers.

Q: Where did they run to, where did they go?

We arrived at Lampisang, when we heard the sound of gunshot from Lhoknga; we stopped and didn't continue the chase to Lhoknga.

Bapak I-s (80)

Well, I don't know how to describe it, but when they left everyone was scrambling for whatever things that were left by the Japanese. Everything that they left, we took them all ... even the thing that we didn't know what it was, we just took it. You know ... the whistle; we were struggling to get it  
(laughing)

Wires and everything, we took them all.

Bapak S-h (78)

I remember because ... uhm ... It happened very fast. Everyone is leaving to Seulimuem. And suddenly the Japanese were running and had thrown away all of their belongings, some of their guns were thrown in the rivers ... you know ... they even threw their rice, in that time they used the red rice. They also left many cables [wires?] ... the villagers collected all of them.

(Q: Did he see some of them? Was he there?)

I was there, I saw it. They left rice in the big warehouse, the oil, the benzene and everything. They just ran very fast, these Japanese.

In the similarity of these recollections there may, suggests Welzer (2010), be an influence which is akin to the cultural engineering described earlier. Welzer suggests that social memory, produced through acts of 'memory communication' (5), is a way of agreeing on the importance and meaning of particular historical events; this is an agreed 'evaluative' and 'emotional' frame for the recollection of particular events by individuals (6,15). In the case of Acehese recollections of the departure of the Japanese, there are common themes of the Japanese 'running', the Acehese chasing them and the Acehese taking their

supplies. The emotional or evaluative ‘frames’ of these stories might include the courage of the Acehnese, justified delight in Japanese humiliation, the need to commemorate freedom, or the justness of Acehnese actions in taking Japanese supplies. These frames enable recollections of individual experience to maintain an evaluative congruence, with the potential to change as social attitudes change:

... both individual and collective life stories are constantly overwritten in light of new experiences and needs, and especially under conditions of new frames of meaning from the present (Welzer 2010: 15).

While distinguishable from ‘we remember what we are told to remember’ (Hewer et al. 2010: 29, 30), these negotiated and agreed frames of meaning (Passerini’s ‘bedrock assumptions, responses and notions’ (2003: 60)), become part of social memory and hence influence the way events are remembered; they may result in a converging set of recollections with the force of historical evidence.

Goodall notes that ‘a particular account [of the past] may be called up to correct alleged misapprehensions or distortions in existing understandings’, and re-telling ‘memories’ is one way of fixing these distortions (Goodall 2000). The conditions which enable such accounts to alter convincingly over time are, suggests Bain Attwood, those which connect ‘remembering’ to a new historical narrative, and to emerging changes in wider political and cultural discourse. He traces the development of the narrative about the removal of children from Aboriginal families in Australia to suggest that over time, a ‘narrative accrual or coalescence was clearly occurring: stories of removal were being reproduced again and again, and/or were being interpreted in terms of “the stolen generations”’ (Attwood 2001: 196). These stories from memory were gradually re-framed, under new political and intellectual leadership, within new historical narratives which become possible because of other cultural developments such as the ‘search for roots’ and identity politics (Attwood 2001: 198). The latter are Welzer’s ‘frames of meaning’ which develop within a community to produce a moral and emotional congruence between the recollections of individuals.

The resulting convergence of memories results in a ‘process of narrative repetition and accretion’ which, with timely leadership and a receptive cultural milieu, enables the

emergence of a new or revised history. Attwood thus cautions against regarding recollections as ‘a transparent window onto the past’ (211); however he notes that memories, whether factual or not, are significant in coming to understand connections between the present and the past through what they reveal of ‘imagination, symbolism and desire’ in those who remember (2001: 211, quoting Alessandro Portelli). Those memories of the Acehnese described above are likely to reflect in part the way the Japanese occupation is imagined today, and a preferred (desired) ending.

Both Attwood and Zurbuchen call for a critical approach to those histories which emerge from newly available memories. In the same way that Anna Szörényi (2009) expressed concern about the production of a single ‘refugee experience’ which replaces the stories of individuals’ experiences (discussed in Chapter 1), Attwood notes the homogenization of experience resulting from the political coalescing of narrative concerning Aboriginal stolen generations, which obliterates important distinctions in the treatment of individuals and the attitudes of the various parties involved (189).

Zurbuchen likewise makes a plea that new histories of Indonesia which emerge from ‘wellsprings of memory’ do not simply entrench the same social divisions between *pelaku* (perpetrator) and *korban* (victim) (Zurbuchen 2005: 26). Goodall too warns of the need ‘to resist the adversarial pressure to lock down narratives and to dig in for rhetorical trench warfare’ (Goodall 2002: 24).

Recollection thus has the potential to catalyze new histories particularly where those voices previously unheard speak within a shared ‘evaluative’ or emotional frame and coalesce into a single strong narrative which can be used as a basis for demanding that history be re-written. History and recollection operate on each other, sometimes, as in the case of the official history of the anti-Communist purges in Indonesia, one more strongly than the other. Both kinds of operation, as the above suggests, may be driven by overt political purposes, and even when a history appears to be based on an apolitical shared remembering, as in the anecdotes about the departure of the Japanese, such recollections repeat and reinforce each other because they serve particular values:

One could say that every present, every generation, every epoch creates the past that has, in functional terms, the highest value in terms of their focusing on the

future (Welzer 2010: 15).

A history thus stands in relationships with nations, communities and individuals as a narrative which may prevail or be resisted, ‘re-collected’ and re-written by those who collect memories and form them into a new narrative. Anna Tsing notes that communities are formed through ‘dialogue at the edges of much wider discourses and institutions’ (Tsing 1994: 285). The narratives of a community too are formed through a cross-scale articulation between the local, regional and global:

The most amazingly successful “articulation” product of Suharto-regime politics in Indonesia was the identification of rural spokespeople with “development”... [R]ural people began to imagine themselves and their communities within the terms of development discourse (Tsing 1999: 12-13).

Constructing and reconstructing the past is thus, in Tsing’s terms, a kind of ‘collaborative world-making’ (Tsing 1999: 27) where history and recollection constantly modify each other to meet the social and political needs of the present and, implicitly or explicitly, to provide the basis of a preferred future.

However recollection has also been claimed to serve other more personal or spiritual purposes. The ‘narrative turn’ which has influenced historiography now influences memory studies and has given rise to discussions about individual ‘life review’ and the construction of life stories. These claims for a particular kind of purposiveness in memory and recollection are discussed in the following section.

### **Life review and constructing a life narrative**

With the immediate and present data of our senses we mingle a thousand details out of our past experience’ (Burton 2008: 329, quoting Bergson).

All the ingredients of what I see or hear or say are put into a context of what went before and is expected to happen next (Baars 1997).



The distinction between memory and recollection discussed in Chapter 3 depends on a view of recollection as ‘discretionary,’ a selection from pure memory oriented to the practical needs of the present. Such practical needs have been claimed to include a sense of identity

and a sense of a 'self' which continues from past to present:

The continuity of 'the subject' was also discussed in Chapter 3. It was argued there that experience accretes in the memory and body of the subject, and is manifested both bodily and in the individual's recollection, reflection and learning. While this conception of the subject rests on past experience informing actions and interactions in the present, Mark Freeman has argued that the subject has a further need to make sense of and give meaning to their life through the development of a personal life narrative. In this narrative, the subject, like Ricoeur's historian, weaves together past experience into a 'plot' which establishes identity and a purpose in living (Freeman 1998: 42).

Freeman suggests that an urge to review one's life and find not only a narrative but a meaningful narrative, may be based on a 'mythopoeic desire' to 'raise our own existence ... to that level of meaningfulness, of sacred integrity ... more readily found in times past' (1998: 45-46). Further, to the claim that narrative can only be arbitrarily imposed upon the disjointed moments that comprise a life, Freeman responds by suggesting that 'formless' lives are those which 'have no rhyme or reason, no moral centre, no point'. A life lived well has a 'poetic connectedness' seen through the construction of a narrative (1997a: 382).

Narrative 'is not something merely imposed upon the flux of unordered experience, but grows out of the very temporal conditions of our existence' (1998: 47), including the essentially retrospective nature of interpretation of experience (1997a: 377, 1997b: 173). As noted in Chapter 3, the process of reviewing the past and assessing the 'moral point' of one's life is seen by life course theorists as the culmination of earlier life stages, a 'final focal effort' of old age (Erikson 1986: 40). For Freeman, age brings with it the ability to see the *narrative* of one's life:

... late life remains, in much of the modern West at any rate, the narrative phase par excellence. It is a phase in which one often acquires some measure of distance from the life one has lived, in which there is often a sizing-up of things, in which, in the face of an ever-closer end, there is often an attempt to gauge the integrity of one's past ...(1997a: 394).

Narrative life stories may also, suggests Jan Baars, have value in helping others to

understand ‘the complex and manifold identities of individuals’, beyond the prevailing economically and politically expedient age-related concepts of identity (Baars 1997: 10).

The ultimate application of life narratives for Freeman however, is more than the retrospective marshalling of life’s events into a kind of moral order. As well as gaining the temporal distancing of old age, an individual may be fortunate enough earlier in life to develop a capacity for self-distancing which *anticipates* memories in later life – ‘anticipating the kind of story we would hope to be able to tell as death draws near – and living accordingly’ (1997a: 392).

The view that narrative recollection is governed by the need for meaning or integrity in the ‘here and now’ raises issues about how to distinguish memories from ‘fantasies in the service of the present’. Moody accordingly asks:

Are there standards, then, or criteria, by which a life review could be judged successful? How are we to know whether an act of reminiscence is a discovery of final meaning or perhaps just another “metaphor of self” constructed for obscure purposes, or even a new form of self-deception? (1991, 1992: 67).

An instrumentalist view of life stories blurs the distinction between ‘memory, narrative, fiction and propaganda’ and reduces the past simply to ‘source material for current concerns’ (Biggs 1999: 217). Further, it makes the postmodern self endlessly revisable - a ‘videotape [which] can be continually erased and re-recorded’ to suit circumstances (217). This is a version of the postmodern subject which only exists until it revises its position in discourse, as discussed in Chapter 3.

This problem is reflected in Freeman’s query: ‘If in fact [life] narratives are, finally, untrue to life, as many claim, why should they be deemed valuable at all?’ (Freeman 1998: 31). His response - that ‘truth’ in such narratives is not correspondence with fact but ‘that which is disclosed or made manifest to us’ by the narrative (Freeman 1997a: 387) – resonates with Attwood’s view that recollections of events are more important for what they reveal about ‘imagination and desire’ than for their historical accuracy (Attwood 2001). Freeman’s response does not however address the issue of distinguishing in life review between interpretation and self-delusion.

Moody suggests moreover that there are limitations to purposive autobiographical review in achieving a sense of meaning, especially as one approaches death; such a search for meaning is, he suggests, based on the modern preoccupation with the self. A life review cannot provide a sense of meaning beyond the end of the life course, that is, it cannot provide a true ‘meaning of life’, rather than ‘the meaning of *my* life’ (which is shortly to end): the ‘bankruptcy of privatism becomes all too evident in old age, but by that point, individuals alone cannot invent meanings to save themselves from despair’ (Moody 1991, 1992: 54). Moreover, as Dannefer (2006) points out, the very concept of life narrative (the ‘legitimation of biography’ ... or the ‘journey of life’) may be culture specific (110). Alternatives to the quest for a personal meaning of life are discussed later in this Chapter.

Biggs however responds to the potential for self-delusion in life review by reversing the direction of the relationship between memory and the needs of the present; instead of present need producing the retrospective formulation of life stories, ‘[i]nterpretation and choice in the here and now would be subjected to a rigor and direction supplied by lifecourse experience’ (Biggs 1999: 219). As the accretiveness of experience was shown in the previous chapter to presuppose a continuous and evolving subject, so, Biggs suggests, the subject gains *authenticity* through ‘an ability to integrate lifecourse memory and experience accumulated at deeper levels with surface expressions of identity’ (Biggs 1999: 218).

This kind of authenticity in old age – identity as a product of experience rather than ephemerally adopted ‘to suit current circumstances’ - is similar to Tornstam’s ‘emancipated innocence’ in the old, which ‘allows important feelings and questions to be expressed regardless of the barriers of social conventions’ operating in the here and now (Tornstam 1997: 152). Similarly, Erikson proposes ‘existential integrity’ as a state of the old whose ‘disinvolvement’ from life enables them to describe experiences, and express views and emotions, without concern for social appropriateness or audience reaction (Erikson 1986: 14, 37-38)<sup>25</sup>.

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<sup>25</sup> The capacity proposed by Biggs to apply experience in order to behave ‘authentically’ and to better inform

On the other hand, the constructionist response to the idea of a self-generated and potentially delusional narrative of self is to point to the formative role of discourses in which such a narrative must necessarily be constructed, and the impacts on the self of a society's repeated discursive practices (Butler 1997). Both Butler's subject and the continuous accretive subject proposed in the previous Chapter allow for a subject to negotiate and change its identity-forming position in discourses, and indeed change the terms of the discourses altogether. For the continuous subject described in Chapter 3 and for Biggs' subject however, such agentic behaviour is *also* informed by past experience. While Freeman's subject who acts retrospectively raises issues of narrative 'truth' and the subject's 'truthfulness' about past experience, the subject who acts today in the light of past experience raises issues of authenticity – consistency between past experience and present choices – and the subject's capacity to reflect upon and utilise past experience.

When recollection and life stories concern the pursuit of a meaning-making narrative for reconstructing the self or for reconstructing history, the story and the storyteller are judged in a way similar to historians. Called into question are the correspondence of the story with what really happened, the homogenization and elisions made in stories to produce a single strong narrative, and the potential for self-delusion or endless unprovable 'revisability' of the story.

Alternatively, where narrative and goals of meaning-making are no longer required, recollection in the present becomes an issue of acting authentically – acting consistently with the knowledge acquired from recollection. Sometimes however, neither meaning-making nor authentic behaviour is an issue for the identity of the self over time; the

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decisions and attitudes in the present, implies a willingness to use experience to 'do better'. Since this latter is a contestable claim, it may be more useful to define authenticity by borrowing from Wyschogrod's historiographical definition of 'truthful', by which the historian makes plain the historiographical practices in which their narrative is embedded (Wyschogrod 1998: 39). Similarly, the subject whose present actions are informed by experience might act *authentically* when, not only are their current interpretations and choices based on past experience, but they make clear, at least to themselves, *how* this experience has guided their responses to the circumstances of the present. One may thus be authentic in doing either good or bad.

following sections discuss two versions of this alternative conception of self.

### **Alternatives to the meaning of life 1: the episodic self**

The struggle for a coherent and worth-while narrative for one's life is not universal. Galen Strawson argues for a subject in whom experience is accretive, but for whom 'it is only the *present shaping consequences of the past* that matter, not the past as such' (Strawson 2004: 438, my emphasis). His claim for an episodic 'I' is part of an argument 'against narrative'; following the poet Rainer Maria Rilke, Strawson suggests that memories are only of use 'when they have changed into our very blood, into glance and gesture, and are nameless, no longer to be distinguished from ourselves' (Strawson 2004: 432). So too, the 'shaping consequences' of the past, like the sedimenting of experience discussed in Chapter 3, are simply present in the self and require no overlay of temporal *narrative* to be thus incorporated.

In fact, suggests Strawson, narrative may actually impede self-understanding. He concludes that 'the best lives almost never involve this kind of [narrative] self-telling' (Strawson 2004: 437), in part because, given the inevitable errors made in recollection, 'the more you recall, retell, narrate yourself, the further you risk moving away from accurate self-understanding' (Strawson 2004: 447-448). This is another way of making the point that once an attempt is made to construct a narrative, issues of error and accuracy arise which can be avoided by the simple expedient of an 'episodic' self which requires no narrative support.

The two novelistic narrative types – the *Bildungsroman* and the picaresque (discussed in Chapter 3) – illustrate versions of Strawson's 'episodic' self and Freeman's 'narrative' self. While both the *Bildungsroman* and the picaresque novel trace the path of an individual to personhood, in the former '[t]he journey ends with the hero as a fully "socialised, normalized, and incorporated" member of his society' (Ganguly 2009: 436). This is the conclusion sought by Freeman's narrative of a 'life lived well'. In contrast, the picaresque, with its chaotic and episodic structure produces no such resolution at the end:

As opposed to the organic plot, the organically developed individual and the semblance of a restored moral order of the *Bildungsroman*, the hallmarks of the

picaresque are the episodic plot movement and the protagonists' tortured consciousness at odds with his chaotic environs and an oppressive and immutable social order ... (Ganguly 2009: 438).

The subject in the picaresque is, rather than an organically developed individual, a product of an episodic and unstructured past, although often less happily so than Strawson's episodic and non-narrative self.

### **Alternatives to the meaning of life 2: just being**

Unlike self-conceptions of younger individuals, few oldest old conceptualize their self-concept in terms of a social role, "the good mother" or "the dutiful wife". Instead ... the oldest old shift their focus to concentrate upon basic existential concerns about life and death (Johnson et al. 1997: 148).



Studies of the 'old old' (for Johnson and Barer (1997), those who are 85 years of age or older) have concluded that they, like Strawson's episodic self, no longer think about past experience; for them 'being' is an issue in itself. Heikkinen describes her experience interviewing men and women around the age of 90. Although she refers to them as 'narrators', she suggests that they have already learned what it means 'to be me' and now concentrate on 'their existence for its own sake' (2004: 579). Analyzing this state in terms of Heidegger's concept of 'care' - an engagement with the world entailing 'concern, carefulness and commitment' - she concludes, as did Erikson in his discussion of the 'disinvolvement' of later life (1986: 51), that great old age brings a disengagement which is the ending of 'care':

For the 90-year-old narrators, the mission of living a life seemed to have been completed ... They no longer felt obliged to take care of themselves or others (Heikkinen 2004: 579).

Even though the self of the old old arises out of experience, it also changes continually in response to the environment, suggest Johnson and Barer (1997: 161). These changes are marked by physical weakness and a loss of control, but also an ending of responsibilities and anxieties.

The temporal qualities of life, which Freeman suggests promote narrative as a form for life review, also appear to change in later life. Johnson and Barer note in the old old ‘a de-emphasis on the past’ (1997: 148-149, 159) as previous successes and failures become ‘inconsequential’ (160). They quote from their interviewees:

“Continuity is no longer important. What is important is to be happy today.”

“Forget the past, wipe your slate clean, and live in the present.” (1997: 159)

The authors found that attempts to develop an ‘accurate chronology’ of their interviewees’ lives had to be abandoned, because the ways in which times were reported by their respondents were too confusing. This non-linear way of remembering is reminiscent of the static and non-narrative past described by the novelist Paul Bowles at the age of 84: ‘I remember it as one remembers a landscape, an unchanging landscape’ (quoted by Gussow 1999) (and by Johnson et al. 1997: 159).

This research suggests that a narrative construction of self as a search for meaning loses its value for those who ‘no longer have to become anything’ (Heikkinen 2004: 579-580). Strawson and Moody warn of the potential for error and delusion in constructing a narrative of the self, and Biggs proposes instead of narrative a form of authenticity in which past experience informs current responses; consistent with both of these points, Heikkinen suggests that, having lost the need to construct a purpose and hence a narrative for their existence, her 90 year old interviewees have ‘become their *authentic* selves’ (579-580, my emphasis).

Earlier sections of this Chapter discussed the purposive *reconstruction of the past* through recollection, in order to revise history and bring about political change in the present. The past of the oldest old, and of the episodic self, are far removed from this kind of purposive recollection. Somewhere in between, however, is a form of recollection in life stories which points to injustices or anomalies without constructing a narrative. The following section examines the ‘dissensual’ story – stories which tacitly dissent from dominant discourse while operating within it - and the story of ‘bewilderment’ – those stories of events which cannot be made to ‘make sense’ and must be simply accepted.

### **Alternatives to the meaning of life 3: the ‘dissensual’ and the bewildered**

The *Bildungsroman* and picaresque genres may represent the stories of victims of systemic discrimination (such as the Dalit in India who are Ganguly’s subject (Ganguly 2009)), through the way in which the individual’s socialisation and incorporation is ‘frustrated by a malformed and discriminatory social order’; such social orders ‘simultaneously assert in principle and deny in practice the universality of rights and the abstract equivalence of citizenship’ (Ganguly 2009: 436). This is the *dissensual* narrative which reveals the limitations of the society into which the novel’s protagonist nevertheless seeks incorporation:

... the dissensual force of these texts lies precisely in their embodiment through an aesthetic of suffering of the *unrealisability*, the ‘not-yet-ness’, of citizenship rights and human rights universalism (Ganguly 2009: 441).

A different kind of dissenting narrative is presented in Jocelyn Solis’ ethnography of undocumented Mexican immigrants in the United States; Solis describes the ways in which immigrants, by telling their stories, offer ‘counternarratives’ which simply assume, and thereby lay claim to, identities and rights in the face of the dominant narratives of ‘illegality’ and public rejection (Solis 2004).

Resistance to the purveyors of dominant narratives, yet acceptance of the narratives themselves, can be seen in Rudolf Mrázek’s report of an interview with a former political prisoner in Indonesia, Mrs Sosro. Mrs Sosro describes an incident during her imprisonment in which a policeman, knowing she was literate, slipped a book to her as a gift during his visit to her cell. She tells Mrázek that she found the book boring:

Through all her laughter and intensity, thus I recall it, Mrs. Sosro wanted to tell me, and herself, that she was tough enough, even with the book given — to like, to dislike, and to be bored, as she chose; that the book so good-heartedly slipped under her pillow could be unmade as a gift (105)

This resistance is not told as part of a life narrative or counternarrative; indeed it appeared to Mrázek that he and his interviewees ‘moved and stumbled through a particular landscape that was theirs and, in a revealingly different way, mine’ (Mrázek 2006: 103). Part of that

landscape is Mrs Sosro's refusal to accept the gift as something 'to be dumped on her, to envelop her like a cloud, to cover (explain) everything' (105)

Mrs Sosro's statement of boredom with the book is both a rejection of the assumption that she would be happy and grateful, yet her critique is also confirmation of the value that she, like the gift-giver, places on literacy and hence, of her participation in the same discourses about progress and education.

As old Acehnese people tell their stories, there are glimpses of the 'dissensual', often a simultaneous acceptance of God's power and purpose *and* regret or sadness about the way life has been. These stories appear to point to the limitations of Allah's greatness. Belief in God as cause is a common 'meta-story' in the interviews, but the stories of suffering, especially during periods of conflict, suggest a degree of horror and an attribution of responsibility to perpetrators which are not entirely subsumed into this meta-story. The following excerpts draw the listener's attention to both suffering and the meta-narrative within which such suffering is framed:

Bapak M-d (72)

But we still have strong faith that [the tsunami] is God's plan, we belong to God, God creates us and God takes us back. Yesterday we were still alive, and today we are dead bodies. If we didn't remember about that value, then no doubt that everyday is a mourning day, we might cry all day and I might be driven crazy for losing so many.

Bapak A-d (68)

I am happy now. In the past I don't even have spare cloth. I only have one cloth to wear during my trip to the market, and to the rice field, only one cloth, for praying too. Whenever I want to buy the new one, I cannot. But now, because of God, everything is easy. There are many places to buy cloth.

Other excerpts clearly acknowledge the role of particular groups (GAM, the military, the Japanese) in suffering of the past, at the same time as invoking God's power:

Bapak S-h (78)

Then you must also understand the GAM movement, which we also have the peace with ... now. I think now everything has settled. *Insyallah* we pray that we would never have to experience that kind of thing anymore.

Ibu A-h (74)

Thank God the Japanese left, I think if they stayed one year longer, people in this country would all die because of hunger.

Others simultaneously express sadness about the suffering of the past and a belief in God's power:

Ibu S-1 (71)

[I pray] [s]o we will never be suffering the same thing again that happened in the past especially for our children and grandchildren. So they will be good persons ... I pray for that while I am sitting.

Ibu R-h (65)

After giving birth, I cannot work with the baby at home, uhm ... what ... let's say just enough food to eat, that's it. We only have a little money God gives us. Harder we work, bigger the money. Since we have children, our life is always in misery.

These statements point to the 'not-yet-ness' of Allah's answer to prayer; the failure of prayer in the past; or of suffering scarcely reduced by acceptance of God's role in events. Yet there is also acceptance of an overarching narrative of God's beneficence and power to alleviate suffering. In these cases, the 'dissensual' quality of the stories is not, like the narratives of the Dalit described by Ganguly (2009), in the form of a political resistance to the way the narrative is played out in life, but more an acceptance of the inconsistencies and inexplicability of life. Not even in reflective comments, discussed in the following Chapter, do the old Acehnese state these inconsistencies; rather their stories reveal 'secret histories of society' in which both text and 'the language of the body' implicitly become criticism (of the way things are)' (Das 1995: 177-178, 181).

Grayman et al.'s study of posttraumatic nightmares and 'memory intrusions' in conflict victims in Aceh suggests that some experiences will produce stories which reflect only incomprehension:

... the bewilderment felt by people in Aceh over the extreme and inconceivable displays of sadistic violence inflicted by TNI [Indonesian military] and BRIMOB [Indonesian mobile police brigade] on ordinary Acehnese civilians—a level of violence that renders obsolete any capacity to recognize Indonesian forces (and, by extension, Indonesia) as anything but an incomprehensible “other” (Grayman et al. 2009: 311, citing Siegel).

Many of the traumatic or difficult circumstances related by the old Acehnese are presented very matter of factly, without explicit attributions of blame or cause. Whether this reflects an inability to find a narrative which could accommodate or 'make sense of' such experiences, or whether it reflects the acceptance referred to above, would require a more detailed ethnography than the one I undertook:

Bapak A-d (68)

I like going to school, but then, after school, the war has happened again ... the occupation has started again, and then we're in the run again, the school is over.

Bapak D-a (71)

In 1953, I was just entered the fifth grade of elementary school. After that, many of the schools were closed during that DI/TII [*Darul Islam/Tentara Islam Indonesia*]; many of the teachers were taken [kidnapped] by them, and some of the teachers also ran away to Banda Aceh (laughs).

Ibu A-h (74)

[T]hey took the adults to B- [village] to do the airport construction, and to B1- [village] to do the rock breaking in the mountain. Although your child passed away in the village, they couldn't come back to the village to grieve for the family in loss. They couldn't come back to the village even just for a while.

At their most causal, life stories tacitly subsume all experiences under the metanarrative of God's will.

The life stories of the old people in Aceh thus appear neither as revisionist narratives nor as attempts to give point to, or make sense of, the individual's life, even where the role of God is invoked to explain events or acceptance of events. The stories are of episodic experience which draws attention to suffering and unanswered prayers, to faith in the greater plan and goodness of God, and to the storyteller's reflective sadness about the past.

Trauma studies have produced various constructions of recollection which fit some of the storytelling of old people in Aceh: an existentially imperative transmission of 'what it was like' from speaker to listener; a therapeutic outpouring of involuntary remembering; or an act of testimony by a witness on behalf of a collective. In these recollections, the *act* of recollecting and telling may convey more understanding about the past than the content of the recollections themselves. These roles for life stories are explored in the following sections.

### *TRAUMA AND THE PURPOSE OF TESTIMONY*

Survivor testimonies ... do not excel in providing *verités de fait* or positivist history. ... Their real strength lies in recording the psychological and emotional milieu of the struggle for survival, not only then, but also now (Hirsch et al. 2009: 155, quoting Geoffrey Hartman).



#### **Testimony and past events**

As discussed in the previous chapter, traumatic memory, unlike other recollection, is often involuntary or passive (in Indonesian, *teringat* – to be in a state of remembering - rather than *ingat* – to remember or recollect). A healing response to trauma, it has been claimed, involves the development of 'the necessary narrative which we call memory regarding the event' (Van Der Kolk et al. 1995: 160), in order to be able to speak of the event to others:

[I]n contrast to narrative memory, which is a social act, traumatic memory is inflexible and invariable. Traumatic memory has no social component; it is not addressed to anybody, the patient does not respond to anybody; it is a solitary

activity (Van Der Kolk et al. 1995: 163).

Even when able to speak about a traumatic experience, the telling may be less like a narrative about the past and more like a re-experiencing of the event which is in a sense 'timeless' (177). This is Culbertson's 'persistence of the past in its own perpetual present' (Culbertson 1995: 170), and raises the issue of whether severe trauma can ever 'really be integrated, be made part of one's autobiography' (Van Der Kolk et al. 1995: 178).

Culbertson argues that ordinary narrative is in any case inadequate to the task of describing past trauma. As with mystical experience, attempting to describe such experiences in ordinary narrative is difficult or at best only partial: such experience is 'not constructed, merely present' (Culbertson 1995: 177). There were many occasions in my interviews in Aceh when the interviewee was unable to find words<sup>26</sup>:

Ibu A-w (90)

How I should describe this ...?

...

Oh dear, the Japanese time was very bitter, don't know how to say it.

Ibu A-n (74)

I can't even think about how hard that history was.

Bapak I-h (82)

I don't know what to say, it's really difficult. I have no words to describe.

...

I don't know how to describe this anymore, because it's too sad.

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<sup>26</sup> It must be noted that while these examples and several others are related specifically to attempts to describe traumatic or difficult experiences, at other times the difficulty in finding words seemed to reflect uncertainty about what was expected of the interview. Often the initial response to a question about a person's early life was 'I don't know what to say.' However even in these latter cases it is possible that anxiety about the interview process is augmented by anxiety about being able to find words adequate to describe the past.

Bapak I-s (80)

I don't know how to say it, you know, because my mind wasn't in it.

Others have written of more extreme examples of the inability to express the past in narrative form. Hirsch et al report the case of a former concentration camp inmate who, when questioned about his experiences by a war crimes prosecutor, fainted and entered a coma for several weeks (2009: 154). While the implications of this are debated in terms of the nature and value of eyewitness testimony as evidence, this response by the testifier suggests that some experiences such as those of Holocaust victims lie within an 'unspeakable and unrepresentable realm that ... can only be transmitted through the body language and the non-verbal performance of the traumatized witness' (2009: 154).

Testimony arrives with the force of an event that might, for some testifiers, be 'the very secret of survival and of resistance to extermination' (Felman et al. 1992: 62). It may make possible (see Chapter 3) the 'return of the self' as someone who can recount their own biography (Culbertson 1995: 179). As an event, testimony has impacts on both the testifier and the wider world ('survivors ... unwittingly embody a *cultural shock value* that has not yet been assimilated' (Felman et al. 1992: 74)). In the case of events as overwhelming as the Holocaust, these impacts include enabling others to understand what was at that time 'unimaginable' (Felman et al. 1992: 84).

However testimony and the discussion of the impact of trauma also sit within an evolving discourse of trauma itself. Ehrenreich suggests that trauma discourse has now embraced such a wide range of experiences, including single events such as accidents, that it may have forgotten its role in 'call[ing] attention to the experience of oppressed people' (2003: 17). Even today, 'the consequences of collectively experienced mass violence have not even been named, much less understood theoretically' (2003: 26):

To recognize that there are common human elements in people's responses to single traumas, prolonged and repeated trauma, and collectively experienced massive violence has been a source of enormous insight. But to fail to see the important differences between the responses to different kinds of stressors, to see responses to the more severe, prolonged, collectively experienced traumatic

events as merely special cases of the responses to simpler forms of trauma—to believe we understand the former because we understand the latter—can only impoverish our understanding and enfeeble our ability to respond to the needs of victims of trauma (2003: 26).

Early trauma increases the stress impacts of trauma later in life, in a condition known as ‘complex posttraumatic stress disorder’ (Green et al. 2000; Ehrenreich 2003; Castro et al. 2007; Castro 2008). Many of the older people interviewed during my fieldwork had experienced traumatic events and prolonged stress dating back to their childhood in the pre-World War II period of Dutch colonialism or under the Japanese occupation during World War II, with further periods of trauma culminating in the 2004 tsunami. Early in each fieldwork interview, I asked the interviewee to tell me about their life when they were a child. This almost invariably brought forth a story of being a child ‘during the Dutch’ or ‘during the Japanese’, and then a brief description of the difficulties of that time, especially of poverty, parental absence or of experiencing, fleeing from, or witnessing violence:

Ibu F-m (86)

I don’t remember it so clear, because I didn’t really pay attention. In the time of the Dutch, one night, I was running across the river because I was afraid they would hit me. I stayed beyond the river for a week, when I came back to the village, the Dutch were gone, and the Japanese were there. That’s it ...

The villagers here were afraid when the Dutch released the shots, when they used their guns. Of course we would run and seek protection away from the shots. But they never hit us, not even once.

Bapak I-h (82)

Well, what can I say? My parents are poor people, when my father was 7 months old, his parents also were chased by the Dutch. So my father lived without his father.

The road construction was built by hand, not like today. People were dying under the sun, during the Dutch. Everyone was forced to work for the Dutch, if we’re not coming, they will chase us and hit us.

The Dutch government had a more reasonable punishment [than the Japanese] for people whenever they'd made a mistake. They would just take us and punish us without really hurting us.

Bapak A-d (68)

Our parents were taken by the Japanese, working for them.

My parents are still alive after the Japanese left, but they stayed there ... working together.

They're not coming back, because they already found work there.

Both the life stories of old people and the recent history of Aceh suggest that many old people have experienced repeated trauma over 60, 70 or 80 years and may well count among Ehrenreich's overlooked and 'oppressed people'. In particular, the controls exercised by the Dutch, the Japanese and then the prolonged physical and economic insecurity, interrogations and torture throughout the GAM-military conflict are examples of Herman's description of abuse in which:

...the perpetrator seeks to destroy the victim's sense of autonomy. This is achieved by control of the victim's body and bodily functions. Deprivation of food, sleep, shelter, exercise, personal hygiene, or privacy are common practices (1992: 383).

Many of the stories told in my interviews concerned the indignities of lack of clothing, hunger, poverty and fear of moving around the village, leaving the house, going to the rice fields or going to school. Being spied upon through windows, arbitrary arrests, interrogations and witnessing killings are a part of many of the old people's life stories.

The stories from Aceh draw attention to a life time of psychological and physical responses to trauma - events and conditions which threaten life or safety (Australian Centre for Posttraumatic Mental Health 2010). Whereas history tells a sense-making story about the trauma-causing events, what gives rise to them and what impacts they have on later events, in the field of trauma studies or psychosocial studies, the trauma of the individual is not merely an event but something embodied most significantly in the individual as both witness and storyteller. In witnessing, speaking and embodying, the storyteller offers the

listener-reader an understanding of the past very different from the narrative of the historian.

It was argued earlier that this understanding is non-narrative: that the past is ‘shown’ or ‘modelled’ in the story and the storyteller, rather than explained. This modelling can be seen in my interview with Pak I-h, an 82 year old man who practises traditional medicine but whose services are often unpaid because other members of the community are equally poor:

Bapak I-h (82)

Uhhh ... my life? Ehmm ... I don't know what to say, it's really difficult. I have no words to describe. I look for money by breaking the rocks, cutting the tree, that's my livelihood, also looking after the cow, nothing else. I want to work in the field, but I don't own land, I want to plant rice, but I don't own sawah (refers to rice field). The cow that I look after is not mine.

Bapak I-h's distress was clear not just in his words, but in ‘the rhetoric of the body’ (Butler 1997) as he pounded the floor with his fist in extreme frustration<sup>27</sup>. What is shown in this storytelling is more than the difficulty of obtaining a livelihood in Aceh. In the interview, the impact of prolonged poverty is evident in Bapak's body and clothes; his distress is evident in behaviour which does not form part of the interview ‘transcript’. While his descriptions have ‘evidentiary’ value in understanding aspects of Aceh's rural economic history, the interview has a different value as an *act of engagement* in which the speaker *shows* the past to his audience. This engagement is discussed in the following section.

### **Reconfiguring testimony: the engagement of speaker and listener**

The absence of an empathic listener, or more radically, the absence of an *addressable other*, an other who can hear the anguish of one's memories and thus affirm and recognize their realness, annihilates the story (Felman et al. 1992: 68).



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<sup>27</sup> The interview questions were re-directed at this point to focus on particular medical practices.

Listening to trauma testimony which is offered as evidence in a court of law raises again the issue of 'truth' in evidence and 'truthfulness' of the testifier. Felman and Laub question a process which requires so much of the witness and yet merely adds words to the sum of evidence in support of a judgement. The significance of the event of giving testimony is, they suggest, much more than those words

... if the essence of the testimony is impersonal (to enable a decision by a judge or jury – metaphorical or literal – about the true nature of the facts of an occurrence; to enable an objective reconstruction of what history was like, irrespective of the witness), why is it that the witness's speech is so uniquely, literally irreplaceable? (Felman et al. 1992: 204-205).

This answer to this question is provided in the authors' analogous discussion of *Shoah*, a documentary film about the Holocaust; they argue that the significance of the film lies in the reception which its 'visual witnesses' produce in the audience, such that audience members also become witnesses to the witnesses (Felman et al. 1992: 206, 211). Those speakers in the film become catalysts who 'assist us ... in the effort toward comprehension' (Felman et al. 1992: 213).

For the testifier, the absence of such an empathic listener 'annihilates the story' since the listener hears only the words and not the speaker's 'anguish':

Testimonies are not monologues; they cannot take place in solitude. The witnesses are talking *to somebody*: to somebody they have been waiting for for a long time (Felman et al. 1992: 70-71).

...

[m]emory is conjured...essentially in order to *address* another, to impress upon a listener, to *appeal* to a community (204).

In the example of a concentration camp victim who 'misremembers', in a burst of traumatic recollection, the number of gas chamber chimneys in the camp, Felman and Laub suggest that such a witness is testifying 'not simply to empirical historical facts, but to the very secret of survival and of resistance to extermination'. The witness's performance of testimony in this case is a breakthrough event necessary for her own survival - 'a genuine

advent' (Felman et al. 1992: 62).

Felman and Laub's discussion of *Shoah* points out that trauma witnesses engage with listeners in contexts other than the formal context of a courtroom. Here it is clear that recollection is directed not at self-understanding – the kind of marshalling of the past into a coherent narrative which was discussed earlier – nor at providing a statement of the facts; rather it is directed at transmitting something to the listener which is beyond the facts, on which depends the social existence of the speaker.

In some ways this concern for engagement with the listener parallels the concern of the historian, whose text is constructed for the reader; its purpose and shape are closely tied to its reception. Histories, like fiction 'reveal concern for performance' (Zurbuchen 2005: 20). Achieving this connection with the reader is, suggests Ricoeur, the historian's 'act of the productive imagination' (1984: 76).

Like historical narrative, stories of experience are 'faced outward', to be reconfigured at 'the intersection of the world of the text [story] and that of the listener or reader' (Ricoeur 1984: 77). The story's content and style of telling respond to the particular circumstances of its instigation - the questions asked, the relationship between the questioner and the speaker, the place where the stories are told, and the wider social or political context. The way that stories are told in order to achieve 'refiguration' by their audience is the subject of the next Chapter.

The interviews with old people in Aceh thus consist not only of stories about an often traumatic past, but the difficult *act of storytelling* as an event in its own right. Each speaker brought together and presented their past experience in an effortful and sometimes painful performance. The cost of remembering is clear in almost all of the interviews:

Bapak A-b (69)

Of course I still think about that accident. I remember that.

I remember the day of the accident when the landslide happened and I was buried, I remember and am scared, it's so real

Bapak A-y (80+)

But don't tell them [the military or the GAM] OK. Don't bring your mind there  
I am happy, I never quite think about all of that stuff.

Ibu R-a (65)

Sad. If I remember what it's like in the past, I am sad.

Ibu S-p (65)

Yes, I do think about it sometimes, during the chaos, I cry when I remember,  
thinking about my relatives that were hit by them, but not my close family ...

Here, where recollection is painful, the connection between speaker and listener includes the listener as 'witness to the witness', who also carries responsibility as an instigator of the remembering. The ethics of this instigation were discussed in Chapter 2, where it was noted that the interviewer then needs to maintain the role of empathic listener as well as sufficient perspective and self-awareness to be a competent 'enabler' of testimony.

The role of the listener in hearing more than the 'facts', and thus becoming both a 'witness to the witness' and an enabler of testimony, is most starkly evident in stories of trauma. Jan Baars, in criticizing the 'life story as therapy' approach to old people, notes more generally that the value of the stories is realized only when they are listened to by an audience:

... the capacity of the narrative to transfigure the experience of aging rests not only on the narrative itself, but especially on the act of reading and listening (Baars 1997: 11).

The issue of truth and truthfulness in the telling of life stories falls away when the stories are 'heard' not as veridical or non-veridical narratives about the past but as an often effortful performance to engage the listener and to make them understand something about the individual's past. In the case of stories of trauma, this 'something' may be the speaker's anguish; in the life stories from Aceh, speakers were concerned to convey not only an understanding of life at a particular time and place, but the sadness and suffering of that life. The next Chapter examines ways in which the speakers made efforts to ensure that I as a listener was given sufficient historical or cultural background to properly understand these stories and their emotional associations.

As noted in the previous Chapter, the significance of the historical ‘cohort’ to which a generation belongs is a material factor in the experience of those individuals. The connections between life stories of individuals and the particularities of an historical period, and the ways in which they jointly might provide an understanding of the past, are discussed below.

### *HISTORY AND LIFE STORIES IN THE SAME FRAME*

[In historical time] the ‘excessive *longue durée*’ ... makes us forget ‘the diversity of life – the movement, the different time spans, the rifts and variations’ (Ricoeur 1984: 105-106, citing Braudel).

[Oral sources] represent...a manifestation of a subjective reality which enables us to write history from a novel dimension unconsidered by traditional historiography. This will avoid its narrow concern with piling up facts and its failure to make explicit the political nature of all historical writing, while also presenting in the concept of subjectivity a tool of analysis peculiarly appropriate to social history (Passerini 2003: 55).



### **Experiencing history**

As noted in Chapter 3, changing the focus of history from context (events) to individuals ‘profoundly shifts the way we understand both and indeed the way we organize the study of history’ (Thelen 2000: 25).

The accretive quality of individual experience is the subject of many longitudinal studies in fields such as health, gerontology and psychology, including the impacts of historical or public events on the individual. Maccini et al’s (2006) quantitative study of the impacts of negative environmental shocks during childhood on social outcomes for Indonesian women decades later, adduces historical evidence to examine individual lives, and the authors note the importance of such research for public policy and economics:

Women with 20% higher rainfall in their year and location of birth attain 0.14 centimeters greater height, finish 0.15 more years of schooling, live in households with 5.2% higher expenditures per capita, and have spouses with 5.1% higher earnings (2006: 2).

While this study sought information on events at one period and measured outcomes many

years later, the authors' interpretation indicates an accretive set of impacts over the course of a life; as rain increases agricultural output, the household's wealth increases and hence girl children are better fed and in better health. This in turn improves their performance at school, which results in 'higher spousal quality' and hence higher socioeconomic outcomes (Maccini et al. 2006: 23-24).

Similarly, Adrian Bailey (2009) notes the accretive impacts on health of early life conditions, such as the level of local unemployment, where both historical data and longitudinal studies of individuals show that the contexts of early life 'exert a systematic affect upon later life illness'(2009: 412). He suggests that 'embodied lifecourses' can reveal complex connections between the accumulation of life experience and (dis)advantage in later life (412).

These examples of cohort effects (see also Settersten 2003a) point to the value of the individual life as a locus for examining and interpreting the past. Studies of individuals' life courses, like trauma studies, make connections between individual lives and material events or conditions; social, geographic, economic or political events at an historic scale are the 'irreducible real processes' in which subjects are historically situated (Henriques et al. 1984: 109, 217).

The above examples of early life rainfall and socioeconomic context are only two of the many ways in which ethnography reveals connections between 'historical' events and the conditions of individuals in the present and the future. Such ethnographies may take the form of seeking life stories, or of asking those who lived through a particular event to describe their experience. Felman and Laub note comments by both documentary filmmaker Claude Lanzmann and historian Raul Hilberg that this seeking should start with small questions about 'apparently trivial specifics' (1992: 218-219):

"Was the weather very cold?" ... "From the station to the unloading ramp in the camp is how many miles? ... How long did the trip last?" "It was the silence that tipped them off? ... Can he describe that silence?" ... What were the [gas] vans like? ... What color?" ... It is not the big generalizations but the concrete particulars which translate into a vision and thus help both to dispel the blinding impact of the event and to transgress the silence to which the splitting of

eyewitnessing reduced the witness. It is only through the trivia, by small steps – and not by huge strides or big leaps – that the barrier of silence can be in effect displaced, and somewhat lifted (Felman et al. 1992: 218-219, referring to Lanzmann).

Similarly, historian Hilberg constructs a ‘gestalt’ of the past through questions about details:

“In all my work,” says Hilberg, “I have never begun by asking the big questions, because I was always afraid that I would come up with small answers; and I have preferred to address these things which are minutiae or details in order that I might then be able to put together in a gestalt a picture which, if not an explanation, is at least a description, a more full description, of what transpired” (Felman et al. 1992: 218 (footnote)).

When the individual becomes the locus for viewing the past and inquiry begins with the ‘small’ details of experience not visible to the historian, a hidden past, coeval with history, emerges: the ‘crocodile waiting to come up’ (Geertz 1973b: 324). The potential importance of this hidden past is discussed in Chapter 6.

Historians who have critically considered the limitations of Western historiography have argued for more ethnographic approaches to history. Some of these are discussed below.

### **The convergence of historiography and ethnography**

[The historian] is the agent of an irrepressible desire, a passion for the dead others who are voiceless and who exist both inside and outside the threads of an articulated narrative, hidden and awaiting exhumation (Wyschogrod 1998: 38).



The alternative temporalities of Mayan and Cumbal histories, discussed above, throw light on the contingencies of historiography and the limitations of an historical understanding which is not both ethnographic and critically self-reflexive.

Linda Smith (1999) suggests that the requirements for historical proof have resulted in the dismissal by many Western historians of traditional communities’ oral histories as

‘irrelevant ... or ... the lunatic ravings of drunken old people’, of no value to those writing a universal ‘true history’ of the world based on the progress discourse of human and social development (29, 30).

Increasingly however, oral sources are now being seen by historians as potentially offering an understanding of other histories - the non-victor’s history, history from below – and of the ‘cognitive, cultural and psychological’ factors in events (Passerini 2003: 54). For historians, oral histories constitute ‘evidence’, albeit a kind of evidence different from documents and quantitative trends. Interviews are valuable for constructing history, Trevor Lummis (2003) suggests, insofar as their interpretations of the past can be supplemented by information about how they have changed through time, their distribution across social groups and ‘the reality which formed them’: ‘If they cannot be used [in this way] to contribute to historical understanding, there is no reason for historians to interview people’ (Lummis 2003: 277).

Even those historians such as Passerini (2003) who claim a stronger intrinsic value for the subjectivity evident in interviews, are focused on finding ‘clues’ to the past in the form of cultural forces, passions and motivations which give rise to political change. An example of a history which uses such clues is Ronald Fraser’s *Blood of Spain* (1979), based on ‘innumerable tiny personal narratives’ from 300 survivors of the Spanish Civil War; the history thus produced is a form of ‘composite autobiography, the re-creation of experience in the form of a thousand partial and warring viewpoints’ (Popular Memory Group 2003: 82).

These approaches use oral material to construct a single or multi-vocal narrative of an historical period or sequence of events. They suggest that while traditional historical inquiry has ignored oral sources as unreliable or irrelevant to history’s meta-narratives of progress and development, forms of research which connect historical inquiry with ethnography are now developing.

Nonetheless Goodall notes that the value attached to Aboriginal life stories in Australia has ebbed as interest in community histories is replaced by the legal discourse of land rights which require archival ‘proof’ of a traditional past ‘far outside the reach of living memory’ (Goodall 2000). She calls for historians to work closely with communities and individuals

in exploring, while possibly never resolving, questions about the past:

... there is now a great need to be alert to the processes of history making in order to conceive projects which allow shared work in the early stages of these processes, not only at the end. These will be projects ... which take the risk of not knowing the answers to all the questions at the outset. The public work which leads us into genuinely new relationships will be that which poses questions on which diverse groups of people want to collaborate and which fosters a strong enough sense of confidence to allow an exploration of complexities and ambiguities (Goodall 2002: 24).

Such 'new relationships' concern particularly the historian's relationship with the 'source': 'Oral history turns the historian into an interviewer and changes the practice of the historian into a personal interaction with the past within living memory' (Bornat 2003: 190). To this extent, the historian, the psychiatrist, the anthropologist, the documentary film-maker and the war crimes judge might share a similar transformative learning experience in listening to storytelling about the past.

Nevertheless the historian's use of oral history, focused on construction of new, multi-vocal or more complete narratives about the past, is different from the focus of this thesis, which is the *lifetime* of the individual, and stories structured around the chronotope of 'a life'. The understandings provided by such stories have already to some extent informed work within, for example, trauma studies, gerontology, and psychology; it will be argued in Chapter 6 that they can be a valuable source of understanding and assessing adaptive capacity and resilience in social-ecological systems.

## *CONCLUSION*

The *silencing* of voices through cultural narratives which marginalize 'the old' or 'the stateless', was discussed in Chapter 1. Chapter 2 theorised as *materialization*, the ways that the story of a life might reveal and occupy the gaps in history; it argued that the chronotope of 'a life' is a device for storytelling designed to bring forth a story which represents this materialization of the past in the everyday world of 'lived' time. Moreover the resulting account of the past reflects the *inside* perspective of the subject and the *accretive* quality of

an individual's experience, which were discussed in Chapter 3. This Chapter has reviewed the *purposes* – the 'why' - of history and life stories, and how these purposes provide different understandings of the past which influence and illuminate each other.

Recollection and historical inquiry are acts which are instigated in particular circumstances and constructed within those social, economic and political discourses through which it makes sense to speak or write. The purposes of history are realized in the production of a convincing narrative which makes sense of the past and has value for political, social or moral agendas of the present. The life storytelling of the old Acehnese whom I interviewed are performances with the purpose of transmitting to the listener, often in an a-chronologic, non-narrative form, the embodied and recollected experience of the speaker. Trauma theorists have suggested that in some cases, such transmission of experience may be key to the very survival of the speaker.

Just as Inayatullah claims that critical research problematizes the present so that it 'becomes less rigid, indeed, it becomes remarkable' (Inayatullah 1998: 817), so life-stories problematize and make remarkable the past of living memory, through the chronotope of 'a life' rather than through focusing on an historical period or sequence of events. The remarkableness of this different past includes, as do the oral histories obtained by historians, its translation via the purpose and imagination of the storyteller, into a performance which *engages* its audience – bodily, emotionally, intellectually - as part of the process of achieving understanding. In the case of life stories, this understanding of 'a life' stands alongside, but is not part of, historical inquiry.

In the next Chapter, I argue that life stories as *texts*, even in translated and transcribed form, reveal a number of ways in which words are used to engage with an audience and face the story outwards for the final stage of 'reconfiguration'.



## 5. (DE)CONSTRUCTING STORIES: A HERMENEUTICS

### *INTRODUCTION*

For it is granted to [the storyteller] to reach back to a whole lifetime ... His gift is the ability to relate his life; his distinction, to be able to tell his entire life (Benjamin 1936a: 107).

Any story worth telling arrests our ordinary processes of thought, drawing us up short for at least a moment ... It asks us to begin again, rethinking or remembering our perspectives through the images, sounds, or feelings of the story (Tsing 1999: 4).



The purposes of life-storytelling were discussed in Chapter 4; these purposes are not always narrative life review or the re-writing of history described in memory theory, life course theory, cultural studies and political history. Instead life stories are often an a-chronological *transmission* of embodied and recollected experience to the listener, sometimes in the form of testimony, or as a tacitly critical (dissensual) portrayal of the speaker's experience of social conditions or historical events. The experience thus represented reveals a model of the past rather than an explanation or justification. However as my work with the old people's stories from Aceh progressed, it became clear that other tools were required to explain the success of this transmission, the richness of understanding about 'what it was like' which was conveyed by the words of the speakers. In this chapter I address the question raised in Chapter 2:

5. What is the relationship between narrative theory and the non-narrative, painterly 'daubs' of recollection of old people?

I examine transcripts of the Aceh interviews – words, lines, stanzas and whole life stories – to find qualities which make them much more than a litany of past events. In doing so, I use some of the tools of narrative analysis methodology which:

... examines the informant's story and analyzes how it is put together, the linguistic and cultural resources it draws on, and how it persuades a listener of authenticity ... We ask, why was the story told *that way*? (Riessman 1993: 2).

In order to undertake this analysis however, I first review below some of the opportunities

and constraints in interpreting text which emerge from a cross-language, cross-cultural interview, and through the intermediary of an interpreter. Some of the ethical issues relating to these circumstances were discussed in Chapter 3; below I focus on issues which have directly affected the structure and content of the text.

## *FRAMEWORK FOR TEXT ANALYSIS*

### **Limitations of translation**

(From 'Empiricism in the desert') ... sometimes there is a momentary gnarr of a voice, or a shard of music, whisked away again by the laughter of ions: these ghostly fragments populate the atmosphere with their chatter, bounced off Heaviside layer<sup>28</sup> and frayed by air, long ago orphaned from singer or speaker. Startled by random ventriloquy, there are times when I would have sworn that the flung syllables – whose fragmentary import memory refuses to dredge to tongue, to flicker briefly in their turn in air – are in my own voice (Various Artists Ltd 1986).



The lines above evoke the evanescence of the spoken word, particularly words spoken in another language. Not even the digital recordings of the words of the old Acehnese capture the resonance of sounds in a particular space, and the 'rhetoric of the body' (Butler 1997), which made me almost believe that I could understand if I just 'listened harder'. However this Chapter attempts to pin down those significant qualities of the spoken word which remain in the written transcriptions. Despite their attenuated connection with the original utterance, the stories of the transcripts retain many important qualities of the original, including for example a clarity in reports of personal experiences and conditions such as poverty and their impacts, a constant movement within the stories between first person singular and first person plural, and between stories of personal experience and matters of historical or cultural importance for understanding the story.

Occasionally metaphors in Acehnese have been translated into figurative forms in English, although local knowledge is sometimes required to appreciate them (emphases are mine):

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<sup>28</sup> The ionosphere, an electrically conductive layer in the upper atmosphere that reflects radio waves (named after physicist Oliver Heaviside) < <http://www.britannica.com/EBchecked/topic/258889/Oliver-Heaviside>>.

Bapak D-a (71)

All the Keuchik [village chiefs] that ruled in this Kecamatan, *we slept on durian skin*<sup>29</sup>.

Bapak I-h (78)

The sickness that I couldn't cure, is liver, there is no medicine that is able to cure it, not even the hospital. If there's any, *then it must be a piece of winding-sheet*<sup>30</sup>.

However metaphor was either not commonly used or not translated as such; in the following examples, further linguistic work would be needed to establish any figurative meaning, since they may simply be colloquialisms equivalent to English expressions such as 'my mind was not on the job' or 'my heart wasn't in it' (emphases below are mine):

Bapak I-s (80)

I don't know how to say it, you know, *because my mind wasn't in it*. After work, I immediately go home and sleep, I didn't think about it. (Laughing)

Ibu H-1 (≈70)

I don't know when this house was built. I don't remember that anymore dear. I didn't pay attention, I don't know, because *my heart wasn't there*, so I don't know.

Hence like language rhythms and phonics, figurative or metaphorical uses of words are also outside the scope of the text analysis below. This Chapter focuses instead on story *content* (including reports of events or conditions and the speaker's reflection on them), the *structure* of the stories and the structure of the interview 'narrative' as a whole.

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<sup>29</sup> Durian is a strong-smelling large fruit with very rough skin.

<sup>30</sup> Islamic funerary practice includes ritual washing of the body and shrouding it in a winding sheet.

## **The limits of listening**

Apart from issues of translation and transcription, the interview situation has had its impact on the story content and structure. Anderson and Jack (1991) have discussed researcher ‘insensitivity’ to statements from an interviewee which only later are seen as indicators of valuable and deeply held beliefs or emotion. Such insensitivity arises particularly when the researcher is focused throughout the interview process on evaluating how the interviewee’s stories fit with existing theoretical frameworks. The authors suggest that, ‘ideally, the processes of analysis should be suspended or at least subordinated to the processes of listening’ (15, comment by Kathryn Anderson). Similarly, William Tierney notes the experience of one life historian who had outlined a chronological framework for her interviewee, a Guatemalan woman named Rigoberta, but who found that her subject constantly ‘upset’ the chronology with digressions on cultural practices. As a result:

“... I became what I really was: Rigoberta’s listener. I allowed her to speak and then became her instrument, her double, by allowing her to make the transition from the spoken to the written word” (Tierney 2003: 297, quoting Elisabeth Burgos-Debray).

While oral histories are not therapeutic interviews, Anderson argues that it is important to enable storytellers to tell their stories ‘as fully, completely, and honestly as they desire’ (1991: 18). This means a shift from ‘information gathering’ to ‘interactions’ and supports Liisa Malkki’s point, noted in Chapter 2, that the researcher may need to give up the urge to know ‘everything’ and accept those ‘very partial vistas that our informants may desire or think to share with us’ (Malkki 1995: 51).

Beyond the researcher’s preoccupation with gathering data for theorizing, the researcher conducting interviews through an interpreter is even more likely to make errors of judgement about what is important to the speaker. During my interviews in Aceh I was aware that I occasionally ‘missed a beat’ (perhaps once in each interview) and had not followed up on a potentially important story. Reading the transcripts later made this even more evident:

Bapak A-b (69)

After the tsunami happened, I stayed at home, I couldn't walk, *ka leumoh* [feeling weak, lost the spirit of life].

JP: So can you ask him was he fishing until the tsunami?

Bapak A-d (68)

My parents live in *seungsara* [miserable, suffering] ... So that's how we lived, looking for a little rice to eat.

JP: And how many children does he have?

Ibu A-w (90)

I'm getting married after that. Because I already grown up when I enter school. So when I graduated, my parents set me up a marriage.

JP: And how many children does she have?

The inappropriateness of some of these responses was, I believe, partly a result of my pre-interview assumption that a life story should include 'life data' – age, marriage, children etc - and partly because translation attenuates the interaction referred to by Anderson and Jack. By the time my question had been interpreted for the interviewee, the response given and translated back to me, I had already moved on mentally to the next question. While the misalignments between questions and answers appear remarkable in the transcripts, these are a record of words only, without the meaning added by pauses or body language. Nevertheless, there is a sense of missed opportunities in some of the transcripts; this is the kind of issue which could have been addressed with Anderson and Jack's approach of making listening more important than obtaining 'data', and their detailed proposals for achieving this (Anderson et al. 1991: 23-24).

Nevertheless, while revealing the awkwardness of some of the interactions in the interviews, the written transcripts are a remarkable opportunity to examine more closely the stories that were told, the speaker's verbal engagement with the researcher and the interpreter, and the process of being interviewed. The completeness of the transcripts reflects the importance of recording not only the storyteller's words but my own and my

interpreter's words: 'When the researcher's voice is cut out, the narrator's voice is distorted' (Portelli 2003: 71).

While Chapter 4 concluded that the interviews in Aceh were generally not in the form of a narrative, I discuss below some of the narrative analysis tools which can valuably be used in examining the content and structure of the interview transcripts.

### *NARRATIVE ANALYSIS*

Narrative analysis has traditionally focused on the text, in both written and spoken form – structure, order, syntax, rhythm and semantics - and is concerned with how we make sense of the text as narrative or stories. Catherine Kohler Riessman (1993), Laurel Richardson (1990), Labov and Waletzky (1997 (1967)), William Labov (1997), Mark Freeman (1997b, 1997a, 1998), among others, have explored the idea of narrative sense-making by the individual to 'construct past events and actions in personal narratives to claim identities and construct lives' (Riessman 1993: 2).

Labov suggests that narrative is 'perhaps the only example of a well-formed speech event with a beginning, a middle, and an end', and applies it to speech about experiences, particularly those which 'have 'entered into the biography' of the speaker', as opposed to 'simple recounting of observations such as the events of a parade by a witness leaning out a window' (1997: 396, 399). The significance, and accretiveness, of that experience which enters into the biography of the speaker was discussed in Chapters 3 and 4. However Chapter 4 also concluded that life stories are not necessarily 'sense-making' narratives of this experience, and hence are not necessarily in the class of Labov's structurally defined 'narrative':

... narrative construction is equivalent to assigning a theory of causality ... The study of how narrators assign praise and blame is a major aspect of narrative analysis (Labov 1997: 409).

Nevertheless, many of the elements described by Labov and Waletzky (1997; 1997 (1967)) provide valuable ways of examining the transcripts from Aceh. These include:

- the ‘reportable event’ as one which justifies the attention of listeners: ‘A narrative of personal experience is essentially a narrative of the most reportable event in it’ (Labov 1997: 406). Descriptions by my interviewees of family responsibilities and work are interspersed frequently with accounts of dramatic events, generally of personal experience but sometimes of others’ experiences, to illustrate what life was like during, for example, the Dutch period, the Japanese occupation, the GAM-military conflict;
- orientation clauses: ‘An *orientation clause* gives information on the time, place of the events of a narrative, the identities of the participants, and their initial behavior’ (Labov 1997: 402). As the analysis of my transcripts below indicates, interviewees showed care in providing me, as a foreigner, with historical, geographical or social/cultural context for their life stories;
- the ‘transfer of experience’, in which the listener becomes aware of events in the same order as the speaker who experienced the events: ‘[T]he transfer of experience of an event to listeners occurs to the extent that they become aware of it “as if” it were their own experience’ (Labov 1997: 413). This ‘dramatic mode’ (Pasupathi 2006) was the most common way in which reportable events were related;
- the ‘coda’ which brings the listener’s perspective back to the present. In the transcripts from Aceh this is often achieved by the device of a ‘*deixis*’ which steps outside the story and points back to it from the present (Labov et al. 1997 (1967): 36): ‘That’s it’, ‘That’s the history of my life’, ‘So that’s what happened every month’. The interviewees also use as a coda, statements about the present which are not ‘totally relevant’ to the story they are telling (36): ‘But now, I don’t go fishing any longer, I can’t walk, I feel exhausted huh, and I have no strength anymore’, ‘I don’t know where we will move after this ... heaven!’, ‘Hm ... of course the younger people now, they don’t realize what happened to us in the past’, ‘Well, we are thankful that at least we have the airport, where the airplanes can land’, ‘Now, I am thankful that I have my children that I can depend on’.

As in the discussion of ‘testimony’ and storytelling in Chapters 3 and 4, approaches to

narrative analysis also emphasise the importance of the relationship between the narrator and the listener. The ‘reportable event’ is one in which the listener gives the speaker permission to ‘hold the floor’ (Labov 1997: 404). Moreover, in recounting a narrative of personal experience, a good story (the story with the greatest impact on the audience) reflects the speaker’s skill in unfolding the story for the listener as it originally unfolded for the speaker, rather than relating the story from the point of view of the present. This is the ‘transfer of experience’ from speaker to listener (Labov 1997: 411).

Riessman distinguishes between the more generic term ‘narrative’ as a rhetorical device defined structurally, for example, by Labov and Waletzky (causal sequences, temporal order), and ‘stories’, which are, she suggests, a specific sub-genre of narrative. In the following, I have substituted ‘life story’ for ‘narrative’ – the whole of the speaker’s responses in the interview – and refer to the shorter reports of experience within this as ‘stories’ or ‘story fragments’.

While the ‘narrative analysis’ approach to interpretation of spoken words has focused on ‘sequence, thematic, and structural coherence ... temporal order, evaluation’ (Riessman 1993: 51), Riessman suggests that James Gee’s (1991) poetic structuring of discourse, for example into ‘stanzas’ or ‘scenes’, may sometimes provide a better representation of what the speaker is doing, and of interpreting what is important in the discourse (51).

Gee sees a richness in the relationships between the words themselves: narratology based on literary theory has ‘greatly undersold how much meaning is, in fact, available in the structure of the language as a text’ (1991: 16). While interpretation of a text might vary between readers/listeners, at least in English the emphases, pitch changes, and pauses in spoken language provide cues for focusing on that part of a statement which is the most important, or is intended to convey new information (21-23). Language, according to Gee, is structured through such pauses and other forms of break in speech, into ‘idea units’, which are generally a line or a sentence, then stanzas – ‘a group of lines about a single topic’ which constitute a vignette or a ‘scene’ – then pairs of related stanzas which Gee calls ‘strophes’, and finally larger units called parts, which together make up a story (23-24):

Each level [idea units, lines, stanzas, strophes, story parts] makes its own

contribution to meaning. However, it is crucial to see that each level makes its own contribution by amalgamating this contribution with the contributions of all the levels below it (27).

Each stanza ‘represents ... what the “camera” is focused on, or a “scene”’ (23-24). The production of stanzas and their components, which at each level convey more than the sum of their parts, is the process of narrative construction (32-33). What is conveyed by the whole narrative, and which distinguishes it from a ‘report’, is a world view: ‘the hearer can reconstruct a certain part of a philosophy of life from a particular point of view’ (37).

This conveying of more than the sum of its parts is a quality of the life story indicated in Walter Benjamin’s claim that stories ‘model’, rather than inform or explain, and Nussbaum’s argument that novels offer a ‘vision of individual life quality’ which motivates, rather than explicitly argues for, ‘serious institutional and political criticism’ (Nussbaum 1995, 2004: 71). Moreover as discussed later in this Chapter, critical to the functioning of a story as a model is the work of the listener: Benjamin’s *interpretation* by the reader (1936a: 89); Gee’s *reconstruction* by the hearer (1991: 37); Nussbaum’s *responsive contemplation* of the novel (1995, 2004: 74); and Bakhtin’s *creative perception* of listeners and readers (1981: 254, original emphasis).

In Chapter 4 it was argued that construction of a life *narrative* is only one way of viewing life stories. Moreover, not all such stories are told to convey a world view. Descriptions or reports of events which are extraordinary and difficult to describe, for example, may be focused on ‘transmitting’ what it was like (Felman et al. 1992: 84), and on reinstating the ‘self’ as a biographic entity (Culbertson 1995: 179). Laurel Richardson (2003) suggests that life stories are better represented as short poems than as narratives:

A life may indeed have a plotline, but not everything lived, or everything of significance to the person, fits neatly into the lengthy unfolding story. We are not characters. The points of our lives are not morals. Our lives are not even in-depth narratives (190).

However as will be demonstrated below, although Gee’s discussion of syntax and grammar are specific to the English language, topic-focused *stanzas* which form story *parts* can be

clearly seen in the Aceh transcripts. As my analysis below concerns the written word rather than the original sound recordings in Acehnese, I have used the idea of a stanza as a ‘scene’ or ‘vignette’ rather than aural criterion which is ‘a series of lines... that ...sound as if they go together by tending to be said at the same rate and with little hesitation between lines (Riessman 1993: 45, citing Gee).

The following section examines the ways in which the Achenese speakers use ‘orientation’ and more direct addresses to engage their listeners in the story.

### **Engaging with the listener: orienting and questioning**

Well, she probably doesn’t have a clue about our condition here, so I’ll just share the story, and she will probably take her own conclusion (Ibu A-h (74)).



A quality which stands out in the transcripts of interviews with old people in Aceh is that of ‘orientation’, reflecting the speakers’ concern to convey to the listener the information necessary to understand the speakers’ lives. As the following selection of excerpts indicates, this includes information about religious or cultural practices, the historical events or political situation at the time of the experience the speaker is describing:

Bapak D-a (71)

In 1953, I had just entered the fifth grade of elementary school. After that, many of the schools were closed during that DI/TII [*Darul Islam/Tentara Islam Indonesia*]; many of the teachers were taken by them, and some of the teachers also ran away to Banda Aceh (laughs).

Bapak M-d (72)

In that time, I hadn’t had male circumcision. In that time, the Nagasaki was bombed, thus the Japanese surrendered and returned to their country. After that, I had my circumcision done, when the Japanese left.

Ibu R-h (65)

After that ... [the Japanese occupation] uh ... I didn’t continue school because it

was chaos ... ehh ... chaos and we didn't even have the courage to go by foot that's why I cannot do anything [*han jeut sapue*: usually refers to reading and writing ability] , it's the chaos, huh? ...

There is moreover an active engagement with the listener. Particularly in the case of recounting traumatic experience or past privation, the storyteller sometimes seeks a direct response from the listener, in the form of empathy or acknowledgement. The fragment below is an example of the kind of engagement with the listener which goes beyond contextualising, and asks for a response to a possibly rhetorical but challenging question:

Bapak M-d (72)

... This country is rich, but the citizen is poor. As you can see, that's a mountain...we *crah glee* [open new land for agricultural activities], we planted chillies, cassava and other crops, and worked in the rice field. Going to the sea for fishing is something else that we can do, so this country is rich right? Everything is provided by the nature; in the sea we can find fish, the river is full with shrimp and crab, but people are poor ... why is that happening?

This questioning has some similarities with the refugee narratives quoted by Anna Szörényi and discussed in Chapter 1. Engagement with the audience is challenging, asking them 'to not only listen, but to respond' (Szörényi 2009: 186). Szörényi's letters from refugees address the audience directly in asking them to examine their own values:

"If I talk to an Australian I will ask this question, 'You are a citizen of this country, you are its conscience. You teach your children respect of human rights and to support civil rights. Please treat others, as you would like to be treated'" (185-186).

Such challenges enable refugees to 'occupy the position of viewing subject, interpreters of the world around them, and interlocutors of their audience' (Szörényi 2009: 186).

In most of my interviews with the old Acehnese however, what stands out is that rather than *challenging* me to respond, or *inviting* me to empathize, the speakers use orientation, reflection and other kinds of engagement to *guide* me towards a greater knowledge of the

conditions in which the speaker's life experiences occurred. The examples analysed in Table 1 below demonstrate this guidance in often seamless shifts between context-setting, accounts of experience, and reflection.

The speakers did however engage directly with me at times by asking questions, some rhetorical or reflective, others to make clear the limits of their memory, or the position they are taking in relation to the story: 'I'll just share the story, and she will probably take her own conclusion', '... but I don't really remember my dear'. Other kinds of engagement step temporarily outside 'the story' to clarify or emphasise to me (or my interpreter) that conditions were very different in the past; these comments acknowledge the need to bridge both the cultural differences between speaker and listener and the generational difference between speaker and interpreter (who was 26 years old). In the following underlined comments, the speakers reveal a consciousness of their audience and a need to face their story outwards to the listener:

Bapak D-a (71)

Can you imagine the price of one baby cow in that time was one million, compared to today's price that has reached four million?

Bapak S-h (78)

After the independence ... hm ... there was the PKI [*Partai Komunis Indonesia*] movement, but they didn't disturb us. They knocked people out...but they didn't fight in a war. Do you remember the PKI movement in 1965? Then you must also understand the GAM [*Gerakan Aceh Merdeka*] movement, we also have the peace with them now. I think now everything has settled. *Insyallah* we pray that we would never have to experience that kind of thing anymore.

Ibu S-p (65)

Well, ehm...during the time when we planting the rice, we experienced the war, ehmm like *prang sodara* (*Prang* means war, *sodara* means family), the DI [*Darul Islam/Tentara Islam Indonesia*] movement. Maybe you didn't

experience this dear. ...

After that, the DI war happened for quite long time, ehm ... then the communism movement happened. Maybe you don't remember [pointing to interpreter]. The communism happened when my first child was little. That war didn't take long, only one year, but even in a year we cannot go for work.

The concentration of orientation information in the stories of the old people, and their clear positioning of the listener throughout the interview, are not only useful to the listener, but are also assertions of the importance of the speaker's own culture and history as the context for experience. In the interviews and transcripts, the old Acehnese reveal an awareness of themselves as *givers* of important historical and cultural information for the benefit of the researcher.

Addressing the audience is one half of Monisha Pasupathi's (2006) 'dramatic mode' and 'reflective mode' respectively; in dramatic mode the speaker uses language in order to 'render the story vivid and, arguably ... to capture and maintain the listener's attention' (134); in this mode, the listener is 'transported in time' to the 'there and then' of events as they were experienced by the speaker – Labov's 'transfer of experience'. In reflective mode on the other hand, the speaker is engaged with the listener in the present, to explain their feelings about the events:

What storytellers and their partners are doing in conversational storytelling transpires on at least two levels of interest: the level of their *interaction in the here-and-now* and the level of the story – the *then-and-there* (Pasupathi 2006: 136, my emphases).

The above suggests that 'interaction in the here-and-now' includes not only reflective comments but the speaker's orientation of the listener by providing historical or cultural context and challenging or seeking acknowledgement from the listener. Similarly the coda at the end of a story, which returns the listener to the present, is a shift from the 'there-and-then' to the 'here-and-now' of the interview.

Bakhtin claims that biography has historically included a 'superstructure' of meaning which stands outside the lived time of the subject; this often consists of a symbolic overlay

such as 'guilt →punishment→ redemption →blessedness' (Bakhtin 1981: 128).

Biographies, he suggests, carried this 'vertical axis' of metaphorical, atemporal symbolic meaning to give each moment transcendental significance outside the ordinary and uninteresting events which were happening on the horizontal axis of real time.

The reflective or philosophical commentary in the Aceh life stories in some ways constitutes just such a vertical axis by adding a layer of interpretation to the horizontal axis of lived experience in real time. Reflection (and orientation) in Gee's terms are 'off line' from the main plot and suspend the dramatic mode of the story to guide the listener's interpretation or understanding. They are enabled by the special perspective of looking back over the past from the point of view of the present, which allows the speaker to add a reflective commentary and context. This resembles the privileged perspective of the historian who, as Ricoeur points out, is now able to point out that 'In 1717, the author of *Rameau's Nephew* was born' (1984: 146) (historiographical Principle 5). The significant distinction between the historian and the memorist however is that the memorist has the privileges of both witnessing and retrospection.

### **Recounting self and recounting community**

Gee's distinction between the 'main line' of the narrative's plot, and material which is 'off line' potentially cuts across Pasupathi's 'there-and-then' / 'here-and-now' and Labov's 'orientation' or contextualizing:

States, generic events, repeated events, and habitual events are all off the main line of the plot (Gee 1991: 29).

In the analyses below I have retained a distinct category for 'orientation', since this is an important concern of the Acehnese speakers. I have used the term 'recounting' for those descriptions of 'states, generic events, habitual events' that the speakers provide about themselves or their community ('I was married then', 'I grew up during the Dutch time', 'the villagers were hungry'), which are not in the dramatic mode of transferring experience to the listener, nor providing geographical, cultural or historical orientation. Both recounting and orientation are part of what the speaker does to construct the 'there-and-then' for the listener, as well as unfolding more dramatic events in order to 'transfer

experience’.

In the Acehese stories, recounting includes many descriptions given in the ‘first person plural’ or collective mode, of events or conditions which entered not only the biography of the speaker but of the other members of the community; the storytelling of the Acehese concerns itself with community life as much as the speaker’s own life. Hence the life stories often have an ‘exterior’ rather than an ‘interior’ quality, a distinction drawn by Bakhtin in tracing the development of the novel from its early pre-modern focus on the external world of the protagonist to other genres which explore the internal life – the ‘drawing room’ existence - of the individual:

“Landscape” is born, that is, nature conceived as horizon (what a man sees) and as the environment (the background, the setting) for a completely private, singular individual who does not interact with it (1981: 143).

During this latter development, the elements of a biography such as success, happiness, or merit ‘began to lose their public and state significance and passed over to the private and personal plane’ (1981: 143). Autobiographies for example contained descriptions of events which while ‘enormously important in the private life of a given individual have no importance at all for others’ (Bakhtin 1981: 144, 145).

However this kind of focus on the interior life of the individual is not reflected in the ‘autobiographical’ storytelling by old Acehese people. Repeatedly, stories offered in response to a prompt like ‘tell me about your life as a child’, or ‘what did you do then?’ concern themselves with making clear that the interviewee’s experience was a shared one:

Bapak A-y (80+)

I was not the only one who did that for a living, many people did that too.

Bapak D-a (71)

So the villagers, as Abu has said, we were very poor.

Ibu F-m (86)

The rice that we harvested in the rice field has been taken by the Japanese.

Many people lived more suffering than us, they were hungry.

Bapak I-h (78)

I can say that during the Japanese, we're nothing ... Our children in the village are not cared for and suffering from *kudee* [skin disease], and *gutee* [type of bug that lives in human scalp], don't have cloth [clothing].

Responses to questions about a person's life are very often cast in the first person plural, beginning with 'we' rather than an 'I' set against the outside world. Thus descriptions of an individual's past resemble the pre-modern 'biography' in which 'the individual is open on all sides, he is all surface' (Bakhtin 1981: 132). What is offered by the speaker is not a 'private life' but a collective or public one. The world is not 'viewed through the window' as the 'background' for the individual's life; it *is* the individual's life. Oral histories may lie outside the conventions of 'narrative', so that 'the boundary between what takes place outside the narrator and what happens inside, between what concerns the individual and what concerns the group, may become more elusive...' (Portelli 2003: 66). This was a remarkable quality of the stories told by old people in Aceh, and is a subject worthy of further research in the future.

It is evident that a life story is a very large topic to be addressed in the time frame of a single interview; there is, as shown in Table 1 below, a sense of the interviewee summarising, and of the researcher maintaining a pace of the interview. The relationship between the interview transcript and the life of the speaker is a kind of choreography by the researcher and the interpreter (within the interview format and mediated by translation), of the speaker's original material. The transcript reflects both the speaker's way of telling a story and the prompts from the interviewer to continue or expand on a story.

Portelli has suggested that oral sources are 'unique and necessary because of their *plot*—the way in which the story materials are arranged by narrators in order to tell the story...the 'senile ramblings' of a disappointed old man reveal much about his [Communist] party's history that is untold in the lengthy and lucid memoirs of its official leaders' (Portelli 2003: 67). This then is 'plot' in a different sense from the structured sense-making of Ricoeur's historiography:

Oral sources are credible but with a different credibility. The importance of oral testimony may lie not in its adherence to fact, but rather in its departure from it, as imagination, symbolism, and desire emerge. Therefore, there are no ‘false’ oral sources (Portelli 2003: 67).

The result can be likened, not to a narrative with plot, but rather to a ‘found poem’: ‘gathered material *rewritten and given form*’ (Gray 2010, my emphasis) or ‘verbatim theatre’: ‘the words of real people ... *reproduced* on stage’ (Neill 2010, my emphasis). The transcripts produced in this process are a significant record of old people’s stories, but represent just one ‘take’ on a life from an infinite range of possible ‘takes’ in which the material and the choreographed ‘product’ would all be very different from one another.

The excerpts of two transcripts on the following pages reveal rapid shifts between modes of speaking and types of information. Orienting, recounting, transferring experience and reflecting and clarifying, the speakers move between past and present, history and memory to provide ‘partial vistas’ which convey a complex array of life-long patterns of livelihood, community and domestic conditions, historic events, conflict and disaster.

TABLE 1: ANALYSIS OF TRANSCRIPTS BY STANZA AND MODE

Ibu F-m (86)

STANZA:	MODE(S)
' <u>there-and-then</u> ', ' <u>HERE-AND-NOW</u> '	' <u>there-and-then</u> ' ' <u>HERE-AND-NOW</u> '
(JP: So can we just ask Ibu to remember back to when she was a little girl? What was her life like?)	
<u>WHEN I WAS A LITTLE GIRL?</u> (Interpreter: Yes ... when you were little)	<u>orientation:</u> <u>historical context</u> <i>recounting</i>
<i>Well, nothing in particular, <u>in the Dutch time</u> I was growing up. I was engaged already...well, they said that I am ready physically to become a wife. <u>BUT...THE STORY IN THAT TIME...I DON'T REMEMBER IT SO CLEAR, BECAUSE I DIDN'T REALLY PAY ATTENTION.</u></i>	<u>DIRECT ADDRESS</u> <sup>31</sup>
<u>In the time of the Dutch, one night, I was running across the river because I was afraid they would hit me. I stayed beyond the river for a week, when I came back to the village, the Dutch were gone, and the Japanese were there.</u> <i>THAT'S IT.</i>	<b>transfer of experience</b> <u>orientation:</u> <u>historical context</u> <i>CODA</i>
<i>My parents were still alive <u>during the Dutch time</u>, when I was a teenager, they were still alive. My father and my mother passed away when I'm married, it was when M-'s mother was born [1944].<sup>32</sup> That is my oldest child. I was married in that time.</i> (JP: Was that in the time of the Japanese?)	<i>recounting</i> <u>orientation:</u> <u>historical context</u>

<sup>31</sup> Those comments where the speaker confirms the question, or informs the listener that s/he does not remember, are included below as 'direct address' alongside direct questions to the listener.

<sup>32</sup> The interviews in this village were conducted in M-'s house.

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Yes, in the time of the Japanese, after [when] I divorced my first husband, the Japanese had already left.

---

In that time, we received rice assistance; the rice came from the Japanese' warehouse

*I could leave M-'s mother at home, because I stopped giving her breast milk.*

(JP: Where was the warehouse?)

orientation:  
social context  
*recounting*

---

WELL, I DIDN'T REALLY PAY ATTENTION ABOUT IT [THE DEPARTURE OF THE JAPANESE]. *I knew it because my parents told me, they said "The Japanese are gone, they went back to their country, they were defeated, and the emperor in their country was defeated, so all the army went back to their country".*

DIRECT ADDRESS  
*recounting*  
orientation:  
historical context

---

(JP: So she was still a young girl then, was she married by that time?)

*Yes, I already married; M-'s mother was born in that time.*

*recounting*

---

(JP: So can she tell me, after the Japanese left, what was her life like, was she working or was she at home with the children?)

After the Japanese left, we still live in difficulty. I can say that, every rich person had their rice taken by the Japanese, and the Japanese had taken all of our stocks. They took everything. The villagers here for example, if they were able to buy rice for one or two kilograms, in the family of seven, of course it wasn't sufficient, how could we cook it? So we picked papaya and banana, chopped it and mixed it with the rice. We shared the food with our children ... IT WAS VERY DIFFICULT.

orientation:  
historical context  
social context  
**transfer of experience**  
**REFLECTION**

---

After the Japanese left, the DI movement started, Cumbok War, a lot of movement happened, BUT I DON'T REALLY REMEMBER MY DEAR

In the time after the Japanese left, OUR LIFE WAS KIND OF DIFFICULT DEAR, *we didn't have cloth, rice was not available, in case we wanted to borrow money from someone we couldn't, because everyone was just as poor as we were. The rice that we harvested in the rice field has been taken by the Japanese.*

Many people lived more suffering than us, they were hungry.

*In that time, I was with my little children, with young M-'s mother; there were three of us in that time.*

orientation:  
historical context  
DIRECT ADDRESS  
**REFLECTION**  
*recounting*  
orientation:  
social context

**Bapak I-k (83)**

**STANZA:**

'there-and-then', 'HERE-AND-NOW'

**MODE(S)**

'there-and-then'  
'HERE-AND-NOW'

(JP asked about Bapak's life when he was young, before the recorder was started)

*...cutting tree branch, breaking rock, working for the Japanese.*

*recounting*

**I was hit behind my head by the Japanese, until my head was dizzy.**

**transfer of experience**

(JP: That's not good).

DIRECT ADDRESS

I DON'T REMEMBER WHAT YEAR IT WAS; I JUST SAY IT HOW IT IS.

(JP: Yes, just share whatever. So maybe he could just start talking a little bit about...).

**Sweat is all over my face, I feel very exhausted, and the sweat is *meutep-tep* [drops continuously], suddenly I realized they came behind my back and *puk* [makes sound of punching] they hit me. I couldn't see anything after that. And then an army came after me to separate me from the hitter and dragged me under a tree, I sat there and didn't continue the work. When it's time to go home, people go home. At one o'clock everyone is leaving and so am I.**

(JP: Did they give your payment for the day?)

*They did. They paid us one cup of rice at 4 o'clock. One cup of rice usually served with two big chopped papaya, we mixed it and ate it, or sometimes janeng [the poisonous fruit].*

*recounting*

**Well, after the hit me, of course it's hurting, I feel dizzy and confused about what has happened. I couldn't even see the ground, it was black. I couldn't see anything. His friend [in the Japanese army] came and took me to the tree. At one o'clock when everybody is leaving, he called me and asked me to go home. I came back again tomorrow.**

**transfer of experience**

(JP: Can he remember what he was doing before the Japanese came?)

Before the Japanese came, it was during the Dutch, I planted kacang [beans or nuts]. I used 15 sacks of seed. I worked in the field that was owned by an Indian.

orientation:  
historical context

*recounting*

---

(JP: And was he going to school when he was younger as well?)

Yes, I went to school. **BUT I DON'T UNDERSTAND WHY**, whenever I write something, my teacher will be angry and hit my palm with a ruler, and ask me to sit. Other people too, if they start writing, the teacher will hit their body part. If I write something and nobody reported me to the teacher, then I wouldn't get any trouble. **WHY WE WERE FORBIDDEN TO WRITE, I DON'T UNDERSTAND**. They didn't allow us to write. **Sometimes, I made a joke with my friends at school; we pretended that we were writing something, and then I show it to my teacher, my teacher will say "What is this for?"**

recounting

REFLECTION

transfer of experience

orientation:

geographical context

(JP: Is the school here?)

L- [village], right after the long bridge.

---

**When they were watching the *pasi*, [during the Japanese occupation] two people among them were injured. They tried to pick the coconut. WELL, YOU KNOW, IN THE MIDDLE OF THE NIGHT WE WERE HUNGRY, NOTHING TO EAT. Two people were suffering from leg break, hand break.**

transfer of experience

DIRECT ADDRESS

orientation:

social context

*THAT'S WHAT HAPPENED IN THE PAST.*

*CODA*

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**WHEN THEY [THE JAPANESE] FIRST LEFT? NOT ONLY HAPPY, I DON'T KNOW HOW TO DESCRIBE IT IN A WORD. The villagers yelled "Allahuakbar" [God Al-Mighty], to prove their Islamic identity. Every where we go, we will hear that word. If we didn't yell that word, it means that we are not Moslem. If we yelled 'Allahuakbar', then it is meaning that we are Moslem.**

DIRECT ADDRESS

transfer of experience

orientation:

cultural context

The analysis above demonstrates the frequency of orientation clauses (focusing on the there-and-then) and direct address to the listener (focusing on the here-and-now), both of which are used to clarify or emphasize a point for the listener. These parts of the life story are integrated with recounting and transfer of experience (the there-and-then), as well as the occasional reflection (in the here-and-now). The breakdown of the story text in this way shows both the temporal shifts (between then and now) and the shifts between big picture context and specific incidents, which make the life stories a complex materialization of both the historic and non-historic past. In addition to the rich picture they present, the life stories offer commentary and reflection and, unlike history, actively engage the audience to participate in the development of the story.

The following section elaborates the way in which the life story represents the accretiveness of experience, discussed in Chapter 3.

### *BRICOLAGE, LANDSCAPE AND MACCHIARE: THE POETICS OF ACCRETION*

It has been argued in Chapters 3 and 4 that the abiding ‘binding’ element in each life story is its focus on the *lived experience of the speaker* which is accretive. The story is not simply a description of events as observed ‘by a witness leaning out of a window’ (Labov 1997: 399) but represents this accretive quality. The ways in which we are able to read this from the text at a poetic or literary level are discussed below.

One reading of the connections between the story fragments related in each interview is to see the whole as a form of *bricolage*, constructed from ‘whatever is at hand’ by someone whose ‘heterogeneous repertoire ... even if extensive, is nevertheless limited’ (Lévi-Strauss 1966 (1962): 16-17); as *bricolage*, the story is constructed by the storyteller out of ‘whatever comes to mind’ from the repertoire of memory.

Such a conception of life stories would be consistent with their non-narrative and ‘picaresque’ representation of a life, discussed in Chapter 4, including the rapid shifts in mode and content, time and space, shown in Table 1 above. In the picaresque narrative particularly, ‘[t]he chaos of the protagonist’s outer and inner worlds is matched by the abrupt and fragmented nature of the narrative, which leaps from incident to incident in a

jagged array of nauseating tableaux' (Ganguly 2009: 439).

Ledbetter suggests that such 'leaps' or discontinuities can be profound when they arise because the story is too difficult to tell, or to tell completely within the allotted time:

Could it be that an interruption in the text, where the story line appears broken and our own expectations for the narrative are not met, is the narrative's most profound and defining moment? Could the story be calling us to a closer look at its failure to clarify, conclude or justify an issue that is simply too complex and ambiguous to be settled by simple description and narrative consistency? I am convinced that such 'problems' in narrative serve an interpretative purpose of pointing us towards a narrative ethic (Ledbetter 1996: 2).

The interruption or broken story line which disrupts our expectations is a kind of disorientation, or rather 'de-orientation', a breach of orderliness which opens up other possibilities for understanding by forcing the listener to listen closely to the story fragments and refrain from marshalling them into a coherent narrative. Paul Carter draws our attention to the difference between the openness of the explorer in a new country, who experiences 'a ... sense of the unfolding ground', and the return journey in which the country has become a known and named 'landscape' (Carter 1996: 190, 256), (see also Carter 1988):

'First appearances' to the explorer are like the auditory apprehension of an unknown language, where 'words are not heard as units of information but as phonetic compounds ... imitative perhaps of natural sounds or else punningly reminiscent of words in one's own language (1996: 190).

In such a non-ordered, non-instrumental view of a landscape, we are unable to orient ourselves and must pay attention to the 'smallest environmental details' (Norberg-Schulz 1980: 21).

Burton's work on Bergson discussed in Chapter 3 suggests that recovering different parts of memory is a matter of the memorist 'relaxing' her/his utilitarian rules of orientation to the past. Requiring that the audience look anew, disoriented or de-oriented from the conventions of visual representation in art, utility in memory, or narrative in storytelling, is

another kind of poetic force evident in the disjointed and shifting stories of the old Acehnese. Understanding the set of story fragments told by each individual requires a close peering at the unfamiliar, albeit with contextualizing assistance from the speaker, to see (or construct) a picture of a life.

In the case of the stories from Aceh, the stanzas are often apparently incomplete fragments of stories, interrupted sometimes by the interviewer's moving on to 'the next thing', sometimes by the speaker's clearly not wishing to go on ('I don't know how to say it', 'it is too sad'), or because the speaker is summarizing a long period – an entire childhood for example – in a few short fragments within the time constraints of the interview. In these cases, the stanzas are not in Gee's sense parts of a single whole story, but a jagged sequence of events, often traumatic or difficult, experienced several years apart, and not always recounted in chronological order:

Bapak I-h (78)

So ... ehm ... my life is like this ... when my parents are still alive, my life is very difficult. It's hard to get food, until then I have to fight for myself. I have to work for someone, cutting the tree, taking care of the cows. I have breakfast in the morning, but I have nothing to eat in the afternoon. It is very difficult.

(JP: When he was a little boy?)

Huh ... the difficult time? Hmm ... It is when I was little, this big [showing with gesture], my difficult time, maybe around fifteen years old, you know, it is already time to be responsible for ourselves. After I'm getting married, my life is even harder. It is even harder. I can say, after I'm getting married, sometimes we have food in the morning, and nothing in the night. Sometimes we had lunch but most of the time, we don't eat, at least once in a day. Because my parents left me nothing, they are poor. Until now, when I have children, life continues to be hard. I look after the cow, from B- [sub district] to Banda Aceh by foot.

(JP: Is it during the time when the Dutch were here? Or ...)

Yes. And then during the Japanese, that is even worse. My stomach is like this [showing with gesture, big stomach]. We mixed our rice with chopped banana, or papaya, or corn. Sometimes we didn't eat for several days. Our rice stocks at home were taken by the Japanese. That's the story in that time.

(JP: And who was in the house then, was it his mother and his father and ...)

During the Japanese, I lived with my mother and father. My mother was poor, and my father was sick. They went to P- [sub district] to get rice. They bought the rice for few kilos, and in the way home, they met the Japanese, and the rice was taken by them, they only saved us a small amount of rice.

Interviewees in Aceh used non-conventional, non-narrative means to convey 'what it was like' for them (and others) in the earlier parts of their lives. Nancy Farriss has noted that:

[i]n nonliterate modes of communication, especially in visual imagery, information is conveyed as a totality of impressions without a starting or ending point; and the same applies to a certain extent to the "speech performances" of oral communication. Pattern or structure is emphasized in nonliterate modes, while in writing it is process (1987: 567).

The visual metaphor for such oral stories as a 'totality of impressions without a starting or ending point' contrasts with the linearity of histories, in the same way that, as noted in Chapter 3, John Berger contrasts a film with a painting; rather than a linear sequence, the painting's 'historical moment is literally before our eyes' (Berger 1972: 26).

Collections of story fragments which together present a whole life to the listener figuratively resemble Paul Carter's descriptions of *macchiare* paintings from early sixteenth century Venice in which *macchie* (solid blots of colour) were used to build up an image where figure and background are equally significant and construct each other. The *macchie* provide one way of understanding why the sum of the story fragments told by an individual is greater than its parts, not as hierarchically nested parts of a whole but as an accretion which does not diminish the importance of any one fragment.

A 'picture' of the past constructed from *macchie* is more dynamic than an 'unchanging

landscape' of the past (Gussow 1999); Carter suggests that the many layers of the painting are built up 'through the continuous vibration of the medium itself, whose varying tones produced locally different forms, intensities of colour and rates of progress' (Carter 1996: 169). Part of the power of the 'medium' of the Acehnese life stories is that it is *oral speech*, the spoken and improvised word which Plato believed to have 'life, vitality, and naturalness' (Notopoulos 1938: 482). While the oral poets of classical Greece used a repertoire of remembered traditional phrases, these were used in the spontaneous creation of new poems, in 'the creative use of memory, which is *movement* of thought, rather than a fixed formalized retention of it in the written word' (Notopoulos 1938: 471, 482).

Like a painting, a poem too can present itself 'all at once':

Sometimes time is experienced as a concordant whole, such as when reading a familiar poem, where the whole piece is experienced despite the fact that some of it has already been read and more is yet to come (Richardson 1990: 124-125).

Thus listening to a poem may be one of the few moments in which human beings can integrate past, present and future in a 'moment of bliss' (Baars 1997: 7, citing Augustine):

... in reciting a poem, I express its words sequentially, which makes them immediately part of the past, but they are kept alive in our memory anticipating the words to come. Until, in that richest final "now" we have heard the whole poem (Baars 1997: 7).

Chapter 3 discussed the recollective recentness of particular events and the 'reminiscence bumps' of clarity in remembering events which threatened survival. The fragments selected by the old Acehnese in order to tell their life story are often both traumatic and detailed, suggesting a recollective recentness; each *macchie* or story fragment has a weightiness (brushprints with 'depth, contour, physical size, drag and lean' (Carter 1996: 165)), comprised of context, description and reflection supplied by the speaker to build up a picture of 'a life'.

This 'kinetic' work of constructing a life story is most visible when in the presence of the speaker – in Butler's 'rhetoric of the body' (Butler 1997) and Das's 'criticism by the body'

(Das 1995). The role of the body in the poetics of life stories, and in connecting the ‘now’ of the interview with the ‘then’ of the life story is elaborated in the next section.

## *THE COLLISION OF PAST, PRESENT AND FUTURE*

### **The body in the interview**

How one talks and what one talks about is always circumscribed by the context in which speech unfolds ... Because an interview is a jointly constructed text arising from the intersection of two subjectivities ... framing the findings as though they are independent of the method in which they were produced ... is falsifying and misleading (Richardson 2003: 194).



Bakhtin notes that the written ‘work’ is the chronotopic device through which readers interact with a text at particular times and places; however the chronotope used to represent events – ‘a life’ for example – lies ‘in a different world’ from the chronotope of the work (the transcript) which records it (Bakhtin 1981: 254). This distinction between worlds can also be made between the time and space of the story and that of the storytelling:

If I relate (or write about) an event that has just happened to me, then I as the *teller* (or writer) of this event am already outside the time and space in which the event occurred. It is just as impossible to forge an identity between myself, my own “I,” and that “I” that is the subject of my stories as it is to lift myself up by my own hair (Bakhtin 1981: 256).

Hence the speaker in the interview exists in a different world from the person who lived the life s/he is describing. This parallels the distinction between the ‘dramatic’ or ‘recounting’ modes of the ‘there-and-then’ and the ‘reflective’ mode or coda in which the speaker points to the past from the perspective of the ‘here-and-now’. The old Acehnese ‘perform’ their life stories in interviews where they stand outside the ‘past’ they describe. The time and place of the interview is not the time and place of the ‘life’ they recount; the particular perspective provided by the distance of age was discussed in Chapter 3.

Nevertheless the storyteller, unlike the historian or the historical novelist, provides by their presence a link in body and memory between the ‘there-and-then’ of their life to the ‘here-

and-now' of the interview. As noted in Chapters 3 and 4, the performance of life-story-telling is an act with particular implications for both speaker and listener *because* what is represented is sedimented in the body and memory of the speaker. The storytelling has an efficacy in the present – its impacts on speaker and listener – because of the continuity of the subject from then until now, and the power of recollection and utterance to engage with the listener in the present. At its most extreme this engagement is Felman and Laub's (1992) 'knowledge as advent', Caruth's (1996) reclaiming of 'unclaimed experience', and Culbertson's (1995) reclaiming of the self.

Butler notes that while the body is involved in both writing and speech, for the latter 'the simultaneity of the production and delivery of the expression communicates not merely what is said, but the bearing of the body as the rhetorical instrument of expression' (1997: 152). As 'an instrument of expression' the bodies of the old Acehnese add to the weight of every sentence recorded in the interview transcripts: lines on the face, bent backs, tiredness, clouded eyes and missing teeth, coughing and difficulty breathing, discomfort in glaring light and on hard floors, crying, gestures of frustration, dry laughter at the end of a story. A few of the gestures are recorded in the transcripts; in addition, in line with the arguments of this thesis for the accretiveness of experience in body as well as memory, I have noted the age of each speaker before each quote to enable some conception of the speakers' physical presence to accompany the reading of the transcripts.

Riita-Liisa Heikkinen offers an eloquent description of her face-to-face experience with her older interviewees:

The practical encounters in this study saw the researcher, seated in her office, facing one elderly narrator at a time who did not know exactly what to say but whose initial concern was to adjust his or her own being to the researcher's style. Neither knows where the speech will lead them, despite all the advance planning. Expression and comprehension are achieved first through the body, through vision, through a glance: intellectual clarifications follow later. We experience the bodily presence which precedes any scientific conception of the event ... (Heikkinen 2004: 572).

The role of the body in conveying the accretiveness of experience is paralleled in the story itself by those qualities discussed in Chapter 3: the eschatological ‘letting go of responsibility’ in old age which is reflected in the life stories, as well as the ‘recollective recentness’ of past difficulties and continued reflection on them which appears stronger in life stories of the old Acehnese than in studies of older people in the West.

‘The interview’ is a complex chronotope which produces a particular text and performance out of a particular place and window of time. In the life story interviews in Aceh, the accretion of the speaker’s past in her/his body and memory constructs the interview physically, intellectually, ethically and emotionally; some of these issues were discussed in Chapters 2 and 4. While in historical inquiry the events and their interpretation occur in Bakhtin’s ‘different worlds’, the recounting of a life story in an interview is performed by a speaker whose body and memory brings with it, into the present, all that went before.

Extending the conception of the storyteller as an incorporation of the past is the subject of the next section.

### *THE SITE OF THE PAST*

Throughout the Acehnese life stories, orientation, recounting, dramatic and reflective modes are used to shift between spatial and temporal scales of global (historic world events), local (social or geographical context) and individual (incidents of personal experience). In the following I argue that this cross-*scalar* quality can be replaced by other less hierarchical ways of describing the connections between ‘global, ‘local’ and ‘individual’ when ‘a life’ becomes the locus of description.

Using scale as a conceptual tool to examine the breadth and range of phenomena encompassed in life stories brings with it issues of hierarchy. Sallie Marston et al’s (2005) critique of scale as ‘level’ is that it produces value-laden hierarchies such as global/local, which have, for example, ‘assigned the global more causal force, assumed it to be more orderly ... and less contingent, and, by implication, relegated its other [the local] to the status of the case study’ (421):

Invariably, social practice takes a lower rung on the hierarchy, while ‘broader forces’, such as the juggernaut of globalization, are assigned a greater degree of

social and territorial significance (427).

Scale, Marston et al also remind us, is an observational *choice* depending on the interests of the researcher:

[Scale] “is not simply an external fact awaiting discovery but a way of framing conceptions of reality” (Marston et al. 2005: 221, citing Delaney and Leitner 1997).

This choice depends on the questions which are posed by the researcher; the issue of scale is raised when ‘one asks how multiple levels interact’ (Sayre 2009: 102). In answering such a question, levels or scale are defined in relation to one another. This is scale as *relational* rather than an absolute quality of any particular space or period of time or spatio-temporal phenomenon.

Marston et al however goes beyond scale, constructed or relational, to propose a flat ontology in which the focus is on the *site* – the social site – at which human and non-human entities interact, rather than on relative scales or other qualities assigned to entities outside the site. Social sites come into being through practices and interactions between the natural and non-natural world, ‘with varying degrees of organization,’ and may be repetitive but also possess creative potentialities for change:

...a given site is always an *emergent* property of its interacting human and non-human inhabitants (Marston et al. 2005: 425).

Instead of viewing the world through value-laden hierarchies of stronger/weaker, larger/smaller, global/local, the ‘messy, fleshy components of social reproduction’ need to be studied, at ‘the very places where ideas are formed, actions are produced, and relationships are created and maintained’ (Marston et al. 2005: 427).

The call to study ‘humans and objects in their interactions across a multiplicity of social sites’ (Marston et al. 2005: 427) rather than as part of a nested hierarchy of defined levels of influence resembles Bakhtin’s call to remove the ‘vertical axis’ of superimposed meanings from social processes:

[I]n contrast to transcendent ontologies and their vertical semiotics of scale, flat

ontologies consist of self-organizing systems (Marston et al. 2005: 422).

The shifts across spatio-temporal scale in the life stories of old Acehnese, particularly when moving from ‘personal experience’ to historical orientation or reflection, can be seen within Marston et al’s flat ontology rather as descriptions of a ‘site’. At this site, cosmological organizing (religious) principles, conflict events within the Aceh region and within the village community, work and livelihood practices, marriage, childbearing and child rearing practices, and natural disaster or environmental changes, are not allocated places in a hierarchy of influence, nor as the components of a narrative, but as a set of forces which form the storyteller’s experience at the site of the individual’s life. As noted in Chapter 1, an individual’s life is a primary ontological unit because it is the place where such phenomena meet ‘imagination and intentionality’ (Dannefer et al. 2008: 102), and hence where ‘social things happen’ (Marston 2000: 427). The interaction of phenomena at the site of an individual’s life produces the processual, changing and accretive quality of the life over time; a life story is thus a representation by the individual of themselves as a ‘site’ of the past.

### *CONCLUSION*

Chapter 3 argued for the accretive quality of experience and the continuity of the subject; Chapter 4 proposed that this results in life stories which reveal a different kind of past from that of the historian. This Chapter has argued that close attention to the written transcripts of life stories shows the reader important textual, but non-narrative, connections made by life stories between present and past.

Through the stops and starts of telling, bracketed laughter, brief reflective comments and sudden coda which signal the story is over, the transcripts not only describe for the reader the events and conditions of the past, but reveal the difficulty of the storytelling now, and hence the emotional import of the past in the present. Moreover the life stories contain questions, rhetorical or otherwise, which are an invitation to the listener to share in the telling, and hence in the speaker’s understanding of the past.

The face-to-face and interpreter-mediated interview provides an opportunity for communication mishaps but also for engagement, improvisation and responsiveness

between interviewee and interviewer. This engagement can be seen in the transcripts as a large part of the life story and is the occasion for many of each story's most telling moments: presenting as context for the listener a seemingly endless series of traumatic events, or explaining to the listener that what happened cannot be put into words because it is 'too sad'.

In its brevity and rapid movement across scales of space and time, between descriptive, reflective and dramatic modes, the life story has the rich 'now' of a (found) poem, as well as the often disorienting quality of Ganguly's 'jagged array of tableaux'. Such stories provide glimpses of how the past has played out at the site of the storyteller's life, and, in avoiding a narrative with a beginning and a middle which produce the present as the inevitable end, reveal a contingency not contemplated in history. Chapter 6 proposes that studying the many aspects of this contingency of the past through life story ethnography can open up potential alternative trajectories into the future for social-ecological systems.

## 6. ETHNOGRAPHY FOR THE FUTURE: REMEMBERING AS REVOLUTION

... in one of his paintings, *Coupe X Rainforest, Tasmania* ... Wolseley tried to represent this destructiveness. He painted the linear grids and herringbone patterns of tyre tracks belonging to tree felling and processing machinery. He showed these squashing into the mud delicate ferns, eucalyptus cups, seeds and spores. The message was clear to anyone with an eye to decipher it. Following these false tracks of so-called economic progress, we were on the point of destroying vital clues to our past and present bearing. Deep time and deep space lie locked up in the physical environment of the rainforest. Lose that and we lose our own power to see beyond ourselves. We actually lose the power to reason (Carter 2004: 19).



### *INTRODUCTION*

This Chapter takes the work of the previous Chapters in establishing the uniqueness of the contribution made by life stories to understanding the past, and examines the implications of this for areas of research and practice concerned with the future. It proposes a dialogue between the disciplinary cluster already joined in the work of the previous Chapters (memory studies, history, psychoanalytic theory and psychology, cultural and political theory and gerontology) and the theoretical work of environmental scientists, human geographers and others on adaptation and resilience of social-ecological systems. It addresses the last of the research questions raised in Chapter 2:

6. Can responses to these questions enable recollection to inform the trajectories from present to future envisaged in theories of adaptation and resilience?

In particular, how can the understanding of the past provided by life stories contribute to intelligence gathering, assessment and predictive capacities of social-ecological systems?

It is commonly understood that the past provides 'lessons' for the future: 'Those who cannot remember the past are condemned to repeat it' (Santayana: 284). It is also seen by researchers and policymakers as a source on which to draw in the future. For example, the UN Programme on Ageing calls for:

[r]esearch on older survivors of starvation and malnutrition in rural and remote areas of developing countries and countries with transitional economies, and adaptation mechanisms (2007: 7).

Futurists have called for deeper and more critical understandings of the past in order to challenge entrenched attitudes and behaviours and open up a range of possible futures outside the trajectory of ‘business as usual’ and ‘the way things are done now’ (see for example Slaughter 2006; Inayatullah 2008).

In this Chapter I argue that life stories reveal significant qualities of the present with implications for the future which are invisible to history and are not measured by commonly used biophysical and socio-economic ‘state of the system’ indicators, examples of which include those contained in the United Nations Millennium Development Goals (MDG) and the Millennium Ecosystem Assessment (MA (sic)).

Chapter 1 of this thesis concluded that the voices of the old, like those of the culturally ‘other’, are ignored or devalued in narratives of progress and economic development, and by discourses which homogenize groups through the single identifier of age.

Chapter 2 argued that the recollections of a life materialize the past in their representations of lived experience in real time.

Chapter 3 drew on psychoanalytic, education, identity and trauma theory to argue for the continuity of an individual’s experience and hence their life as ‘a model of the course of the world’ (Benjamin 1936a: 95). In distinguishing the life story which represents this model from the narrativization of the past by historians, this Chapter argued that the life-storytelling represents the *accretiveness* of experience in both body and memory, which gives particular significance to the life stories of the old. It also noted the phenomenon of a-chronologic ‘recollective recentness’ in memories of life-changing or traumatic events.

Chapter 4 examined both history and recollection as responses to the needs of the present, including the construction of political, community or individual identity. It concluded that while a life story aims to *transmit* the storyteller’s experience to the listener through a form of engagement not available to history, both history and recollection can inform and change each other.

Chapter 5 analyzed the transcripts of interviews with old people in Aceh in order to propose a hermeneutics of the content and structure of life stories. The text analysis shows that events which are ‘recollectively recent’ are mentioned frequently or in detail, that a substantial part of each Acehnese life story is focused on orienting the listener unfamiliar with the speaker’s culture, and that periodic comments directly address the listener to clarify, challenge or seek acknowledgement. The integration of historic and non-historic events at various spatiotemporal scales in each life story suggests an alternative locus of research on the past: rather than focusing on hierarchical relationships between the global, the local, and the personal, research may valuably focus on the ‘flat’ *site* of the individual’s life where phenomena appeared, were considered, negotiated, accommodated or rejected – the site of ‘imagination and intentionality’ (Dannefer et al. 2008: 102) where ‘social things happen[ed]’ (Marston et al. 2005: 427).

This Chapter focuses on the value of life story ethnography and the ‘life’ as a site of the past, for theorizing the future, especially in recent work on adaptation and resilience in social-ecological systems. The potential kinships identified between life stories and social-ecological systems which form the basis of this Chapter are discussed in the following section.

### *LIFE STORIES AND SOCIAL-ECOLOGICAL SYSTEMS*

Thus we have “to isolate a fragment of the world’s history to a closed system and get to know the possibilities (and necessities) which govern the developments inside a system...” (Ricoeur 1984: 135-136, citing von Wright).



The unique understanding of the past offered by life stories has value for any field of inquiry concerned with describing or explaining social conditions both now and in the past. One such area which has a particular kinship with the idea of memory and recollection is the field of adaptation and resilience in what have been termed ‘social-ecological systems’ (SEs) (see for example Walker et al. 2004; Folke 2006; Campbell et al. 2009); adaptation and resilience have now become significant areas of research in their own right (see for example Holling 2001; Walker et al. 2004; Folke 2006; Turner et al. 2008; Adger et al.

2009). Within this research a significant gap in qualitative modelling has been identified, which is discussed in the following section; a potential kinship between life story recollection and the remembering action of adaptation cycles is then explored, followed by an examination of the potential role of life story ethnography in expanding the descriptive, explanatory, and predictive functions of social-ecological systems.

### **Qualitative data and social-ecological systems**

Systems are constructed to solve problems (Gregory 1996: 605-606), to manage ‘an inherently complex reality’ (Funtowicz et al. 1993: 744), to model, predict and control an environment (‘hard’ systems such as cybernetics), or to model both a problem and its human and non-human context in order to achieve ‘mutual understanding’ and learning (‘soft’ systems) (Checkland 1985; Gregory 1996; Midgely 1996: 14; Checkland 1999). Critical systems theory has drawn attention to the implicit boundaries defined by systems, the ethical issues of power relations in systems - ‘whose views should enter into the planning process, and how this should be achieved’ (Midgely 1996: 14) – and the emancipatory and transformative potential of thinking critically with, and about, systems (Midgely 1996; Gregory 2000; Mingers 2003; Palmer et al. 2007).

In addition to addressing the ethical issues associated with boundary definition and complex power relationships between system ‘actors’, systems must also have ways of describing, explaining or responding to surprise and emergence<sup>33</sup>. Systems need to retain flexibility and a capacity to transcend ‘old forms’ (Crumley 2005) and potentially ‘to create a fundamentally new system when ecological, economic, or social ... conditions make the existing system untenable’ (Walker et al. 2004). ‘Surprise’ can be seen as a result of ‘systemic negligence in intelligence gathering’ (Crumley 2005: 42).

Systems are thus constructs which model contexts and processes, human and non-human, in order to provide the modeller, or the system actors, with a basis for intervention or a mutual understanding in pursuing shared goals. Nevertheless, as discourse about

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<sup>33</sup> ‘[E]mergent entities (properties or substances) ‘arise’ out of more fundamental entities and yet are ‘novel’ or ‘irreducible’ with respect to them’ (O’Connor et al. 2006).

‘emergence’, adaptation and transformation indicates, systems straddle the world of the positivist and the world of the constructivist; the term ‘system’ refers not only to a construct or model, but to the sets of material processes it describes. A forest fire may transform both the forest (eco)system and the system construct which models it; on the other hand, the system construct may remain unchanged if it has already incorporated such events into its descriptive and predictive modelling. When a system becomes ‘untenable’ for its human or non-human actors, both the system construct and material aspects of the human or non-human world need to adapt or transform, since the former is no longer a useful model, and the latter has become too uncomfortable or unliveable for its inhabitants. Change in the world may be informed by the predictive elements of the model, just as the model is, or should be, responsive to material and structural changes in the world. Richard Quantz, in a literary interpretation of systems thinking, notes the significance of this distinction in the field of education:

... thinking of schools as systems is not a discovery of the way the world works but a *metaphor for describing the way we think* about how the world works. To the extent that schools are like systems, then the metaphor works, but to the extent that they are different from systems, then the metaphor misses. By using the metaphor of a system we are led to see certain things, but other things become harder to see (2008: 53, my emphasis).

This Chapter is concerned in particular with the modelling and ‘intelligence gathering’ of social-ecological systems, where an SES is defined as:

a system that includes societal (human) and ecological (biophysical) subsystems in mutual interaction ... The SES can be specified for any scale from the local community and its surrounding environment to the global system constituted by the whole of humankind (the “anthroposphere”) and the ecosphere (Gallopín 2006: 294).

Existing models of SESs and their limitations are outlined later in this section; I argue that life story ethnography augments established forms of information (for example trends in socio-economic indicators) and historical narratives. It is able to introduce into modelling

the *temporally obscure* qualities of experience as accretive, and of recollection as reflecting the significance rather than the chronology of past events – recollective recentness rather than chronological recentness. These aspects of experience and recollection are currently not modelled in social-ecological systems, yet potentially have a significant influence on actions and responses in parts of the ‘anthroposphere’ which a social-ecological system aims to describe.

I have chosen to focus on social-ecological systems because of a potential connection between the new kind of ‘data’ ethnography can offer and the recently perceived needs for new qualitative data and new models to adequately describe and assess SESs.

Examples of the socio-economic assessment indicators already in use include those of the UN Millennium Development Goals (United Nations 2010). These goals address issues of global inequity in health, sanitation, poverty and hunger, trade and debt, education and gender equality, as well as the issue of environmental sustainability. Generic indicators adopted to assess progress in meeting the MDG goals include: employment rates; incidence of poverty level incomes; incidence and death rates from diseases; immunisation and health care coverage; quantities of per capita food consumption; school enrolments and adult literacy rates; women’s participation rates in education, employment and politics; proportion of forested land area; proportion of species protected or threatened; access rates to improved water and sanitation; levels of development assistance; tariff levels and trade balances; debt relief commitments from international creditors; rates of use of communications technology.

The Millennium Ecosystem Assessment (2003a) is a program established under the ‘environmental sustainability’ goal of the MDG. It has developed a framework for action and a set of principles which stresses the importance of the connections between ecological and human well-being and the difficulties of assessing how one influences the other. While it states its overall goal as the establishment of the scientific basis for actions needed to enhance the contribution of ecosystems to human well-being without undermining their long-term productivity (2003b: 26), it notes also that:

[A] dynamic interaction exists between people and ecosystems, with the

changing human condition serving to both directly and indirectly drive change in ecosystems and with changes in ecosystems causing changes in human well-being. At the same time, many other factors independent of the environment change the human condition, and many natural forces influence ecosystems.

Effective incorporation of different types of knowledge in an assessment can both improve the findings and help to increase their adoption by stakeholders if they see that their information has contributed to those findings (2003b: 26).

It notes a lack of data on ‘the material resources of individuals, their social relations, the state of governance, the role of freedoms and choices, and the state of equity’ and that information which is available is ‘usually inadequate for analyzing temporal trends or for comparing one part of the world with another’ (156). The MA report concludes that, as most models of human well-being focus on economic indicators, ‘such factors as freedom of choice, security, and health, will require *a new generation of models*’ (165, my emphasis).

Other difficult to measure qualities of a social-ecological system include accumulated social capital, such as ‘trust’, ‘social networks’ and ‘social memory’, which have been claimed as essential for future adaptation (Folke 2006: 262), and yet for which there are currently neither accepted models nor indicators. Moreover, Folke notes other qualities, such as those of individuals who play important roles in resilience and adaptation through leadership and vision (Folke 2006: 262) which are difficult to include in a ‘decision making calculus’.

Some of the data issues pointed to in the MA framework are those that require qualitative, ethnographic research within a community: for example social relations, and the role of freedoms and choices. Further, the MA’s comments suggest that even obtaining an understanding of the material resources of individuals is an issue requiring more than a survey of annual income and assets; access to resources may depend, for example, on social or family structures, obligations and responsibilities. Obtaining this kind of understanding is the work of ethnography, and an example of the contribution which alternative data collection and interpretation methodologies might make to assessing SESs.

A broader approach to assessing sustainability is not merely a matter of utilizing ‘data sets that might not pass the “usual standards” in experimental biological science’ (Campbell et al. 2009), but of acknowledging interrelationships between human and non-human parts of systems such that governance for example is seen as ‘a part of the SES rather than an external institutional structure imposed on an ecological system’ (Campbell et al. 2009). Thus an SES description needs to include structures of governance and ‘rights regimes’ as well as species diversity and sustainability.

The call for new models notes specifically the need for such models to incorporate historical data; this builds on Daniel Pauly’s (1995) identification of the ‘shifting baseline syndrome’ in which assessments of apparent baseline conditions in marine environments can be shown to already represent a shift from earlier baselines recalled anecdotally by older fishermen (see for example Turner et al. 2008; Adger et al. 2009; Campbell et al. 2009).

Adger however notes that changes to physical places and to ecological systems also produce cultural and symbolic losses over time:

These impacts are systematically undervalued and do not enter into the decision making calculus for adaptation responses (2009: 349).

Such impacts may become the ‘hidden limits to adaptation’ (Adger et al. 2009: 340) which emerge from within a society.

Turner et al (2008) suggest that these changes are the ‘invisible losses’ suffered over many years by indigenous peoples (Turner et al. 2008), which have un-quantifiable impacts on community adaptation capacity. Such losses include cultural and lifestyle losses, loss of identity, health losses (for example through enforced changes to diet), loss of self-determination, influence and ‘order in the world’, and opportunity losses as people become ‘so ... focused on trying to fix the injustices of the past that it is hard to focus on moving forward and seizing opportunities’ (2008: 5). For many communities ‘current conditions already represent significant losses compared with the past’ (2008: 9). This goes beyond concerns that future planning for adaptation take account of indigenous disadvantage in the present (see for example Barnett et al. 2009: 15); it seeks rather more careful and

community-based knowledge-making, especially about culture and history to enable an assessment of 'current conditions' to take account of invisible accumulated losses from the past.

Community-based knowledge-making about the past can, this thesis proposes, valuably include the qualitative intelligence provided by an ethnography of the lived past; when interpreted, such intelligence might cast the system model in a different light, or even result in a re-definition of fundamental concepts. However such 'data interpretation' is not a testing of a scientific hypothesis by evidence. Ricoeur notes that the historian's appraisal of what 'probably' happened in the past is very different from that of the scientist's assessment of probability, and closer, he suggests to that of a judge, requiring 'empathy, understanding, or interpretation' (1984: 114):

The moment of interpretation is the one when historians appraise something, that is, when they attribute meaning and value to it. This moment must be distinguished from the moment of explanation, which establishes causal connections between events (1984: 118).

Similarly, the interpretation of ethnographic material, rather than 'explaining' the present or producing a 'rule' for the future, provides instead a new picture of the past from which might emerge hitherto unseen or unacknowledged values, assumptions, expectations, cumulative stresses, and adaptation and coping strategies. A hermeneutics has been developed over the preceding three Chapters for interpreting life storytelling as a performance which provides a picture of the past at the site of the individual's life. This new picture of the past reveals it as accretive, non-narrative, and sedimented in body and memory. Life storytelling 'transmits' the past to the listener 'from the inside', using the chronotopic device of 'a life' to make the individual the locus of the story.

Life story ethnography is a more open-ended process than historical inquiry, 'finding room for the overlooked, the misheard' (Carter 2004: 73, 74)), and developing out of the relationship between the 'performer' and the 'audience'. It also differs from the kind of intelligence gathering designed on the basis of indicators pre-defined by a system (social, economic, biological). Ethnographic gathering of intelligence focuses on the past of

historical ‘non-events’, a gathering of material not yet visible to systems, but to see it, says Carter, ‘demands an eye open in the dark’ (2004: 170).

### **Life story recollection and system remembering**

There is therefore an identified need for models of SESs which incorporate new kinds of qualitative description. A reason for focusing on the contribution that life story ethnography in particular might play in SES futures is the recent work on adaptation and resilience of SESs which makes specific reference to the role of ‘remembering’ in rebuilding after a system disturbance (see for example Holling 2001; Walker et al. 2004; Folke 2006; Turner et al. 2008; Adger et al. 2009).

Remembering and memory have been used to explain interactions between larger scale and smaller scale ‘adaptive renewal cycles’, illustrated in Figure 3 below. These nested cycles, where longer and slower cycles, as well as shorter and faster cycles, influence those in between, have collectively been termed a ‘panarchy’ (Gunderson et al. 2002). The adaptive cycles of the panarchy are one of the four aspects of adaptability defined by Walker et al (2004) as ‘the collective capacity of the human actors in the [social-ecological] system’ to manage the various factors in ‘resilience’ which includes:

*Latitude*: the maximum amount a system can be changed before losing its ability to recover (before crossing a threshold which, if breached, makes recovery difficult or impossible);

*Resistance*: the ease or difficulty of changing the system; how “resistant” it is to being changed;

*Precariousness*: how close the current state of the system is to a limit or “threshold.”;

*Panarchy*:... the influences from states and dynamics at scales above and below (Walker et al. 2004).

The role of ‘remembering’ is explained by Folke (2006) and Gunderson et al (2002) using the example of conserved resources in an old-growth forest (‘biotic legacies’ (Gunderson et al. 2002: 76)) which feed into renewal/reorganization after a phase of ‘creative destruction’ caused by a fast-moving event such as a forest fire - a ‘revolt’:

Memory is the accumulated experience and history of the system, and it provides context and sources for renewal, recombination, innovation, novelty and self-organization following disturbance ... The panarchy ... is therefore both creative and conservative through the dynamic balance between rapid change and memory, and between disturbance and diversity and their cross-scale interplay (Folke 2006: 259).

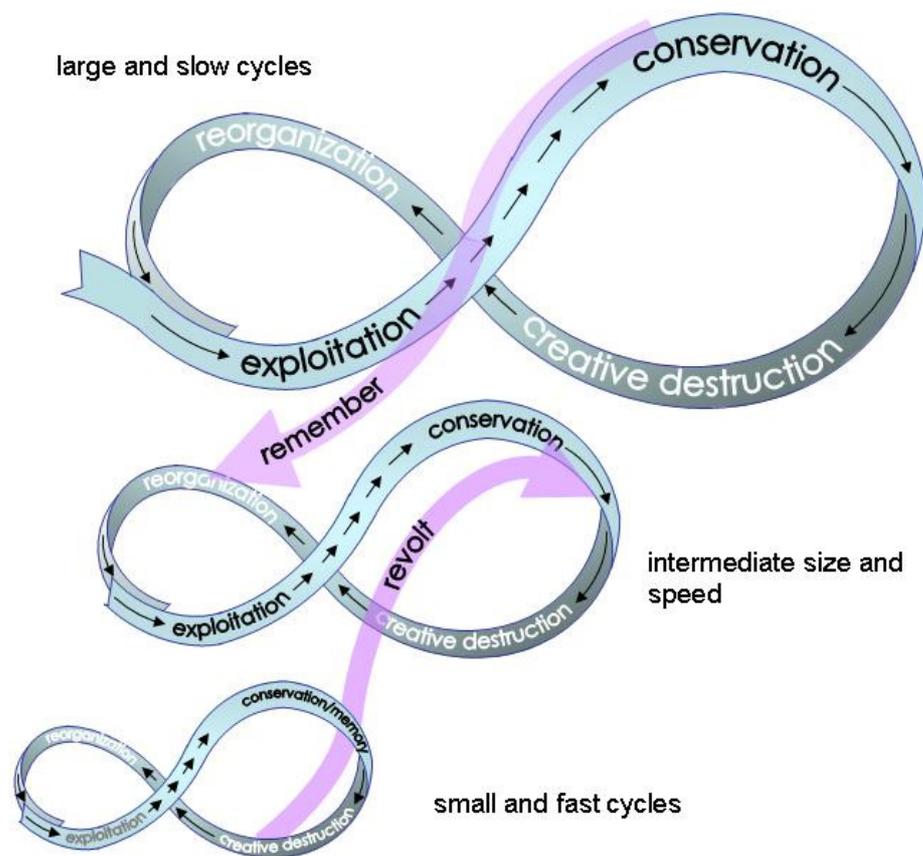


FIGURE 3: PANARCHY: NESTED CYCLES OF ADAPTATION

(after Gunderson et al. 2002: 75; Folke 2006: 258)

However as Chapters 3 and 4 indicate, while memory accretes over time, the *act of recollection* may have a rapid and revolutionary effect on the speaker, the listener or on the re-writing of history at the moment that the ‘crocodile’ resurfaces (Geertz 1973a: 324 (see

Chapter 4)). Where social-ecological systems include human memory as part of the 'conservation', or 'growth and accumulation' cycle (Holling et al. 2002: 47), recollection of hitherto unknown or unacknowledged pasts may be more akin to an act of 'revolt' than the adaptive learning from the past originally envisaged in a panarchy. Recollection, for example of past political oppression or chronic trauma is a release of the past which may rapidly instigate the 'back loop' creative destruction phase of an adaptive cycle. The human memory and human remembering components of adaptive cycles may sometimes be better represented as Figure 4.

Moreover, the sustainability of a system is not merely about managing resilience and recovery. Walker et al (2004) suggest that the most important qualities of systems are *both* adaptability and *transformability*, which is '[t]he capacity to create a fundamentally new system when ecological, economic, or social (including political) conditions make the existing system untenable' (2004). Whereas adaptability concerns dynamics *within* a system, the latter is 'fundamentally altering the nature of a system' (2004).

Transformability is the capacity to embark upon the unknown:

... we speculate that attributes required for transformability will emphasize novelty, diversity, and organization in human capital — diversity of functional types (kinds of education, expertise, and occupations); trust, strengths, and variety in institutions; speeds and kinds of cross-scale communication ... (Walker et al. 2004).

Transformability therefore depends both on identifying an existing system as 'untenable', and enabling the emergence of the new. While this Chapter later argues that ethnographies of the past may reveal hidden conditions which may make a system precarious or untenable, the final part proposes that life stories also reveal the many paths not taken, 'futures yet unthought' (Grosz 1999) and 'a whole new world of political possibilities' (Marston et al. 2005: 427) with which to transform a social-ecological system.



FIGURE 4: HUMAN RECOLLECTION AND MEMORY IN ADAPTIVE CYCLES

For these reasons, I argue below that life story ethnography should form part of the intelligence gathering of social ecological systems and inform strategies for adaptation and resilience. I argue that such ethnographies can reveal:

- hidden conditions with the potential to produce precariousness or ‘surprises’ in social-ecological systems;
- the contingency of the past and hence hitherto unseen possibilities for future transformation.

The relationship between a system and an ethnography is explored in the next section.

## *ETHNOGRAPHY AND SYSTEMS*

### **Hierarchies and sites**

The emergence of the new (novelty) which enables transformation has been framed within ‘scale’ or other hierarchies to allow emergence of new entities whose whole is greater than the sum of their parts. Walker et al (2004) note that changes at larger or smaller scales can trigger ‘local surprises’ in a social-ecological system, and the panarchy in Figure 3 above illustrates the process of ‘revolt’ at smaller cycles which can produce surprise at the level above. Change at one scale, for example the geomorphological change which brought about the 2004 tsunami in the Indian Ocean, or political change at a regional or global scale such as the rise of anti-Communist feeling in the Western world, can bring about abrupt and devastating change in communities existing in apparent equilibrium. The unprecedented and brutal suppression of Communism by the Indonesian military in 1965-66, supported by Western nations, was discussed in Chapter 4. The killing of over half a million Indonesian civilians (Cribb et al. 2010), including the erasure of entire villages, can be seen as a devastating outcome of global political movements not anticipated only a few years earlier.

These are ‘relational scales’ where, as the panarchy indicates, a system does not operate at a fixed scale or ‘level’, but always relative to longer and shorter temporal scales and larger and smaller spatial scales (Sayre 2009). Relational scales have a kinship with holonic structures, where a holon is defined as ‘that which, being a whole in one context, is simultaneously a *part* in another’ (Wilber 1995 (2000): 26, citing Arthur Koestler). Like

scale, the holon offers a relational framework where entities which are smaller, or at a lower level, nevertheless have a kind of completeness and value in themselves, rather than operating merely like pixels or parts of a jigsaw puzzle. Emergence can occur when a holon (a new 'whole') is greater than the sum of its parts. New and more evolved holons do not merely include but transcend the earlier holons and 'fashion ... something novel ... the co-creation of new worlds' (Wilber 1995 (2000): 119). Each successive level of evolution produces holons which include more and more earlier holons (Wilber 1995 (2000): 64).

However holons, like scales and systems, run the risk of reification. Rather than merely offering an explanatory model of relationships between entities, holons themselves are given qualities of emergence, precariousness and intrinsic value in varying degrees: 'The greater the depth of a holon, the greater its degree of consciousness' (Wilber 1995 (2000): 65)). Peter Checkland notes that a molecule, mammal or Mars are holons of a certain level only as 'determined by the observer' for the purpose of a particular type of inquiry (Checkland 1988: 237), just as a system is a description of the world for the purposes of a particular group or individual.

Part of the descriptive or explanatory force of scalar and holonic hierarchies is that they produce objects or phenomena as 'smaller than' or 'part of' others. As discussed in Chapter 5, Sallie Marston and her colleagues argue that scale is just one 'regime' which defines both the 'problems' and the field in which these problems may be solved (Marston et al. 2005: 426); it carries with it the assumption, for example, that 'globalization' is a large scale force acting irresistibly on the small scale of the local (a directional process where 'larger' equals 'more powerful'). This not only reduces its explanatory value, but constrains the emergence of an absolutely new relationship between phenomena. Marston et al propose instead a set of non-hierarchical links between 'contemporaneous lives' at 'social sites'. Social sites consist of those 'relatively stable objects and practices that continuously draw each other into relation and resurface in social life' and which interact with other contemporary sites (Marston et al. 2005: 425, 426 with reference to Schatzki).

In Marston et al's flat, non-scalar ontology, everything that happens is viewed in terms of its interactions with the social site, which is the primary place 'where social things happen,

things that are contingent, fragmented and changeable' (Marston et al. 2005: 427). Instead, for example, of reifying 'globalization', the researcher places the social site at the centre and examines the way the discourse of globalization is taken up (institutionalized, modified) at social sites. This dissection of 'globalization' in terms of what it means at a social site, has the potential to open up 'a whole new world of political possibilities' (Marston et al. 2005: 427) beyond the 'inevitable' and 'irresistible' effects of global processes.

This refocusing on a social site as the place where 'things happen', is similar to Anna Tsing's reframing of the relationship between the (non-Western) local and the global as a two-way interaction at the margins, which changes both: 'explorations of "cultural imperialism" and "globalization" continue to downplay the creative agency of non-European-origin peoples' (Tsing 1994: 283). Similarly, Judith Butler notes that the interactions between the dominant and the marginalized do not always operate in accordance with the normal directional lines of influence from powerful to less powerful. She uses the example of vilifying language which may be taken up by the vilified group and given a new meaning, in turn producing change in the dominant or mainstream group: 'The word that wounds becomes an instrument of resistance in the redeployment that destroys the prior territory of its operation' (Butler 1997: 163).

A focus on social sites as the place 'where social things happen' contrasts not only with scaled hierarchies of events but also with march-of-progress historical narrative. In the discussion in Chapter 2 about the relationship between history and life stories, the life of an individual subject was proposed, in line with Bakhtin's work on Rabelais, as the 'materialization' of the past, and the life story as a way of seeing the otherwise invisible 'detritus' of history. The experience of those for whom the past unfolded at a social site, replete with hesitations, false starts – 'sentences half-caught, laws enforced prejudicially and broken accidentally' (Marston et al. 2005) – is not a part of such narrative histories:

Anecdotes bear critical eyewitness to the historian's eyewitness. Incorporating the trifling, the dirt, the rubbish, they give the lie to history's pretence of clear-sightedness (Carter 2004: 175).

The need for an alternative, and ethnographic process, is indicated by Carter's alternative to historical inquiry:

A process that ... was going to capture 'what has happened' needed to be free of a teleological imperative. It didn't have to lead anywhere ... [I]t could afford to idle on the spot, finding room for the overlooked, the misheard (Carter 2004: 73, 74)).

The ethnographic process of listening to whatever comes, 'nonidentifiable and unforeseeable' (Derrida in Borradori 2003: 128-129), offers a way into the past outside history's ineluctable path to the present, and which might provide clues to those qualities of social-ecological systems not easily captured in a 'decision-making calculus': trust, social networks, social memory, cultural losses (and strengths). Finding out more about these can, as the following discussion shows, reveal what is precarious and what is precious in social-ecological systems.

The special temporal qualities revealed in life stories – the accretiveness of experience and the 'recollective recentness' of particular kinds of events – were discussed in Chapter 3. These are the hidden qualities of the past which only become evident in ethnographic work, where there is time and space to learn about the past as it unfolded to the speaker. They are yet to be incorporated in modelling of SESs, but carry a latent capacity to cause surprise to systems in the future which is discussed in the following section.

### *HIDDEN QUALITIES OF SOCIAL-ECOLOGICAL SYSTEMS*

Forty-five years later, survivors like Susiani are telling their stories about the massacres and mass political detentions that changed the lives of millions.

...

As I left her home after interviewing Susiani, she pointed to herself and said, 'Remember what I told you, it's important. I'm still here' (Pohlman 2010).



#### **Hidden qualities 1: The precarious and the precious**

Recollection can identify the precarious and the precious in the world described by a social-

ecological system, in particular those conditions of the ‘anthroposphere’ such as accretive stress or recently won improvements to security or livelihood. These factors are discussed below. The following section will examine the hidden qualities of the ‘system as construct’ – those assumptions and discourses upon which system descriptions rest and which can be challenged by ethnography.

The accretiveness of an individual’s experience in memory and body was explored in the discussion in Chapter 3, including the findings of psychoanalytic research on the impacts of chronic trauma. Turner et al’s discussion of ‘invisible losses’ in indigenous communities (Turner et al. 2008) turns on the idea that accretions of stress in a community reach a point where a further intervention in a community could be ‘devastating’.

As individuals form part of social-ecological systems, changes in the system can produce accretive stress in individuals, which in turn may affect the viability of the system. Examples of this exchange can already be seen in farming communities in Australia and elsewhere. In Australia, farming has been identified as a high stress occupation with high rates of suicide<sup>34</sup>:

... personal vulnerability ... in a rural setting, may be heightened by factors such as ... previous significant losses and the consequent lessened resilience to further adverse life events (National Rural Health Alliance 2009).

Stress on farmers has recently been compounded by changes to farming practice and regulations (Fraser et al. 2005: 346); these kinds of regulatory changes affecting farmers need therefore to acknowledge cumulative, and often cross-generational stress. Attempts to transform a system because it appears to be ‘untenable’ in one area, for example its regulatory frameworks, may fail to address the hidden precariousness of farmers’ mental health and hence the future viability of the farmers themselves.

Another example of the potential precariousness of agricultural social-ecological systems is the simultaneous introduction of economic reforms and genetically modified crop varieties

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<sup>34</sup> See for example <http://news.bbc.co.uk/2/hi/asia-pacific/6065220.stm>.

in India; together, it has been claimed, these have had unanticipated devastating effects on farmers. The number of suicides among farmers rose significantly in the years after the introduction of genetically modified crops which had an unexpectedly high failure rate. Economic reforms which increased farmer debt have exacerbated the financial consequences of failed crops: ‘Those who have taken their lives were deep in debt’ (Ho 2010).

These examples suggest that individuals’ experience can be a hidden source of precariousness in a social-ecological system and may be overlooked in interventions intended to address other more visible issues such as water management or productivity, with unanticipated and potentially devastating consequences.

Apart from the accretive stresses operating on individuals and communities, the phenomenon of recollective recentness discussed in Chapter 3 may also affect the capacity of a social-ecological system to absorb change. Recollective recentness, or the non-chronologically based foregrounding of particular events in consciousness, is often associated with past experiences which threatened survival; however as noted earlier, a similar prominence in recollection is given by the old Acehnese to the advent of irrigation both as the welcomed harbinger of food security and as relief from an insecure past. This recentness is evident not only in the frequent references by the interviewees to irrigation, but to the emotions which accompany it; the comments below express both relief and gratitude:

Bapak D-a (71)

I feel happy now, because comparing to the time before the irrigation was installed, we have more harvest products up to three times or four times than before. I feel quite happy now ...

Ibu S-h (65)

Sometime, when we plant the rice, the rain didn’t fall, and then the rice field will go dry. What can we do, the rain falls from the sky? But now, because of God’s kindness, we have the irrigation and are able to harvest twice a year from the government assistance with the new seed.

Bapak A-d (68)

Furthermore, if we go to the field to plant the rice, the water is there because the new project called irrigation. In the past, we don't have water, when it's dry then it is dry. Today we have irrigation.

Ibu S-p (65)

But thank God, with my rice field, I am able to buy some kitchen supplies like *kareng* (dried small fish), coffee, and sugar. I will sell my harvest to buy these ingredients, I can fulfil my needs by selling the harvest.

Irrigation as a prominent symbol of relief from a much harsher past, has the potential to become a tension in debates about water management regimes in social-ecological systems. In Indonesia generally, greater industrialization, degradation of catchments and expanding populations have led to government initiatives for tighter management of water allocations, to generate 'more income per drop of water' (Khan et al. 2004; Helmi 2005; Irianto et al. 2007). There are likely to be future challenges to the adaptability of Acehnese rural social-ecological systems, including pressure for crop diversification (Bruns et al. 1996), and changed water management structures throughout all regions. It will be important that the processes for such change take account of the 'recentness' of relief from threat (hunger and poverty) – the preciousness and the potential fragility of food security in rural Aceh – as well as the more evident accumulated stresses arising from conflict and natural disaster.

A promising example of intervention in agricultural social-ecological systems in Aceh has been the recent introduction of different rice varieties and changed irrigation systems in rice fields to manage water more effectively, which appears to have increased production and reduced labour (Asian Development Bank 2005). In reducing food shortages, increasing profitability and making rice-growing easier, such an intervention addresses long-term farmer stress on several levels as well as increasing sustainability of water systems.

The recentness of *relief* from hunger and poverty is the obverse of the recollective recentness associated with traumatic events – remembered 'as though they were yesterday'. The impact on social-ecological systems of chronic traumatic experience and its prominence in living memory, is potentially cross-generational. The effect of parental

posttraumatic stress disorder on children, for example, has been researched in the Western context; it includes biochemical impacts *in utero*; parent-to-child emotional projection or neglect; family and community cultures of silence and shame; and transmitted assumptions about the world as a dangerous and cruel place (Yehuda et al. 2001; Weingarten 2004; Yehuda et al. 2005; Seckl et al. 2006). An ethnographic study of cross-generational impacts of conflict and natural disaster in Aceh has yet to be undertaken.

Moreover the prominence in memory of recent privation, and the preciousness of physical or material security, may affect expectations for the future across generations:

... the attitudes and expectations of older family members continue to have significance in determining family obligations and responsibilities ... [O]ur research showed that people continued to carry out parenting roles throughout their lives (Bornat 2001).

Studies of poverty and access to education have indicated that the expectations of one generation for the economic security or education of the next are likely to influence outcomes for the latter (see Bradley et al. 2002; Davis-Kean 2005; Lane 2009). It is evident from my fieldwork interviews with old Acehnese that expectations for future generations are influenced by the 'recentness' and importance of the ending of a prolonged and difficult period. When old Acehnese were asked about their expectations for the next generation, responses varied from negative to positive, and most indicated that the future was out of their hands; however generally expectations were focused on peace and financial security for their children and grandchildren and rarely did they include higher education or wealth. There was nevertheless a concern that children today attend school, something which was denied or only intermittently available to the old people of Aceh:

Bapak A-d (68)

They must live better, it's peace now. They didn't experience the hard life, now everything is easier, going to the farm is easy, looking for money is easy.

Bapak D-a (71)

...so maybe we have enough food, but not the higher education ... to enter

Unsyiah [University of Syiah Kuala], many villagers cannot afford it. They [the children] go to school. After that they will work in the field of ... construction as a labourer.

Ibu R-h (65)

Of course I remember, let's say, that I have lived in a hard situation, I hope that ... uhm ... my children and my grand children don't suffer the same. For me, thank God, my children live a happy life, also my grand children.

Ibu S-p (65)

It is so easy to find money now, because the country is peaceful. So, it is okay for the children and the grandchildren. I think everything will be okay for them.

While government investment and participation rates in higher education are increasing throughout Aceh, this is having less impact among the 'rural poor' (World Bank 2008: 9, 12). Having sufficient *raseuki* [livelihood income], going to school and living free from fear and hunger, appear to be the most important hopes of old Acehnese for the next generations, and, Bornat and others suggest, such expectations are potentially a factor in the participation of children in higher education or professional employment. In one coastal village I visited, the facilitator who performed introductions for the interviews noted: 'many younger people here don't have education, they work as a driver or as a labourer in construction, but not many have full-time jobs. Some become civil employees. It is common for people on the coastline to be jobless and not educated.'<sup>35</sup>

Expectations, framed as they are by an *accretion of experience* and the a-chronologic *recollective recentness* of past events, have potential impacts on future generations and hence on the future adaptability and resilience of social-ecological systems. The influence of cross-generational expectations in areas such as education, livelihood, leadership,

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<sup>35</sup> From my notes of discussion immediately after the interviews with older people had been completed in that village.

cultural and community identity, will be, as Adger's and others' comments suggest (Millennium Ecosystem Assessment 2003a: 165; Turner et al. 2008; Adger et al. 2009), important factors in assessing and sustaining social ecological systems.

However these forces are invisible in most socioeconomic surveys, even where current conditions of social-ecological systems are 'historically contextualized' using trend data. They are invisible for several distinct reasons:

- Both are temporal concepts related to the consciousness of an individual. Accretiveness of experience is registered in an individual's memory and body over time, and recentness is a temporal gradation of events awarded by the 'memorist'; they are aspects of duration as experienced by individuals, and hence collectively by communities, which are not captured by historical narrative or by data trends.
- The kind of investigation which reveals accretions of experience and the temporal gradations of the past, is often ethnographic, one-to-one and story-based, and hence a potentially cross-cultural, labour-intensive and prolonged process beyond the scope of most socio-economic surveys.
- The individuals who have the longest experience of accretiveness, and more 'reminiscence bumps' in memory, are the old. However, as argued in Chapter 1 of this thesis, the voices of the old are often politically and culturally silenced.

However the 'invisible' aspects of the past and their influence on social-ecological systems today and in the future are not confined to those produced by the accretiveness of experience and recollective recentness. The following section examines the implicit political critique of systems which can be found in life stories.

### **Hidden qualities 2: Assumptions of the system as construct**

Critical examination of life stories reveals hidden or unacknowledged anomalies between the experience of a community and the often unchallenged assumptions in discourses which underlie the construction of social-ecological systems, particularly those concerning progress, development, adaptation and resilience. These include socioeconomic assumptions about ageing and the life course in Western theory, for example, which are not

congruent with the experience of those in many non-Western countries:

A consideration of the educational and work careers of children in global perspective thus reminds us that the empirically observable life-course patterns of the greater share of the earth's human population are – from childhood onward – quite different from the prevailing Eurocentric notions of either “normal human development,” or of an institutionalized life course with sustained periods of schooling and retirement. The structures of relationships and opportunities encountered in much of the world may call into question the scope of applicability of favored concepts (e.g., successful aging or planful competence) and, even, accepted categories (e.g., play/leisure, retirement, volunteerism, long-term care) (Dannefer 2003: 261).

Dannefer's argument that the life styles and longevity of those in the developed world depend on the rapidly cycled and impoverished lives of those in the developing world (Dannefer 2003: 265) suggests that ‘managing resilience’ in the developed world may, without critical examination, come to depend upon a form of inequitable resilience in the developing world. Holling discusses the ‘perverse resilience’ of a too rigid system – one which successfully resists all forces for change and allows no innovation – and the ‘poverty trap’ of low resilience (Holling 2001: 400). The above comments suggest another kind of negative resilience in which a system's repeated ‘recovery’ in the face of disaster or conflict offers little opportunity for improvement because its relationships with other systems depend on its continued poverty or oppression.

Other policy analysts have addressed aspects of relationships between ‘developing’ and ‘developed’ nations which may entrench this kind of asymmetric dependency. The MDG has targeted relief from bilateral debt for indebted poorer countries and from trade restrictions which disadvantage poorer nations (United Nations 2010, Target 8B). Land use and farming practices which have been altered to meet market demands in developed countries can leave farmers in developing countries more vulnerable to fluctuations in pricing and the natural environment (see for example Ho 2010 discussed previously); even avoidance of genetically modified (GM) crop varieties to meet European market preferences has been claimed to entrench economic disadvantage in developing countries

(Cohen et al. 2002). The use of cheaper ‘off-shore’ labour to reduce manufacturing costs in developed nations has ethical consequences for wages and working conditions in developing countries (for discussion see Arnold et al. 2003; Hartman et al. 2003 and other papers in the same issue). Military interventions by Western powers intended to stabilize a region may have unanticipated economic and political consequences (for discussions see Seybolt 2007; Riedel 2011), as may Western sanctions (Margulies 2007).

The above examples suggest some of the ways in which maintenance of the security and living standards of Western populations may be dependent on continued economic vulnerability, poor working conditions and insecurity in non-Western countries.

Socioeconomic disparities between those in developed and developing nations are measurable by comparing indicators of, for example, family income, national productivity, health, mortality and longevity, and, with more difficulty, comparing less quantitative information on work practices, regulatory frameworks, fiscal management, civil services. However the structural *disparities* revealed by this information only become structural *inequities* when discourses about ‘rights’ and ‘justice’ are invoked, which in turn are used to critique the discourses of ‘globalization’, ‘the free market’ and ‘development’ itself. Even in such critical analyses, Gayatri Spivak would argue, there remain anomalies for Western analysts attempting to ‘represent the other’ within such critiques (Spivak 1988) (discussed in Chapter 2).

The ethical and conceptual complexities of such critiques make them very different from a comparison of socioeconomic indicators. This complexity arises partly because concepts of justice or equity concern *relationships* between individuals or collectives, such as colonization, development, exploitation, dependency, opportunism, aid, partnering. The same relationship may be described one way at one time (as colonialism) and later differently (as exploitation or development). Bankoff notes that in the period from the seventeenth to the twentieth century, ‘colonized’ regions were depicted as disease-ridden and ‘dangerous and life-threatening to Western people’. This idea evolved over the 20<sup>th</sup> century:

Post-1945, it was mainly about “development” and Western intervention was

known as “aid”. In the 1990s, it was about “vulnerability” and Western intervention is known as “relief”... (Bankoff 2001: 27).

The divisiveness of the term ‘development’, with its construction of different worlds, is noted in Escobar’s definition:

Development is understood here as a particular set of discursive power relations that construct a representation of the Third World. Critical analysis of these relations lays bare the processes by which Latin America and the rest of the Third World have been produced as ‘underdeveloped’ (Escobar 1995: 219).

These relationships encompass a group of attitudes of one group to another. Linda Smith’s ‘Decolonizing Methodologies’ (1999), Anna Szörényi’s and others’ work on relationships between refugees and ‘asylum’ countries (Gelber 2003; Szörényi 2009), Anna Tsing’s discussions of ‘the global’ and ‘the local’ (1994; 2000) all concern themselves with gaps between Western assumptions about, on the one hand, refugees’ understanding of their position and rights, the value of indigenous oral histories, or the agency of local communities within global structures, and, on the other, the actual experience and self-conception of the groups about whom such assumptions are made. Identifying these gaps, as shown in Smith’s and Szörényi’s writing, reveals tensions in relationships between Western and non-Western populations which have historically manifested themselves in conflict or movements of social struggle (see for example Escobar 1995).

The old Acehnese I interviewed had lived through all of Bankoff’s stages in the evolution of relationships between ‘developing’ and ‘developed’ nations, beginning with Dutch economic expansion and colonization which resulted in forced labour and the removal of parents from the family home, and a ‘head tax’ on all agricultural production. However their life stories provide a more complex picture of life under the Dutch, especially in contrast to the period of the Japanese occupation. Many recall the Dutch period as relatively benign, and as a time of new infrastructure and planning:

Ibu A-h (74)

Yes ... The Dutch didn’t disturb us, they were just sitting around, building an army post. They didn’t relate so much with the villagers. Only, they forced us

to pay so-called head tax. They were living among themselves. If we didn't pay the head tax, they would take us to the airport, and took us to the Jawa [Java Island].

...

When the Dutch were here, they just built their base in Banda Aceh, they built up-high houses in Banda Aceh and they didn't disturb the civilians.

Bapak A-y (80+)

In the past, there were water resources in the mountain, but now, there are not. In the past, during the Dutch time, the trees, 2/3 of the trees in the mountain were prohibited [from being] cut, we were allowed to cut 1/3 trees there. In the present, people just cut all the trees.

...

Because the trees can keep the water. In the past, during the Dutch, 1/3 of the trees that grew up to ... uhm ... down to the mountain feet ... cannot be cut.

Bapak I-h (78)

Well, what can I say? My parents are poor people, when my father was 7 months old, his parents also were chased by the Dutch. So my father lived without his father.

...

The road construction was built by hand, not like today. People were dying under the sun, during the Dutch. Everyone was forced to work for the Dutch, if we're not coming, they will chase us and hit us. We have to pay tax for each person, they called it "*peng kepala*" (tax that they should pay for each person), or *peng rodi* (cash for work).

...

The Dutch government had a more reasonable punishment for people whenever they'd made a mistake. They would just take us and punish us without really hurting us.

Bapak S-f (82)

So ... our life during the Dutch was very simple. If we wanted cloths, it was available; if we wanted food, it was also available although it was not much. But it was not too much. Our living situation in that time was that we have to pay what they call as head money, a tax. Each person should pay one rupiah. If you're working, you're entitled to pay 0.5 rupiah. So our life during that time is peaceful. There were no disturbances at all.

These recollections of a relatively peaceful and orderly time, albeit of disempowerment and austerity, contrast with many recollections of later times, from Indonesia's declaration of independence in 1945 onwards, when one period of chaos followed another up until 2005. These periods of chaos are evidenced in the 'dissensual' quality of life storytelling (discussed in Chapter 4), which '[embodies] through an aesthetic of suffering ... the *unrealisability*, the "not-yet-ness"' (Ganguly 2009: 441) of security and sufficiency in Aceh. The dissensual 'not-yet-ness' quality evident in life stories suggests that Acehnese political narratives of independence (the 30-year GAM-military conflict which ended in 2005) and Islamic pride and leadership (the Darul Islam (DI) movement of the 1950s) are remembered as times of oppression and insecurity by those who lived through them. The following stories from the old Acehnese describe a life of chronic conflict and food and clothing shortages, in which development and freedom appear to have played little part:

Bapak A-d (68)

I went to school after the independence, after the Japanese...

I go to school for five years, after five years, I quit school...

I like going to school, but then, after school, the war has happened again...the occupation has started again, and then we're in the run again, the school is over ...

And then continue again [to school], another rebellion has happened, ehm ...

*Prang Cumbok* [Tjumbok War], after that, the war has stopped, and then the DI movement has started.

Ibu A-w (90)

Well, after they [the Japanese] left ... for a while, we lived as usual, we started

to build our life with our own kind [villagers]. But then other things happened. Because the foreigners were gone, so we lived amongst each other and things happened amongst civilians, amongst us ...

Bapak A-y (80+)

I was also cutting the trees during the Japanese, but not always...after the independence I did it continuously ... hm ... nothing was good at that time.

Bapak D-a (71)

So, in 1951 to 1953, the DI/TII war was happening. During this DI/TII war, the villagers also lived in difficulties.

... In 1953, I had just entered the fifth grade of elementary school. After that, many of the schools were closed during that DI/TII; many of the teachers were taken by them, and some of the teachers also ran away to Banda Aceh.

Bapak I-s (80)

In that time [during the Darul Islam war], we were suffering too, same like the occupation. We couldn't go anywhere. We didn't know where to buy things, even when we had money, no market...

Many people died in that time.

Ibu R-h (65)

... and then the DI/TII rebellion started. DI started, huh? They ride a sedan car, like this [showing] using *kelewang* [traditional big knife], then the person fell down, with his head off his neck.

... After that ... uh ... I didn't continue school because it was chaos ... ehh ... chaos and we didn't even have the courage to go by foot. That's why I cannot do anything [*han jeut sapue*: reading and writing ability], it's the chaos, huh? ... comparing to GAM conflict, GAM conflict is worst, rather than the conflict before. In the past ... uhm ... let's say, the fights happened, we can dig a hole inside the house and hide. But now, we have nowhere to hide.

Ibu S-p (65)

After the war (World War II), we feel the war for around three years, and after that, ehmm ... we feel safe for two years ... ehmm ... no, one year of peace, then the chaos happened again. Three times of war, we feel not good again, we feel not safe going to the field, even our parents, they are chasing after the man – our father, chased by the military.

These sets of story fragments reveal a powerlessness both under the Dutch and during the civil conflicts which succeeded Indonesian independence. They also support analyses of Indonesia as undergoing ‘development’ under Dutch colonialist policy as far back as 1901 (Booth 1995: 290; Aspinall 2009: 27), and indeed more so than during the latter half of the twentieth century when there has been minimal development investment in Aceh:

People in Aceh ... feel marginalised and isolated from the national development process, economically as well as politically ... because of the long socio-political conflict (Nazara et al. 2007: 3,4, 21).

Aceh has experienced very low or negative growth rates for most of the past 3 decades, lagging behind Indonesia and North Sumatra in most years. The main reason for this slower growth was the longstanding conflict affecting the province, although structural economic deficiencies also contributed to the economy’s poor performance. As a result, Aceh has poverty levels well above those seen in most other regions in Indonesia (World Bank 2008: 8, original emphases removed).

Aid-driven inflation, and continuing concern about future security continue to suppress investment [in Aceh] (Thorburn 2008: 10, 11).

Just as the above stories nuance the narratives of Dutch colonialism and Acehnese independence by describing the world at the site of ‘a life’, so too do life stories offer a more complex understanding of post-disaster relief. Relief funding from aid agencies in Aceh after the 2004 tsunami has been targeted not only at rehabilitation and reconstruction, but at vulnerability to future events; various mitigation strategies include protective land use planning (see van Noordwijk 2008)), construction of city refuges with floors above

inundation level, and re-planning or relocation of entire villages to higher ground. However for the Acehnese I interviewed, the most evident form of assistance was the construction of new housing. Nevertheless of note in the following stories is the foregrounding of other villagers (and GAM guerilla fighters), as providers of assistance in the immediate aftermath of the tsunami, and a certain vagueness about the sources of organizational assistance:

Bapak A-b (69)

In the mountain, food was kind of difficult. Even when we had a little food, we couldn't eat it. We don't have enough food in that time. Two days and two nights we spent our time in the mountain, food was rare, but there were people came to help and gave us food, I didn't know where it came from. When we moved to SMIK [*Sekolah Menengah Ilmu Kejuruan* or Senior High School for Vocational Science], we started to have food, the assistance started coming.

Ibu A-s (70+)

For one week in the mountain, we haven't received any assistance. But after a week we have the first assistance, but it was not from the government. It was the village initiative, they brought the food supplies from B- [village], and then they share the supplies for each family. After that, much assistance started to come, government and organizations. They provided us with tent, clean water, and food. We lived under the tent for two years my dear.

...

After we moved from the tent, we were provided with a wooden house by Oxfam, we stayed there. And recently they replaced that wooden house with this one.

...

... the [wooden] house is similar like this, but the quality is not good. During the rain fall, the water would leak to the house. Recently this house was built...[by] what are they called? Who built this house?

[daughter replies]

IOM [International Organization for Migration] built this house.

Bapak M-d (72)

And then, the government prohibited us to go back to build the community here in this village. It is forbidden to build a community within two kilometres of the coastal line. It was making us more devastated, we didn't know what to do, we figured out where they would relocate us. We tried to defend this village. Then several people started to go back to the village and built temporary shelters. By the end this village received housing assistance. It is the last village that received housing assistance.

Bapak R-z (84)

People took fish to the mountain, without rice, nothing else, just fish. The rice that we found stuck in the wreckage was mixed with sea sand. After that, in the afternoon, we sat in the open field, then the GAM [Free Aceh Movement] members arrived, they were coming from the mountain side, and bring sugar, rice, and other stock, then we felt relieved and happy.

These stories suggest the importance of community in 'relief' immediately after natural disaster and a perception of 'assistance' as something which 'arrives' rather than something in which the recipients actively participate. The exception was Bapak M-d's community, which refused to have the village built on higher ground. The stories often attribute better living conditions to God ('But life now is better, God provided for us', 'God gave us a lot in the present'). In Ibu A-s' description above of the problems with her first new house, like Mrs Sosro's boredom with her gift in prison (see Chapter 4), can also be seen the refusal to be only a passive recipient of assistance. These understandings of survival at the site of the individual life place assistance in a bigger picture than that provided by official figures on distribution of food or accommodation. This picture supports the findings of HelpAge International Indonesia that 'many NGOs [non-government organisations] are not familiar with the fact that the majority of older people in Aceh are productive members of their communities. As a result, many...NGOs are not targeting older people in their livelihood programmes (Forum Lanjut Usia Kesuma Bangsa (Forum Lansia) 2008).

It was noted above that scalar hierarchies of cause and effect overlook the agency of those allocated a lower place in the hierarchy. Bankoff argues similarly that insufficient attention has been paid to the way vulnerability and hazard have been ‘normalized’ within various cultures, through the development of local knowledge, coping practices and decision-making frameworks (30). He suggests that these are features of a culture’s adaptability which may be more important for adaptation than assessments of vulnerability and risk (Bankoff 2001: 31). However the critical or ‘dissensual’ quality of many stories from the old Acehnese suggests that a focus on individual *life stories*, rather than culture, might show that at the site of ‘a life’ traumatic events and privation accrete and are neither forgotten nor normalized.

Escobar’s 1995 critique of ‘developmentalism’ claims that development is in crisis, through the divisive and homogenizing assumptions it makes, for example, about ‘basic needs’ (Escobar 1995: 218); new discourses of struggle are emerging to offer potential transformation of societies: discourses of democracy but constructed differently for non-Western settings; discourses of ‘difference’, ‘autonomy’, and ‘self-determination’; discourses of ‘anti-development’ in which, Escobar claims, lies the potential for ‘more radical transformations of the modern capitalist order and the search for alternative ways of organizing societies and economies, of satisfying needs, of healing and living’ (219-220). The kinds of transformations envisaged by Escobar would involve the development of a new set of concepts to describe societies focusing on the needs at Marston et al’s ‘social site,’ rather than hierarchies of global, regional or local forces.

Disparities in socioeconomic indicators between the Western world and the non-Western world can be understood more deeply through examining the relationships between the two; ethnographic research and discourse analysis reveal hidden assumptions, attitudes, expectations and motivations within such relationships. These are not only hidden factors in the future of social-ecological systems, but may challenge the very nature and definition of development, adaptation and transformation.

Listening to life stories is one way of grasping the *contingency* of the past and the present which is not accommodated in historical narrative or theories of cause and effect. Hence for Marston et al, focusing on what happens at the social site opens up new possibilities – a

limitless virtual world outside cause and effect, from which myriad potentialities might materialize in the future ; the relationship between life stories and seeing these potentialities is explored in the following section.

### *MATERIALIZING THE PAST AND ACTUALIZING THE FUTURE*

Marston et al use Giles Deleuze's distinction between the limitless potentialities of the virtual and the ways only some of these materialize as the actual – often repetitiously but sometimes as something completely new (Marston et al. 2005: 422) – random genetic changes in biology, 'accidents' which produce new ways of doing things. Philosopher Elizabeth Grosz critiques the classical conception of 'causality' in which the future is an 'effect' of the present and past, and the contemporary use of statistical projection in which future events are predicted as probabilities, on the grounds that both 'are incapable of envisioning the absolutely new' (1999: 21):

In seeking an open-ended future, one is ... required to ... accept the role that the accidental, chance, or the undetermined plays in the unfolding of time (Grosz 1999: 18).

Actualizing is a kind of *movement* and an act of producing different forms of development and change out of the limitless virtual world – '*divergent paths of development* in different series and directions' (Grosz 1999: 27, my emphasis).

This is a very different process from *realizing possibilities* which are 'the concretization of a pre-existent plan or program; by contrast, the movement of actualization is the opening up of the virtual to what befalls it (Grosz 1999: 27).

Chapter 4 discussed the pragmatic privilege of the present under which history or recollection rewrites the past; the Cumbi 'refresh' the past to produce an orderly path to the present, and the Acehnese Gayo piece together a trajectory which leads to the present. History might also be seen as an actualization in the present of a virtual history, where those contingencies which befall the virtual (the needs and interests of the present, the forensic skill or integrity of the historian, the political influence of various actors in the present, the availability of data and records for example) play as great a role in the written product as 'what happened'.

History has a role to play in recording what has already actualized to those in the past, as do the explanations of scientists and social scientists. However it is *consciousness* which experiences the unfolding of the future as it happens:

‘Thus the living being essentially has duration; it has duration precisely because it is continuously elaborating what is new and because there is no elaboration without searching, no searching without groping’ (Grosz 1999: 15, quoting Bergson).

Danto’s ‘inside’ view (1981: 205), that of the individual to whom events unfold as experience, is the view of the groping consciousness to whom the world is actualizing in a particular way. The same individual may later become the storyteller who represents, or resignifies, this unfolding from the perspective of the present, but it is a story told from the perspective of an ‘insider’ – one to whose consciousness it unfolded - rather than an observer or researcher.

Life stories, I suggest, are a way of representing an individual’s recollection of this unfolding, perhaps most clearly represented in those anecdotes constructed as a ‘transfer of experience’ to the listener (see Chapter 5). Further, however reconstructed through the process of recollection, the storyteller’s life unfolded in particular ways rather than others. As discussed in Chapter 4, focusing on the experience of the individual subject allows us, for example, to disentangle the unique stories of individual refugees from an homogenized refugee experience (see Szörényi 2009), and to focus on the real lives and experiences of individual Dalit in India rather than ‘*the* Dalit experience’ in Indian society; such a focus ‘keeps alive the singularity and inevitability of pain even in a “just” world’ (Ganguly 2009: 433). There are at least as many actualizations of the virtual world – unfoldings of the actual to consciousness - as there are life stories (and as many interpretations of it as there are episodes of recollection). To ‘homogenize’ these experiences into a ‘cohort experience’, or a social history, is to overlook differences in actual experience; in Grosz’s terms it is to overlook the many different experiences of duration and unfolding.

A life story is a representation of how things unfolded (actualized) for an individual over a lifetime. Unlike history, a life story can represent the ‘groping’ of consciousness towards

the future because it is not bound by a narrative which excludes contingency, false starts and hesitations from the path to the present. The old people's stories from Aceh give us glimpses of twenty-four actualizations of the virtual, twenty-four materializations of the world over the period of a lifetime. These 'actualizations' are accretions of experience over time as it unfolded for the storyteller. Understanding the past in this way requires an ethnographic process of listening to life stories:

Increasingly, it is recognized that oral and life-history narratives, including audiovisual representations, are acceptable ways of articulating both knowledge and experience [in social-ecological systems] (Turner et al. 2008: 8).

Moreover, 'ethnography' is not a methodology restricted in use to developing countries or particular ethnic groups such as the Acehnese. Older people in any country constitute a group with whom an ethnographic approach will provide an understanding of the way the past unfolded to consciousness. Jack Katz has noted that ethnographic research often confines its focus to the 'here and now', an 'artificially bounded fragment of a larger social reality' which excludes the 'there and then' of the past:

The social reality of any place exists not only as a present for those currently in occupancy but also as a past in the lives of those who have left and as a *future denied* to others who took courses of action that led them elsewhere (Katz 2004: 301, my emphasis).

Katz suggests that ethnographic studies in communities be extended to include the past of those who have left the community, which may reveal, as its obverse, 'hidden meanings of attachment among those who stay' (Katz 2004: 301). In this thesis, ethnographic fieldwork focuses on the past through interviewing the old; like the past of those who have 'left', the past of those who are old illuminates not only a hitherto hidden past, but also many 'futures denied'. This conveying of both the story and its obverse – what failed to happen, was started but never finished – is the 'amplitude' of stories suggested by Benjamin (1936a: 89).

While anecdotes can be 'as factual as a temperature record' (Pauly 1995: 430), Paul Carter suggests that they offer a different way of describing the past which focuses on *duration*

rather than history's eventful moment, and allows space for the 'overlooked or the misheard' to emerge:

... matters can be characterised *temporally*. Expected appearances, inexplicable disappearances, processes of growth and rates of decay can be intimated (Carter 2004: 85, my emphasis).

Life stories reveal not only what actualized, but *how* it actualized, its contingency and the other possibilities never realized – Katz's 'futures denied': schooling attempted and ended, rice fields unplanted or unharvested during conflict, working lives shortened through ill health and livelihoods abandoned because of conflict.

Studies by neuropsychologists suggest that the same parts of the brain which allow us to recollect the past are also those which enable us to imagine the future (Schacter et al. 2007, 2008; Schacter 2009; Gaesser et al. 2010). As the quote at the beginning of this Chapter suggests, ignoring the past paralyzes us by removing our bearings; even more significantly, he suggests that the ways in which people of the past conducted themselves in the face of the unfolding unknown, for example in meetings between indigenous Australians and white colonialist settlers, reveal other ways in which the world could have proceeded: Katz's 'futures denied', or Grosz's 'futures yet unthought'. The idea of the future unfolding to consciousness captures both the *directionality* or bearing which takes us from the past to the future, and the *contingency* of this bearing.

Transformability of a social-ecological system relies on finding ways of recognizing and utilizing the new: 'to create untried beginnings' (Walker et al. 2004). Grosz provides a way of seeing the new as the limitless potentialities of the virtual which are not yet actualized; moreover actualization as a process manifested to *consciousness*; life stories, with their recollective representation of this process, offer a picture of the actualized past which, in its hesitations, false starts, 'sentences half-caught, laws enforced prejudicially and broken accidentally' (Marston et al. 2005: 423), suggests many other unactualized potentialities – futures denied or 'paths not honoured' (Clarke 2011) – which allow us, in Carter's words, to 'see beyond ourselves'. The site of 'a life' is not only the site of imagination and intentionality, and of the accretiveness of experience in body and memory, but of the

*consciousness* to which the virtual world actualizes, and fails to actualize, over time.

Stella Clarke (2011), in a recent review of an historical novel, notes the optimism of stories which ‘salvage from history’s ruins a moment of fragile rapprochement’. Such fiction, she suggests, ‘emphasises the tragedy of *paths not honoured or taken*, resisting the descent of the negative view’ (Clarke 2011, my emphasis). The ‘unhistoric’ conversations between a white man and an Aboriginal girl discussed by Paul Carter (2004) (see Chapter 2), is an example of such optimism; it suggests how the world *could have been*, and possibly might still be. However the life stories of Acehnese represent the world as it was, and suggest by its *absence* the path not taken. Freedom of movement without fear, access to education and to livelihood, were denied to many older Acehnese for most of their lifetime; their importance is reflected in their prominence in life stories.

The descriptions of withdrawal from schooling, unsuccessful attempts to grow or buy rice during periods of conflict, livelihoods abandoned because of blindness or ill health, represent the false starts, ‘laws enforced prejudicially’ which describe both the tragedy of what happened and point to what did not happen.

The recounting of an often painful past carries the implicit critique or dissensual quality which asks the audience to consider the contingencies which befell the past; thus it becomes possible to see other possibilities. Seeing ‘beyond ourselves’ is, for Grosz, a process of ‘groping’ towards the new, towards ‘an open future not bound directly or strictly to the present’ (1999: 25-26). Folke’s summary of the role of memory in adaptation cycles of social-ecological systems was noted earlier:

Memory is the accumulated experience and history of the system, and it provides context and sources for renewal, recombination, innovation, novelty and self-organization following disturbance (Folke 2006: 259).

Transformability of SESs also requires ‘novelty’, the introduction of new components in order to ‘create a fundamentally new system’ (Walker et al. 2004). I have argued above that life stories open up the contingency of the past, and possibilities for the future not offered by historical narrative. They give those who listen an awareness of the contingencies of the past and ask the listener to look outside the narratives and systems

which explain 'historic' or measurable events and render invisible what happened, and what *could* have happened, at the social site and the site of the individual. Understanding this invisible world - the contingent world of 'a life' and the hitherto unexplored world of its futures denied or futures unthought - is as necessary as understanding Turner's invisible losses in the transformation of a social-ecological system.

### *CONCLUSION*

Assessments of adaptability search (ideally) as widely as possible for both social and natural influences on the future; the kinship between adaptation theory and life stories lies in the value of remembering for the adaptation and the future.

A life story is a recollection of how the past actualized to the storyteller; listening to and interpreting such stories reveals what happened, and what could have happened, at the site of the storyteller's life. In other ways too, life stories reveal hidden qualities of the past with the power to surprise and redefine the future. Ethnographic understanding is as much a part of adaptability and transformability as measurement and management of biodiversity or access to education.

Like good history, life stories and the people who tell them bridge the gap between the often incomprehensible past and the present (Mink 1987c: 104); along with the lessons of history, new ethnographies can produce new analyses of political and cultural discourse; they can alert us to a precariousness where another intervention could be 'devastating'; they give us our present bearing; and, in showing us the contingency of the past at the site of the individual, point to another world of hitherto invisible possibilities for 'renewal, recombination, innovation, novelty and self-organization' (Folke 2006: 259).



## CONCLUSION

‘Smoothing over discontinuities implies a dread of gaps opening up in the chain of logic, a fear perhaps of thinking and acting freely. This dread arises because those gaps are imagined as abysses or voids. But they are not: they are simply where the ground is rough, over-tracked, ambiguously delineated, humid or mist-streaked. It is a mistake to step over them without taking notice of what is there’ (Paul Carter, *Repressed Spaces, The Poetics of Agoraphobia*, quoted by Walker 2006: 115).



My concern throughout this doctoral project has been to see whether ‘oldness’ – a quality increasingly prevalent and yet increasingly devalued today – has a contribution to make to thinking about the present and the future, and in particular about the present and future of social-ecological systems. In one sense, the answer is obvious: if there are old people in a society, then their views and needs, like everyone else’s, are relevant to resolving issues such as climate change, water scarcity, land use management and the other social, economic and environmental issues of the day.

However there has also been a call for new kinds of qualitative data to deal with the complex sustainability issues of adaptation and resilience in social-ecological systems. Systems explanations which depended on trend data and assessments of current socio-economic conditions, for example, have been declared inadequate, both in gauging the current resources and trajectories of social-ecological systems, and in enabling the conception of totally new solutions:

It should be stressed that the majority of “human system models” focus on economic efficiency and the economically optimal use of natural resources. Thus the broader issues of human well-being ... including such factors as freedom of choice, security, and health, will require a new generation of models (Millennium Ecosystem Assessment 2003a: 165).

[Cultural and symbolic losses] are systematically undervalued and do not enter into the decision making calculus for adaptation responses (Adger et al. 2009: 349).

For other reasons, the knowledge of the past provided by history is incomplete; generally narrative in form, history has traditionally rested on elisions which overlook the ‘unhistoric’ past and construct a plot which marshals the past into a trajectory leading inevitably to the present. Other potential trajectories, and the contingency of history’s trajectory, are invisible.

... what passes for history today is no longer self-evidently natural or useful. ... [T]he coming into existence of different kinds of histories like much of [Paul] Carter’s work is asking the question – what might be adequate forms, sounds, dreams, tropes and paradigms of knowledge for the early years of what will not be History’s century? (Healy 2006: 208-209).

The work of historians more recently on oral history, and the possibility of multi-vocal and contested historical narratives is challenging this criticism of history’s limitations. Nevertheless, life stories stand outside mainstream historical inquiry with its focus on particular periods or sequences of events. Therefore the aim of this project has been to find out whether, outside history, systems and social sciences, there is a *contribution to understanding* social-ecological conditions which might be made by the old; a contribution which is not simply the fact of their citizenship, but rather a source of understanding, through life stories, which is currently overlooked in the increasing dread of ageing and the marginalization – even vilification – of the old.

In the writings of critical gerontologists it is clear that the researcher who considers the old as a ‘demographic group’ runs the risk of homogenization and the very categorization of people by a single identifier which underlies many of the negative generalizations about the old and ageing. I discovered instead Marston et al’s idea of the ‘social site’ as the place where things actually happen and which, she argues, should be the focus for examining those events or influences elsewhere scaled (and ranked) as ‘global’, ‘regional’ and ‘local’. This suggested that engaging with the old might involve a commitment to an old person as a ‘site’ which could be placed at the centre of a consideration of complex sustainability issues:

[W]hen we downcast our eyes to the ‘dirt and rocks’, at least we have the place

– the only place – where social things happen, things that are contingent, fragmented and changeable (Marston et al. 2005: 427).

[F]ace-to-face interaction ... is, after all, a site at which imagination and intentionality are formulated and articulated by individual actors (Dannefer et al. 2008: 102).

In attempting to establish a relationship between, on the one hand, the individual as a valuable site for research on sustainability issues, and on the other hand, the need for different kinds of data in understanding social-ecological systems, I found that theorists of adaptation and resilience use the term ‘remembering’ to describe the contribution made by the conserved resources of a system to renewal and recovery. It suggested to me that there might be a potential kinship between adaptation theory and ageing through remembering the past, a remembering in which old people, by virtue of age, have a unique expertise. Such remembering is already used, especially by hitherto marginalized groups, to reconstruct the past in order to change the political realities of the present.

A review of theory concerning memory and its relationship with the past suggested that most of this work has been undertaken in the Western world, where recollection in old age is often seen as a way of making sense of the past – constructing a life narrative, in much the same way as historians construct a narrative of the past – in order to give ‘meaning’ to the life as it was lived and the (generally more detached) perspective now attained. In addition to exploring the potential kinship between systems and individual remembering, I was therefore concerned to add *new material* to a consideration of existing theoretical frameworks, and in particular new material from a non-Western environment and culture. I believe this has tested, and expanded, existing understandings of memory and recollection by offering new memory content (memories of different traumas and privations, different historical events and within a different cultural context), and, integrally related to this content, different memory structures (non-narrative, non-chronologic, less ‘I’ focused) which challenge the ‘meaning-of-life review’ or activist ‘re-writing of history’ described by Western theorists of memory, history and the life course.

I have used ideas of ‘the material’ and materialization propounded by Russian literary

theorist Mikhail Bakhtin and Australian cultural theorist and historian Paul Carter to develop the connection between new ethnographic material and theory. Bakhtin drew attention to Rabelais' focus on the events of everyday life in real time as a counter to grand religious or ideological meta-narratives which ignored or suppressed them; Carter proposes that everyday conversations, sounds, or even smells of the past might reveal a whole range of trajectories not taken which have been overlooked in march-of-progress histories.

The historical time-sequence is measured by different standards of value, other kinds of events take place in it, it has no interior aspect, no point of view for perceiving it from the inside out.

...

In the process of accommodating ... concrete human corporeality, the entire remaining world also takes on new meaning and concrete reality, a new materiality; it enters into a contact with human beings that is no longer symbolic about material ... (Bakhtin 1981: 170, 217).

Instead of standing high and dry in their appropriate year, matters can be characterised temporally. Expected appearances, inexplicable disappearances, processes of growth and rates of decay can be intimated ...

At the other extreme of the temporal scale, notice can be taken of enduring presences to which no date can be assigned, slow transformations that begin or end nowhere in particular but are always present. Smells, say ... (Carter 2004: 85).

As a 'site' therefore, the memorist and storyteller has both temporality and place. In examining foundational postmodernist ideas of 'the subject' which suggest that it is a changeable and ephemeral construct, I noted Judith Butler's development of 'the subject' to include the *sedimentation* of social practices, a sedimentation which is visible in the body. I have extended this idea of sedimentation to memory, thus explaining the impacts of past experience in the psychological present as well as the physical present. In focusing on the process of sedimentation in memory and body, I wished to give prominence to the remembering 'subject' as a continuity in which experience is *accretive* and a life story is a representation of this accretion. The idea of *accretion* leaves aside the issue of causality

between earlier and later events, or of a narrative plot which connects experiences; what matters in a life story is that the experiences described, or witnessed, were experienced or witnessed by one individual who thus becomes both the site of the past and its storyteller.

Life stories have temporal qualities which are different from those of history. In my fieldwork, I found them to be frequently non-chronological, non-narrative, and to give prominence to traumatic or life-threatening events which have a kind of ‘recollective recentness’ unrelated to chronology. Thus, rather than resembling the literary form of a *Bildungsroman*, they are often more akin to the picaresque form: ‘a jagged array of nauseating tableaux’ (Ganguly 2009: 439).

Moreover life stories, unlike history or causal explanations, tell the listener about the way the past *unfolded to consciousness*, its contingency and the many paths not taken.

Understanding this can give the researcher myriad new possibilities for transforming and renewing social-ecological systems.

Life stories also respond to, and act upon, their audience in a way which is different from historical or other explanations of the past. The engagement between the Acehnese speakers of my fieldwork and myself as listener/researcher, and eventually between myself as researcher and other parts of the world, shapes the stories and brings with it ethical responsibilities and emotional impacts different from those of traditional history and science, but akin to those now working in oral history and ethnography. These influences and impacts are as important as the stories themselves in the act of interpreting their contribution to understanding the social-ecological past.

My fieldwork in Aceh revealed a past which is different not only from history but from the past of old people elsewhere, particularly in many Western countries. In contrast with life stories from the West, the life stories of the old Acehnese:

- show that recollection by the old is generally not accompanied by a ‘detachment’ from the past but rather an ongoing regret or sadness;
- show different priorities in their concern about the future of children/grandchildren, for example meeting basic needs of material security and safety;

- reveal potential precariousness arising from chronic trauma, and the relative recentness of food security and the cessation of conflict;
- reveal unique material conditions, including socioeconomic and environmental conditions, in the post-conflict, post-disaster present;
- show a different importance attached to sources of strength and recovery, such as religious faith and family structures.

I have argued in the last part of this thesis that new ethnographies of life stories can show us the *contingency and accretiveness of the past at the site of the individual*, and present an implicit criticism of current discourse about progress, development and sustainability. Such ethnography opens our eyes to other pasts, hitherto invisible precariousness and new potential trajectories for the future.

As an adjunct to existing ways of assessing social-ecological systems, an ethnography of living memory can set up a new model where those qualities overlooked by histories of particular periods, and existing system indicators, cast a new and critical light upon the system, and point to possibilities not yet contemplated in current models.

In the adaptive cycles described for social-ecological systems, life story recollection is not simply stored material to draw on during recovery and reorganization, but a new window onto the contingencies of the past at the site where imagination and intention have already met and responded to them: the site of the individual's life.

The main burden of this thesis has been that, beyond culture and discourse, history and scientific explanation, lie unique sources of revelation and critique for all of them: the life stories of individuals. Such revelations and critique are richest in life stories of the old, but it is exactly those voices which, in current culture and discourses of ageing, are in danger of being unheard.

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## **APPENDICES**

*APPENDIX 1: MINDMAP STUDIES 2008-2011*

*APPENDIX 2: NVIVO SUMMARY REPORTS ON TRANSCRIPT CODING,  
NODES AND SOURCE CLASSIFICATION*

*APPENDIX 3 (CD): ACEH FIELDWORK INTERVIEW TRANSCRIPTS*

## **APPENDIX 1: MINDMAP STUDIES 2008-2011**

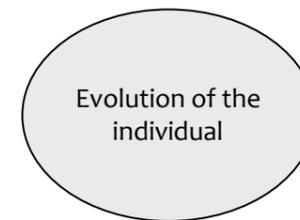
## CONCEPT MAP MAY 2008



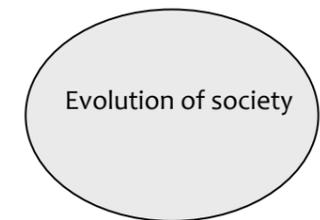
Pre-occupations  
(Carter)  
Reason  
Storytelling  
Metaphor  
Science  
Social science  
Design  
Juxtaposition  
Scale  
Philosophy  
Art  
Literature  
Problem  
description  
• Complexity  
• Time-lags  
between action  
and impact



Artefacts  
Projects  
Hierarchies and  
dichotomies (eg of value,  
fact or nature, culture)  
Narratives -  
• Of ageing (Aceh and  
West)  
• Of death (Aceh and  
West)  
• Of change (Aceh and  
West)  
• Of climate change  
(Aceh and West)  
Constructions -  
• Of ageing (Aceh and  
West)



Lifespan development  
(psychology)  
Theoretical knowledge  
(Benoit)  
Experience (Benoit)  
Disorienting dilemmas  
(Taylor)  
Injunctions (Wilber)  
Perspective  
transformation (Wilber,  
Taylor)  
Egocentricity  
Sociocentricity  
Worldcentricity



Changes in  
• Culture  
• Social norms  
• Social  
practices  
• Institutions

Perception  
(What we see, how we see it)

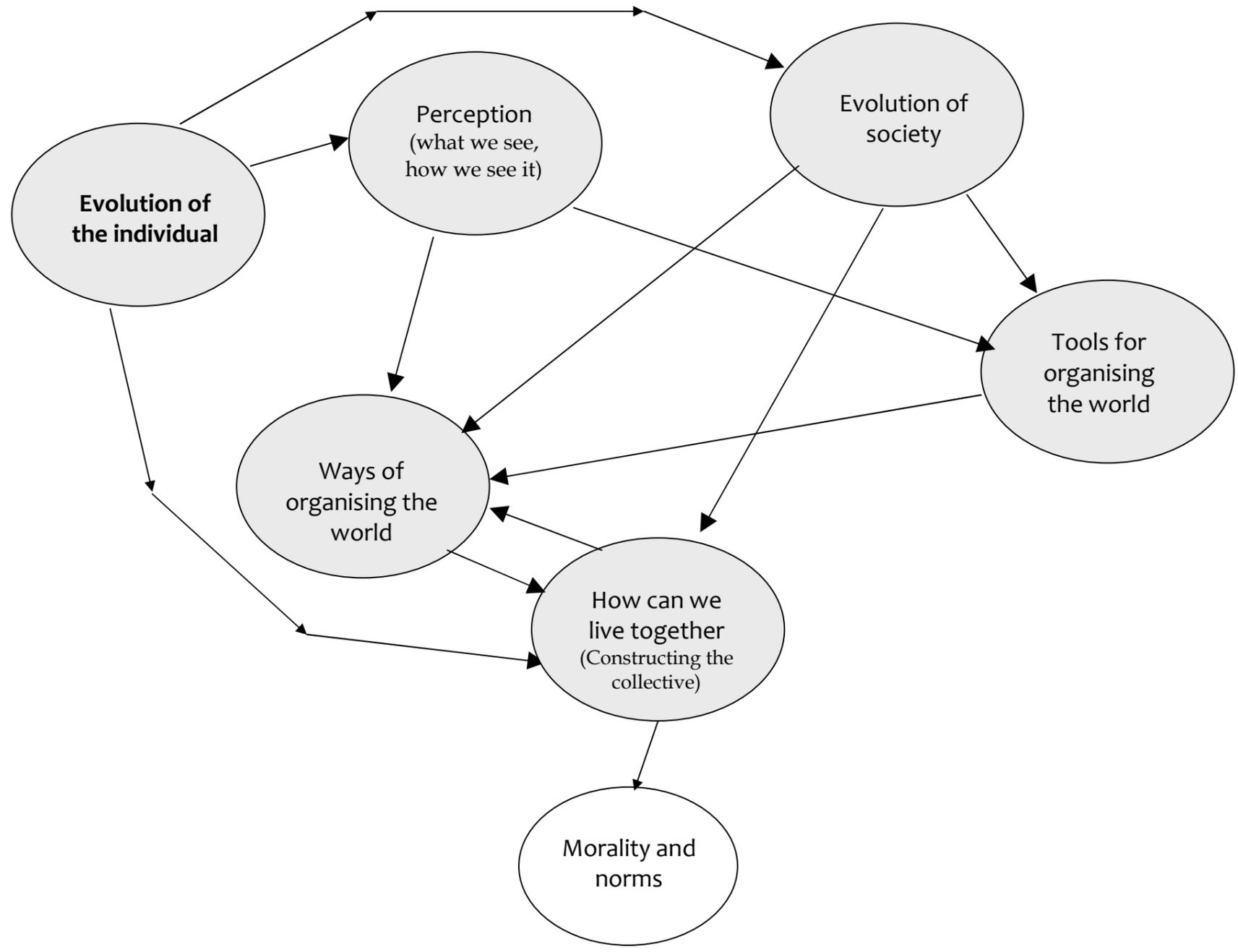
How can we live together  
(Constructing the collective)

Morality and norms

The visible  
The invisible  
(Inayatullah)  
The unimaginable  
(Benoit)  
Noticing detail  
Imagination (Max-Neef)  
Intuition (Max-Neef)  
New stimuli  
(Wilber)  
Assemblages  
Boundaries of assemblages  
New objects  
(Latour)

Goals  
Ethics  
(immanence)  
Judging

Equity  
Human rights  
Justice  
Respect  
Beneficence  
Participation in decision making



## **DRAFT CONTENTS**

**MAY 08**

### **1. Overlapping narratives:**

- Change, ageing and climate change – a cross-cultural and intracultural analysis

### **2. Developing alternative narratives**

- Assembling existing facts and values and other objects within two cultures (climate change, ageing, change)
- Accessing new objects and stimuli (cross-cultural insights) (using individual evolution, intuition, imagination, emotion, empathy, knowledge, wisdom, especially from old people)
- Organising the world differently:
  - reorganising categories eg fact/value, nature(s)/culture(s), problem description, using cross-cultural insight, insights of old people
  - the contributions of art, literature, science, social science, juxtaposition and scale as tools of organisation
  - ethics, goals, modes of existence (including of old people in two cultures), judgements, 'conditioning the end' as guides

### **3. New narratives of how to live together**

- Unifying narratives of climate change and old people in two different cultures
- Immanence in new narratives of changed norms, morality, social evolution, subnarratives about ageing and climate change
- Changed relationships between culture/nature, and old people/climate change

### **4. Enacting the new narratives in two different cultures**

- Public policy
- Government, community and NGO activities



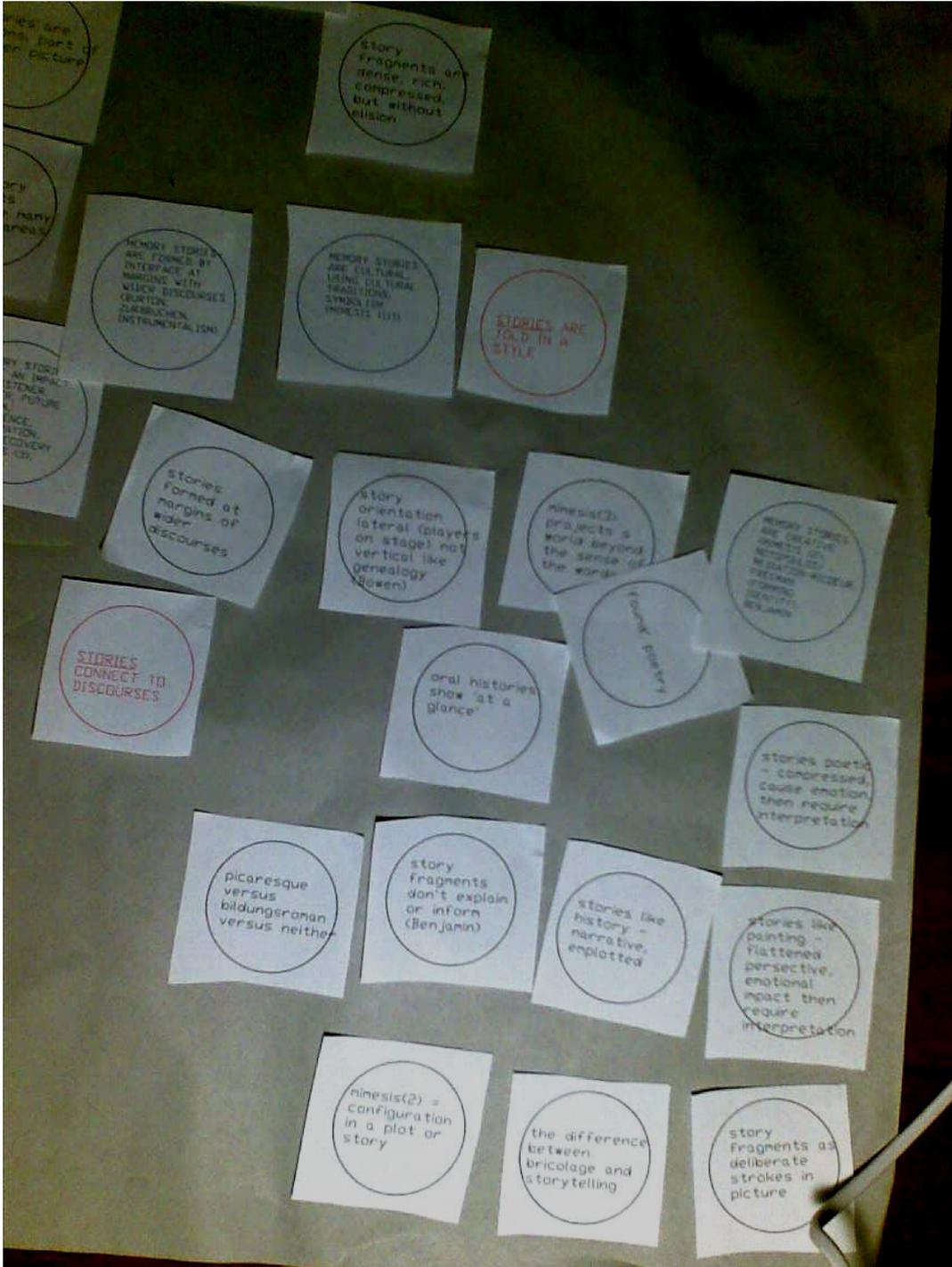
CONCEPT MAP (FIRST CUT) MAY 2008



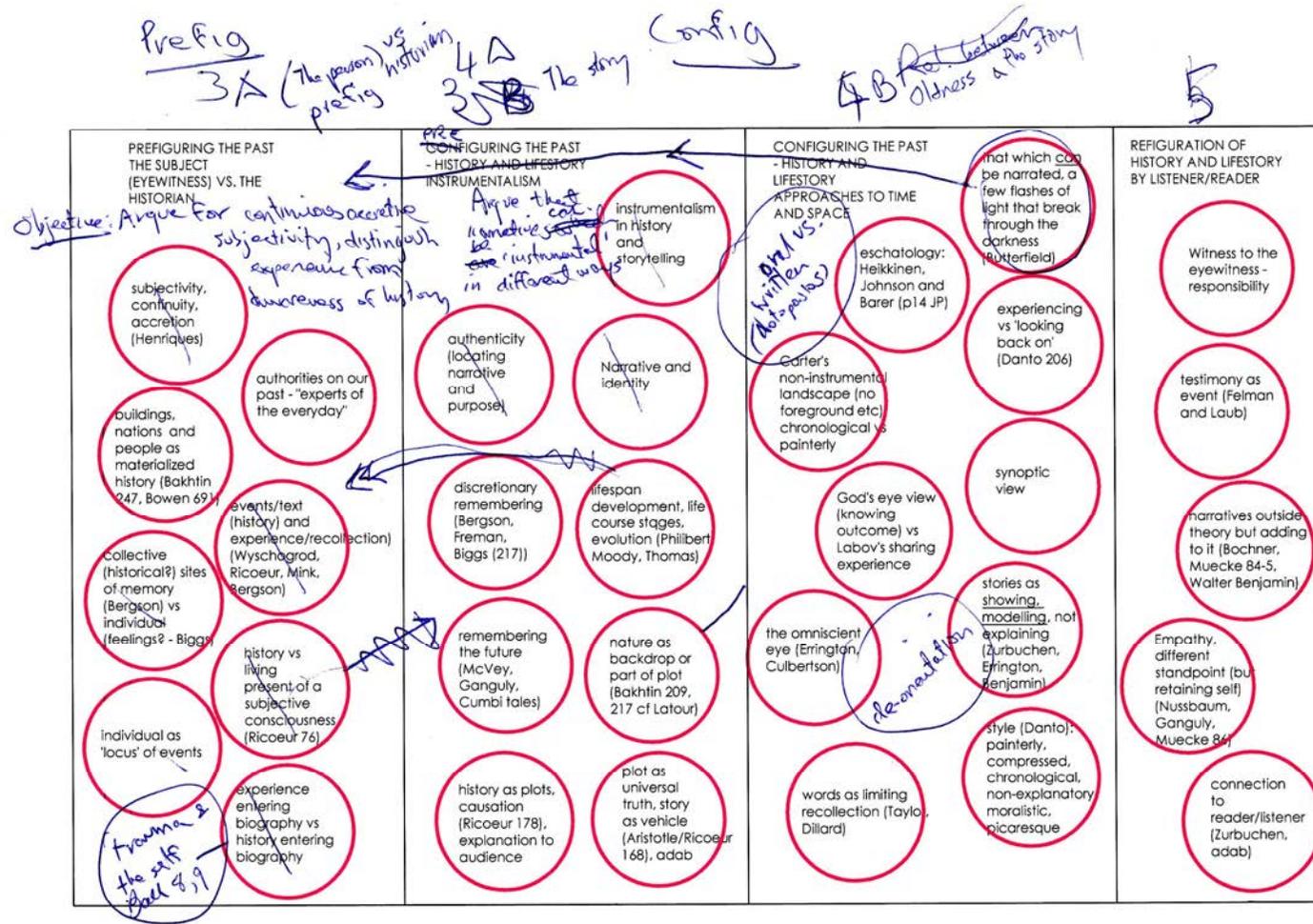
CONCEPT MAP (SECOND CUT) MAY 2008



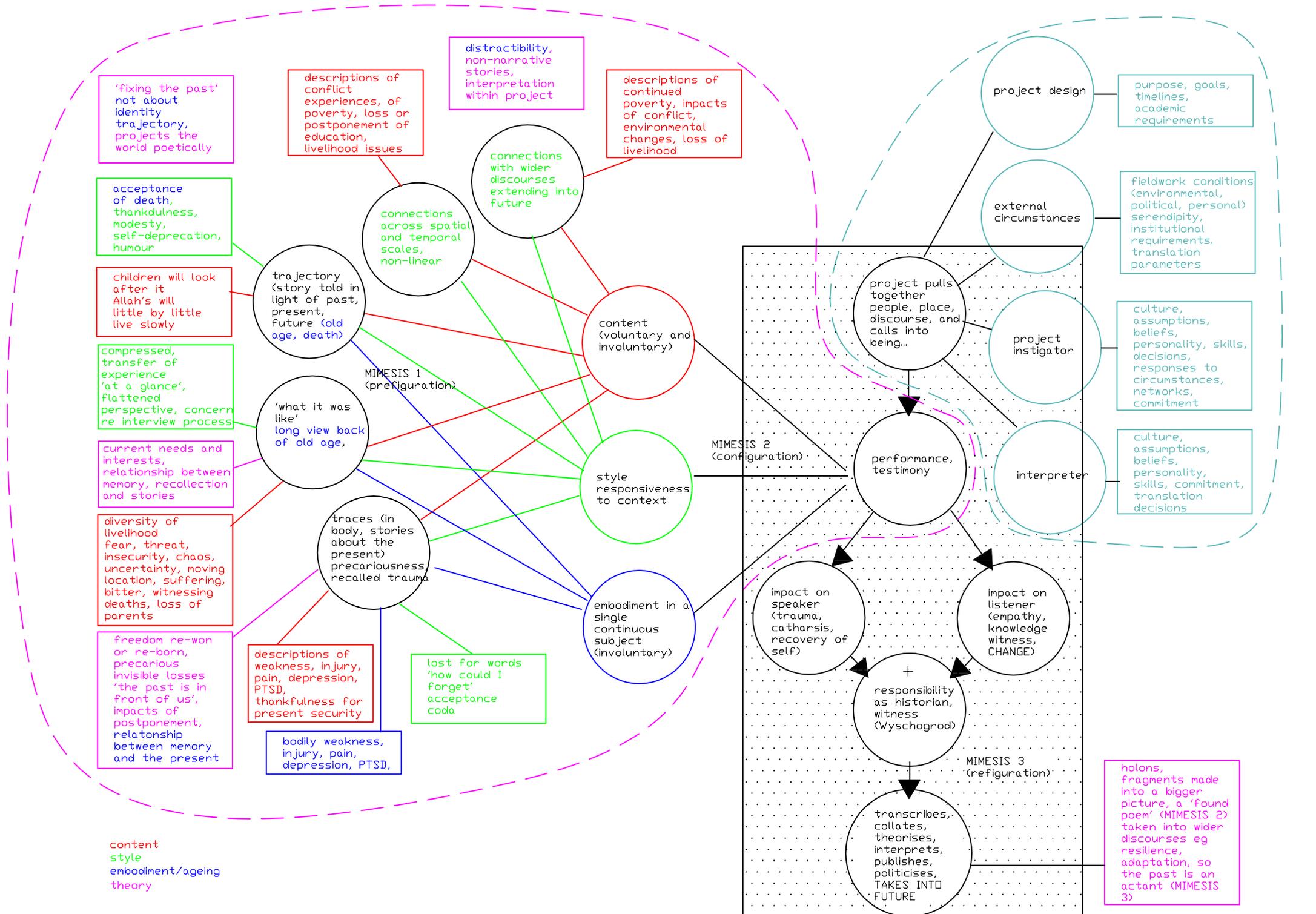
ASSEMBLED MINDMAP MARCH 2010



DETAIL FROM MINDMAP MARCH 2010



MAP OF CHAPTERS THREE, FOUR, FIVE AND SIX (DEC 10)



'fixing the past' not about identity trajectory, projects the world poetically

acceptance of death, thankfulness, modesty, self-deprecation, humour

children will look after it Allah's will little by little live slowly

compressed, transfer of experience 'at a glance', flattened perspective, concern re interview process

current needs and interests, relationship between memory, recollection and stories

diversity of livelihood fear, threat, insecurity, chaos, uncertainty, moving location, suffering, bitter, witnessing deaths, loss of parents

freedom re-won or re-born, precarious invisible losses 'the past is in front of us', impacts of postponement, relationship between memory and the present

descriptions of conflict experiences, of poverty, loss or postponement of education, livelihood issues

distractibility, non-narrative stories, interpretation within project

descriptions of continued poverty, impacts of conflict, environmental changes, loss of livelihood

connections across spatial and temporal scales, non-linear

connections with wider discourses extending into future

trajectory (story told in light of past, present, future (old age, death))

content (voluntary and involuntary)

'what it was like' long view back of old age,

style responsiveness to context

traces (in body, stories about the present) precariousness recalled trauma

embodiment in a single continuous subject (involuntary)

descriptions of weakness, injury, pain, depression, PTSD, thankfulness for present security

lost for words 'how could I forget' acceptance coda

bodily weakness, injury, pain, depression, PTSD,

project design

purpose, goals, timelines, academic requirements

external circumstances

fieldwork conditions (environmental, political, personal) serendipity, institutional requirements, translation parameters

project instigator

culture, assumptions, beliefs, personality, skills, decisions, responses to circumstances, networks, commitment

interpreter

culture, assumptions, beliefs, personality, skills, commitment, translation decisions

project pulls together people, place, and calls into being...

performance, testimony

impact on speaker (trauma, catharsis, recovery of self)

impact on listener (empathy, knowledge witness, CHANGE)

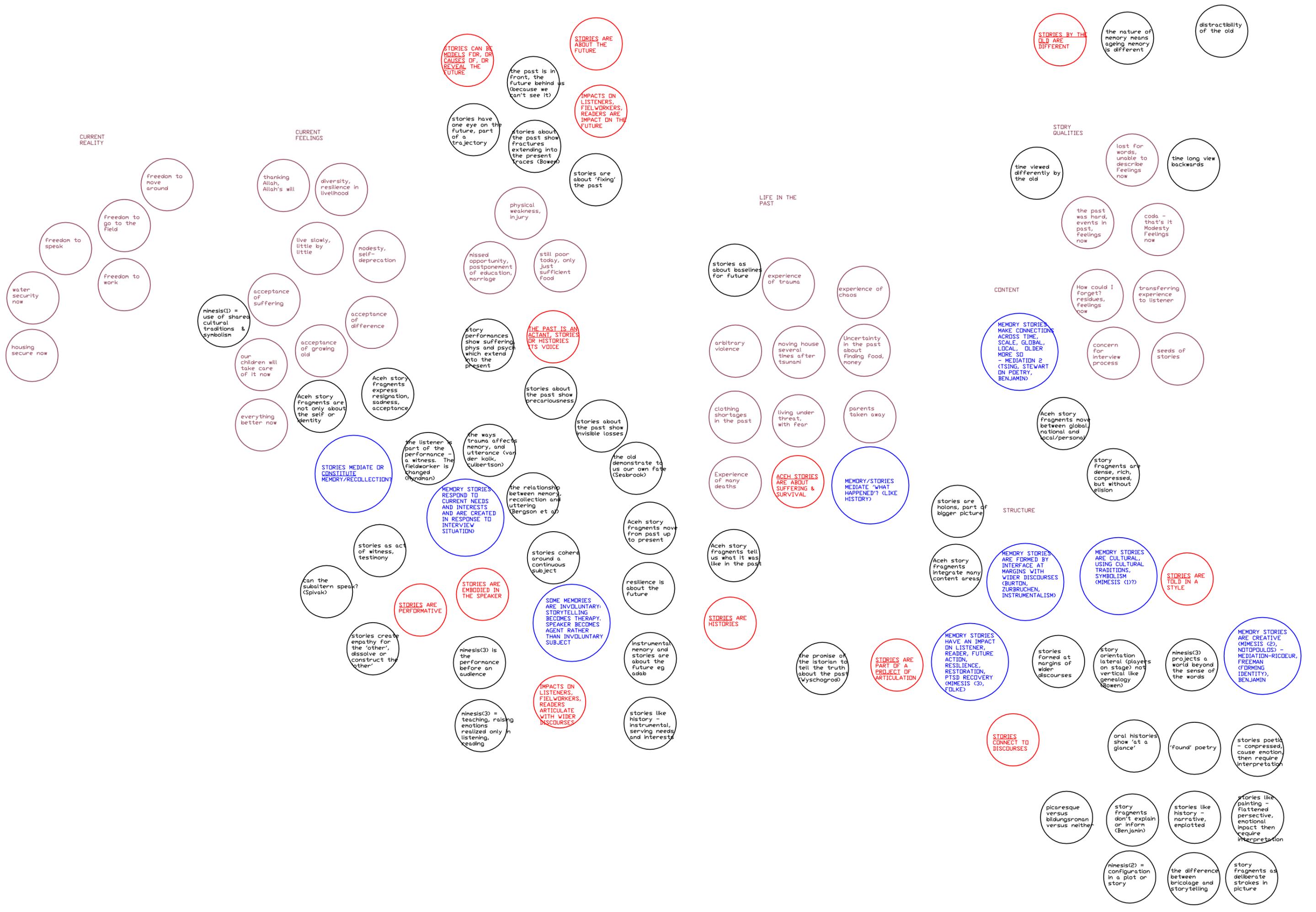
+ responsibility as historian, witness (Wyschogrod)

transcribes, collates, theorises, interprets, publishes, politicises, TAKES INTO FUTURE

holons, fragments made into a bigger picture, a 'found poem' (MIMESIS 2) taken into wider discourses eg resilience, adaptation, so the past is an actant (MIMESIS 3)

content  
style  
embodiment/ageing  
theory





**APPENDIX 2:**

**NVIVO SUMMARY REPORTS ON TRANSCRIPT  
CODING, NODES AND SOURCE CLASSIFICATION**

CLASSIFICATION: AGE, GENDER, TSUNAMI AFFECTED

<b>Code</b>	<b>Age</b>	<b>Gender</b>	<b>Tsunami affected</b>
Bapak A-b	69	male	Yes
Bapak A-d	68	male	No
Ibu A-s	70+	female	Yes
Ibu A-w	90	female	Yes
Ibu A-n	74	female	No
Ibu A-a	80	female	Yes
Bapak A-y	80+	male	Yes
Bapak D-a	71	male	No
Ibu F-m	86	female	No
Ibu H-l	70+	female	Yes
Ibu H-s	72	female	Yes
Bapak I-h	78	male	No
Bapak I-s	80	male	Yes
Bapak I-k	83	male	Yes
Bapak M-d	72	male	Yes
Ibu M-m	74	female	Yes
Ibu R-h	65	female	No
Bapak R-z	85	male	Yes
Ibu S-l	71	female	No
Bapak S-h	76	male	No
Ibu S-p	65	female	No
Bapak S-f	82	male	No
Bapak Y-h	80+	male	Yes

# Coding Summary

## 090618

### 8/04/2011 1:24:19 PM

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
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## Document

### Internals\Interviews\A-a

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
<b>Node</b>				
Classification: Unclassified				
Nodes\Free Nodes\materializing past	No	2.61 %	2	1
Nodes\Free Nodes\ talking subjects	No	0.55 %	1	1
Nodes\Free Nodes\oldness	No	0.53 %	1	1
Nodes\Tree Nodes\World views\God as cause	No	0.29 %	1	1
Nodes\Tree Nodes\World views\young state versus old state	No	0.69 %	2	1
Nodes\Tree Nodes\World views\pessimism	No	1.56 %	2	1
Nodes\Tree Nodes\World views\sharing knowledge and advice	No	2.29 %	3	1
Nodes\Tree Nodes\World views\resignation	No	0.32 %	1	1
Nodes\Tree Nodes\World views\moral view	No	0.52 %	1	1
Nodes\Tree Nodes\World views\death of others	No	1.19 %	3	1
Nodes\Tree Nodes\Suffering and trauma\memory of trauma	No	2.23 %	3	1
Nodes\Tree Nodes\Suffering and trauma\Involuntary memory	No	0.23 %	1	1
Nodes\Tree Nodes\Suffering and trauma\family relationships when young	No	3.31 %	5	1
Nodes\Tree Nodes\Suffering and trauma\suffering or bitter life	No	1.11 %	1	1
Nodes\Tree Nodes\Suffering and trauma\Resilience	No	1.33 %	1	1
Nodes\Tree Nodes\Natural environment\weather changes	No	2.51 %	3	1
Nodes\Tree Nodes\Natural environment\tsunami experiences	No	3.04 %	5	1
Nodes\Tree Nodes\Fragments and stories, ways of telling\no words	No	1.23 %	3	1
Nodes\Tree Nodes\Fragments and stories, ways of telling\interview process	No	2.89 %	10	1
Nodes\Tree Nodes\Fragments and stories, ways of telling\memory	No	1.70 %	6	1
Nodes\Tree Nodes\Fragments and stories, ways of telling\history of village	No	1.35 %	1	1
Nodes\Tree Nodes\War and conflict experiences\life after the	No	0.32 %	1	1
Nodes\Tree Nodes\War and conflict experiences\life under the Dutch	No	0.65 %	1	1
Nodes\Tree Nodes\War and conflict experiences\life under the	No	2.45 %	4	1
Nodes\Tree Nodes\Present circumstances and recent history\age	No	2.71 %	6	1
Nodes\Tree Nodes\Present circumstances and recent history\daily activity in the present	No	0.96 %	1	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\Tree Nodes\Present circumstances and recent history\family relationships at present	No	2.83 %	5	1
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Nodes\Tree Nodes\Present circumstances and recent history\social interactions	No	1.85 %	3	1
Nodes\Tree Nodes\Present circumstances and recent history\tsunami rebuilding	No	0.49 %	1	1
Nodes\Tree Nodes\Present circumstances and recent history\prayer and daily religious life	No	1.25 %	1	1
Nodes\Tree Nodes\Poverty and livelihood\tsunami impacts on livelihood	No	5.35 %	6	1
Nodes\Tree Nodes\Poverty and livelihood\food shortages	No	2.45 %	2	1
Nodes\Tree Nodes\Poverty and livelihood\economic circumstances	No	4.71 %	5	1
Nodes\Tree Nodes\Poverty and livelihood\livelihood	No	13.51 %	19	1
Nodes\Tree Nodes\Poverty and livelihood\Inequity	No	0.80 %	1	1
Nodes\Tree Nodes\Poverty and livelihood\help from others	No	4.34 %	4	1
Nodes\Tree Nodes\The body\salt making	No	15.81 %	15	1
Nodes\Tree Nodes\The body\physical weakness or strength	No	4.00 %	9	1
Nodes\Tree Nodes\The body\rock mining	No	0.65 %	1	1
Nodes\Tree Nodes\The body\livelihood impact on body	No	1.16 %	2	1
<b>Classification: Case</b>				
Nodes\Cases\Aminah2	No	100.00 %	1	1
<b>Internals\Interviews\A-b</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\Free Nodes\materializing past	No	21.75 %	9	1
Nodes\Free Nodes\synoptic view	No	9.67 %	5	1
Nodes\Free Nodes\oldness	No	1.36 %	1	1
Nodes\Free Nodes\interviewer insensitivity	No	3.27 %	3	1
Nodes\Tree Nodes\World views\God as cause	No	0.69 %	1	1
Nodes\Tree Nodes\World views\tsunami causes	No	0.69 %	1	1
Nodes\Tree Nodes\World views\pessimism	No	0.19 %	1	1
Nodes\Tree Nodes\World views\sharing knowledge and advice	No	4.95 %	1	1
Nodes\Tree Nodes\World views\regret or missed opportunity	No	0.16 %	1	1
Nodes\Tree Nodes\World views\the future	No	0.43 %	2	1
Nodes\Tree Nodes\World views\fatalism and acceptance	No	0.28 %	1	1
Nodes\Tree Nodes\World views\death of others	No	4.71 %	6	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
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Nodes\\Tree Nodes\\Suffering and trauma\\involuntary memory	No	1.64 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	5.63 %	4	1
Nodes\\Tree Nodes\\Suffering and trauma\\chaos	No	0.25 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	0.67 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	0.48 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\Resilience	No	1.13 %	1	1
Nodes\\Tree Nodes\\Natural environment\\earthquake	No	0.99 %	1	1
Nodes\\Tree Nodes\\Natural environment\\land sea connection	No	0.16 %	1	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	1.13 %	2	1
Nodes\\Tree Nodes\\Natural environment\\tsunami experiences	No	18.84 %	16	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\transferring experience to listener	No	2.70 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	0.89 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	0.47 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\memory loss	No	3.05 %	6	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village	No	0.67 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories about work	No	2.70 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories tsunami	No	16.09 %	3	1
Nodes\\Tree Nodes\\War and conflict experiences\\Conflict GAM	No	0.25 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the	No	0.99 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age	No	2.10 %	3	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\daily activity in the present	No	1.46 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	5.17 %	7	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	1.26 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\tsunami rebuilding	No	5.48 %	6	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	2.95 %	4	1
Nodes\\Tree Nodes\\Poverty and livelihood\\tsunami impacts on livelihood	No	1.03 %	2	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	3.29 %	4	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	1.92 %	3	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	6.55 %	8	1
Nodes\\Tree Nodes\\The body\\tsunami impacts on body	No	1.58 %	1	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\The body\\travel and transport	No	0.80 %	1	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	100.00 %	1	1
Nodes\\Tree Nodes\\The body\\rock mining	No	5.98 %	5	1
Nodes\\Tree Nodes\\The body\\livelihood impact on body	No	2.25 %	1	1
Nodes\\Tree Nodes\\The body\\injury	No	7.13 %	6	1
Nodes\\Tree Nodes\\The body\\fishing	No	7.84 %	9	1
Nodes\\Tree Nodes\\The body\\body impact of natural disaster	No	1.10 %	1	1
Classification: Case				
Nodes\\Cases\\Abbas	No	100.00 %	1	1
<b>Internals\\Interviews\\A-d</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\\Free Nodes\\materializing past	No	22.69 %	12	1
Nodes\\Free Nodes\\synoptic view	No	9.97 %	4	1
Nodes\\Free Nodes\\talking subjects	No	1.33 %	1	1
Nodes\\Free Nodes\\interviewer insensitivity	No	4.00 %	2	1
Nodes\\Free Nodes\\knowing not remembering	No	1.97 %	3	1
Nodes\\Tree Nodes\\World views\\God as cause	No	0.45 %	1	1
Nodes\\Tree Nodes\\World views\\young state versus old state	No	5.51 %	2	1
Nodes\\Tree Nodes\\World views\\happiness or peace	No	9.32 %	11	1
Nodes\\Tree Nodes\\World views\\moral view	No	1.23 %	1	1
Nodes\\Tree Nodes\\World views\\the future	No	0.83 %	1	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	1.95 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	10.23 %	8	1
Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	0.91 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	2.33 %	5	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	1.98 %	5	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	3.98 %	4	1
Nodes\\Tree Nodes\\Suffering and trauma\\Resilience	No	2.31 %	4	1
Nodes\\Tree Nodes\\Suffering and trauma\\postponement	No	2.25 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick	No	0.89 %	2	1
Nodes\\Tree Nodes\\Natural environment\\irrigation	No	2.48 %	2	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
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Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\no words	No	0.11 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	0.17 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	0.08 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\memory	No	0.85 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\modesty	No	0.91 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\Conflict GAM	No	9.83 %	8	1
Nodes\\Tree Nodes\\War and conflict experiences\\Darul Islam	No	1.69 %	2	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the	No	3.14 %	5	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Dutch	No	0.51 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the	No	5.36 %	7	1
Nodes\\Tree Nodes\\War and conflict experiences\\Tjumbok rebellion	No	3.91 %	4	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age	No	0.19 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\daily activity in the present	No	8.20 %	8	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	8.05 %	8	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\role in the village	No	2.22 %	3	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	7.79 %	9	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	7.68 %	8	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	6.03 %	6	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	12.27 %	9	1
Nodes\\Tree Nodes\\Poverty and livelihood\\clothing shortages	No	1.10 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	10.92 %	13	1
Nodes\\Tree Nodes\\The body\\travel and transport	No	0.40 %	1	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	1.67 %	4	1
Nodes\\Tree Nodes\\The body\\injury	No	1.59 %	2	1
Nodes\\Tree Nodes\\The body\\conflict effect on body	No	2.28 %	4	1

Classification: Case

Nodes\\Cases\\Abdurrahman No 100.00 % 1 1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
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<b>Node</b>				
Classification: Unclassified				
Nodes\\Free Nodes\\materializing past	No	9.97 %	7	1
Nodes\\Free Nodes\\synoptic view	No	15.34 %	7	1
Nodes\\Free Nodes\\interviewer insensitivity	No	0.81 %	1	1
Nodes\\Free Nodes\\knowing not remembering	No	12.21 %	4	1
Nodes\\Free Nodes\\sharing culture or history	No	0.61 %	1	1
Nodes\\Tree Nodes\\World views\\God as cause	No	1.58 %	5	1
Nodes\\Tree Nodes\\World views\\young state versus old state	No	4.61 %	5	1
Nodes\\Tree Nodes\\World views\\happiness or peace	No	3.70 %	5	1
Nodes\\Tree Nodes\\World views\\moral view	No	2.68 %	2	1
Nodes\\Tree Nodes\\World views\\the future	No	1.09 %	1	1
Nodes\\Tree Nodes\\World views\\death of others	No	2.72 %	4	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	16.27 %	10	1
Nodes\\Tree Nodes\\Suffering and trauma\\involuntary memory	No	2.14 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	8.42 %	5	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	1.43 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	6.82 %	7	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	8.21 %	8	1
Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick	No	5.56 %	5	1
Nodes\\Tree Nodes\\Natural environment\\irrigation	No	0.51 %	1	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	1.97 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories weather	No	0.32 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\transferring experience to listener	No	2.36 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\no words	No	0.46 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	3.57 %	8	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	3.28 %	8	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\memory	No	0.32 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\modesty	No	0.31 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village	No	3.55 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese	No	4.94 %	2	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories PKI	No	4.82 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\communism	No	5.33 %	4	1
Nodes\\Tree Nodes\\War and conflict experiences\\Conflict GAM military	No	5.42 %	3	1
Nodes\\Tree Nodes\\War and conflict experiences\\Darul Islam	No	2.30 %	2	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the Japanese	No	2.36 %	3	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Dutch	No	8.56 %	6	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Japanese	No	26.96 %	18	1
Nodes\\Tree Nodes\\War and conflict experiences\\Tjumbok rebellion	No	1.53 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age class	No	2.45 %	6	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\daily activity in the present	No	0.99 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	2.08 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	1.62 %	2	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	18.24 %	16	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	14.59 %	8	1
Nodes\\Tree Nodes\\Poverty and livelihood\\clothing shortages	No	5.05 %	3	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	5.17 %	6	1
Nodes\\Tree Nodes\\Poverty and livelihood\\help from others	No	1.67 %	2	1
Nodes\\Tree Nodes\\The body\\travel and transport	No	2.90 %	2	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	1.31 %	3	1
Nodes\\Tree Nodes\\The body\\rock mining	No	0.62 %	1	1
Nodes\\Tree Nodes\\The body\\conflict effect on body	No	0.82 %	1	1
Classification: Case				
Nodes\\Cases\\Aminah	No	100.00 %	1	1
<b>Internals\\Interviews\\A-s</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\\Free Nodes\\materializing past	No	23.20 %	13	1
Nodes\\Free Nodes\\synoptic view	No	6.68 %	2	1
Nodes\\Free Nodes\\oldness	No	0.22 %	1	1
Nodes\\Free Nodes\\interviewer insensitivity	No	2.51 %	3	1
Nodes\\Free Nodes\\knowing not remembering	No	1.46 %	2	1
Nodes\\Tree Nodes\\World views\\God as cause	No	0.36 %	2	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\World views\\young state versus old state	No	5.35 %	6	1
Nodes\\Tree Nodes\\World views\\sharing knowledge and advice	No	0.47 %	1	1
Nodes\\Tree Nodes\\World views\\resignation	No	0.52 %	1	1
Nodes\\Tree Nodes\\World views\\regret or missed opportunity	No	1.28 %	1	1
Nodes\\Tree Nodes\\World views\\the future	No	0.92 %	3	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	0.42 %	2	1
Nodes\\Tree Nodes\\World views\\death of others	No	4.66 %	6	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	9.05 %	9	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	3.17 %	5	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	3.35 %	5	1
Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick	No	1.49 %	2	1
Nodes\\Tree Nodes\\Natural environment\\tigers	No	1.20 %	2	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	4.30 %	4	1
Nodes\\Tree Nodes\\Natural environment\\tsunami experiences	No	22.54 %	22	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories weather	No	2.49 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\transferring experience to listener	No	9.35 %	7	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\no words	No	0.11 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	0.16 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	0.51 %	5	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\memory class	No	0.31 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village	No	10.06 %	10	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese	No	6.76 %	7	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories tsunami	No	8.88 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the Japanese	No	1.17 %	2	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Dutch	No	1.19 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Japanese	No	12.35 %	12	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age class	No	2.56 %	7	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	2.51 %	7	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\role in the village	No	0.47 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\tsunami rebuilding	No	15.93 %	7	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	1.85 %	3	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	4.94 %	4	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	2.96 %	4	1
Nodes\\Tree Nodes\\Poverty and livelihood\\clothing shortages	No	0.72 %	2	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	6.23 %	8	1
Nodes\\Tree Nodes\\Poverty and livelihood\\inequity	No	1.52 %	3	1
Nodes\\Tree Nodes\\Poverty and livelihood\\help from others	No	2.15 %	3	1
Nodes\\Tree Nodes\\The body\\tsunami impacts on body	No	3.26 %	5	1
Nodes\\Tree Nodes\\The body\\travel and transport	No	5.50 %	5	1
Nodes\\Tree Nodes\\The body\\salt making	No	0.60 %	2	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	3.20 %	7	1
Classification: Case				
Nodes\\Cases\\Aisyah	No	100.00 %	1	1
<b>Internals\\Interviews\\A-w</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\\Free Nodes\\materializing past	No	11.61 %	8	1
Nodes\\Free Nodes\\synoptic view	No	10.44 %	6	1
Nodes\\Free Nodes\\eschatology	No	1.02 %	1	1
Nodes\\Free Nodes\\oldness	No	2.32 %	3	1
Nodes\\Free Nodes\\interviewer insensitivity	No	4.22 %	4	1
Nodes\\Free Nodes\\knowing not remembering	No	2.06 %	1	1
Nodes\\Tree Nodes\\World views\\God as cause	No	1.00 %	2	1
Nodes\\Tree Nodes\\World views\\young state versus old state	No	0.79 %	2	1
Nodes\\Tree Nodes\\World views\\happiness or peace	No	0.72 %	1	1
Nodes\\Tree Nodes\\World views\\regret or missed opportunity	No	0.25 %	1	1
Nodes\\Tree Nodes\\World views\\moral view	No	1.09 %	2	1
Nodes\\Tree Nodes\\World views\\the future	No	0.65 %	1	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	1.02 %	1	1
Nodes\\Tree Nodes\\World views\\death of others	No	1.43 %	3	1
Nodes\\Tree Nodes\\World views\\death of self	No	1.02 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	10.92 %	15	1
Nodes\\Tree Nodes\\Suffering and trauma\\involuntary memory	No	1.07 %	5	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	8.62 %	6	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	1.42 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	1.79 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	6.80 %	7	1
Nodes\\Tree Nodes\\Suffering and trauma\\Resilience	No	0.33 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\postponement	No	0.59 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick	No	0.47 %	1	1
Nodes\\Tree Nodes\\Natural environment\\earthquake	No	0.58 %	1	1
Nodes\\Tree Nodes\\Natural environment\\land sea connection	No	1.30 %	2	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	6.91 %	10	1
Nodes\\Tree Nodes\\Natural environment\\tsunami experiences	No	7.37 %	6	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories weather	No	1.49 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\transferring experience to listener	No	4.50 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\no words	No	0.38 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	1.13 %	5	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	1.86 %	4	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\memory loss	No	0.58 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village	No	4.34 %	9	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese	No	8.53 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese departure	No	2.53 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories tsunami	No	1.13 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\Conflict GAM	No	1.38 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\Darul Islam	No	1.38 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the Japanese	No	2.41 %	4	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Dutch	No	2.06 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Japanese	No	14.01 %	17	1
Nodes\\Tree Nodes\\War and conflict experiences\\Tjumbok rebellion	No	1.38 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age class	No	3.63 %	4	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\daily activity in the present	No	1.37 %	3	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\eyesight	No	0.14 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	2.60 %	6	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Present circumstances and recent history\\role in the village	No	5.21 %	5	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	1.37 %	3	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\tsunami rebuilding	No	7.49 %	7	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	1.69 %	4	1
Nodes\\Tree Nodes\\Poverty and livelihood\\tsunami impacts on livelihood	No	2.07 %	3	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	3.05 %	3	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	6.82 %	5	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	11.06 %	12	1
Nodes\\Tree Nodes\\Poverty and livelihood\\help from others	No	1.79 %	3	1
Nodes\\Tree Nodes\\The body\\tsunami impacts on body	No	0.49 %	1	1
Nodes\\Tree Nodes\\The body\\travel and transport	No	1.96 %	3	1
Nodes\\Tree Nodes\\The body\\salt making	No	9.53 %	3	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	6.03 %	8	1
Nodes\\Tree Nodes\\The body\\rock mining	No	1.20 %	1	1
Nodes\\Tree Nodes\\The body\\livelihood impact on body	No	1.60 %	2	1
Classification: Case				
Nodes\\Cases\\Alawiyah	No	100.00 %	1	1

## Internals\\Interviews\\A-y

Node	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Classification: Unclassified				
Nodes\\Free Nodes\\materializing past	No	8.51 %	5	1
Nodes\\Free Nodes\\synoptic view	No	5.33 %	2	1
Nodes\\Free Nodes\\eschatology	No	1.93 %	2	1
Nodes\\Free Nodes\\sharing culture or history	No	1.27 %	3	1
Nodes\\Tree Nodes\\World views\\young state versus old state	No	2.60 %	7	1
Nodes\\Tree Nodes\\World views\\happiness or peace	No	0.84 %	5	1
Nodes\\Tree Nodes\\World views\\sharing knowledge and advice	No	4.45 %	10	1
Nodes\\Tree Nodes\\World views\\resignation	No	1.10 %	5	1
Nodes\\Tree Nodes\\World views\\regret or missed opportunity	No	1.81 %	5	1
Nodes\\Tree Nodes\\World views\\moral view	No	4.41 %	14	1
Nodes\\Tree Nodes\\World views\\the future	No	2.32 %	5	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	3.52 %	9	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\World views\\death of self	No	1.10 %	4	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	4.16 %	7	1
Nodes\\Tree Nodes\\Suffering and trauma\\involuntary memory	No	0.32 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	5.82 %	17	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	1.75 %	4	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	1.23 %	4	1
Nodes\\Tree Nodes\\Suffering and trauma\\Resilience	No	1.57 %	2	1
Nodes\\Tree Nodes\\Natural environment\\land sea connection	No	0.84 %	2	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	3.78 %	6	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	0.18 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	1.24 %	9	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\metaphor	No	0.10 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\modesty	No	1.15 %	5	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village	No	4.67 %	7	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese	No	7.48 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\communism	No	0.47 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\Conflict GAM military	No	1.77 %	6	1
Nodes\\Tree Nodes\\War and conflict experiences\\Darul Islam	No	2.98 %	7	1
Nodes\\Tree Nodes\\War and conflict experiences\\denial to GAM military	No	0.16 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the Japanese	No	9.06 %	11	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Dutch	No	4.12 %	6	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Japanese	No	10.62 %	13	1
Nodes\\Tree Nodes\\War and conflict experiences\\Tjumbok rebellion	No	4.73 %	3	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age class	No	1.62 %	4	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\daily activity in the present	No	1.98 %	4	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	4.53 %	9	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\role in the village	No	0.22 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	0.09 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	8.18 %	13	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	3.44 %	8	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	16.83 %	40	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Poverty and livelihood\\inequity	No	0.20 %	1	1
Nodes\\Tree Nodes\\The body\\travel and transport	No	4.21 %	9	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	0.85 %	5	1
Classification: Case				
Nodes\\Cases\\Ayah	No	100.00 %	1	1
<b>Internals\\Interviews\\D-a</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\\Free Nodes\\materializing past	No	8.40 %	6	1
Nodes\\Free Nodes\\synoptic view	No	13.43 %	8	1
Nodes\\Free Nodes\\eschatology	No	0.60 %	1	1
Nodes\\Free Nodes\\sharing culture or history	No	7.69 %	6	1
Nodes\\Tree Nodes\\World views\\young state versus old state	No	3.60 %	4	1
Nodes\\Tree Nodes\\World views\\happiness or peace	No	4.49 %	6	1
Nodes\\Tree Nodes\\World views\\sharing knowledge and advice	No	2.79 %	2	1
Nodes\\Tree Nodes\\World views\\regret or missed opportunity	No	4.97 %	8	1
Nodes\\Tree Nodes\\World views\\moral view	No	3.18 %	2	1
Nodes\\Tree Nodes\\World views\\the future	No	4.54 %	5	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	4.86 %	8	1
Nodes\\Tree Nodes\\World views\\death of others	No	1.26 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	7.21 %	9	1
Nodes\\Tree Nodes\\Suffering and trauma\\involuntary memory	No	0.48 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	13.39 %	9	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	8.86 %	15	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	4.87 %	8	1
Nodes\\Tree Nodes\\Suffering and trauma\\postponement	No	2.50 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick	No	2.30 %	4	1
Nodes\\Tree Nodes\\Natural environment\\irrigation	No	5.52 %	7	1
Nodes\\Tree Nodes\\Natural environment\\land sea connection	No	1.53 %	3	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	4.30 %	4	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\no words	No	0.29 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	0.69 %	5	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	0.86 %	6	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\metaphor	No	0.84 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village	No	2.49 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories about family	No	3.62 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories GAM	No	10.42 %	5	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese	No	4.09 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\Conflict GAM	No	14.40 %	11	1
Nodes\\Tree Nodes\\War and conflict experiences\\Darul Islam	No	2.83 %	4	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the Japanese	No	5.74 %	4	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Japanese	No	5.80 %	3	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age class	No	1.09 %	4	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\daily activity in the present	No	2.18 %	3	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	3.46 %	4	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\role in the village	No	3.80 %	5	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	0.66 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	3.39 %	4	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	9.58 %	9	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	24.81 %	23	1
Nodes\\Tree Nodes\\Poverty and livelihood\\clothing shortages	No	1.93 %	2	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	19.94 %	21	1
Nodes\\Tree Nodes\\Poverty and livelihood\\inequity	No	1.56 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\help from others	No	0.31 %	1	1
Nodes\\Tree Nodes\\The body\\travel and transport	No	0.80 %	2	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	4.53 %	6	1
Nodes\\Tree Nodes\\The body\\rock mining	No	0.38 %	1	1
Nodes\\Tree Nodes\\The body\\conflict effect on body	No	0.12 %	1	1
Classification: Case				
Nodes\\Cases\\Daud	No	100.00 %	1	1
<b>Internals\\Interviews\\F-m</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\\Free Nodes\\materializing past	No	3.44 %	4	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Free Nodes\\synoptic view	No	0.49 %	1	1
Nodes\\Free Nodes\\knowing not remembering	No	1.96 %	1	1
Nodes\\Free Nodes\\sharing culture or history	No	3.96 %	2	1
Nodes\\Tree Nodes\\World views\\young state versus old state	No	2.89 %	2	1
Nodes\\Tree Nodes\\World views\\happiness or peace	No	2.06 %	4	1
Nodes\\Tree Nodes\\World views\\sharing knowledge and advice	No	20.78 %	10	1
Nodes\\Tree Nodes\\World views\\the future	No	0.11 %	1	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	3.43 %	4	1
Nodes\\Tree Nodes\\World views\\death of others	No	0.78 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	7.21 %	8	1
Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	3.62 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	7.19 %	12	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	4.64 %	6	1
Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick	No	0.36 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\transferring experience to listener	No	3.17 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\no words	No	0.34 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	0.15 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	0.43 %	4	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\memory loss	No	0.77 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\modesty	No	0.73 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village	No	0.71 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories about family	No	4.23 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese	No	2.69 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese departure	No	0.86 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\Darul Islam	No	0.64 %	2	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the Japanese	No	3.89 %	7	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Dutch	No	3.57 %	5	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Japanese	No	5.62 %	5	1
Nodes\\Tree Nodes\\War and conflict experiences\\Tjumbok rebellion	No	0.36 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age	No	0.89 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\daily activity in the present	No	1.51 %	1	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Present circumstances and recent history\\eyesight	No	3.07 %	6	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	7.33 %	10	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\health service access	No	3.47 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\role in the village	No	22.53 %	11	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	0.95 %	4	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	0.75 %	3	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	7.77 %	8	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	5.76 %	8	1
Nodes\\Tree Nodes\\Poverty and livelihood\\clothing shortages	No	0.08 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	23.18 %	13	1
Nodes\\Tree Nodes\\Poverty and livelihood\\inequity	No	2.46 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\help from others	No	5.14 %	5	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	1.10 %	4	1
Nodes\\Tree Nodes\\The body\\fishing	No	0.55 %	1	1
Nodes\\Tree Nodes\\The body\\disability	No	3.95 %	3	1
Classification: Case				
Nodes\\Cases\\Fatimah	No	100.00 %	1	1
<b>Internals\\Interviews\\H-I</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\\Free Nodes\\materializing past	No	1.56 %	1	1
Nodes\\Tree Nodes\\World views\\young state versus old state	No	3.66 %	3	1
Nodes\\Tree Nodes\\World views\\regret or missed opportunity	No	2.28 %	1	1
Nodes\\Tree Nodes\\World views\\moral view	No	2.14 %	2	1
Nodes\\Tree Nodes\\World views\\death of others	No	1.63 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	8.68 %	4	1
Nodes\\Tree Nodes\\Suffering and trauma\\involuntary memory	No	2.29 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	0.37 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	1.91 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	2.28 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\Resilience	No	0.87 %	1	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	2.13 %	1	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Natural environment\\tsunami experiences	No	6.21 %	4	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	0.20 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\metaphor	No	0.59 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\memory loss	No	3.14 %	4	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Japanese	No	0.34 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	5.33 %	5	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	4.47 %	4	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\tsunami rebuilding	No	2.72 %	3	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	2.37 %	2	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	11.30 %	8	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	30.10 %	19	1
Nodes\\Tree Nodes\\Poverty and livelihood\\inequity	No	2.00 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\help from others	No	3.14 %	2	1
Nodes\\Tree Nodes\\The body\\salt making	No	16.07 %	8	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	13.60 %	10	1
Nodes\\Tree Nodes\\The body\\fishing	No	1.94 %	1	1
Classification: Case				
Nodes\\Cases\\Halimah	No	100.00 %	1	1
<b>Internals\\Interviews\\H-s</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\\Free Nodes\\materializing past	No	9.47 %	5	1
Nodes\\Free Nodes\\synoptic view	No	0.48 %	1	1
Nodes\\Free Nodes\\eschatology	No	0.37 %	1	1
Nodes\\Free Nodes\\talking subjects	No	0.49 %	1	1
Nodes\\Free Nodes\\oldness	No	0.16 %	1	1
Nodes\\Tree Nodes\\World views\\young state versus old state	No	1.33 %	1	1
Nodes\\Tree Nodes\\World views\\moral view	No	1.18 %	1	1
Nodes\\Tree Nodes\\World views\\the future	No	1.45 %	1	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	3.31 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	7.82 %	4	1
Nodes\\Tree Nodes\\Suffering and trauma\\Resilience	No	1.82 %	1	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	2.48 %	2	1
Nodes\\Tree Nodes\\Natural environment\\tsunami experiences	No	6.50 %	5	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\no words	No	1.06 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	0.17 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\memory loss	No	3.24 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\modesty	No	0.17 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories GAM	No	2.42 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\Conflict GAM	No	2.42 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\denial to GAM	No	1.27 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Japanese	No	0.94 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age	No	0.33 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\eyesight	No	0.79 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	5.13 %	6	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\health service access	No	0.57 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	1.25 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\tsunami rebuilding	No	5.75 %	6	1
Nodes\\Tree Nodes\\Poverty and livelihood\\tsunami impacts on livelihood	No	1.20 %	2	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	1.15 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	3.02 %	5	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	26.00 %	28	1
Nodes\\Tree Nodes\\Poverty and livelihood\\help from others	No	0.68 %	1	1
Nodes\\Tree Nodes\\The body\\tsunami impacts on body	No	0.53 %	1	1
Nodes\\Tree Nodes\\The body\\travel and transport	No	1.50 %	3	1
Nodes\\Tree Nodes\\The body\\salt making	No	31.11 %	4	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	2.84 %	4	1
Nodes\\Tree Nodes\\The body\\livelihood impact on body	No	2.74 %	1	1
Classification: Case				
Nodes\\Cases\\Hasanah	No	100.00 %	1	1
<b>Internals\\Interviews\\I-h</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\\Free Nodes\\materializing past	No	17.74 %	11	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Free Nodes\\synoptic view	No	4.59 %	3	1
Nodes\\Free Nodes\\eschatology	No	0.40 %	1	1
Nodes\\Free Nodes\\sharing culture or history	No	4.36 %	1	1
Nodes\\Tree Nodes\\World views\\young state versus old state	No	1.80 %	2	1
Nodes\\Tree Nodes\\World views\\happiness or peace	No	1.94 %	4	1
Nodes\\Tree Nodes\\World views\\pessimism	No	8.17 %	9	1
Nodes\\Tree Nodes\\World views\\sharing knowledge and advice	No	1.21 %	1	1
Nodes\\Tree Nodes\\World views\\resignation	No	1.79 %	1	1
Nodes\\Tree Nodes\\World views\\regret or missed opportunity	No	2.75 %	4	1
Nodes\\Tree Nodes\\World views\\moral view	No	0.28 %	1	1
Nodes\\Tree Nodes\\World views\\the future	No	1.11 %	1	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	0.91 %	3	1
Nodes\\Tree Nodes\\World views\\death of others	No	0.76 %	1	1
Nodes\\Tree Nodes\\World views\\death of self	No	0.71 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	8.43 %	7	1
Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	2.29 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	2.65 %	4	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	9.57 %	8	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	12.75 %	11	1
Nodes\\Tree Nodes\\Suffering and trauma\\postponement	No	0.74 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick	No	0.98 %	2	1
Nodes\\Tree Nodes\\Natural environment\\predictability of weather	No	1.41 %	1	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	5.26 %	7	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\transferring experience to listener	No	1.68 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\no words	No	0.82 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	0.73 %	5	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	0.88 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\metaphor	No	0.99 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\modesty	No	2.91 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village	No	2.48 %	4	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories about work	No	1.87 %	1	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\War and conflict experiences\\communism	No	3.53 %	5	1
Nodes\\Tree Nodes\\War and conflict experiences\\Conflict GAM	No	1.66 %	2	1
Nodes\\Tree Nodes\\War and conflict experiences\\Darul Islam	No	1.78 %	4	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the	No	6.98 %	4	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Dutch	No	9.75 %	8	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the	No	9.43 %	6	1
Nodes\\Tree Nodes\\War and conflict experiences\\Tjombok rebellion	No	0.89 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age	No	0.36 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	7.44 %	10	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\role in the village	No	10.43 %	6	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	0.25 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	2.51 %	4	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	6.65 %	6	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	31.16 %	25	1
Nodes\\Tree Nodes\\Poverty and livelihood\\clothing shortages	No	1.18 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	34.82 %	36	1
Nodes\\Tree Nodes\\Poverty and livelihood\\help from others	No	0.76 %	1	1
Nodes\\Tree Nodes\\The body\\travel and transport	No	1.18 %	2	1
Nodes\\Tree Nodes\\The body\\conflict effect on body	No	3.21 %	3	1
Classification: Case				
Nodes\\Cases\\Ibrahim	No	100.00 %	1	1
<b>Internals\\Interviews\\I-k</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\\Free Nodes\\oldness	No	1.02 %	1	1
Nodes\\Free Nodes\\knowing not remembering	No	3.80 %	1	1
Nodes\\Free Nodes\\sharing culture or history	No	12.64 %	5	1
Nodes\\Tree Nodes\\World views\\God as cause	No	1.92 %	2	1
Nodes\\Tree Nodes\\World views\\happiness or peace	No	3.02 %	2	1
Nodes\\Tree Nodes\\World views\\pessimism	No	1.49 %	2	1
Nodes\\Tree Nodes\\World views\\sharing knowledge and advice	No	0.68 %	1	1
Nodes\\Tree Nodes\\World views\\resignation	No	2.50 %	3	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\World views\\moral view	No	0.41 %	1	1
Nodes\\Tree Nodes\\World views\\the future	No	1.05 %	1	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	1.05 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	20.12 %	10	1
Nodes\\Tree Nodes\\Suffering and trauma\\involuntary memory	No	0.43 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	19.69 %	9	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	3.57 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	1.27 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\Resilience	No	2.21 %	4	1
Nodes\\Tree Nodes\\Suffering and trauma\\postponement	No	1.27 %	1	1
Nodes\\Tree Nodes\\Natural environment\\predictability of weather	No	0.97 %	1	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	3.51 %	3	1
Nodes\\Tree Nodes\\Natural environment\\tsunami experiences	No	5.52 %	4	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\transferring experience to listener	No	1.85 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\no words	No	0.54 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	0.20 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	0.90 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\memory	No	0.36 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\modesty	No	0.37 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village	No	0.30 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Dutch	No	3.58 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese	No	22.08 %	7	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese departure	No	7.11 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories tsunami	No	5.17 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\Conflict GAM	No	0.30 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the	No	1.93 %	3	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Dutch	No	5.66 %	4	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the	No	30.52 %	15	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\eyesight	No	4.30 %	5	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\health service access	No	1.99 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	2.34 %	3	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Present circumstances and recent history\\tsunami rebuilding	No	0.69 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	3.27 %	2	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	13.00 %	8	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	5.20 %	3	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	27.35 %	25	1
Nodes\\Tree Nodes\\Poverty and livelihood\\inequity	No	3.17 %	1	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	4.73 %	5	1
Nodes\\Tree Nodes\\The body\\rock mining	No	6.01 %	7	1
Nodes\\Tree Nodes\\The body\\livelihood impact on body	No	2.40 %	2	1
Nodes\\Tree Nodes\\The body\\injury	No	11.90 %	5	1
Nodes\\Tree Nodes\\The body\\conflict effect on body	No	4.90 %	2	1
<b>Classification: Case</b>				
Nodes\\Cases\\Ishak	No	100.00 %	1	1
<b>Internals\\Interviews\\-s</b>				
<b>Node</b>				
<b>Classification: Unclassified</b>				
Nodes\\Free Nodes\\oldness	No	0.13 %	1	1
Nodes\\Free Nodes\\sharing culture or history	No	4.24 %	2	1
Nodes\\Tree Nodes\\World views\\sharing knowledge and advice	No	1.04 %	3	1
Nodes\\Tree Nodes\\World views\\resignation	No	0.73 %	2	1
Nodes\\Tree Nodes\\World views\\regret or missed opportunity	No	0.61 %	3	1
Nodes\\Tree Nodes\\World views\\moral view	No	0.18 %	1	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	0.98 %	3	1
Nodes\\Tree Nodes\\World views\\death of others	No	0.71 %	5	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	9.30 %	24	1
Nodes\\Tree Nodes\\Suffering and trauma\\involuntary memory	No	0.64 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	0.85 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	0.37 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	1.34 %	6	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	2.89 %	6	1
Nodes\\Tree Nodes\\Suffering and trauma\\Resilience	No	1.64 %	4	1
Nodes\\Tree Nodes\\Suffering and trauma\\postponement	No	0.47 %	1	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick	No	1.80 %	3	1
Nodes\\Tree Nodes\\Natural environment\\land sea connection	No	2.54 %	8	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	0.73 %	1	1
Nodes\\Tree Nodes\\Natural environment\\tsunami experiences	No	2.90 %	8	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\no words	No	1.30 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	0.31 %	5	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	0.30 %	4	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\metaphor	No	0.78 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\memory loss	No	1.12 %	8	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories DI	No	0.30 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village	No	0.59 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories GAM	No	2.80 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese	No	1.02 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese departure	No	1.40 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories tsunami	No	1.00 %	4	1
Nodes\\Tree Nodes\\War and conflict experiences\\Conflict GAM military	No	8.20 %	14	1
Nodes\\Tree Nodes\\War and conflict experiences\\Darul Islam	No	2.08 %	10	1
Nodes\\Tree Nodes\\War and conflict experiences\\denial to GAM military	No	1.42 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the Japanese	No	1.52 %	4	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Japanese	No	6.34 %	24	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age class	No	0.77 %	4	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\daily activity in the present	No	0.10 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	2.26 %	5	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	2.05 %	8	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\tsunami rebuilding	No	1.50 %	3	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	2.96 %	6	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	10.81 %	21	1
Nodes\\Tree Nodes\\Poverty and livelihood\\clothing shortages	No	0.66 %	2	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	20.19 %	61	1
Nodes\\Tree Nodes\\The body\\travel and transport	No	0.75 %	2	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	0.82 %	3	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\The body\\fishing	No	9.79 %	38	1
Classification: Case				
Nodes\\Cases\\Idris	No	100.00 %	1	1
<b>Internals\\Interviews\\M-d</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\\Free Nodes\\knowing not remembering	No	2.99 %	1	1
Nodes\\Free Nodes\\sharing culture or history	No	8.85 %	5	1
Nodes\\Tree Nodes\\World views\\God as cause	No	4.80 %	6	1
Nodes\\Tree Nodes\\World views\\tsunami causes	No	1.45 %	1	1
Nodes\\Tree Nodes\\World views\\pessimism	No	3.93 %	3	1
Nodes\\Tree Nodes\\World views\\resignation	No	0.21 %	1	1
Nodes\\Tree Nodes\\World views\\regret or missed opportunity	No	0.22 %	1	1
Nodes\\Tree Nodes\\World views\\moral view	No	11.44 %	7	1
Nodes\\Tree Nodes\\World views\\the future	No	2.43 %	1	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	4.28 %	5	1
Nodes\\Tree Nodes\\World views\\death of others	No	3.86 %	6	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	16.34 %	12	1
Nodes\\Tree Nodes\\Suffering and trauma\\Involuntary memory	No	0.45 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	1.65 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\chaos	No	0.91 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	2.45 %	5	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	4.93 %	6	1
Nodes\\Tree Nodes\\Suffering and trauma\\Resilience	No	1.95 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\postponement	No	2.50 %	3	1
Nodes\\Tree Nodes\\Natural environment\\land sea connection	No	2.61 %	1	1
Nodes\\Tree Nodes\\Natural environment\\predictability of weather	No	1.77 %	1	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	9.83 %	8	1
Nodes\\Tree Nodes\\Natural environment\\tsunami experiences	No	22.08 %	13	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories weather	No	3.12 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\no words	No	0.19 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	1.66 %	8	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	1.74 %	9	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\metaphor	No	0.56 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\memory loss	No	0.47 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\modesty	No	0.40 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village	No	4.37 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories GAM	No	1.18 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese	No	2.98 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese departure	No	3.95 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Tjumbok	No	15.72 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories tsunami	No	18.57 %	2	1
Nodes\\Tree Nodes\\War and conflict experiences\\communism	No	1.28 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\Conflict GAM	No	12.55 %	9	1
Nodes\\Tree Nodes\\War and conflict experiences\\Darul Islam	No	1.28 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\denial to GAM	No	1.18 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the Japanese	No	6.21 %	6	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Dutch	No	1.24 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Japanese	No	12.40 %	5	1
Nodes\\Tree Nodes\\War and conflict experiences\\Tjumbok rebellion	No	9.77 %	5	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age class	No	2.88 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	1.46 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\tsunami rebuilding	No	5.14 %	3	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	1.04 %	2	1
Nodes\\Tree Nodes\\Poverty and livelihood\\tsunami impacts on livelihood	No	4.38 %	4	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	9.59 %	5	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	2.61 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\clothing shortages	No	0.54 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	16.04 %	10	1
Nodes\\Tree Nodes\\Poverty and livelihood\\inequity	No	5.44 %	3	1
Nodes\\Tree Nodes\\Poverty and livelihood\\help from others	No	0.45 %	1	1
Classification: Case				
Nodes\\Cases\\Majid	No	100.00 %	1	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
<b>Internals\\Interviews\\M-m</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\\Free Nodes\\oldness	No	0.17 %	1	1
Nodes\\Free Nodes\\interviewer insensitivity	No	0.91 %	1	1
Nodes\\Free Nodes\\sharing culture or history	No	2.06 %	1	1
Nodes\\Tree Nodes\\World views\\happiness or peace	No	0.11 %	1	1
Nodes\\Tree Nodes\\World views\\sharing knowledge and advice	No	0.28 %	1	1
Nodes\\Tree Nodes\\World views\\regret or missed opportunity	No	0.54 %	1	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	0.82 %	1	1
Nodes\\Tree Nodes\\World views\\death of others	No	4.05 %	8	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	12.16 %	8	1
Nodes\\Tree Nodes\\Suffering and trauma\\Involuntary memory	No	1.05 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	3.33 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	2.17 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	4.33 %	5	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	0.54 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\Resilience	No	1.75 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\postponement	No	3.18 %	4	1
Nodes\\Tree Nodes\\Natural environment\\tsunami experiences	No	10.80 %	6	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\no words	No	0.15 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	1.37 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	4.12 %	12	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories about family	No	2.70 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese	No	13.88 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories tsunami	No	11.45 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the Japanese	No	9.75 %	9	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Dutch	No	1.34 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Japanese	No	4.01 %	4	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age class	No	2.23 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\daily activity in the present	No	0.37 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	11.27 %	14	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Present circumstances and recent history\\health service access	No	3.99 %	3	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	1.91 %	3	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\tsunami rebuilding	No	2.67 %	3	1
Nodes\\Tree Nodes\\Poverty and livelihood\\tsunami impacts on livelihood	No	3.79 %	2	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	2.04 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	1.00 %	2	1
Nodes\\Tree Nodes\\Poverty and livelihood\\clothing shortages	No	0.60 %	2	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	26.21 %	27	1
Nodes\\Tree Nodes\\Poverty and livelihood\\inequity	No	13.87 %	1	1
Nodes\\Tree Nodes\\The body\\travel and transport	No	2.96 %	2	1
Nodes\\Tree Nodes\\The body\\salt making	No	17.26 %	6	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	9.98 %	11	1
Nodes\\Tree Nodes\\The body\\livelihood impact on body	No	2.05 %	2	1
Nodes\\Tree Nodes\\The body\\conflict effect on body	No	1.34 %	1	1
<b>Classification: Case</b>				
Nodes\\Cases\\Maryam	No	100.00 %	1	1
<b>Internals\\Interviews\\R-h</b>				
<b>Node</b>				
<b>Classification: Unclassified</b>				
Nodes\\Free Nodes\\oldness	No	0.49 %	1	1
Nodes\\Free Nodes\\sharing culture or history	No	3.76 %	3	1
Nodes\\Free Nodes\\invisible losses	No	2.44 %	2	1
Nodes\\Tree Nodes\\World views\\God as cause	No	8.71 %	9	1
Nodes\\Tree Nodes\\World views\\young state versus old state	No	2.14 %	2	1
Nodes\\Tree Nodes\\World views\\happiness or peace	No	4.50 %	5	1
Nodes\\Tree Nodes\\World views\\pessimism	No	1.58 %	1	1
Nodes\\Tree Nodes\\World views\\resignation	No	2.55 %	2	1
Nodes\\Tree Nodes\\World views\\moral view	No	3.26 %	3	1
Nodes\\Tree Nodes\\World views\\the future	No	2.66 %	3	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	3.77 %	4	1
Nodes\\Tree Nodes\\World views\\death of others	No	7.75 %	8	1
Nodes\\Tree Nodes\\World views\\death of self	No	6.46 %	4	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	24.91 %	17	1
Nodes\\Tree Nodes\\Suffering and trauma\\involuntary memory	No	1.53 %	4	1
Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	17.90 %	11	1
Nodes\\Tree Nodes\\Suffering and trauma\\chaos	No	1.29 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	3.81 %	5	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	22.53 %	17	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	6.87 %	7	1
Nodes\\Tree Nodes\\Suffering and trauma\\Resilience	No	4.01 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\postponement	No	0.61 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick	No	6.27 %	7	1
Nodes\\Tree Nodes\\Natural environment\\irrigation	No	1.95 %	2	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	1.26 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\transferring experience to listener	No	3.12 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	2.49 %	8	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	0.21 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\metaphor	No	1.57 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\memory loss	No	0.15 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories DI	No	9.98 %	7	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\modesty	No	0.76 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village	No	1.31 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories GAM	No	4.58 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese	No	1.96 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\Conflict GAM	No	9.59 %	7	1
Nodes\\Tree Nodes\\War and conflict experiences\\Darul Islam	No	14.58 %	14	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Japanese	No	0.89 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age	No	1.80 %	4	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	17.78 %	17	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	0.54 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	13.94 %	13	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	7.78 %	5	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	31.75 %	28	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Poverty and livelihood\\clothing shortages	No	3.85 %	3	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	12.58 %	11	1
Nodes\\Tree Nodes\\Poverty and livelihood\\inequity	No	1.07 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\help from others	No	6.09 %	7	1
Nodes\\Tree Nodes\\The body\\travel and transport	No	1.76 %	2	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	4.31 %	3	1
Nodes\\Tree Nodes\\The body\\disability	No	2.36 %	4	1
Classification: Case				
Nodes\\Cases\\Rahimah	No	100.00 %	1	1

### Internals\\Interviews\\R-z

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Node				
Classification: Unclassified				
Nodes\\Free Nodes\\oldness	No	0.16 %	1	1
Nodes\\Free Nodes\\sharing culture or history	No	8.00 %	3	1
Nodes\\Tree Nodes\\World views\\God as cause	No	4.67 %	2	1
Nodes\\Tree Nodes\\World views\\happiness or peace	No	1.85 %	2	1
Nodes\\Tree Nodes\\World views\\sharing knowledge and advice	No	1.79 %	2	1
Nodes\\Tree Nodes\\World views\\regret or missed opportunity	No	2.54 %	1	1
Nodes\\Tree Nodes\\World views\\moral view	No	1.28 %	1	1
Nodes\\Tree Nodes\\World views\\death of others	No	1.56 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	3.97 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	2.98 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	0.20 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	1.77 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	0.24 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\Resilience	No	1.40 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\postponement	No	0.73 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick	No	0.94 %	1	1
Nodes\\Tree Nodes\\Natural environment\\land sea connection	No	2.54 %	1	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	4.61 %	4	1
Nodes\\Tree Nodes\\Natural environment\\tsunami experiences	No	8.74 %	6	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	0.91 %	3	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	0.18 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\metaphor	No	1.11 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village	No	3.92 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories GAM	No	2.99 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese	No	3.81 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese departure	No	6.88 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories tsunami	No	6.45 %	2	1
Nodes\\Tree Nodes\\War and conflict experiences\\Conflict GAM	No	4.54 %	5	1
Nodes\\Tree Nodes\\War and conflict experiences\\Darul Islam	No	6.37 %	10	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the tsunami	No	0.64 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the tsunami	No	8.28 %	9	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age class	No	1.64 %	4	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\daily activity in the present	No	0.36 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	3.89 %	4	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\health service access	No	2.24 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\role in the village	No	1.35 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	4.03 %	4	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\tsunami rebuilding	No	0.55 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	3.46 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\tsunami impacts on livelihood	No	8.97 %	8	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	4.56 %	5	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	4.78 %	6	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	14.84 %	15	1
Nodes\\Tree Nodes\\Poverty and livelihood\\help from others	No	1.94 %	2	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	5.42 %	4	1
Classification: Case				
Nodes\\Cases\\Raza	No	100.00 %	1	1

### Internals\\Interviews\\S-f

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Node				
Classification: Unclassified				
Nodes\\Free Nodes\\oldness	No	0.09 %	1	1
Nodes\\Free Nodes\\sharing culture or history	No	11.89 %	4	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\World views\\God as cause	No	0.93 %	2	1
Nodes\\Tree Nodes\\World views\\tsunami causes	No	0.89 %	2	1
Nodes\\Tree Nodes\\World views\\young state versus old state	No	3.14 %	3	1
Nodes\\Tree Nodes\\World views\\happiness or peace	No	0.40 %	2	1
Nodes\\Tree Nodes\\World views\\pessimism	No	2.23 %	1	1
Nodes\\Tree Nodes\\World views\\sharing knowledge and advice	No	19.72 %	16	1
Nodes\\Tree Nodes\\World views\\resignation	No	1.87 %	3	1
Nodes\\Tree Nodes\\World views\\regret or missed opportunity	No	3.41 %	5	1
Nodes\\Tree Nodes\\World views\\moral view	No	16.19 %	12	1
Nodes\\Tree Nodes\\World views\\the future	No	1.12 %	1	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	8.00 %	14	1
Nodes\\Tree Nodes\\World views\\death of others	No	0.70 %	2	1
Nodes\\Tree Nodes\\World views\\death of self	No	0.28 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\chaos	No	0.24 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	1.43 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	0.72 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	2.99 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick	No	0.43 %	1	1
Nodes\\Tree Nodes\\Natural environment\\land sea connection	No	3.44 %	8	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	3.88 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\transferring experience to listener	No	4.16 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	2.01 %	12	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	2.30 %	10	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\metaphor	No	1.65 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\modesty	No	0.44 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese	No	4.16 %	2	1
Nodes\\Tree Nodes\\War and conflict experiences\\communism	No	0.33 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the Japanese	No	1.73 %	4	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Dutch	No	1.65 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Japanese	No	6.55 %	3	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age	No	0.68 %	2	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Present circumstances and recent history\\daily activity in the present	No	7.17 %	12	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	6.94 %	10	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\role in the village	No	10.09 %	15	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	22.83 %	19	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	4.95 %	4	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	10.15 %	10	1
Nodes\\Tree Nodes\\Poverty and livelihood\\clothing shortages	No	1.06 %	2	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	7.25 %	14	1
Nodes\\Tree Nodes\\Poverty and livelihood\\help from others	No	4.37 %	4	1
Nodes\\Tree Nodes\\The body\\travel and transport	No	1.98 %	5	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	12.33 %	22	1
Classification: Case				
Nodes\\Cases\\Sufi	No	100.00 %	1	1
<b>Internals\\Interviews\\S-h</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\\Free Nodes\\sharing culture or history	No	15.18 %	6	1
Nodes\\Tree Nodes\\World views\\God as cause	No	2.97 %	3	1
Nodes\\Tree Nodes\\World views\\young state versus old state	No	1.94 %	2	1
Nodes\\Tree Nodes\\World views\\happiness or peace	No	6.64 %	9	1
Nodes\\Tree Nodes\\World views\\sharing knowledge and advice	No	1.48 %	3	1
Nodes\\Tree Nodes\\World views\\regret or missed opportunity	No	0.60 %	1	1
Nodes\\Tree Nodes\\World views\\moral view	No	0.20 %	1	1
Nodes\\Tree Nodes\\World views\\the future	No	1.58 %	1	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	0.84 %	2	1
Nodes\\Tree Nodes\\World views\\death of others	No	1.02 %	1	1
Nodes\\Tree Nodes\\World views\\death of self	No	0.32 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	2.42 %	7	1
Nodes\\Tree Nodes\\Suffering and trauma\\involuntary memory	No	0.52 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	0.93 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	2.75 %	6	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	1.97 %	4	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Suffering and trauma\\postponement	No	0.07 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick	No	2.84 %	4	1
Nodes\\Tree Nodes\\Natural environment\\irrigation	No	5.08 %	9	1
Nodes\\Tree Nodes\\Natural environment\\land sea connection	No	1.43 %	3	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	4.61 %	9	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	0.14 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	1.86 %	8	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\modesty	No	0.49 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village	No	2.20 %	3	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese departure	No	2.60 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\communism	No	0.71 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\Conflict GAM	No	2.14 %	3	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the Japanese	No	3.04 %	5	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Dutch	No	1.21 %	2	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Japanese	No	10.97 %	19	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age class	No	1.92 %	6	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\daily activity in the present	No	7.76 %	12	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\eyesight	No	0.41 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	4.61 %	5	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\health service access	No	2.34 %	3	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\role in the village	No	5.57 %	9	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	5.52 %	7	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	9.29 %	14	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	4.03 %	5	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	3.91 %	7	1
Nodes\\Tree Nodes\\Poverty and livelihood\\clothing shortages	No	0.78 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	11.93 %	22	1
Nodes\\Tree Nodes\\Poverty and livelihood\\help from others	No	2.23 %	4	1
Nodes\\Tree Nodes\\The body\\poverty impact on body	No	0.97 %	1	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	5.05 %	14	1
Nodes\\Tree Nodes\\The body\\conflict effect on body	No	2.26 %	2	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Classification: Case				
Nodes\\Cases\\Saleh	No	100.00 %	1	1
<b>Internals\\Interviews\\S-I</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\\Free Nodes\\oldness	No	0.28 %	1	1
Nodes\\Free Nodes\\interviewer insensitivity	No	1.10 %	1	1
Nodes\\Free Nodes\\sharing culture or history	No	1.62 %	1	1
Nodes\\Free Nodes\\housing	No	0.58 %	1	1
Nodes\\Tree Nodes\\World views\\God as cause	No	9.27 %	14	1
Nodes\\Tree Nodes\\World views\\tsunami causes	No	1.88 %	2	1
Nodes\\Tree Nodes\\World views\\young state versus old state	No	1.62 %	3	1
Nodes\\Tree Nodes\\World views\\happiness or peace	No	0.17 %	1	1
Nodes\\Tree Nodes\\World views\\pessimism	No	2.68 %	3	1
Nodes\\Tree Nodes\\World views\\sharing knowledge and advice	No	0.97 %	2	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	1.63 %	5	1
Nodes\\Tree Nodes\\World views\\death of others	No	4.69 %	9	1
Nodes\\Tree Nodes\\World views\\death of self	No	0.70 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	5.03 %	9	1
Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	0.79 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	3.33 %	5	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	3.97 %	4	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	3.34 %	4	1
Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick	No	1.83 %	2	1
Nodes\\Tree Nodes\\Natural environment\\earthquake	No	2.49 %	1	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	2.21 %	3	1
Nodes\\Tree Nodes\\Natural environment\\tsunami experiences	No	3.17 %	6	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories weather	No	3.75 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	1.14 %	6	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	2.15 %	6	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\metaphor	No	1.10 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\memory loss	No	1.37 %	4	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\modesty	No	1.73 %	5	1
Nodes\\Tree Nodes\\War and conflict experiences\\Darul Islam	No	0.15 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the	No	5.97 %	3	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the	No	4.75 %	7	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age	No	0.32 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\daily activity in the present	No	6.29 %	10	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\eyesight	No	1.04 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	11.41 %	21	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\health service access	No	0.43 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	2.63 %	4	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	12.46 %	20	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	7.29 %	9	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	19.93 %	21	1
Nodes\\Tree Nodes\\Poverty and livelihood\\clothing shortages	No	3.65 %	5	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	7.20 %	10	1
Nodes\\Tree Nodes\\Poverty and livelihood\\help from others	No	5.12 %	8	1
Nodes\\Tree Nodes\\The body\\tsunami impacts on body	No	3.72 %	5	1
Nodes\\Tree Nodes\\The body\\travel and transport	No	1.38 %	4	1
Nodes\\Tree Nodes\\The body\\poverty impact on body	No	2.12 %	3	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	15.95 %	27	1
Nodes\\Tree Nodes\\The body\\disability	No	3.40 %	4	1
Nodes\\Tree Nodes\\The body\\conflict effect on body	No	0.16 %	1	1
Nodes\\Tree Nodes\\The body\\body impact of natural disaster	No	2.46 %	3	1
Classification: Case				
Nodes\\Cases\\Salamah	No	100.00 %	1	1
<b>Internals\\Interviews\\S-p</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\\Free Nodes\\sharing culture or history	No	19.41 %	5	1
Nodes\\Tree Nodes\\World views\\God as cause	No	3.76 %	7	1
Nodes\\Tree Nodes\\World views\\young state versus old state	No	12.78 %	5	1
Nodes\\Tree Nodes\\World views\\happiness or peace	No	7.51 %	8	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\World views\\sharing knowledge and advice	No	4.81 %	5	1
Nodes\\Tree Nodes\\World views\\regret or missed opportunity	No	0.57 %	1	1
Nodes\\Tree Nodes\\World views\\the future	No	1.51 %	1	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	1.89 %	2	1
Nodes\\Tree Nodes\\World views\\death of self	No	1.32 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	5.88 %	5	1
Nodes\\Tree Nodes\\Suffering and trauma\\involuntary memory	No	1.14 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	2.90 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\chaos	No	1.85 %	4	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	1.47 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	4.17 %	6	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	3.70 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick	No	0.56 %	1	1
Nodes\\Tree Nodes\\Natural environment\\irrigation	No	18.87 %	17	1
Nodes\\Tree Nodes\\Natural environment\\land sea connection	No	4.59 %	7	1
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	1.09 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda	No	0.16 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	1.86 %	9	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\memory	No	0.28 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\modesty	No	0.78 %	2	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village	No	1.19 %	2	1
Nodes\\Tree Nodes\\War and conflict experiences\\communism	No	5.15 %	4	1
Nodes\\Tree Nodes\\War and conflict experiences\\Conflict GAM	No	2.82 %	3	1
Nodes\\Tree Nodes\\War and conflict experiences\\Darul Islam	No	8.96 %	5	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Dutch	No	0.27 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the	No	0.17 %	1	1
Nodes\\Tree Nodes\\War and conflict experiences\\Tjumbok rebellion	No	0.55 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age	No	0.36 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\daily activity in the present	No	10.70 %	7	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	9.42 %	13	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\role in the village	No	3.50 %	3	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	6.28 %	6	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	7.66 %	9	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	11.14 %	6	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	24.46 %	20	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	43.02 %	24	1
Nodes\\Tree Nodes\\Poverty and livelihood\\help from others	No	2.71 %	3	1
Nodes\\Tree Nodes\\The body\\travel and transport	No	1.62 %	2	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	9.35 %	9	1
Nodes\\Tree Nodes\\The body\\livelihood impact on body	No	2.37 %	3	1
Classification: Case				
Nodes\\Cases\\Sapiah	No	100.00 %	1	1
<b>Internals\\Interviews\\Y-h</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\\Free Nodes\\sharing culture or history	No	19.36 %	3	1
Nodes\\Free Nodes\\poignancy	No	4.45 %	2	1
Nodes\\Tree Nodes\\World views\\pessimism	No	2.16 %	1	1
Nodes\\Tree Nodes\\World views\\resignation	No	2.00 %	1	1
Nodes\\Tree Nodes\\World views\\moral view	No	2.05 %	1	1
Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	1.71 %	1	1
Nodes\\Tree Nodes\\World views\\death of others	No	4.64 %	3	1
Nodes\\Tree Nodes\\World views\\death of self	No	4.21 %	2	1
Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma	No	12.02 %	6	1
Nodes\\Tree Nodes\\Suffering and trauma\\involuntary memory	No	3.43 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	3.22 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\education	No	2.45 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young	No	5.90 %	3	1
Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life	No	1.44 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\postponement	No	0.70 %	1	1
Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick	No	5.25 %	2	1
Nodes\\Tree Nodes\\Natural environment\\land sea connection	No	1.89 %	1	1
Nodes\\Tree Nodes\\Natural environment\\tigers	No	2.22 %	1	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
Nodes\\Tree Nodes\\Natural environment\\weather changes	No	4.34 %	1	1
Nodes\\Tree Nodes\\Natural environment\\tsunami experiences	No	2.19 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process	No	4.89 %	4	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\modesty	No	0.67 %	1	1
Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village	No	5.86 %	3	1
Nodes\\Tree Nodes\\War and conflict experiences\\life after the Japanese	No	2.85 %	2	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Dutch	No	3.59 %	2	1
Nodes\\Tree Nodes\\War and conflict experiences\\life under the Japanese	No	18.47 %	7	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\age class	No	0.59 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\daily activity in the present	No	4.72 %	3	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present	No	2.45 %	2	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\health service access	No	2.32 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\role in the village	No	0.59 %	1	1
Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions	No	1.07 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\tsunami impacts on livelihood	No	6.23 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages	No	5.24 %	2	1
Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances	No	1.53 %	1	1
Nodes\\Tree Nodes\\Poverty and livelihood\\clothing shortages	No	2.53 %	2	1
Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	22.71 %	8	1
Nodes\\Tree Nodes\\Poverty and livelihood\\help from others	No	1.89 %	1	1
Nodes\\Tree Nodes\\The body\\travel and transport	No	4.69 %	3	1
Nodes\\Tree Nodes\\The body\\salt making	No	0.48 %	1	1
Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	7.21 %	4	1
Nodes\\Tree Nodes\\The body\\conflict effect on body	No	0.86 %	1	1
Classification: Case				
Nodes\\Cases\\Yahya	No	100.00 %	1	1
<b>Memo</b>				
<b>Memos\\death as stopping</b>				
<b>Node</b>				
Classification: Unclassified				
Nodes\\Tree Nodes\\World views\\death of self	No	100.00 %	1	1

Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
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### Memos\\denial to GAM military

#### Node

Classification: Unclassified

Nodes\\Tree Nodes\\War and conflict experiences\\denial to GAM military	No	100.00 %	1	1
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### Memos\\Involuntary memory

#### Node

Classification: Unclassified

Nodes\\Tree Nodes\\Suffering and trauma\\Involuntary memory	No	100.00 %	1	1
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### Memos\\no words

#### Node

Classification: Unclassified

Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\no words	No	100.00 %	1	1
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### Memos\\parents taken away or sick

#### Node

Classification: Unclassified

Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick	No	100.00 %	1	1
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### Memos\\postponement

#### Node

Classification: Unclassified

Nodes\\Tree Nodes\\Suffering and trauma\\postponement	No	100.00 %	1	1
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### Memos\\Predictability of weather

#### Node

Classification: Unclassified

Nodes\\Tree Nodes\\Natural environment\\predictability of weather	No	100.00 %	1	1
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### Memos\\Resignation

#### Node

Classification: Unclassified

Nodes\\Tree Nodes\\World views\\young state versus old state	No	95.67 %	1	1
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Nodes\\Tree Nodes\\World views\\pessimism	No	95.67 %	1	1
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Nodes\\Tree Nodes\\World views\\resignation	No	100.00 %	1	1
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Nodes\\Tree Nodes\\World views\\regret or missed opportunity	No	95.67 %	1	1
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Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	95.67 %	1	1
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Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life	No	95.67 %	1	1
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Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	95.67 %	1	1
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Hierarchical Name	Aggregate	Coverage	Number of References from Source Coded at Node	Number of Users Coding Source at Node
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### Memos\\Resilience

#### Node

Classification: Unclassified

Nodes\\Tree Nodes\\World views\\fatalism and acceptance	No	96.44 %	1	1
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Nodes\\Tree Nodes\\Suffering and trauma\\trauma	No	96.44 %	1	1
---	----	---------	---	---

Nodes\\Tree Nodes\\Suffering and trauma\\Resilience	No	100.00 %	1	1
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Nodes\\Tree Nodes\\Natural environment\\land sea connection	No	96.44 %	1	1
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Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood	No	96.44 %	1	1
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Nodes\\Tree Nodes\\The body\\physical weakness or strength	No	96.44 %	1	1
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### Memos\\Talking about work

#### Node

Classification: Unclassified

Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\talking about work	No	100.00 %	1	1
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Coding Summary Report

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded	Proportion Coded
<b>Nodes\\Free Nodes\\eschatology</b>						
Nickname: —						Aggregated: No
Document	5	6	228	19	0	0
<b>Nodes\\Free Nodes\\housing</b>						
Nickname: —						Aggregated: No
Document	1	1	34	1	0	0
<b>Nodes\\Free Nodes\\interviewer insensitivity</b>						
Nickname: —						Aggregated: No
Document	7	15	695	55	0	0
<b>Nodes\\Free Nodes\\invisible losses</b>						
Nickname: —						Aggregated: No
Document	1	2	91	2	0	0
<b>Nodes\\Free Nodes\\knowing not remembering</b>						
Nickname: —						Aggregated: No
Document	7	13	1089	29	0	0
<b>Nodes\\Free Nodes\\materializing past</b>						
Nickname: —						Aggregated: No
Document	12	83	5917	226	0	0
<b>Nodes\\Free Nodes\\oldness</b>						
Nickname: —						Aggregated: No
Document	12	14	286	28	0	0
<b>Nodes\\Free Nodes\\poignancy</b>						
Nickname: —						Aggregated: No
Document	1	2	47	3	0	0
<b>Nodes\\Free Nodes\\sharing culture or history</b>						
Nickname: —						Aggregated: No
Document	16	51	5113	140	0	0
<b>Nodes\\Free Nodes\\synoptic view</b>						
Nickname: —						Aggregated: No
Document	10	39	3366	149	0	0
<b>Nodes\\Free Nodes\\talking subjects</b>						
Nickname: —						Aggregated: No
Document	3	3	68	3	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling</b>						
Nickname: —						Aggregated: No
	0	0	0	0	0	0

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded	Proportion Coded
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\coda</b>						
Nickname: —						Aggregated: No
Document	20	83	826	83	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\history of village</b>						
Nickname: —						Aggregated: No
Document	17	52	2151	62	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\interview process</b>						
Nickname: —						Aggregated: No
Document	22	121	1373	131	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\memory loss</b>						
Nickname: —						Aggregated: No
Document	15	44	627	51	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\metaphor</b>						
Nickname: —						Aggregated: No
Document	10	13	439	13	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\modesty</b>						
Nickname: —						Aggregated: No
Document	14	30	533	34	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\no words</b>						
Nickname: —						Aggregated: No
Document	13	23	302	33	0	0
Memo	1	1	54	2	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories about family</b>						
Nickname: —						Aggregated: No
Document	3	6	500	8	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories about work</b>						
Nickname: —						Aggregated: No
Document	2	2	188	2	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories DI</b>						
Nickname: —						Aggregated: No
Document	2	8	380	14	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Dutch</b>						
Nickname: —						Aggregated: No
Document	1	1	110	1	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories GAM</b>						
Nickname: —						Aggregated: No
Document	6	14	1146	18	0	0

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded	Proportion Coded
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese</b>						
Nickname: —		Category: —			Aggregated: No	
Document	13	28	3533	142	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Japanese departure</b>						
Nickname: —		Category: —			Aggregated: No	
Document	7	12	993	58	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories PKI</b>						
Nickname: —		Category: —			Aggregated: No	
Document	1	1	194	3	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories Tjumbok</b>						
Nickname: —		Category: —			Aggregated: No	
Document	1	1	704	35	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories tsunami</b>						
Nickname: —		Category: —			Aggregated: No	
Document	8	15	2812	107	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\seeds of stories weather</b>						
Nickname: —		Category: —			Aggregated: No	
Document	5	7	553	23	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\talking about work</b>						
Nickname: —		Category: —			Aggregated: No	
Memo	1	1	41	2	0	0
<b>Nodes\\Tree Nodes\\Fragments and stories, ways of telling\\transferring experience to listener</b>						
Nickname: —		Category: —			Aggregated: No	
Document	10	21	1559	25	0	0
<b>Nodes\\Tree Nodes\\Natural environment</b>						
Nickname: —		Category: —			Aggregated: No	
	0	0	0	0	0	0
<b>Nodes\\Tree Nodes\\Natural environment\\earthquake</b>						
Nickname: —		Category: —			Aggregated: No	
Document	3	3	182	13	0	0
<b>Nodes\\Tree Nodes\\Natural environment\\irrigation</b>						
Nickname: —		Category: —			Aggregated: No	
Document	6	38	1787	38	0	0
<b>Nodes\\Tree Nodes\\Natural environment\\land sea connection</b>						
Nickname: —		Category: —			Aggregated: No	
Document	12	41	1195	45	0	0
Memo	1	1	35	3	0	0

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded	Proportion Coded
<b>Nodes\\Tree Nodes\\Natural environment\\predictability of weather</b>						
Nickname: —		Category: —			Aggregated: No	
Document	3	3	168	3	0	0
Memo	1	1	32	2	0	0
<b>Nodes\\Tree Nodes\\Natural environment\\tigers</b>						
Nickname: —		Category: —			Aggregated: No	
Document	2	3	87	3	0	0
<b>Nodes\\Tree Nodes\\Natural environment\\tsunami experiences</b>						
Nickname: —		Category: —			Aggregated: No	
Document	13	102	4830	158	0	0
<b>Nodes\\Tree Nodes\\Natural environment\\weather changes</b>						
Nickname: —		Category: —			Aggregated: No	
Document	21	77	3091	90	0	0
<b>Nodes\\Tree Nodes\\Poverty and livelihood</b>						
Nickname: —		Category: —			Aggregated: No	
	0	0	0	0	0	0
<b>Nodes\\Tree Nodes\\Poverty and livelihood\\clothing shortages</b>						
Nickname: —		Category: —			Aggregated: No	
Document	14	28	1022	28	0	0
<b>Nodes\\Tree Nodes\\Poverty and livelihood\\economic circumstances</b>						
Nickname: —		Category: —			Aggregated: No	
Document	23	231	10752	250	0	0
<b>Nodes\\Tree Nodes\\Poverty and livelihood\\food shortages</b>						
Nickname: —		Category: —			Aggregated: No	
Document	22	128	6418	138	0	0
<b>Nodes\\Tree Nodes\\Poverty and livelihood\\help from others</b>						
Nickname: —		Category: —			Aggregated: No	
Document	17	52	1847	59	0	0
<b>Nodes\\Tree Nodes\\Poverty and livelihood\\Inequity</b>						
Nickname: —		Category: —			Aggregated: No	
Document	10	14	1224	54	0	0
<b>Nodes\\Tree Nodes\\Poverty and livelihood\\livelihood</b>						
Nickname: —		Category: —			Aggregated: No	
Document	23	450	16985	567	0	0
Memo	1	1	35	3	0	0

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded	Proportion Coded
<b>Nodes\\Tree Nodes\\Poverty and livelihood\\tsunami impacts on livelihood</b>						
Nickname: —	Category: —		Aggregated: No			
Document	8	28	1047	45	0	0
<b>Nodes\\Tree Nodes\\Present circumstances and recent history</b>						
Nickname: —	Category: —		Aggregated: No			
	0	0	0	0	0	0
<b>Nodes\\Tree Nodes\\Present circumstances and recent history\\age clues</b>						
Nickname: —	Category: —		Aggregated: No			
Document	21	70	1424	118	0	0
<b>Nodes\\Tree Nodes\\Present circumstances and recent history\\daily activity in the present</b>						
Nickname: —	Category: —		Aggregated: No			
Document	16	71	2628	81	0	0
<b>Nodes\\Tree Nodes\\Present circumstances and recent history\\eyesight</b>						
Nickname: —	Category: —		Aggregated: No			
Document	6	15	400	23	0	0
<b>Nodes\\Tree Nodes\\Present circumstances and recent history\\family relationships at present</b>						
Nickname: —	Category: —		Aggregated: No			
Document	22	172	5440	239	0	0
<b>Nodes\\Tree Nodes\\Present circumstances and recent history\\health service access</b>						
Nickname: —	Category: —		Aggregated: No			
Document	8	14	631	34	0	0
<b>Nodes\\Tree Nodes\\Present circumstances and recent history\\prayer and daily religious life</b>						
Nickname: —	Category: —		Aggregated: No			
Document	18	115	4565	143	0	0
Memo	1	1	28	1	0	0
<b>Nodes\\Tree Nodes\\Present circumstances and recent history\\role in the village</b>						
Nickname: —	Category: —		Aggregated: No			
Document	13	63	3090	76	0	0
<b>Nodes\\Tree Nodes\\Present circumstances and recent history\\social interactions</b>						
Nickname: —	Category: —		Aggregated: No			
Document	19	66	1801	90	0	0
<b>Nodes\\Tree Nodes\\Present circumstances and recent history\\tsunami rebuilding</b>						
Nickname: —	Category: —		Aggregated: No			
Document	11	41	2006	130	0	0
<b>Nodes\\Tree Nodes\\Suffering and trauma</b>						
Nickname: —	Category: —		Aggregated: No			
	0	0	0	0	0	0

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded	Proportion Coded
<b>Nodes\\Tree Nodes\\Suffering and trauma\\chaos</b>						
Nickname: —	Category: —		Aggregated: No			
Document	5	10	221	10	0	0
<b>Nodes\\Tree Nodes\\Suffering and trauma\\education</b>						
Nickname: —	Category: —		Aggregated: No			
Document	20	84	2254	99	0	0
<b>Nodes\\Tree Nodes\\Suffering and trauma\\family relationships when young</b>						
Nickname: —	Category: —		Aggregated: No			
Document	21	112	3749	160	0	0
<b>Nodes\\Tree Nodes\\Suffering and trauma\\Involuntary memory</b>						
Nickname: —	Category: —		Aggregated: No			
Document	15	29	598	38	0	0
Memo	1	1	20	2	0	0
<b>Nodes\\Tree Nodes\\Suffering and trauma\\memory of trauma</b>						
Nickname: —	Category: —		Aggregated: No			
Document	22	186	8195	231	0	0
<b>Nodes\\Tree Nodes\\Suffering and trauma\\parents taken away or sick</b>						
Nickname: —	Category: —		Aggregated: No			
Document	15	38	1281	61	0	0
Memo	1	1	17	2	0	0
<b>Nodes\\Tree Nodes\\Suffering and trauma\\postponement</b>						
Nickname: —	Category: —		Aggregated: No			
Document	12	22	603	40	0	0
Memo	1	1	20	2	0	0
<b>Nodes\\Tree Nodes\\Suffering and trauma\\Resilience</b>						
Nickname: —	Category: —		Aggregated: No			
Document	13	25	886	27	0	0
Memo	1	1	38	4	0	0
<b>Nodes\\Tree Nodes\\Suffering and trauma\\suffering or bitter life</b>						
Nickname: —	Category: —		Aggregated: No			
Document	18	76	3001	81	0	0
<b>Nodes\\Tree Nodes\\Suffering and trauma\\trauma</b>						
Nickname: —	Category: —		Aggregated: No			
Document	16	66	3881	83	0	0
Memo	1	1	35	3	0	0

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded	Proportion Coded
<b>Nodes\\Tree Nodes\\The body</b>						
Nickname: —		Category: —			Aggregated: No	
	0	0	0	0	0	0
<b>Nodes\\Tree Nodes\\The body\\body impact of natural disaster</b>						
Nickname: —		Category: —			Aggregated: No	
Document	2	4	172	6	0	0
<b>Nodes\\Tree Nodes\\The body\\conflict effect on body</b>						
Nickname: —		Category: —			Aggregated: No	
Document	9	16	583	18	0	0
<b>Nodes\\Tree Nodes\\The body\\disability</b>						
Nickname: —		Category: —			Aggregated: No	
Document	3	11	452	23	0	0
<b>Nodes\\Tree Nodes\\The body\\fishing</b>						
Nickname: —		Category: —			Aggregated: No	
Document	4	49	945	75	0	0
<b>Nodes\\Tree Nodes\\The body\\injury</b>						
Nickname: —		Category: —			Aggregated: No	
Document	3	13	695	23	0	0
<b>Nodes\\Tree Nodes\\The body\\livelihood impact on body</b>						
Nickname: —		Category: —			Aggregated: No	
Document	7	13	550	19	0	0
<b>Nodes\\Tree Nodes\\The body\\physical weakness or strength</b>						
Nickname: —		Category: —			Aggregated: No	
Document	21	163	8217	645	0	0
Memo	2	2	63	4	0	0
<b>Nodes\\Tree Nodes\\The body\\poverty impact on body</b>						
Nickname: —		Category: —			Aggregated: No	
Document	2	4	172	4	0	0
<b>Nodes\\Tree Nodes\\The body\\rock mining</b>						
Nickname: —		Category: —			Aggregated: No	
Document	6	16	540	20	0	0
<b>Nodes\\Tree Nodes\\The body\\salt making</b>						
Nickname: —		Category: —			Aggregated: No	
Document	7	39	2668	140	0	0
<b>Nodes\\Tree Nodes\\The body\\travel and transport</b>						
Nickname: —		Category: —			Aggregated: No	
Document	16	48	1518	54	0	0

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded	Proportion Coded
<b>Nodes\\Tree Nodes\\The body\\tsunami impacts on body</b>						
Nickname: —		Category: —			Aggregated: No	
Document	5	13	466	19	0	0
<b>Nodes\\Tree Nodes\\War and conflict experiences</b>						
Nickname: —		Category: —			Aggregated: No	
	0	0	0	0	0	0
<b>Nodes\\Tree Nodes\\War and conflict experiences\\communism</b>						
Nickname: —		Category: —			Aggregated: No	
Document	7	17	769	21	0	0
<b>Nodes\\Tree Nodes\\War and conflict experiences\\Conflict GAM military</b>						
Nickname: —		Category: —			Aggregated: No	
Document	15	75	3586	82	0	0
<b>Nodes\\Tree Nodes\\War and conflict experiences\\Darul Islam</b>						
Nickname: —		Category: —			Aggregated: No	
Document	13	63	2102	75	0	0
<b>Nodes\\Tree Nodes\\War and conflict experiences\\denial to GAM military</b>						
Nickname: —		Category: —			Aggregated: No	
Document	4	4	192	4	0	0
Memo	1	1	23	2	0	0
<b>Nodes\\Tree Nodes\\War and conflict experiences\\life after the Japanese</b>						
Nickname: —		Category: —			Aggregated: No	
Document	18	78	3106	121	0	0
<b>Nodes\\Tree Nodes\\War and conflict experiences\\life under the Dutch</b>						
Nickname: —		Category: —			Aggregated: No	
Document	15	41	1838	43	0	0
<b>Nodes\\Tree Nodes\\War and conflict experiences\\life under the Japanese</b>						
Nickname: —		Category: —			Aggregated: No	
Document	23	185	8068	264	0	0
<b>Nodes\\Tree Nodes\\War and conflict experiences\\Tjumbok rebellion</b>						
Nickname: —		Category: —			Aggregated: No	
Document	8	17	1075	39	0	0
<b>Nodes\\Tree Nodes\\World views</b>						
Nickname: —		Category: —			Aggregated: No	
	0	0	0	0	0	0
<b>Nodes\\Tree Nodes\\World views\\death of others</b>						
Nickname: —		Category: —			Aggregated: No	
Document	18	75	1914	93	0	0

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded	Proportion Coded
<b>Nodes\\Tree Nodes\\World views\death of self</b>						
Nickname: — Category: — Aggregated: No						
Document	9	17	601	21	0	0
Memo	1	1	34	3	0	0
<b>Nodes\\Tree Nodes\\World views\fatalism and acceptance</b>						
Nickname: — Category: — Aggregated: No						
Document	19	71	2130	78	0	0
Memo	2	2	63	4	0	0
<b>Nodes\\Tree Nodes\\World views\God as cause</b>						
Nickname: — Category: — Aggregated: No						
Document	14	57	1947	65	0	0
<b>Nodes\\Tree Nodes\\World views\happiness or peace</b>						
Nickname: — Category: — Aggregated: No						
Document	15	66	2151	71	0	0
<b>Nodes\\Tree Nodes\\World views\moral view</b>						
Nickname: — Category: — Aggregated: No						
Document	17	53	2365	61	0	0
<b>Nodes\\Tree Nodes\\World views\pessimism</b>						
Nickname: — Category: — Aggregated: No						
Document	9	23	981	26	0	0
Memo	1	1	28	1	0	0
<b>Nodes\\Tree Nodes\\World views\regret or missed opportunity</b>						
Nickname: — Category: — Aggregated: No						
Document	14	34	1053	37	0	0
Memo	1	1	28	1	0	0
<b>Nodes\\Tree Nodes\\World views\resignation</b>						
Nickname: — Category: — Aggregated: No						
Document	10	20	526	30	0	0
Memo	1	1	31	2	0	0
<b>Nodes\\Tree Nodes\\World views\sharing knowledge and advice</b>						
Nickname: — Category: — Aggregated: No						
Document	15	61	3273	94	0	0
<b>Nodes\\Tree Nodes\\World views\the future</b>						
Nickname: — Category: — Aggregated: No						
Document	16	29	1136	37	0	0

Source Type	Number of Sources	Number of Coding References	Number of Words Coded	Number of Paragraphs Coded	Duration Coded	Proportion Coded
<b>Nodes\\Tree Nodes\\World views\tsunami causes</b>						
Nickname: — Category: — Aggregated: No						
Document	4	6	242	6	0	0
<b>Nodes\\Tree Nodes\\World views\young state versus old state</b>						
Nickname: — Category: — Aggregated: No						
Document	16	51	2630	51	0	0
Memo	1	1	28	1	0	0
<b>Results Node</b>						
<b>Results\\Life under the Japanese 7-10-09</b>						
Nickname: — Category: — Aggregated: No						
Document	23	185	8068	264	0	0
<b>Results\\rain search</b>						
Nickname: — Category: — Aggregated: No						
Document	18	50	2228	167	0	0
<b>Results\\Trauma</b>						
Nickname: — Category: — Aggregated: No						
Document	2	6	6	6	0	0
<b>Results\\Trauma (2)</b>						
Nickname: — Category: — Aggregated: No						
Document	2	6	88	6	0	0

Node Summary Report

**APPENDIX 5'EF †:**

**ACGJ 'HGNFY QTMKPVGTXYG 'TTCPUETRVU**

**Bapak A-b**  
**4-2-09**  
**L- village**

Ainul explained that Jane is able to understand Bahasa a little.

Bapak: I can't speak Bahasa.

Ainul: You can't speak Bahasa Indonesia?

Ibu H-h: Bahasa Aceh

Ainul: Bahasa Aceh would be fine. (Ainul translation)

Jane: Sedikit, *bacut-bacut*...(All laughing)

Bapak: She's speaking Acehnese too...(refer to Jane)

Ainul: *Bacut bacut*...(laughing)

Ainul: She knows some words, like *hana*, if you said *hana* she would be able to understand. She understands the meaning of *hana* and *bacut-bacut*.

Jane: So uhhh...maybe can we ask him, the story of what his life was like when he was a little boy when he was very young? (Ainul translation)

Bapak: How should I tell?

Ainul: Old memories...

Ibu H-h: Just say everything that you know.

Bapak: My story...hmm is it when I was working for my livelihood?

Ainul: Everything that you remember when you were a little, maybe you went to the rice field? Went fishing to the sea....

Bapak: I went to the sea. I went to the sea and to the mountain for rock mining when I was younger. One time when I was in the mountain, I was buried by the soil [landslides?]. In that time, I was with my two friends. So they dig out the dirt trying to rescue me. Both of my friends thought that I must be dead under there. So when they succeed in rescuing me, I don't know anything. I feel faint, it's all black. That's what I remember. They took me to the traditional massage person. I stayed at home for 7 months not realizing what has happened. (Ainul translation)

Jane: Wow...how old was he then? (Ainul translation)

Bapak: My age...uhm...maybe around 50 years old. (Ainul translation)

Jane: 15?

Ainul: 50

Jane: So is this before the Japanese? (Ainul translation)

Bapak: It happened after the Japanese time. (Ainul translation)

Ainul: How old are you know?

Bapak: I am 69 years old now. (Ainul translation)

Jane: aaa...Ok.

Ainul: What is Bapak name?

Bapak: A-b

Ainul spelling Bapak's name

Jane: Terima kasih (laughing)

Daughter: Many M. J- lives in this village, you better write Bapak name as M. A-b (Ainul translation)

Jane: So, can you tell me, when the seven months is over, what did he do? (Ainul translation)

Bapak: I've been to several *dukun* (refer to traditional medicine) and the massage place, then I am able to get up, I had chances to go to the sea again. You know, I am doing that for little *raseuki* (refer to money, livelihood etc) (Ainul translation)

Jane: So he stopped rocks mining? (Ainul translation)

Bapak: I didn't go to the mountain anymore; I spend my time in the sea. (Ainul translation)

Jane: And did he enjoy the fishing? (Ainul translation)

Bapak: Huh? When?

Ainul repeated the question

Bapak: In that time? I feel more comfortable going fishing in that time. But now, I don't go fishing any longer, I can't walk, I feel exhausted huh, and I have no strength anymore. (Ainul translation)

Jane: Maybe we can come back to when he was little, that he. Now are 69, that mean...sorry I just looking at...1940? (Ainul translation)

Bapak: My age?

Daughter: More or less sister, you know old people. (Ainul translation)

Jane: So does he remember anything about the Japanese? (Ainul translation)

Bapak: It's lost...lost...I don't remember it anymore. (Ainul translation)

Bapak: I lost my memory now, lost... (Ainul translation)

Jane: the voice not clear, but Ainul translated into whether Bapak feel pain or any physical injuries after the landslide accident.

Bapak: I feel pain all over my body, but no physical injuries, only pain in my hips from here to here (pointed), it hurt...here is hurt too (showing). Bleeding injuries was not happening. (Ainul translation)

Jane: Very lucky...wow...And what about ....

Bapak: Three days after she was born (pointed to her daughter)

Ibu H-h: Three days after his wife giving birth, the accident happened.

Ainul: This is your grand child or your daughter?

Bapak: My daughter.

Daughter: I am 30 years old now.

Jane: Are his lungs alright? (Ainul translation)

Bapak: No..no...my lung is fine. (Ainul translation)

Bapak: Sometimes when I feel the pain, is like my hip were hit by something. (Ainul translation)

Jane: He's pointed to his lower back. Yeah.

Jane: So can he tell me how did...what sort of fish that he catches? (Ainul translation)

Bapak: I use *pukat* (refer to net-fishing), any kind of fish that trapped there is my catch.

Ainul confirmed what kind of *pukat* that Bapak used, whether it is the one with explosive or the traditional one which is with the net.

Bapak: Regular one, *pukat* with pedal, I am not using the machine one in that time. (Ainul translation)

Jane: What is it made of? (Ainul translation)

Bapak: It made from floss, net or nylon. (Ainul translation)

Jane: And how does it work? (Ainul translation)

Bapak: Just throw the *pukat* to the water. (Ainul translation)

Jane: And does he still go out fishing? Does he still sometimes go out fishing? (Ainul translation)

Bapak: Not recently. (Ainul translation)

Bapak: After tsunami happened. I stay at home, I couldn't walk, ka *leumoh* (refer to feeling weak, lost the spirit of life etc) (Ainul translation)

Jane: So can you ask him is he fishing until tsunami? (Ainul translation)

Bapak: No. It's not that I don't want to go, but I couldn't go. I lost my strength you know. Huh. (Ainul translation)

Jane: So... uhm... Maybe if it's fair to talk about, but if he can tell us, can he tell us how he escaped from tsunami? (Ainul translation)

Bapak: When tsunami happened, I was in the village.

Ainul: This village you mean?

Bapak: This village

Ainul: Did you drown in the water?

Bapak: No, I was saved from the water. We were saved in that up-high house (pointing outside),

Daughter: *Rumoh Aceh*

Bapak: That *rumoh Aceh* (refer to Acehnese traditional house built up-high)

Ainul: What about this house?

Bapak: This house was damaged.

Ibu H-h: This is a new built house.

Bapak: This house is re-build. They gave us money (cash assistance?) for the house, so I bought the material and re-build this house. (Ainul translation)

Jane: Wow, this is a really nice house.

Bapak: When I was in that house, in the day of tsunami, we were ordered to flee to the mountain, around 6 PM we left the house. (Ainul translation)

Jane: How did he walk? (Ainul translation)

Bapak: We walked there, what else, there's no other option. Timber waste and rubbish were everywhere, even though we have vehicle we couldn't use it. So we walk there. (Ainul translation)

Jane: So can he tell me what happened after that, after they walk up to the mountain? (Ainul translation)

Bapak: *Kiban?* (Quote that usually use to express confirmation), well we walked to the mountain, and we stayed in the mountain for two nights. After that, the village chief said that we should move to SMIK [Sekolah Menengah Ilmu Kejuruan or Senior High School for Vocational Science], they said that we're allowed to move to SMIK. We then stayed in SMIK and lived there. (Ainul translation)

Jane: And does he have enough to eat, what do they eat then? (Ainul translation)

Bapak: In the mountain, food was kind of difficult. Even when we had a little food, we couldn't eat it. We don't have enough food in that time. Two days and two nights we spent our time in the mountain, food was rare, but there were people came to help and gave us food, I didn't know where it came from. When we moved to SMIK, we started to have food, the assistance started coming, and we lived under the tent. (Ainul translation)

Jane: And was his family together then? (Ainul translation)

Bapak: We all gathered there, I met my family there one by one because we didn't go to the mountain together. When tsunami struck, people were all running in panic, so it was a chaos, you know, when the water rose. It was night time in the mountain when I finally met all my family. When I ran and arrived in the mountain, I thought people left behind me had all died. Because seemingly the world is turned up side down, people are

individualized (separated?). When we gathered in the mountain, we shared story, I ask my daughter, where were you before my dear, and then she would say: I was stuck in the tree. She would ask, what about you, and then I said, I was in that up-high house. Well, actually so many people gathered in that up-high house, but from my family, there were only three of us who escaped there, we didn't know about others. My family members were seven. (Ainul translation)

Jane: And so all seven of them survived? (Ainul translation)

Bapak: Thank God, we are all saved. (Ainul translation)

Jane: And then after, in the refugee camp, how long were they...what happened after that? (Ainul translation)

Daughter: 4 months sister.

Bapak: Four! We stayed there for four months, in the refugee camp in SMIK. (Ainul translation)

Daughter: We relocated to the barrack when my *adek* (refer to younger brother or younger sister) died because of Malaria. (Ainul translation)

Ainul: Is it recently?

Daughter: Third grade in senior high school.

Ainul: I mean did she/he died after tsunami?

Daughter: She passed away when we were staying in the barrack.

Bapak: When we stayed in the barrack....in the barrack.

Jane: So they.....after the school? (Ainul translation)

Bapak: Move to barrack?

Ainul: Yes, so from SMIK you were relocated to the barrack?

Bapak: Yes, from SMIK to the barrack, then to the house. (Laughing)

Bapak: We were moving here and there several times. (Ainul translation)

Jane: And then can we ask him, before the tsunami...during the conflict, does he remember the military and the GAM (Ainul translation)

Bapak: *Kiban?* Hmm...no

Ibu H-h: During the conflict, this village is not affected.

Jane: So can we go back to when he was a young man, can he tell me when he got married and how many children? (Ainul translation)

Bapak: *Kiban?*

Ainul repeated the question

Bapak: I don't remember. (all laughing)

Ibu H-h: Old memories...(Laughing)

Bapak: I don't remember that anymore. I don't remember I got married.

Daughter: My mother passed away in 1991. (Ainul translation)

Daughter: He's been a widower for 15 years (laughing)

Jane: So can you ask him what is the thing that he remembers strongly from what has lost. (Ainul translation)

Bapak: I don't remember that anymore. What I remember is my child that has passed away. I think about my children, about the food. Who will feed me, because now I couldn't work anymore, so I have to depend on my children? Because I couldn't work anymore, now, more or less my children are taking care of me. (Ainul translation)

Jane: Does he remember whether he went to school when he was younger? (Ainul translation)

Bapak: No

Ainul: What about elementary school?

Bapak: I went to elementary school but I didn't finish the school. (Ainul translation)

Jane: And then when he starts working, can we say that. What happened after he left school? (Ainul translation)

Bapak: Well, after that, I didn't continue school; I got married, having children (laughing). I'm married at a very young age. (Ainul translation)

Jane: And then is that when he is breaking the rocks? (Ainul translation)

Bapak: I went to the mountain, to the sea...looking for money. One day to the mountain, next day to the sea...(Ainul translation)

Jane: And can you ask him, did anyone else get hurt during the rocks breaking? (Ainul translation)

Bapak: I didn't hear similar accident happened to somebody else. I went there with two of my friends. Many other villagers also do the rock mining with us. (Ainul translation)

Jane: Wow...so he was the only one buried...

Ainul: According to him.

Jane: So does he think sometimes about that time when he was buried? (Ainul translation)

Bapak: When I lay down, I think about it...or later when I sleep at night. Of course I still think about that accident. I remember that (Ainul translation)

Bapak: I remember the day of the accident when the landslide happened and I was buried, I remember and am scared, it's so real. (Ainul translation)

Jane: So who look after him, when he was seven months at home? (Ainul translation)

Bapak: My daughter took care of me.

Daughter: I took care of Bapak, and my mother too....

Bapak: Oohh..Your mother too, my wife still alive in that time.

Jane: Maybe can we ask him, whether he thinks that the weather, or anything that changes. Maybe...whether he thinks that more rain is happening after the tsunami? (Ainul translation)

Bapak: Uhhh..so many changes happened

Ainul: Can you describe it?

Bapak: The earthquake happens more often now. Previously, the earthquake happened rarely and it's not making people shocked. The wind flow is different. During the Japanese, earthquake also happened often. (Ainul translation)

Jane: Stronger wind?

Bapak: Roughly, it's stronger now. (Ainul translation)

Jane: And does he often go to the mosque? Does he meet with other people? (Ainul translation)

Bapak: I go to the mosque in Friday for Friday prayer.

Ainul: What about in other day?

Bapak: Sometimes when I feel quite strong I will go there. (Ainul translation)

Jane: And does he meet with other older men from this village? (Ainul translation)

Bapak: I meet them. We would sit together and talk with each other after the prayer. (Ainul translation)

Bapak: Old people of my age (laughing)

Jane: And do they talk about things in the past? What do they talk about (Ainul translation)

Bapak: You know, we were talking about the old times...we would talk about our friends that left us already, but my memory is lost so when my friend asked me, I would say, I don't know. (Ainul translation)

Jane: Can you ask him, are those gravestone already there before tsunami?

Ainul: Where?

Jane: That?

Ainul ask Bapak

Bapak: Yes, there are graves there.

Jane: Is it the family? (Ainul translation)

Bapak; I am not sure, but according to the story from my parents, it is our family. I remember it was there ever since. Hundred years ago the grave is there. (Ainul translation)

Bapak: That grave appeared above the ground after tsunami.

Ainul confirming Bapak what he means by saying that the grave appeared from the ground?

Bapak: The grave stone is there ever since, before tsunami it was vertical, but after tsunami the position changed randomly and became like that. So I collected the entire

gravestone because I don't know which stone belong to which grave, which one is the stone for the head and which one is for the feet. (Ainul translation)

Bapak: That tree, before tsunami, is growing; after tsunami, the tree is dead. (Ainul translation)

Ainul: Is the tree position caused by tsunami?

Bapak: No, it is growing like that ever since. (Ainul translation)

Jane: So is there cemetery somewhere here, can you ask him in this kampong? (Ainul translation)

Bapak don't understand the terms that Ainul used to describe cemetery, and Ibu H-h said that people here doesn't use the word '*jrat*' or '*lampoh jrat*' for cemetery but they use the word '*bom*'

Bapak: there's another cemetery nearby the main road, but not around here. (Ainul translation)

Jane: So maybe can you ask him, why did he collect the stone? (Ainul translation)

Bapak: One grave has two stones. So I just collected it because I don't know which stone belong to which grave, which one is the stone for the head and which one is for the feet. So I gathered all the stones under the tree. (Ainul translation)

Bapak: You know, I don't know what to do with the gravestone, how I should know. So ask *Teungku* in the village about that, *Teungku* said that I may just leave all the stone under the tree. So I just collected the entire gravestone. Not knowing their original position. (Ainul translation)

Ainul: How many are the gravestone that you collected under the tree, 8?

Bapak: I think it's around 8 gravestones. (Ainul translation)

Jane: Does he think that it is the people who were in the kampong long time ago? or maybe the Dutch? (Ainul translation)

Bapak: No, certainly not the Dutch. (Ainul translation)

Bapak: It must be family, maybe my great great grandparents. (Ainul translation)

Jane: So, can we ask him about how is his life now, is he OK? (Ainul translation)

Bapak: (laughing), sometimes I get sick. Sometimes it is very hard for me to eat, sometimes it's easy.

Ainul: Do you have enough food to eat?

Bapak: *Kiban?* (laughing), no, I don't think so, we don't have proper meal. I don't feel OK. (Ainul translation)

Jane: Is it because eating....(the voice not clear) (Ainul translation)

Bapak: My stomach is fine, I just feel not good. (Ainul translation)

Jane: Does he feel optimistic about the future for his children? Does he think the future will be better? (Ainul translation)

Bapak: Of course I think about it., about their future. (Ainul translation)

Jane: Does he think that they will have enough to eat? (Ainul translation)

Bapak: No, I don't think life will be better. (Ainul translation)

Jane: Hard life...

Jane: I think that's probably all the question. Tell him that it is very interesting, the things that happened in his life. (Ainul translation)

Jane: Terimakasih banyak Bapak. Menarik..yaa...

End of the interview.

## **Bapak A-b Part 2**

**4-2-09**

**L-**

Bapak: That...uhm...the water didn't cover that house. So many people were gathered in that house. It was full, that house was crowded with people. (Ainul translation)

Jane: Who built the house? (Ainul translation)

Bapak: That house was built long time ago. It was built by our old ancestor. (Ainul translation)

Bapak: That is the original Acehnese house. (Ainul translation)

Jane: Cantik...yaa

Jane and Ainul speak about something but the voice is not clear.

Bapak: That house was full with people. If God willing to, the house must be cracked and all the people there must be falling down on each other. Maybe around two or three hundred people were gathered there or even more. (Ainul translation)

Bapak: Everyone is praying inside the house, any kind of prayer...other people were dragged in the water, they were those who weren't able to reach the house. (Ainul translation)

Ainul: Is it around two meters height? That house?

Bapak: More than two meters.

Jane: So was the water on the floor?

Bapak: The water is not coming into the house. (Ainul translation)

Bapak: It is a very old house. (Ainul translation)

Jane: Yeah, looks very old.

Jane: Does anyone live there now? (Ainul translation)

Bapak: Yes. The owner of the house live there. (Ainul translation)

Bapak: The owner of the house, she's still alive. She's old. Her husband has passed away. (Ainul translation)

Ainul: Is she your grandchild?

Bapak: No, she's our neighbor's grand child.

Ibu H-h: There are no kids in this house, so they took this kid here to play. (Ainul translation)

Ainul: So this house was build by yourself? Did they give you some kind of compensation money?

Bapak: My house...they give me rehab money.

Ainul: How much?

Daughter: 15 million rupiah

Bapak: 15 million rupiah in that time. So I bought all the material to rebuild this house. I have to change the entire wooden floor since it damaged by tsunami. It's impossible for

me to build this house again without assistance, I don't work anymore, my food... depends on others. People give me food to eat. (Laughing)

Jane: So he built this house? (Ainul translation)

Bapak: My son helped me out and other people that I paid to do it. (Ainul translation)

Jane: So can you ask him, who came to help build this house? (Ainul translation)

Bapak: My son helped me out.

End of interview.

**Pak A-d**

**27-1-09**

**Lm- village**

Jane: So, Thank you very much, today we would like to ask him a few question about story of his life from he was very young until now. (Ainul Translation)

Bapak : from Japanese?

Ainul: From you were young, you can start at any period, or when you were very young.

Bapak: So...like this, During the Japanese, I was grown up. My life had never been more suffering than during the Japanese. We weren't able to plant rice, people are hungry, eat whatever, raw food, banana... if we plant something, they will take the harvest. Even if you have parents, they will take your parents. We're looking for money just to cover enough food, during the Japanese, life is very hard. (Ainul Translation)

Jane: So is he with his brother or his sister? (Ainul Translation)

Bapak: I am with my sister and brother. We are family of five (Ainul Translation)

Jane: And can he tell me maybe before that, when he was very little, what was his life like? (Ainul Translation)

Bapak: Yeah, the Dutch? Wasn't it? Ehm...That's easier during the Dutch. Our king still administered. Japanese occupation is worst. (Ainul Translation)

Jane: And did he worked in the farm, or does as a child he went to school? (Ainul Translation)

Bapak: I went to the field, no school, in that time, we didn't go to school. When I grew older, I enter the school. (Ainul Translation)

Jane: When did he go to school? (Ainul Translation)

Bapak: I went to school after the independence, after the Japanese. (Ainul Translation)

Ainul: Do you remember the year? (Ainul Translation)

Bapak: I don't remember the year, well; I am still like playing around. (Ainul Translation)

Jane: And then how many years he went to school? (Ainul Translation)

Bapak: I go to school for five years, after five years, I quit school. (Ainul Translation)

Jane: And what is the school like? (Ainul Translation)

Bapak: I went to elementary school in LP- [village]. (Ainul Translation)

Ainul confirming whether Bapak likes the school. (Ainul Translation)

Bapak: I like going to school, but then, after school, the war has happened again...the occupation has started again, and then we're in the run again, the school is over. (Ainul Translation)

Jane: And then what people do after that? (Ainul Translation)

Bapak: And then continue again (refers to school), another rebellion has happened, ehm...*Prang Cumbok* (Cumbok War; please refers to History of Aceh), after that, the war has stopped, and then the DI movement has started.

Jane: How old is he when it's finished?

Bapak: In the year... I don't remember that time anymore, there is no book anymore, I have forgotten.

Jane: Does he get married during that time, the dangerous time?

Bapak: I am married, I can say, when.... How should I say this...Uh...The peace is achieved after DI movement.

Jane: And working in the farm, tell me what his life is like?

Bapak: I went to the rice field, when I arrived in the rice field, I planted rice, pulled out the grass, very tiring, but...uhm...even though I am tired, where else should I go? I am poor, I don't have anything, even the cow that I took care of belongs to someone else, if we don't want to work. Eh...We don't have money...My parents live in *seungsara* (*seungsara* could refer to different meaning, e.g. life under the poor, miserable, suffer, unlucky etc)...So that's how we lived, looking for a little rice to eat.

Jane: And does how many children he has?

Bapak: So far...Three children

Ainul: Grandchildren maybe?

Bapak: Grand children about three.

Jane: And does he still live with his children?

Bapak: Yes

Then Ainul confirming whether their family in this village and living in the same house, and Bapak said yes.

Jane: Do they look after him? (Ainul translation repeated twice)

Bapak: Sure, as we only have one house, they don't have their own house so we lived together.

Long pause...and the Ainul encouraged Bapak maybe he has another story that he willing to share.

Bapak: The other...ehmm... now, if I may say that I am selling crop, working for someone, looking for money, that's what I do for work now, for the children's food. That's all.

Jane: Maybe if he could talk about changing in the environment, and in the weather and everything since he was young until now?

Bapak: Yes, during the conflict I was hit by them in the chest.

Ainul confirming who 'they' that Bapak talks are about, and Bapak confirm that 'they' refers to the military.

Jane: Does it still hurt?

Bapak: Not in the present. In the past, it is painful; it was like you step on my body.

Ainul repeat the question regarding the weather and the rain

Bapak: Different, like this...in the past...this weather, during the rain, the rain will fall heavily, and then when it stops, the ground will immediately dry. Nowadays, the water will absorb to the ground slowly. Even during the dry season, sometimes the rain will fall, changing.... Furthermore, if we go to the field to plant the rice, the water is there because the new project called irrigation. In the past, we don't have water, when it's dry then it is dry. Today we have irrigation.

Jane: So does his family have plenty to eat now?

Bapak: Family? Today we have enough food, but in the past we don't. We have enough rice to eat. In the past our money is not enough.

Jane: So maybe if he could just describe where he goes to sell the things and where he goes to sell?

Bapak: In the morning I assist someone to sell and in the afternoon, he will give me money...50.000, enough for *peng dapue* (refers to everything regarding to the kitchen supplies, *peng* means money, *dapue* means kitchen). If I don't go, then I won't have money.

Ainul: Everyday?

Bapak: Everyday, if I don't go, then I won't have money. At least it's sufficient for the kitchen needs. I sell in that market (pointing) and other place. That's when the owner managed to sell many ingredients, but if they don't, they didn't give me money.

Jane: Is he someone from Lambeugak.

Bapak: Yes, he's village member too. Teungku I- (the name of Bapak's boss)

Jane: Does he find now that he grew older, that young people, his children and his grand children come to him for advice about family matters?

Bapak: In the present?...ehm..God give me healthiness, one of my children already married, stays in this village.

Ainul repeated the question because Bapak seemingly misunderstood the words *nasehat* (advice) that Ainul use, with *na sehat* (healthiness).

Bapak: aaa...long pause...

Jane: Does he think about the past a lot? What is the past that he thinks about?

Bapak: Of course I remember, what I remember is like that, how hard it is, very tiring, and hard. We don't know how to find money, I go here and there but nothing, ehm...Our parent been taken by the Japanese working for them, we're (refers to the family) staying in the village, we do whatever we can do, growing rice, working for someone.

Jane: How many years, does he remember?

Bapak: It was long, long period, around 2 years 3months, but two years and three months of a very hard time, everyone is suffering from hunger.

Jane: In the end of Japanese, can he tell us... What happened after that?

Bapak: How? Ehm...After that we're not afraid anymore. Life like normal...Ehm we're able to work even just a small job...but then, continue with *Prang Cumbok* (Cumbok war).

Ainul: But we're not the victim of *Prang Cumbok*, right?

Bapak: No, Prang Cumbok only happened in *ateuh* (upper, not sure what Bapak means, whether the war happened amongst the big authority or that it happened in the higher ground for example mountain)

Jane: Does the work change; does he do different things after the Japanese?

Bapak: Ehmm, working in the farm.

Jane: Do his parents comeback?

Bapak: Ehm...My parents are still alive after the Japanese left, but they stay there...working together.

Ainul confirming whether Bapak's parents comeback?

Bapak: They're not coming back, because they already found work there.

Jane: So, does he feel optimistic about the future of his children and his grandchildren? What does he think their future will be like?

Bapak: hmm...They must live better, its peace now. They didn't experience the hard life, now everything is easier, going to the farm is easy, looking for money is easy, and in the past it is very difficult because of the occupation. If we take the goods, we won't be able to deliver it; someone will take it in middle of the way. Uhhh.. .That's what it's like, very hard.

Jane: And is his religion very important part of his life?

Bapak: ehmm, my *Ibadah* (refers to daily pray and other religious activity) is practiced well, I pray individually...like that...

Ainul confirm whether there's a Quran reading lesson included

Bapak: Reading Quran ehmm...now, the youngest one didn't (don't?) go to reading Quran anymore, only go to school, my grandchildren huh, go to school. My children don't continue their Quran reading lesson, they're growing up huh? U know, they are grow up and they do many things, huh...So let it be, and they don't want to go anymore.

Jane: As a person has he changed, from when he was young to now?

Bapak: Yes

Ainul: How?

Bapak: The changes now is...ehm...My past was hard, and now, if we go here and there, we don't have to be afraid or threatened by anything, we don't think about many things, war or being afraid...in the past, if I went out from house, I'm thinking? Where should I find money for rice? Where should I find money for my children? But now, it's not like that. If I went out, I just know where to go and what to do, don't require thinking. Ehm...Even if we're hungry, my children will simply go to work with *Mr. Pulan* [anonymous], in the afternoon, we've got the money. In the past, everyone is poor, I am poor, and then where should I work with? Where should I look for money?

Jane: So does he think that the most important thing that is happening is peace has been achieved?

Bapak: Because it's peace now, in any way we could go for work because peace has been achieved.

Jane: when you were younger, what is the thing that was most important to him?

Bapak: When I was young? Eeng...the most important thing...ehm...when I was young...Is *Ibadah* (refers to daily pray or other religious activity), that we're able to practice our *Ibadah*, after we practice our *Ibadah* we can go to the rice field, as long as we didn't live in hunger. We've been hungry during the Japanese, it was very hard time.

Jane: Can he remember some happy memory when he was a little?

Bapak: Happy? I am happy now. In the past I don't even have spare cloth. I only have one cloth to wear during my trip to the market, and to the rice field, only one cloth, for praying too. Whenever I want to buy the new one, I cannot. But now, because of God, everything is easy. There are many places to buy cloth.

Jane: Does he have happy memories from more recently; is it working on the farm that he enjoys?

Bapak: Ooh...working in the field was so much fun, I liked it very much. When I arrived in the field, I pulled out the grass; I started in the morning and have finished by the afternoon. We have to clean our land from the grass, otherwise, the rice don't grow well. But now, it didn't go that way anymore, after we plant the rice, we spread the fertilizer, open the water gate, and that's all. We didn't have to look after the rice field every now and then; we're just comeback when the harvesting time arrived.

Bapak: I like both times going to the rice field, but in the present, it's easier.

Jane: and what about selling with the friend from here, does he enjoy that?

Bapak: Selling products is enjoyable too. But somehow, it's difficult to sell now. There are not so many people there in the market. We open the stall for a while, and then go back home. Even the owner also sometimes didn't manage to earn money. It's hard to sell. Too many people selling the same products and our stall is rarely visited by the buyer.

Jane: And does he spend a lot of time with other old people? Get together and talk about old times?

Bapak: Yes, we are. Sitting in *meunasah* (small mosque) together and have a chat. In fact, I am staying at the meunasah... cleaning up the meunasah, looking after the meunasah.

Jane: And what do they talk about when they get together?

Bapak: Ehm.. Agricultural things, ehmm..Farming, planting crops, and other things related to that.

Jane: And how long has he been cleaning the mosque? When did he start?

Bapak: Two...ehm..Not so long ago..One year

Jane: Everyday?

Bapak: Everyday..ehmm...In the afternoon huh. Cleaning up *meunasah*, get the *tika* ready (or *tikar*: a woven floor), when we're finished using the *tikar*, I folded and keep it in the place. Sometimes preparing the water too, and pulling out the grass.

Jane: Is that one thing that's better about now and in the time of conflict that people can have pray and go to the mosque?

Bapak: Very hard, ehm...During the conflict in the *Magrib* prayer (Arabic words, refers to early evening prayer around 7PM) nobody showed up in the mosque. If "they" (not sure refers to who, military or GAM) saw anyone around, they will shoot them. If they didn't release the shoot, they will take you and beat you. It's very tough. But now, we are able to go out in the night, working is easy; we can go anytime we want to go. During the conflict time, when the afternoon comes, everyone close the door, we stay at home and pray.

Jane: Did they pray at home?

Bapak: We are praying at home, it's impossible to attend the pray in *meunasah*, otherwise, they will take us if they come.

Bapak: Praying at home individually, not collectively. If we insist on going to *meunasah*, we will observe the situation; if it's safe then we will go and pray, behind the wall. But after prayer, we have no further chat; everyone just goes back to home. If they happened to take us, we might not survive from what they will do.

Jane: So maybe, during that conflict time, everyone stayed their own house?

Bapak: Ehmm..We cannot...meet with other people. Sitting with people like this (referring to us, sitting together) is prohibited; they will think that we're speaking something. If they saw us, they will call us.

Jane: can we just clarify, which conflict that we're talking about, during the GAM one or Japanese?

Bapak: During GAM

Ainul asking which "they" that Bapak means, GAM or the military

Bapak: Military, they are very cruel.

Jane: So did the old people get together now and talk about old times, the GAM time?

Bapak: Of course, we sat together and had a small chat in front of our house, but the chat may not be long, otherwise, if the military passed our house they will see us and take us.

Ainul: what about now?

Bapak: Now it is free to speak, you even can go to the mosque and discuss about anything and no one will prohibit you. We can have a chat everywhere we stop, under the tree, even in the street and that is okay. During the conflict, you might not have a chance, even in the coffee shop. Many coffee shops were closed.

Jane: And does he find that it helpful to talk to other people now?

Bapak: I feel good. That is relieving, it's like sharing experience. Sometime we gather, and talking about, *Sie Pulan* [Mr. X or refers to anonymous person] experience. When we talk, someone will say that his opinion is like this...Other person's opinion is like that...then we will observe whether the two opinions are the same.

Jane: And does he feel that it helps him to do that?

Bapak: Of course, because we're talking about something which has advantages for us, we're not talking about something that has no meaning at all. Useless thing are not worth to speak of. We also warn the youngster to not discuss useless things. Don't do meaningless things, because you will not gain any advantages from that. My point is, take the positive things only.

Jane: And do the men and women talked together? Or the men talk with men and the older men talk with?

Bapak: No, the women talk within the women too.

Jane: What about his life now?

Bapak: I didn't go to work today, because the car's engine has failed to start.

Jane: So do they, does he gather together the product that they sell, or how does it work?

Bapak: ehmm, he bought it in Lambaro, and sells it here.

Ainul: how did you help?

Bapak: I am wrapping the spices and weigh the spices for the buyer according to the request.

Jane: And is the person that he goes with a good friend?

Bapak: He's the Teungkue Imuem at meunasah, Teungkue I- (Leader of prayer in the mosque)

Ainul explain to Jane that Teungku I-s, Bapak's friend, give him the medicine, and have no particular sickness now, like any headache and dizziness.

Also he's still very strong.

Two of Bapak children are married, the other one is still single. Bapak's son is living with his wife now in his parents in law house. Bapak's daughter still lives with Bapak even though she's married, because they cannot afford to have their own house.

Bapak: My daughter and my wife do the cooking at home.

## **Pak A-d Part 2**

**27-1-09**

**Lm- village**

Ainul: Teungku Ilyas, his college when he's selling things gave him medicine, so he still...

Jane: Wow...Ya

Ainul: And he doesn't have any particular illness now.

Ainul to Bapak: Do you feel head ache or dizziness?

Bapak: No (Ainul translates)

Jane: Bagus...bagus.

Ainul: I think he is such a very strong man.

Jane: Yeah, very strong man.

Ainul: Are you feeling strong now Pak?

Bapak: Uhm...I am feeling strong. (Ainul translates)

Ainul: Do you feel tired when you walk here and there?

Bapak: No, No my dear. I thank God that I don't feel tired. (Ainul translates)

Jane: Yeah...he can do everything...and supporting the family.

Ainul: So all of your children got married?

Bapak: No, one of my children hasn't got married yet. I have two children which are already married.

Ainul: Are they all living here with you?

Bapak: yes, they are here staying with me in one house. Well, my son lives in his wife's house. But my daughters are living with me. Even though they wanted to move, they cannot afford to buy a house. (Ainul translates)

Jane: Yes that's right.

Jane: So...(the voice not clear), did they do that?

Bapak: My daughter and my wife do the cooking at home. (Ainul translates)

Jane: OK, I'm sure there are many stories to tell.

**Bapak A-y**  
**12-12-09**  
**Lg- village**

JD: I want to confirm first, so I am not recording it without your permission.

Bapak: So what are the questions that you want to ask? (laughs)

Jane: So maybe I'll explain to Jane, I want to know your life story, particularly your life story about the land, farm...the farm, the natural environment. About your life story since...sejak kecil...until now. (JD translates)

Bapak: So the history of my life? (JD translates)

Jane: Yeah, dari...kecil...(JD translates)

Bapak: Since I was young...

JD: Yeah, since you were young.(laughs)

Jane: *Waktu kecil lahir dimana?* (where did you were born?)

Bapak: I was born in Ly-...here in Ly-, I went to primary school [elementary school] (JD translates)

JD: in Ly-?

Bapak: In Ly-. Uhhh...School was in Lg-...you know, there are schools there...

JD: Mon Ikeun?

Bapak: Yes

Jane: How many students were there? (JD translates)

Bapak: Many students studied there. It was during the Dutch time. So I didn't finish school. Yes, it was during the Dutch time. I went to school, I just didn't finish it, and I didn't graduate from school. I have no graduate certificate. (JD translates)

JD: Ijazah? maaf...

Bapak: You know the letter that mentions you were graduated from this school...

JD: I am sorry I don't understand...

Bapak: After that, the Japanese came. After that, I moved to Aceh Barat (JD translates) in Pulau Raya. It was during the Japanese time.

JD: How old were you in that time?

Bapak: Hm...what year was that...uhm...'42 huh? Yes, 1942

Jane: When you were young?

Bapak: Yes, when I was young, but I already entered the school in that time, I was not a kid anymore. After that, I returned here. (JD translates)

(JD recap the whole translation, could heard some words correctly)

Bapak: After that, I came back here, and went to school again. (JD translates). But I didn't finish school.

Note: Bapak mention the word *tamat* which refers to didn't finish school, or didn't graduate from school etc.

Bapak: You know, I didn't have the letter of certification?

JD: I am sorry Bapak, I don't know.

Bapak: I didn't finish school.

JD: Aa...you didn't finish school. Until now, I didn't continue schooling.

Jane: Can you ask him, did he play like sport at school? (JD translates)

Bapak: No, there were no sport activities in that time. (JD translates)

JD: Nothing...like outside activities?

Bapak: NO, only in the class room, studying. (JD translates). But I didn't finish my school. (JD translates)

Jane: How old were you in that time?

Bapak: Hm...I'm not quite sure how old I was. Because Acehnese, usually, they didn't mark the calendar when someone's was born...but it's only happened in the past OK...they just plant a coconut tree. Most of the people did that, but not all. But, if their parents are educated person, so they would have a letter. (JD translates)

JD: Do you still have that tree? For you?

Bapak: No, my parents didn't plant me a tree.

Jane: So Ayah doesn't have tree?

Bapak: No, I don't. But the history is like that. If the parents are a teacher or an educated person...then the baby would have a letter...for example, my baby would be born OK, so I plant this type of tree OK. But that's only happened in the past, not like that anymore now.

Jane: So it's happened dulu?

JD: Yeah

JD and Jane discussed something about the tree...the voice is small. Not quite sure the translation.

Bapak: I am now just cutting the tree for living. I don't have the opportunity anymore to go to school.

JD: Cut the tree?

Bapak: Yes, you know the tree to set a fire; I sell that for money (JD translates) I bring that wood to the city, everyday...(JD translates)

Jane: How did he take it to the city? (JD translates)

Bapak: I used cow's cart.

JD: So, it is in the back of the cow?

Bapak: Yes, you know, I put a cart in the back of the cow. (JD translates) That was our life in the past. During the Japanese, we didn't have the rice. So we brought the rice from Aceh Barat here. Other people planted cassavas. Otherwise, we would have nothing to eat. (JD translates)

JD: Why there was no rice during the Japanese?

Bapak: During the Japanese, they took all of the rice. During the Japanese...they were very cruel, so we couldn't bring the rice from other region to here. So people here were eating whatever food that available.

JD: They couldn't bring what? The rice?

Bapak: The rice...

JD: So they wanted to sell it outside?

Bapak: I don't think so. They didn't sell the rice. I don't understand why...at that time. (JD translates). This area was a war area [conflict area?]

Jane: Prang? Apa?

Bapak: Perang...[the war]

JD: Perang means war right?

Jane: O...this area?

JD: But, was there any rice in Pulau raya?

Bapak: I have enough food in Pulau Raya. Only in this area, the rice was very difficult to get.

JD: Enough food, Lhoknga? Or also in the city?

Bapak: Yes, Lhoknga, also in the city. (JD translates)

JD: Beras [rice] only or crops?

Bapak: No, everything. There was no freedom during that time. (JD translates)

JD and Jane discussed something

JD: Did you go to school in Pulau Raya?

Bapak: No, I didn't go to school in Pulau Raya. (JD translates). In Pulau Raya, we should get a little boat to get to the school in the main land.

JD: Everyday?

Bapak: Yes, everyday. That's why I am stupid, because I didn't go to school, if I went to school, of course I will be a smart man. (laughs) (JD translates)

Jane: After school, what did you do then? (JD translates)

Bapak: Yes, here, that was when I came back here. Until 1945, in that time...they made holes in the road so other people couldn't enter the village, the Japanese made that...oh, wait...it was after the independence. After the Japanese, we declared the independence. After the independence, the roads were full with holes so other people couldn't enter the village... after the Japanese.

JD: In the roads? Which roads?

Bapak: Everywhere, well not all, just some particular roads for example Simpang Lima. That was after the independence Ok.

Jane: Sorry, can you just share...

JD: Sorry, I'm not clear 100%. Can you explain once again, Pak.

Bapak: Therefore, if I went to the city with my cart, of course I have to avoid the holes by turning left and right. The holes were very big; the vehicle [truck, car?] couldn't pass the road. Moreover people who didn't know there was a hole in there, they might get trapped in the hole. The road was full with holes. (JD translates)

Jane: How long to get there, in the past? (JD translates)

Bapak: In the past, we would start from here at 1 o'clock in the middle of the night. (JD translates). We would arrive after the sun is rising.

JD: Oh My God

Jane: Colder...

Bapak: Yeah, it was really difficult in that time. After the independence, what was the name of the currency...uhm...*urep sue* and *urep ba* [not sure the translation of this]...the money that we used. One cart of wood could be trade with 6 *bamboo* [I think this is similar with one *aree* which is one big can, my mother said 1 bamboo is equal with 1kg and 6 ounces].

JD: How much did you get?

Bapak: So I sold one cart of wood to trade with 6 *bamboo* of rice.

JD: 6 bambu..?

Bapak: It's 2 kg's...uhm I could get 12 kg's at least. (JD translates)

JD: For how much of wood, Ayah?

Bapak: 1 cart of wood. (JD translates)

JD: One load of wood in the kereta lembu or cow's cart. Or buffalo cart [not sure the cart were dragged by cow or buffalo]

Jane: And how often would he do that, once a week or? (JD translates)

Bapak: To sell the wood? Well, every five days...I didn't go by myself, I got accompanied...three people in one cart. (JD translates) the fire wood you know. (JD translates)

Bapak: Such a bitter [Bapak said: Phet that udep, phet means bitter (usually use to describe taste of something, that means very/ a lot and udep means life] life huh (laughs)  
Jane: Yeah, and did it change a lot of tree by then? (JD translates)

Bapak: Oh No....there were so many trees in the mountain. (JD translates). You know, there were so many trees in the mountain, the forest...so I climbed the tree and cut the branches, put it in the cart and carried it home. Every five days we would go to the city...but I was not the only one who did that for living, many people did that too. Generally, in Lampaya during that time, have many trees, and we also have lots of cow's cart. (JD translates)

Jane: How many years did Bapak do that? (JD translates)

Bapak: I am not sure (laughs) but...that is the story, after the Japanese...we declared the independence, however, the life after the independence was more difficult.

JD: More difficult?

Bapak: Yes, the life was getting more difficult, because they came here...

JD: Who came here?

Bapak: Sekutu...the Dutch wanted to come in again. (JD translates)

JD: Why it was getting harder?

Bapak: It was harder because, during the Japanese...no matter how hard they forced us to work...we still able to buy ingredients from the people that closely related to the Japanese. If we need to buy the rice, they would sell it to us. But during the independence, there were nothing to buy. There were 'dhoom' [sounds of bomb dropped], people were in the ground, the plane was above us...the war...in the past...you know, they were dropping bombs. There were also ships offshore, shots in the village. That was the war...(JD translates)

Jane: So it was not very safe?

JD: NO...Not safe...

Bapak: Not safe, yes...We have money but have no rice (JD translates). The government in that time...uhm..if we went to Lhoknga, we would get two patok or two *mok* [rice measurement, 1 *mok* represent by small milk can] of rice for each family, of course it

wasn't enough for eating. But Acehnese is unlike European, we don't eat all those things, we eat rice mixed with cassavas...(JD translates)

Jane: So was it safe for farming? (JD translates)

Bapak: We couldn't do the farming. We couldn't do anything. So, I tell again about the war time...when the plane was dropping bombs, in the sawah, people *tancap* [put vertically] the *tombak* [sharp bamboo stick], so the enemies wouldn't go there...you know the sharp bamboo stick? Bamboo?

JD: Uhm..I don't know...*tombak*...

Bapak: The bamboo stick...

Jane: Was it like this [showing] (JD translates)

Bapak: Yes yes...yes...in sawah

Jane: The Dutch?

JD: Who made that?

Bapak: The people...the Indonesian, the Acehnese made that. You know, the people that are anti-enemies [maybe bapak means the villagers that were fighting to defend the country, like villager fighters?]. Because the planes were dropping the balloons [bapak said *balon* which refer to balloons, but I think he means the parachutes, not sure] also from the sky, so by using this sticks in the sawah, of course they couldn't make any landing there. (JD translates)

JD: It's made from wood, pak?

Bapak: Wood, and bamboo...different types. (JD translates)

JD: And what was this sharp part made from? (JD translates)

Bapak: Anything that possible...the sawah were full with that sharp bamboo stick...we couldn't work in the sawah. (JD translates)

Jane: So what did people eat? (JD translates)

Bapak: That thing..you know...the cassavas...[Bapak said *Ubi*, Acehnese *Ubi* is refers to cassava, but Javanese usually say *Ubi* to mention sweet potatoes]. We mixed all parts of the *ubi* also the skin [the outer part of the fruit] with rice...

JD: What kind of skin?

Bapak: Ubi has skin...so...[there were two skin layer of Acehnese ubi, one layer which directly touch the soil and the inner layer that cover the fruit], we didn't use the outer skin that touched the soil, we cooked the ubi with the inner skin [usually people don't use this inner skin for eating] (JD translates)

JD: Where did you get this Ubi from? (JD translates)

Bapak: I got Ubi from...uhm...sometimes I bought from people who sold it. (JD translates)

JD: Did you plant Ubi?

Bapak: No, I didn't. They planted ubi in Lamglumpang, Lamnusa...(JD translates)

Jane: And it's coming from Aceh? (JD translates)

Bapak: I think it comes from here. But now, many ubi come from different areas, like from Medan, they sell their ubi here. Also from Malaysia...but in the past, we planted our own ubi...(JD translates)

Jane: So after the independence, what did Ayah do? (JD translates)

Bapak: I do the tree cutting...like I said before.

JD: So it was after the independence? What about before the independence? Did you do anything?

Bapak: I was also cutting the trees during the Japanese, but not always...after the independence I did it continuously...hm...nothing was good at that time. (JD translates)

Jane: I'm just wondering after the war, did he keep on...

JD: Yeah...

Bapak: After that, the DI movement started, do you know DI?

JD: No...Darul...uhmm..

Bapak: Darul...uhm...what is that stand for...you know the Daud Ber'euh [name of the person who was the leader of the movement, later was believed as the founder of AM-[Aceh Merdeka] before it formed into GAM, please see Aceh History] movement.

JD: What is that, Darul Islam?

Bapak: Yes, Darul Islam

JD explain to Jane, a little background of Darul Islam

JD: But that was the Darul Islam right?

Bapak: Yes, there were Darul Islam and then Darul Islam Indonesia [I think what Bapak means is DI/TII which stand for Darul Islam/Tentara Islam Indonesia [Indonesian Islamic Army]].

JD: So how many years from the independence until the DI happened?

Bapak: '45, and the in 1953 the DI was formed. (JD translates). We got the independence in 1945, right?

JD: Not in 1947?

Bapak: No, it was 1945

JD: After the ...

Bapak: No, the independence was declared in 1945, but the war still happening [note: the independence was declared in 1945 because the Japanese left the country in that time]. In 1953 the DI movement erupted. (JD translates)

Jane: Oh, 8 years...

Bapak: So when the DI movement happened, it's almost similar like uhhh...the GAM movement. They were actually the same. After that I went to Medan. (JD translates)

Jane: Medan? Ow...How long?

Bapak: *Merantau*...[refer to searching for a better livelihood somewhere else]. I was there for 10 years. (JD translates)

Jane: And what did he do in Medan? (JD translates)

Bapak: Other people were not....

JD: What is not by other people?

Bapak: I mean, other people didn't do what I did, went to Medan, only me. (JD translates)

Jane: What did you do?

Bapak: I worked for people, looking for money/livelihood. I worked here and there...

JD: In Medan?

Bapak: Yes, Ayah was working in Medan

JD: Yeah

Bapak: When I was in Medan, I worked for CTC, Central Trading Company, I was the...(JD translates)

Bapak: Don't get me wrong, I worked in the warehouse. (laughs)

JD: In *gudang*?

Bapak: Gudang...you know the place where they kept the logistic? *Gudang* CTC...

JD: Ow...warehouse...what is CTC?

Bapak: Central Trading Company (JD translates) (Bapak laughs)

JD: Why is this funny?

Jane: So he's done a lot (JD translates)

Bapak: And then I quit, and started to work with MV [not quite sure the spelling is right] Lhoknga Company

JD: Where? In Medan or here?

Bapak: In Medan, it is a PT [limited company]

Jane: Did he miss chopping wood in the land when he left by living in the city? (JD translates)

Bapak: The natural environment...uhm...what I'm telling you before was during the DI, during the DI life was difficult, and we couldn't go here and there...that's why I went to other place.

JD: But when you were in Medan, do you want to return to Aceh?

Bapak: I wanted to, but I didn't want to.

JD: Why?

Bapak: Because, uhm...the life here [Aceh] might be more difficult. (JD translates)

JD: It was safe living in Medan?

Bapak: It was safe in Medan (JD translates). Uhm, after joined the MV company, I quit again.

JD: Quit the job and returned to Aceh?

Bapak: No, not to return to Aceh.

JD: Where else?

Bapak: I drove a car...

JD: Where?

Bapak: In Dili Tua, Medan. In Medan...I drove between two sub districts.

JD: How? What for? Just for a ride?

Bapak: In that time, for example, you have a lot of stuff/load/logistic etc, so you paid me to take you stuff to other place for example to the market [I think what Bapak means is loading car/or truck? Or moving services]

JD: Oh...trading [or selling]

Bapak: That's it.

Jane: Where?

JD: Where? Around Aceh Utara?

Bapak: NO, in Medan. So in Medan, I was driving to the village and took the load there to bring to the city. (JD translates)

Jane: And did he visit his own kampong, here when he was living in Medan? (JD translates)

Bapak: I quit again.

JD and Jane: berenti lagi, apa? [quit]

Bapak: I didn't continue working there.

JD: But...did you ever, within ten years of your stay in Medan, return to this village to visit your home village?

Bapak: No, I never went back to the village during that time. (JD translates) This time [after his latest job in Medan], I went back to the village and planted the cloves.

JD: Ah...Clove..clove...after ten years?

Bapak: Yes

Jane: From Medan?

JD translated to Jane

Jane: So, is he glad to be back? Happy? (JD translates)

Bapak: Actually, I was kind of late [planting the cloves]. Other villager's clove tree were growing big, they were almost harvesting the clove flower, and Ayah [Acehnese usually used their title or their name to change the subject, for example in this terms he used *Ayah* instead of *I* to refer to himself] just started to plant.

JD: Can you please repeat?

Bapak: Other people started earlier than me in planting the cloves. I have to go to the mountain [to be able to plant].

JD: It must be planted in the mountain?

Bapak: Of course, they [clove trees] only live in the mountain.

JD: Because there was no space here?

Bapak: No, not because of that

JD: Because many spaces here had been utilized?

Bapak: No, because there were no land in the village that we could use to do the planting. There were a lot of spaces in the mountain to do so. (JD translates). After that, uhm...after several times we did the harvest then we didn't harvest anymore.

JD: What?

Bapak: The trees all died. Nearby here, there were also clove trees, there...over there.

JD: They sell the cloves there?

Bapak: No, there were many cloves tree there, growing there. (JD translates)

Jane: Cengkeh is clove? Didirikan, was built...the house? Membangun rumah?

JD: Where did you stay when you came back here?

Bapak: I already returned to Lamno [or Lhoong, not sure]

JD: Did you get married in that time?

Bapak: I already got married in that time.

JD: Where did you get married, in Banda?

Bapak: No, after I returned from Medan, I got married. (JD translates)

(all laughs)

JD: So when you first returned here, where did you stay?

Bapak: Here

JD: In Lampaya? In this village or?

Bapak: Yeah, in that village there

JD: In your grandmother's house?

Bapak: Yes. (JD translates) People planted cloves here in this village, also in Lam Lhom, Guda also. That was my effort to get my children to school [maybe he means that's what he do to get money to be able to make his children get the education], because I had those clove trees. I didn't have many of the trees, but rich people must have a lot of them. (JD translates). That is my history...(JD translates)

Jane: He worked really hard

JD: So you worked hard?

Bapak: Just a small work...

JD: I feel it's really great, huh

Jane: Is he still working? (JD translates)

Bapak: What? Now? (laughs)...sedikit sedikit...[sedikit means a little...but not quite sure what Bapak means by saying that] (JD translates)

JD: You just harvested peanuts right?

Bapak: Yes (JD translates) this is actually for Jane [Dunlop], but you didn't take it (JD translates)

JD: Can I eat now?

Bapak: Of course, why not!

JD to Jane: I want...

Bapak: It has been a while ago (JD translates)

Jane: Thank you. (laughs)

JD and Jane: delicious...

Bapak: Taste good?

JD and Jane: Good

JD: I can't eat them all because (the voice is not clear)

Jane: Like peanut butter. So what can I ask...I think that's...

JD: yes, probably. And my translation probably isn't good enough.

Jane: NO, it was fantastic Jane. No, I've been thinking of ways of asking. I've try different way to pass this.

JD: Yeah

Jane: Yeah, do you feel differently about gardening now, or whatever he thinks about the crops, or everything since he was a young man?

JD: He enjoy it or...

Jane: That he is attached to it

JD translated the question to Bapak

Bapak: In the past, it was harder. But now, it is easier. (JD translates)

Jane: And does he enjoy that more? (JD translates)

Bapak: I enjoy more, but now, I am not that strong anymore. (JD translates) In the past, when I was cutting the branches, I couldn't do it by sitting. (JD translates)

Jane: Does he think about maybe the garden is more beautiful now, rather than just think...(JD translates)

JD: Yes...that right

Jane: Can he talk a little bit more about it. (JD translates) I am interested about that.

Bapak: My head is not full of mind now [bapak say *berat*: literally means heavy, I think in this context Bapak means that his head is more relaxed now]. My children have all gone to school. So I just work for a living just a little...to get enough food, unlike in the past.

JD: Yes, but what do you think about your work now, are you happy.

Bapak: I don't think [maybe Bapak means he don't have any particular problems that he should think about] while I am working. (JD translates)

Jane: He doesn't think?

JD: That he really enjoy that.

JD: Are you feeling relaxed while you were doing plough?

Bapak: Nothing forced me to do that. In the past, my children would ask me for money "Dad, please give me money' ...but now they are growing up, so now they don't do that anymore. I said to them "You must go to school" (JD translates). You know, old people should not work anymore; they should just sit and eat. (JD translates)

Jane: Yeah, it should be like that. Maybe also, has the weather has changed since he was young? He noticed changes? (JD translates)

Bapak: In the past, I think...more pleasant. Because there were so many trees, so the air was very pleasant. But now, many trees are gone.

JD: Because of tsunami?

Bapak: No

JD: Because the trees were cut down?

Bapak: Yes. In the past, there were water resources in the mountain, but now, there were not. (JD translates). In the past, during the Dutch time, the trees, 2/3 of the trees in the mountain were prohibited to cut, we were allowed to cut 1/3 trees there. In the present, people just cut all the trees. During the Dutch time (JD translates)

Jane: And what happened to the water, why the water different?

Bapak: The air?

JD: No, the water.

Bapak: Because the trees can keep the water. In the past, during the Dutch, 1/3 of the trees that grew up to...uhm...down to the mountain feet ...cannot be cut.

JD: And the water?

Bapak: The water was in the mountain

JD: The water in the river?

Bapak: No, the trees can keep the water. It is water saving.

JD: Saving?

Bapak: No...you know, in the past, the trees that lived nearby the road....were keeping the water.

JD: The ground water?

Bapak: Yes. It holds the water. (JD translates)

Jane: Did he worry about that? (JD translates)

Bapak: About what?

JD: About the lack of water resources, the cutting of the trees?

Bapak: Regarding the trees cutting? It is already like that, what can I do. People were looking for money, they have HPH [*Hak Penguasaan Hutan*: Rights of Forest Ownership], they cut the trees, and the villagers here were losing the water. (JD translates). That's why, during the Dutch, they made that regulation.

JD: So, the Dutch were good. (JD translates)

Bapak: Indonesia set the rule to have a letter of permission to cut the trees. So whenever they had that letter, they could cut the trees. Although they cut more than what it had mentioned in the letter. Not because I am happy about the Dutch government, but the people now...(JD translates)

Jane: So does he think the government should do something about it for the young generation? (JD translates)

Bapak: Indonesian law is not strong, that's why. If the law was strong, then the law would say: these are some rules; of course people must obey the rules. (JD translates)

Jane: I'm just thinking, what will be the next question. It's good what he's been saying. Maybe could we ask him, what will happen to the next generation in the future? For his grandchildren maybe? (JD translates)

Bapak: My grandchildren? About their future life? Well, it's not about the economic condition. I am just thinking, however, my grandchildren...all of them have to go to school in any way, it doesn't matter, and they have to go to school. They have to go to school. It's going to be very hard to work for people now.

JD: Work for what? In the farm?

Bapak: For the people. People now don't want to work in the farm anymore. Only few people still do the farming, and not all the young generation now wants to go for work. (JD translates)

Jane: And does he think his grandchildren would be fine? (JD translates)

Bapak: I think so (laughs)

JD: Do you feel fine if your grandchildren become a farmer?

Bapak: I think that's fine, as long as they want to work. (JD translates) I think, in life...as long as people are willing to work, any work will be fine. If they don't want to work, of course it's their own right.. (laughs) Don't be lazy...

Jane: So does he worry about his grandchildren more than he worried about himself? (JD translates)

Bapak: Now? (laughs), my grandchildren...(laughs) well, I am going to die anyway...

JD: Who will die?

Bapak: Old people will die. My children should think about the way to guide their children too. (JD translates), usually, old people just wait for the dying day.

JD: Are you waiting to die?

Bapak: (laughs)...well, as long as I'm alive, I have to work right? (laughs)

JD: I am confused.

Bapak: Confused? Well, I as an old person will die sooner or later. My children should think how they have to teach their children. (JD translates)

Bapak: Am I right?

JD: Yeah. If I have to teach my grandchildren, in fact I already taught my children. (JD translates)

Jane: Setuju

Bapak: I told my children, that they have to go to school, and then work after they graduated, if they want to. They can do what they want after they graduate from school. If they want to work, then work. (JD translates)

Bapak: Go..go..go (laughs)

Jane: Well, I think we already spent enough time, maybe I'd love to going back to speak in another time.

JD: Yeah (JD translates)

Jane: Menarik sekali

Bapak: (laughs)

JD continue the translation

Bapak: Of course, I hope she come back and bring assistance [aid]. You know assistance? [Bapak said *bantuan*, this term is very popular after tsunami, refer to assistance, aid, help, money etc], for example, this is for Aceh, this is the money to help, for planting ...and so on (JD translates)

Bapak: For planting cacao, usually they plant it in the mountain. But I can't do it anymore. I am not strong anymore.

JD: You can go to the mountain?

Bapak: No, I am not. Maybe other people. (JD translates)

Jane: That would be lovely

JD: Yeah

Bapak: So for example, 10 people or maybe all the villagers who are interested in the planting will go together to the mountain and clean the mountain side to plant the cacao [maybe what Bapak means is replacing old plants with cacao, because cacao price is very high now] (JD translates)

Bapak: That is very good plan. Because people here want to work, but they don't have funding, so they can't do it. Of course people work for living. (JD translates)

Jane ask question but the voice very small

JD translates into whether Bapak think that there are no passing of knowledge from parents to the children and etc.

Bapak: To the children? No, they must pass the knowledge. To their children right?

Jane: Yeah. What about the farming skill? Is it lost?

Bapak: I don't think so. Farming can be done by looking at the way other people work, and determine our own way by then. We don't think that is an issue. (JD translates)

JD: But did the older generation pass on their knowledge to the young ones?

Bapak: Yes, there are some.

JD: Do you think the knowledge will be lost?

Bapak: No, it won't. (JD translates) This is my own experience, in the past, Dani, Zakir, Dedi, and me; four of us....my mother would stay at home. This is the story when we were working in the field. There were seeds belonging to other people, and then I'd ask my brother, that we could plant these seeds together, and they want to work with me.

JD: When was that?

Bapak: Uhm..what year...before tsunami, I think around 2002. It was before Zakir died. So they wanted to work together. We plant the seed...that is also the knowledge right? (JD translates) Hopefully all of this knowledge will be passing on to all of my children, right? But I don't know about other families. Everybody is different, so I don't know about other people. (JD translates)

Bapak: I think, my grandchildren still have their parents, so their parents who are my children, must teach them. (JD translates) Like that. (JD translates)

Jane: So, very good. Terima kasih banyak...

Bapak: So that was all my way...of course other people are different. (JD translates) It's not the same. (JD translates). I am like this, They are like that (JD translates)

Jane: I am looking forward to talk to around 10 to 20 people about their history of life.

Bapak: If I am not mistaken, I remember eating OB [not familiar with the term], it was very bitter.

JD: Bitter

Bapak: Bitter, and very difficult. In the past, everything is difficult (JD translates)

JD: During the war?

Bapak: Yes, during the war, that's why I said this is a war zone. So I live during the Dutch, the Japanese, PKI...I experienced all of them. (JD translates), and now the GAM. (JD translates).

Bapak: But don't tell them Ok. Don't bring your mind there [not sure what he means by saying this].

JD: Bring mind to where? To the farm?

Bapak: No, don't talk to them, it make things more difficult.

JD: About the GAM?

Bapak: GAM, in the present. For example, you've got a job at the PT. SAI [Andalas-Indonesia Cement], and pretend I am GAM. I will go to you and ask for money. Maybe...but I don't know. (JD translates) I am happy, I never quite think about all of that stuff. (JD translates)

JD: This is very delicious.

Bapak: I can't eat that anymore

JD: Because you are toothless, right?

Bapak: (laughs)

JD and Jane discuss about things.

Bapak: Where are you come from [asking Jane]

Jane: Australia, from Sydney..

Bapak: From where?

Jane: From Sydney...

Bapak: You want some more?

Jane: No, it's enough

JD: Thank you Ayah.

Jane: Anyway, it's a wonderful story. (JD translates)

Bapak: Terimakasih...sama-sama

JD: What is 'sama-sama' in English?

Bapak: Thank you

JD: You're welcome

Bapak: You're welcome. I am stupid man, I don't know anything.

Jane: What did he say?

JD: That he is stupid and he don't know anything

JD: Please don't say that, Ayah. That's not true.

Jane: That is wrong

Bapak: What is wrong?

JD: That you said you are stupid man

Bapak: Well, if I said I am smart man, in fact I don't know anything?

(all laughs)

JD: This is very delicious. Why did you say that you are stupid?

Bapak: I'm not good at talking to people; my job...is a small job. If I was a smart person, of course I would work there [doing better job, I think]

JD: That is not true. (JD translates)

JD: You feel you're not smart because you didn't go to school?

Bapak: Of course, people are stupid because they didn't go to school, right? If people go to school, they will be smart.

Jane and JD: No

Jane to JD: How do you say 'born smart'?

JD: Lahir pandai.

Jane: Yeah, lahir pandai

Bapak: I love talking with other people. (JD translates)

Jane: Well, very interesting story (JD translates) Thank you so much.

JD: Do you have to go to work or what?

Bapak: No, I won't. I want to do things with that eggplant. They've been eaten by the worm. (JD translates) That is my work now. Little by little...do you know little by little [bapak said sedikit-sedikit]. It means not in a rush.

Jane: Eggplant or Terong Belanda?

Bapak: The long one, egg plant.

Jane: Ow, eggplant, not tamarillo.

JD: so you got tamarillo in Australia?

Bapak: Terong belanda...

JD: It's very delicious, that terong belanda.

Bapak: I don't like, I never eat that

JD: You never eat that?

Bapak: I don't have appetite to that fruit.

JD: What?

Bapak: Selera...[appetite]

Jane to JD: How do you say 'add sugar'?

JD: Sweet, by adding sugar. I actually like without that.

Jane: Sharp...yeah.

Bapak: I don't like this also [maybe pointing to particular fruits? Because Bapak didn't mention the name]

Jane: Passion fruit. I never saw this in Banda Aceh

JD: Really? There are a lot in here.

Jane to JD: How do you say passion fruit in Acehnese?

JD: Markisa. [asking to bapak]

Bapak: Markisa, same with the Indonesian.

Jane: [Spelling]

JD: How to spell it Bapak?

[bapak trying to spell Markisa]

Bapak: That's what I can't do...

Jane: Do they sell it in here? Sometimes, it's very expensive in Australia.

JD: This fruit is very delicious. Is this using the letter 'K'?

Bapak: Yes, with K letter.

[Doing the spelling together]

Bapak: Yeah...

JD: Do you know?

Bapak: No, I don't.

Jane: I have to sms the Becak driver

Bapak: What for?

Jane: To take me back

Bapak: You're going home? Why don't you stay a night here?

Jane: I have to go home to Ajuen Jeumpet

Bapak: Sit here a while, the air is very fresh. Don't be in a rush.

JD: Buru-buru? [Rush]

Bapak: I mean, don't be in a rush, spend more time here. The weather is pleasant.

[Discussing about passion fruit]

JD: What did you said before about the weather to Jane?

Bapak: I said, don't be in a rush, spend more time here. The weather is pleasant. (JD translates)

Jane: Terimakasih.

JD and Jane discussed about Markisa

Jane: It's a beautiful garden.

JD: You're not responsible for the flowers right?

Bapak: Well, I do the watering. If Jane comes, I will water the flowers, but if you don't come, so I won't water the flowers. (JD translates)

**Bapak D-a**  
**26-1-09**  
**Lm- village**

Jane: Ok...you too...

Ainul: I barely remember what I say...

Jane: (laughs) So, *terimakasih banyak*. I guess, first...I just...asking whether he can start telling what his life was like when *dari kecil* up to now, if he can just describe the way he lived, how his life was like. (Ainul translates)

Bapak:...regarding my story of life?

Ainul: Yes, your story of life. From when you were young until you were grown up.

Bapak: Yes...so can I start? Hm...my life when I was young...hm...when the Japanese came here, I was only 7 years old. (Ainul translates)

Jane: Uh...*tujuh tahun*...do you remember before that? (Ainul translates)

Bapak: After that, in that time...when the Japanese were here...*ayah-ayah saya* [refer to all the older men in the village that Bapak already consider as his own father], the villagers here...by schedule, not at once...for example...today, from this village, 10 people were taken to M-, B-, Lt-, Lp-, to B- [villages] to work for them. In that time, there were police from the kingdom [Bapak said *Kerajaan* which means Kingdom/emperor...not sure refer to which kingdom], so they came to the house, and took the rice stock, one or two packs, they would take them all, in that time...you know. By the next day, they would also take everything that we owned. So the villager, as *Abu* has said [refer to the previous interview's respondent], we were very poor. We didn't have cloth, so we use *kulit kayu* [refer to the outer part of the wood, or wood skin?] or *goni*, that was our condition. Our food were consisted of one cup of rice, mixed with two minced papaya and banana, we boiled it. All the adults in the village were never home. So I was living with my mother. My father had a cow, so I would follow my mother to take care of the cow, cutting the grass to feed the cow, so that was my activity every day. (Ainul translates)

Ibu: So he was working. What about did he go to school during that time? (Ainul translates)

Bapak: No. (Ainul translates)

Jane: Sebelum?

Bapak: I went to school after the independence declared. (Ainul translates)

Jane: So, mulai...sesudah independence.

Ainul: And after that, please continue...

Bapak: After that, villagers that have a mother like me...within 15 days would go to Sigli to buy rice, we walked there (laughs), it was a round trip, we reached there in a day and a night. So we bought rice for two or three *bamboo* [equal to *aree*, a large cup that used as rice measurement], and maybe bought some long beans. After that, we would work as usual...when we were running out of rice stock, we would go there again. (Ainul translates)

Jane: is it still during the Japanese? (Ainul translates)

Bapak: Yes, during the Japanese. (Ainul translates)

Bapak: After the Japanese left, we started to work in the field, planting the rice. In that time, we worked in the rice field which depends to the rain fall. So, our harvest products was not sufficient especially during the dry season, people said, within one acre of land, we were only harvesting around 2 or 3 *bunca* [measurement that they use to count rice, not familiar with the synonym in English]. It was before we have this irrigation. So the villagers, except those who were rich in that time, the poor villagers still had to buy rice, within a year, there were only four months they didn't have to buy rice. That was once a year, so the harvested product only fulfilled the family needs for four months. Then we had to buy more for the next months. In that time, the life was very difficult too, especially for the farmers. (Ainul translates)

Jane: Is this after the independence?

Ainul: After the independence. (Continue translation)

Bapak: So, in that time...we bought sugar. *Sikateng* [another unfamiliar term regarding the rice measurement] rice wouldn't enough to trade with a kilo of sugar. (Ainul translates)

Jane: Does sugar grow in here? (Ainul translates)

Bapak: No, in the market they sold brown sugar, you know? The brown sugar? That was the sugar that we had. Sometimes the villagers would look for *ijok* [refer to family of coconut tree, the fruit of which also produces the extract that can be used to make sugar] to made their own sugar. (Ainul translates)

Ainul: So it's not the white sugar?

Bapak: No (Ainul translates)

Jane: Seperti palm sugar?

Ainul: Yeah, palm sugar

Bapak: That was after the independence huh. That also applied to the clothing, in that time, if we wanted to buy clothes...it was just after the independence was declared...if we bought one *sarong*, the price were like comparing one baby cow trade with two sarong. Can you imagine the price of one baby cow in that time was one million, compared to today's price that has reached four million. So, four million was similar with two *sarongs* in that time. (Ainul translates)

Bapak: After that, life goes on...and the price is getting lower and lower. Until now...until the time before the irrigation was installed, there was dry season where all the rice plant was getting dry and the rice grains were empty. Well, we were always in the situation where we were *morat-marit* [refer to uncertain life condition, sometimes good sometimes difficult, up and down?]. (laughs) (Ainul translates)

Jane: So, maybe Bapak would like to describe, does he work in the field everyday? Did they worked there everyday of the week? What was his life like? (Ainul translates)

Bapak: In that time, I was accompanying my mother.

Ainul: Everyday?

Bapak: In that time, I was already going to school. So I helped my mother after school.

Jane: To work?

Ainul: To work.

Jane: Ah...yaa...

Bapak: Because in that time, the ingredients, for example banana, couldn't be sold. People didn't want to buy corn, cassava that we've planted. It wasn't sold out in the market. So the daily income was only from the rice field and the cow. (Ainul translates)

Bapak: That was before the year of 1953. (Ainul translates)

Bapak: So, in 1951 to 1953, the DI/TII war was happening. During this DI/TII war, the villagers also lived in difficulties (laughs). (Ainul translates)

Jane: Uh...the Darul Islam? Did he still work in the sawah? (Ainul translates)

Bapak: I still went there. (Ainul translates). In 1953, I was just entered the 5<sup>th</sup> grade of elementary school. (Ainul translates) After that, many of the schools were closed during that DI/TII; many of the teachers were taken [kidnapped] by them, and some of the teachers also ran away to Banda Aceh (laughs). (Ainul translates).

Jane: So there were no teachers at school? (Ainul translates)

Bapak: Yeah. So, we were quitting school. (Ainul translates)

Jane: So how old is he when he was quitting school? (Ainul translates)

Bapak: [counting]...when I was....seven....uhm...maybe 15 years old. (Ainul translates)

Jane: And then what did he do after that? (Ainul translates)

Bapak: In that time...uhmm...53, 54, 56, 57....in 1957 some of the DII/TII members surrendered to the government of Indonesia. Some of their members still existed in the mountains. In 1958, all of their members surrendered, after that, the peace was achieved. (Ainul translates)

Jane: So, what was Bapak doing? (Ainul translates)

Bapak: In 1958...uhmm...1958, my father had passed away. So, if a father died, and two younger brothers were left with me and my mother, of course I had to feed them all (laughs), so I took care of them. I am growing up in that time; I could work in the rice field. (Ainul translates)

Jane: In his field, or other's people rice field? (Ainul translates)

Bapak: Our own field...our own field...We have one rice field, but I also worked in other's people field. I worked in two other fields. (Ainul translates)

Jane: And did his mother and sister also work as well? (Ainul translates)

Bapak: They went to the field too. (Ainul translates)

Bapak: So, I quitted school right, so I went to the Quran reading in the *balee* [an up-high building usually built in front of the mosque for village meetings, religious study, Quran reading etc]. I couldn't go to *Pasantren* because, you know, my father had passed away...I had to work, I didn't have time. I didn't think about that anymore. (Ainul translates)

Jane: Sorry, he was learning in a separate place?

Ainul: Yes, not in the *Pasantren*, like Pak Sufi that we've asked before.

Jane: Ah...Yeah.

Ainul explained some background about *Pasantren* and *balee*.

Bapak: After that, 58, 59, 1960...So I got married in 1960. (Ainul translates) I was very young actually (Ainul translates). I was around 22years old when I got married. (Ainul translates) (laughs). So, in that time, people started to look for money by planting crops the field. I planted corn, cassava, bean/ ground nuts, tobacco, chili...In that time, these crops could be sold in Banda Aceh, people started to buy banana, papaya from us. It started to have its own market in Banda Aceh. I would bring the banana to the *kedai* or *warung*, and then the *tokee* [food agents or distributor] would buy it and take them to Banda Aceh. So we were able to buy fish, and rice...(Ainul translates)

Bapak: After that, 62, 63...my wife was giving birth. In that time, going to the rice field to plant rice, we would harvest a lot. The harvest product was getting big and bigger. Sometimes, we were able to pay *zakat* [one of Islamic values to pay some kind of tax for the poor, like income tax etc]. This year, we could harvest 10 *bunca*, next year maybe less than that. In that time, the villagers didn't have to buy rice anymore; we had enough from our harvest product. In 88, 86...uhmm...in 1988, the irrigation was installed. (Ainul translates)

Bapak: In 1988 until 1996 we still harvested once a year. Starting in 1996, we could harvest twice a year. So the community lived better, they had a proper life after that. (Ainul translates)

Bapak: So, when this irrigation is running smoothly, people have better life, because they could plant the crops like corn, chili, and cassava. We had enough income from the rice field, so the additional income from the crops could be used to buy clothes, fish. Some people were buying gold [jewelry], until today. (Ainul translates)

Jane: Why do they...it's a separate question, why didn't Banda Aceh want to buy crops before? (Ainul translates)

Bapak: There was no *tokee*. (Ainul translates) And in that time, the trading was hard to do in Banda Aceh, the market there was just a small market unlike the market today. The *kedai* [warung] was not build as a shop building, it just like a small *warung* in this village. (Ainul translates)

Bapak: So that is my history of life until today. That's all [Bapak said *nyan keuh, nyan ban*, this phrase is doesn't have exact meaning, people usually used it to end a sentence by saying, that's it, that's all]. (Ainul translates)

Jane: Ok. Terimakasih...so now is the hard question. Maybe just ask Bapak, whether he always want to work in the farm. Whether in his life he would like to work somewhere else? (Ainul translates)

Bapak: Hum...I have to do it. For example, actually I want to go to Quran reading lesson, in the other side, I have to feed my family, my younger brother, I have to work for money, so I...in that I am the head of the family. (Ainul translates)

Jane: What did he wish to do, what would he think he could've had wish for, what would he...(Ainul translates)

Bapak: besides going to the rice field? In that time? Hum...actually, I wish I could continue school, besides going to school, I wish I could go to Pesantren, to read Quran. (Ainul translates)

Jane: More education.

Ainul: yeah, I think so.

Jane: So how did he feel when he was working in the farm? Did he enjoy that? (Ainul translates)

Bapak: Uhhh (laugh), of course I feel sad, I must feel sad, because I think, becoming a smart person with knowledge is very important for everyone. But what I can say, what can I do, the opportunity had gone...so be it, I have to accept (laughs). (Ainul translates)

Jane: So, yes...some people they love working in the field. Does he now, feel enjoy working in the field? (Ainul translates)

Bapak: I feel happy now, because comparing to the time before the irrigation was installed, we have more harvest products up to three times or four times than before. I feel quite happy now...because...(Ainul translates)

Bapak: Because it is impossible for me to continue school, also to enter the *Pesantren* as I am already old. (Ainul translates)

Jane: Yeah, so...I supposed how does he think he's changed from young man to old man, does people changed? (Ainul translates)

Bapak: So many changes happened, from when I was young up to now. I can say...maybe the changes are 70% from the beginning. Before the irrigation was here, our happiness [Bapak said *kesenangan* which similar to *kebahagiaan* or happiness] is only 25%, but now, our happiness is increased to 75%. 50% we were developing. (Ainul translates)

Jane: Hm...it is shocking how things are changed. Uhm...is he thinks he's happier than before? (Ainul translates)

Bapak: I am...uhmm, from the first time, I didn't have anything, and I had no field, no cow. But now, even though it is not a large one, I have rice field now, I also have field. I have 9 children; I have shared all the property to them, I gave them a piece of land. Even so, I still have my own field, like this *langsar* and *rambutan* field, it belongs to me; I also still own a rice field. (Ainul translates)

Jane: And does he...spend all the time with his children, and do they asked his advice...do they talk a lot? (Ainul translates)

Bapak: Sometimes...(Ainul translates)

Jane: About what? (Ainul translates)

Bapak: usually about the family matters, also about the life, what should they do? Discussing who should look after the field... So I would say, as long as I and your mother are still alive, I will handle the field, because Bapak [He said *Bapak*, to refer him self, sometime Acehnese or Indonesia use their own name or their own title to replace subject in conversation, for example in this sentence, Bapak changed the subject *I* into *Bapak*] now doesn't work in the rice field anymore, so I can use the money from the harvest product in the field to buy cigarettes, fish...uh...(Ainul translates)

Jane: So he retained some control.

Ainul: Yeah

Jane: So I just quickly see the remaining questions.

Jane: Maybe does he think about what would happen after he passes away, does he think about that? About the people that already passed away? (Ainul translates)

Bapak: I think about my friends that have passed away, especially the village leader, the religious leader, and the teacher. I would think about who would teach my grand children, I am...maybe I lost the opportunity because I am too old now to study, but my children and my grand children, they need a teacher. (Ainul translates)

Jane: yeah, so that...uhm...I think that's the end of my question, I want to ask him about his concern about the next generation, but maybe...if there any other concerns for the next generation. (Ainul translates)

Bapak: Hm...about life matters...uhm...that is...For me, that is...because the villagers, many of them had enough food, their children went to school, but their education...they cannot...uhm...what they call? In Darussalam?

Ainul: Unsyiah...

Bapak: Yeah, Unsyiah...so, many of them cannot afford to get their children to study in the Unsyiah. In this village, only 1% can afford that high [education], so maybe we had enough food, but not to the higher education...to enter Unsyiah, many villagers cannot afford it. (Ainul translates)

Jane: yeah...so does he think that the next one or two generation anyway will work in the farm? (Ainul translates)

Bapak: They went to school. After that they will work in the field of work in construction as a labor. (Ainul translates)

Jane: So maybe, could Bapak describe any changes in the environment over his life time. Like the weather, the field, the trees? (Ainul translates)

Bapak: So many changes happened. Talking about the environment, the changes has reached 90%, it's developing to a better situation. Before 1953, regardless of other villages, in this village itself, sometimes only *teungku* [religious leader] would practice the prayer. But now, 90% is changed. The social interaction, in the past, many people were drinking [alcohol], gambling, also having an open relationship with the opposite sex, this happened especially among the youngsters.

Ainul repeated the question regarding the weather and the rain fall.

Bapak: Uhhh...regarding to the changes in the trees, the trees are hardly growing now, because most of the river is getting dry. That includes the well; in the past, 15 rings were enough to reach the deep ground water, but in the present it is getting difficult to reach the ground water, we need 30 rings to get the water. Because the ground water is getting dry. (Ainul translates)

Jane: So it's getting deeper?

Ainul: yes

Jane: When did he think that started changing? (Ainul translates)

Bapak: It happened recently, I think in the last two years. Because, the government and private sectors, they allowed the stone mining in the river, so day by day the river getting deep and deeper. So the ground water is getting low and lower. (Ainul translates)

Bapak: (voice not clear)...so by the government...they think that maybe stone mining... also to avoid people going to the mountain to work there. Therefore, the river is getting deeper, and the landslide happened along the river. In that corner, around 1 acre of land fell down into the river. So if this stone mining continues to happen, maybe the villager here should be evacuated, we should move. (Ainul translates)

Jane: Because of the sand mining? (Ainul translates)

Jane: Are there other things that he thinks that's being done are bad for the environment? (Ainul translates)

Bapak: Nothing else.

Bapak: Sometimes, uhhh...you know, our field is located 150 meters away from the river, but in the present, the distance is only 50 meters, its getting closer (laughs). So I

think, if this continues to happen, if the government doesn't do anything regarding this, I think by the next two years, my land will maybe vanish by the landslide. (Ainul translates)

Jane: So the land goes...like this? (Ainul translates) Dulu seperti itu...sekarang...

Ainul: So the river is getting wider.

Jane: Wow that's huge...uhm...maybe can you ask Bapak what he enjoys most during the day? (Ainul translates)

Bapak: Now, uhmm...I am quite strong huh, I am taking care of two cows. In the afternoon, I will go to cut the grass, to feed them, during the night; I will take them back to their pen. (Ainul translates)

Jane: Is that what he enjoys the most now in his life, taking care of the animals? (Ainul translates)

Bapak: Yes. (Ainul translates)

Jane: Yeah, the most important thing....

Bapak: Because I can't do other work. (Ainul translates). I don't go to the *sawah* anymore since five years ago. (Ainul translates)

Ainul: So you paid someone to work in your land?

Bapak: I lent my *sawah* to other people, and when the harvest arrived, we share the harvest product. [Ainul note: I think Bapak still does that now, according to his explanation about the fact that he quit going to the rice field since five years ago] (Ainul translates)

Jane: Does he miss working in the field?

Bapak: I think that's enough to fulfill my needs for the food. (Ainul translates). Well, I missed it, but I don't have enough strength to work there. (Ainul translates)

Jane: Yeah...and panas sekali. (Ainul translates)

Jane: Ok, what do I have left? So he likes spending time by himself now or whether he likes to be with his family? (Ainul translates)

Bapak: I don't have other activity. That's all that I do. I have a small field that is planted with crops by other people. The harvest will be shared between us. My main job now is just taking care of the cows, nothing else (laughs). (Ainul translates)

Jane: But does he spend a lot of time by sendiri? or always with the family...with the children all day? (Ainul translates)

Bapak: Yes...with my wife. (Ainul translates)

Jane: Yeah, banyak orang di Australia, sendiri...Sorry, what is in his life that I didn't cover, uhmm got married, have children...uhm...maybe if he could talk about, just when...what made him decide to stop working in the *sawah*, that time in his life, when he was working and he decided not to, could he just talk about that time of his life? (Ainul translates)

Bapak: I was sick in that time, *asam urat* [not sure the synonym in English, *asam* means acid/sour, *urat* means muscle. This is the kind of disease related to the muscle]. I couldn't sit like this for a long time; I have to do the stretching a lot. (Ainul translates)

Jane: Did he see the doctor? (Ainul translates)

Bapak: I did

Jane: Tidak bisa...?

Bapak: Yeah, the doctor gave me prescription, but soon after the medicines are finished, the pain is back again. (Ainul translates)

Jane: Selalu seperti itu, just stopped the pain...

Jane: So what do you...uhm...do you feel, do you feel hopeful for the future of his children and grand children? (Ainul translates)

Bapak: Yes...uhmm (Ainul translates)

Jane: That the situation...

Bapak: Some of my grand children are going to school, but some of the others aren't. (Ainul translates)

M-: The grand children in J- didn't go to school; they live in a very remote area, they also live under the poverty line [here M- said *lebih dari sangat miskin*, literally means poorer than poor people, but usually people would say *miskin*, *gasin*, *seungsara* etc that closely meaning live under the poverty line]. (Ainul translates)

Jane: J-...I think J- is kota...

Bapak: It's quite far from J-, 8 km from the city of J- (Ainul translates)

Bapak to M-: Do you think its 8 km or 10 km?

Ainul: So they didn't go to school?

M-: Some of them didn't. Well, my older sister, she's having children close each other. I mean, the birth distance from each child is very close. So they are very poor, they don't have enough. (Ainul translates)

Jane: So maybe one last question.

Ainul: [seeing Bapak condition] do you feel tired Pak?

Bapak: Uhm...(laughs) (Ainul translates)

Jane: Yeah, one last question. Do you think a lot about the past? (Ainul translates)

Bapak: About the past huh? I think about it. You know, my condition in the past and in the present is very different. So, what is the purpose of having an intention to hug the mountain, because my hands can't reach [around] it? (laughs). That's it, that is one thing. I think if I want to be young again, of course it is impossible. (Ainul translates)

M-: He's very traumatized during the GAM time. The GAM came and took him somewhere else. You know, he's the village chief for a long period. How long you've been a *keuchik*, yah?

Jane: Uhm...maaf (Ainul translates)

Bapak: In the night, the GAM would come to my house, and take me there...

M-: About ten feet away from home, the army has come too.

Bapak: They called me and took me to the forest...they asked me for money. They would say: "*Pak Keuchiek*, so tonight you have to provide us money, 5 million, if not...then ..." *krek krok* [sound of gun being activated]. Then I would say: "It is impossible if you ask me tonight. I don't have money at home, so tonight I don't have money...". They asked: "So when you can provide the money?". I think...you know, I didn't have the money in my pocket, so I won't say tomorrow or the day after tomorrow. They said "So within two days, you have to give the money, otherwise we will take you to the mountain". So that's what happened every month. (Ainul translates)

Jane: So why did they choose him? (Ainul translates)

Bapak and M-: Because Bapak is the *Keuchik*...(Ainul translates)

Ainul: But *Keuchiek* also doesn't have money. It is not like the civil employee. (Ainul translates)

Bapak: Yeah.

M-: Bapak had been a *Keuchiek* for 29 years. (Ainul translates)

Jane: So how does he deal with all that memories now? Does he try not to think about it? (Ainul translates)

Bapak: Huh? How?

Ainul repeated the question

Bapak: I remember...

M-: There was once when Bapak was picked up by the GAM, then the army vehicle entered the village, soon after that, all the GAM members were running away, leaving their sandals all over the place.

Bapak: I was with my colleague/friend, K-g [not sure the spelling is right], we were hiding in the forest...of course...uhm...luckily, the army didn't see us in the forest, so when they saw us...they released the gun shots to us because they thought we were GAM. I thought there must be villagers who reported about us to the army post. So, suddenly while we were interrogated by the GAM, *tham thum* [sound of shots], and the army has arrived in *meunasah* [small mosque], and all the GAM was running away here and there, so we left there [that place] in the forest, we were *tiarap* [lie down on the ground]...and we went back to this house. Not long after that, maybe 5 minutes after that, the army approached us, they asked: "Pak Keuchiek, where are they? The GAM?", I said "They running away, Pak". They asked "Where?", I said "I don't know". "So is it true the GAM came here?", I said "Yes, Pak". They said "Pak Keuchiek, why don't you tell us if they came here?"...so I feel in between, if I made a report...you know...the GAM...and the army...(laughs). So I said "I have mentioned to my colleague about what happened, because I have no time to make a report to you, because they came suddenly and I was caught"... (Ainul translates)

Jane: Yeah...exactly. So does he think that still affected him? Having those memories, now? (Ainul translates)

Bapak: Hm...of course I remember those memories, because I feel really sad thinking about the past. But now, in the present...uhm...In the past...all the Keuchiek that I knew...all the Keuchiek that ruled in this Kecamatan, we *slept on durian skin* but now, there is no compensation from the government not even a cigarette, not even from the ex GAM members. So, we were really sad, because we were also being under threat during that time. Well, many of the GAM members received assistance, but us? Not even a single cigarette, from the government, nor even from the GAM. (Ainul translates)

Jane: Yes, understand...long time

M-: During the time my father ruled as Keuchiek, the GAM just came into our house and checked the cupboard, trying to find hand phone. They suspected that my father reported to the army about the GAM activity here. They just came inside the house without permission. At first, we put our TV here [in the living room], they took the TV's remote because they thought it was the hand phone. All the clothes in the cup board were thrown away. (Ainul translates)

M-: I was with my son, you know, they were very little in that time, I think they were just...uhm...in the kindergarten...(Ainul translates) They knocked on the door, I thought it was my husband, but when I opened the door, it was the GAM. They just came into the house without *salam* [greetings] or whatsoever...(Ainul translates)

Jane: Do people always talk about it among themselves? In Australia people will talk to a doctor, to get rid of them and anything. But here, do people talk to anyone? (Ainul translates)

M-: Just talk among people in the village. We don't have money to go far from the village. We only have a midwife here (Ainul translates)

Ainul: maybe what you mean is trauma healing?

Jane: Yeah, trauma healing and counseling

Ainul: During the tsunami relief, many trauma healing posts were built in Banda Aceh, but not in the village.

Jane: Do people talk among themselves?

Ainul: Yeah.

Bapak: I didn't sleep well during that time. Sometimes I hide in the Dayah [Pesantren], but they found me and took me back to the village. When we arrived in the village, they would ask me for money; this and that...I sometimes had to borrow money from the *tokee* [food agents, distributor]

M-: One night, people saw Bapak's bicycle was turn upside down in the *meunasah* [small mosque], with all the coffee powder torn apart from the plastic bag...we thought Bapak has gone forever [died], because of the bicycle condition...in fact Bapak was OK, he just went somewhere...we really thought that Bapak was dead. (Ainul translates)

M-: Because he always used the bicycle.

Jane: Wow, very hard...people in Australia don't know how hard it is

Ainul: But this research will tell them...

Jane: Yeah, it will....and how brave people are (Ainul translates)

Jane: Well, I think the people sudah capai...terimakasih banyak Bapak

Bapak: Sama-sama

Jane: Say to them once again that I am honored (Ainul translates)

Jane: Terima kasih

Bapak: We also feel delighted

M-: With Jane's visit....

Bapak: Before this, we don't know...we feel happy to have the opportunity to meet you who comes from a far place... (Ainul translates)

Bapak: It's like...uhm...pretending I was in Australia...(all laughs)

Jane: Well, terimakasih banyak

M-: She's tired [refer to Jane] (Ainul translates)

Ainul: Capai?

Jane: Yeah, semua capai...yah...a lot of information.

M-: We are getting use to with this. (Ainul translates)

M-: We always go to the *sawah*, it always tiring to work in *sawah*, so today; we stayed at home and don't feel tired.

Jane: So I want to turn it off...

**End of interview**

**Pak I-h**

**27-1-09**

**Lm- village**

Ainul: ...maybe we will forget many words during the interview, that's why we need to record it.

Bapak: Well, what she will say, I don't even know what she says.

Ainul: She (pointed to Jane) will ask you several questions and I will help the translation, and you will answer, that's all

Jane: Tell him we will ask a few questions about his life, and he can tell as many stories as he can think of (Ainul translation)

Bapak: The questions are about the Dutch history, aren't they?

Ainul: Actually, the questions are not about the Dutch history, but more about your life history. Whether it includes the Dutch or Japanese, feel free to share.

Ibu's voice in the background: Don't talk in long sentences, otherwise she won't be able to tell (pointed to Ainul)

(Ainul translation)

Bapak: So...ehm...my life is like this...when my parents are still alive, my life is very difficult. It's hard to get food, until then I have to fight for myself. I have to work for someone, cutting the tree, taking care of the cows. I have breakfast in the morning, but I have nothing to eat in the afternoon. It is very difficult.

Jane: When he was a little boy?

Bapak: Huh...the difficult time? Hmm...It is when I was little, this big (showing with his gesture), my difficult time, maybe around 15 years old, you know, it is already time to be responsible for ourselves. After I'm getting married, my life is even harder. It is even harder. I can say, after I'm getting married, sometimes we have food in the morning, and nothing in the night. Sometimes we had lunch but most of the time, we don't eat, at least once in a day. Because my parents left me nothing, they are poor. Until now, when I had children, life continued to be hard. I look after the cow, from Be- [name of sub district] to Banda Aceh by foot.

Jane: Is it during the time when the Dutch were here? Or...

Bapak: Yes. And then during the Japanese, that is even worse. My stomach is like this (showing with gesture, big stomach). We mixed our rice with chopped banana, or papaya, or corn.

Sometimes we didn't eat for several days. Our rice stocks at home were taken by the Japanese. That's the story in that time.

Jane: And who was in the house then, was it his mother and his father and...

Bapak: During the Japanese, I lived with my mother and father. My mother was poor, and my father was sick. They went to Padang Tiji (name of sub district) to take (get?) rice. They bought the rice for few kilos, and in the way home, they met the Japanese, and the rice was taken by them, they only save us a small amount of rice.

Bapak: I can say that during the Japanese, we're nothing. In the morning they took us for what they call as *gotong royong* (Bahasa: refers to mutual assistance), but when we arrived there, it was a *rodi* (Bahasa: refers to forced labor). They took us to M-, Bl-, Bp-, sometimes we have to stay there for a month. Once in a month they returned us to the village. They will give us rice this much (showing with his hand) mixed with sand, but we had no choice, so we ate that. Our children in the village are not cared for and suffering from *kudee* (skin disease, e.g. scabies?), and *gutee* (type of bugs that live in human scalp), don't have cloth. Same condition happened to my wife in the village, she had no cloth. So she swapped her only cloth with others. For example, if she needs to go out, then she will wear the cloth, and the children will stay at home naked.

Jane: So did he get married during the time of Japanese? Can he just say how does he grow up and get married? When was that?

Bapak: When I get married, the independence is achieved. When I am married, I have difficult time too, very poor, *ciet putoh leuh* (phrase that use commonly to describe that someone's condition is really at dead end, poor, miserable, no money etc).

Ainul: After that?

Bapak: Hah? After that...ehmm...after getting married my condition remained the same. I still live under the poor, not happy at all, uhmm...because I don't have anything, I don't own land or cow (Acehnese prosperity is usually measured by how much land you own, how many cows you kept) , nothing that I owned, because my parents were poor and didn't leave me something to inherit. . So my life was hard, you know.

Bapak: Let's say that I don't live happy, but when I die, I never know. (Laughing)...haa...that is my story. I need to feed 12 people in my house, and it was hard since we're poor.

Jane: So how did they manage? Was he is the person who's responsible?

Bapak: I am, alone. Hai, during the Japanese I already worked and fed the family since my father wasn't able to do so.

Jane: So can he just talk about work, what happened when he comes back?

Bapak: Hai, I went to the rice field, even we weren't able to sell the crop. Nobody will buy the crops. Not like today, we can sell many agricultural products, this and that. In the past, banana will ripen by itself in the tree, even rice wasn't selling well.

Jane: And how many children did he have, and did they go to school during this time?

Bapak: My children? Ehm...Twelve children

Ainul: Did they go to school?

Bapak: No, they didn't go to school, how can I afford school, none of them went to school, that's why *han jeut keu buet* (Acehnese phrase: refers to condition where someone is failed to become successful person)

Jane: None of them helping him?

Bapak: They're not doing anything; some of them are married, but even the daughter in law also lives under poor, poorer than me.

Jane: After the time when he grew bananas, what happened after that?

Bapak: Nobody interested in buying the banana.

Ainul: After that?

Bapak: Huh?

Ainul: What happened after that?

Bapak: Uhhh...my life? Ehmm... I don't know what to say, it's really difficult. I have no words to describe. I look for money by breaking the rocks, cutting the tree, that's my livelihood, also looking after the cow, nothing else. I want to work in the field, but I don't own land, I want to plant rice, but I don't own *sawah* (refers to rice field). The cow that I look after is not mine.

Jane: And is his wife working too, or did she stay at home with the children?

Bapak: I still live in the poor. If I die, maybe I won't be able to afford graveyard.

Ainul: repeated Jane's question

Bapak: No, she's doing nothing. My wife is not a member of this village. She came from Montasik (name of other village). When I married her, she moved here with me, because my livelihood is here.

Jane: And does he spend a lot of time with his children and his grandchildren?

Bapak: With my wife and children and grandchildren. God gave me a lot of children. I have 30 grandchildren now.

Jane: Does he think that his grandchildren are happy?

Bapak: I don't think so. I don't have money; my children didn't go to school because I couldn't afford it. I also didn't go to school. You know, during the Japanese, who had time to go to school?; everyone is busy playing hide and seek with the Japanese.

Jane: And do they read Qoran also?

Bapak: They read Qoran a little, just at home. Well, what can I say? My parents are poor people, when my father was 7 months old; his parents also were chased by the Dutch. So my father lived without his father.

Bapak: So, we always live in suffer.

Jane: So is any part of his life that he enjoys? Something that he does, that gives him pleasure?

Bapak: Now? If you asked about my happy moment, I don't have (one?). Ehm...You know. Well, I only work in the morning for food in the morning, and work in the afternoon for evening food. I don't look for more, as long as we don't feel hungry during the day. We don't have anything; I have to share this much food (showing with his hand) with the rest of family members.

Jane: What does him think about when he passes way, what will happen then?

Bapak: Well, I will still think about them. My married child still lives with me, how could I not worry? The number of my grandchildren i keeps adding. In the morning, they will come to me and ask for money, and I can't resist them, because they are staying with me, except for those who don't live with me. I am not happy, always suffering and poor.

Bapak: One of my married daughters was divorced recently, leaving me with three kids to take care of. The father doesn't care about them anymore; I am the one who is responsible for feeding them since they are staying with me.

Jane: How did he come to the traditional medicine?

Bapak: Hmm...well...it's just a small job. If you have knowledge of course you have learnt somewhere. Usually I give herbal medicine for stomach ache, if I didn't have background about it, of course I wouldn't able to practice my skill. I provide medicine for stomach ache, head ache; I don't charge people after my assistance, when I give them the medicine, if they have money, they will pay me, but if they don't, then I won't force them to pay. It's not like I have a certain price for this type of medicine, or that type of medicine, I just help them. Some of my patients will give me a cup of rice. But if they can't afford to pay, then I won't mind.

Jane: So how young was he when he started?

Bapak: Ehm...I was...at DI period, around 1958

Jane: And then did he make up his own medicine, and what else? What kind? Can he tell us a bit more?

Bapak: I make the medicine myself. It's a mixture of traditional herbs and other ingredients. I use leaves that I've picked in the forest

Jane: And how he diagnosed people?

Bapak: For example you're sick, which part of your body aches? Then I will examine, and determine whether this is *maag* (refers to a kind of stomach ache) or *bara* (Acehness word, not sure what it means). So if its *maag* or *bara*, I already know the cure. I know the cure for gastric, hernia too, or maybe *ambeien* (refers to piles), I master the medicine for that type of illnesses.

Jane: And did he do that for everyone in the village?

Bapak: Not only the villager from this village, some of my patients come from the other village because they already knew.

Pak D-a voice: People from Banda Aceh also came here for Pak I-h's medicine. Lhoknga, Blang Bintang...

Bapak: Padang Tiji...

Jane: Until now?

Bapak: Yes, until now. Sometimes my children also try to learn making the herb mixtures.

Jane: Are any of them going to become like him?

Bapak: My children? Yes, two of them are getting very good. But they also do the same thing as me, we didn't charge our patients.

Jane: And did the children and grandchildren go and talk to him about other things, for advice?

Bapak: What kind of advice? What for?

Jane: About family, about problems.

Bapak: No. They only talk when they need to ask for money.

Bapak: The mixture that I've made, not only consists of different variety of leaves, but also contains some ingredients that I've bought in the market. I give them medicine, but God will determine whether the sickness is cured using my herbs mixture.

Jane: So does he pray for the patient, for the sick people?

Bapak: Hah? Of course, I pray to Allah.

Jane: So when, did he practice his medicine during Japanese and after the DI/TII?

Bapak: My first time practicing the herb medicine was during the DI/TII.

Bapak: I am 78 years old now.

Jane: Maybe could he tell us about some experience when someone was very hard to cure and he cured them?

Bapak: The sickness that I couldn't cure, is liver, there is no medicine that is able to cure it, not even the hospital. If there's any, than it must be a piece of winding-sheet. *Maag* (stomach infection), when it's severe, it cannot be cured; only a temporary pain killer.

Jane: But I am just wondering, some of his experiences, when someone comes, can he tell us maybe some of these experiences...

Bapak: Many...I receive around ten patients a day. Well, for instance the sickness that I couldn't managed to cure is *supak* (type of skin disease when someone's skin is whitened, refers to vitiligo), even the hospital will say No.

Jane: Can he do anything?

Bapak: There were a patient came to me with that kind of skin disease, but I couldn't do anything. I just simply said, it cannot be cured.

Jane: Does he treat babies, children and adults?

Bapak: From the old to the baby born.

Jane: What does he thinks about western medicine? Like the doctor in town?

Bapak: Well, I didn't consider myself providing a proper prescription like the one from the authorized doctor; my medicine is composed from herbs, also some additional ingredients that I've bought in the market and trying to help.

Bapak: I blend herbs, and give the extract to the patient for drinking. But afterwards, I don't request payment, like the authorized doctor does.

Jane: So what is it like in his home, does he have a place where he meets the patient?

Bapak: No, it is very casual. I don't have a place to examine or a bed where the patient will sleep over night; it is not like in the hospital. After I provide them with my medicine, they just go home. But sometime, I also accepted a request to come over to the patient's house.

Jane: And does he think that he's been learning more since he was young or whatever; does he keep learning new things?

Bapak: Well, I can say that the number of my patients keeps increasing and I have more experience by learning from new diseases. But I couldn't say that I also earn more money because I don't charge my patient. Sometimes, when I walk in the village, I meet someone, and he says, "I feel pain in my stomach, is there any medicine that you can give me, but I don't have money to buy to from you" Then I will say "I have the medicine". But then when I give him the medicine, he will say that he doesn't have money to pay me, so the medicine is for free. What can I say, he is poorer than me.

Jane: Whether he thinks that climate and the weather has changed over his life time?

Bapak: What kind of changes?

Ainul: The weather?

Bapak: Happiness?

Ainul: No, the weather for instance, the air...(Pak D-a tries to explain, and mentions whether there are changes happening in the weather, the rain, from the past up to today)

Bapak: About the disease?

Ainul: Not the disease, but the weather

Pak D-a: The weather, you know, for instance, today are very hot, and maybe this month the rain fall heavily during the day, or dry at all.

Bapak: Ehmm...like this, it is very difficult to predict, for example, in the past, the elder will say, the rain will fall by this month, or drought by the next month and that is precisely what will happen. Sometimes, the rain comes during the bright sunny day. We cannot say what will happen.

Jane: ...where the plants grow?

Bapak: Of course, it's hard to find the tree that I need. This January, usually it is rainy season, but the village is dry. The rain season is supposed to begin from November to January. Between July and November the flood will strike the village, but this year it's not happening.

Jane: Does he think there's a difference in the way the herbs are growing?

Bapak: There were so many changes happening. I hardly find the herbs that I need now.

Jane: So they're not growing here anymore?

Bapak: Many of trees are dying. Not only the herbs, but also the trees that use to lived everywhere surround the village have died. It's just like human's life.

Bapak: Now when I look for the herbs, I have to search deep in the forest.

Jane: Does he do that now?

Bapak: Yes, to that forest (pointed direction), in the past, I can walk around the village and find what I need.

Jane: So how did he go to the forest? Tell him to describe his expedition.

Bapak: It's the forest anyway; I could not use any vehicle there. Of course I walk by foot. I went there in the night and returned to the village by the next day.

Jane: So is there a lot of herbs in the forest?

Bapak: I have to go deep in the forest, because the village doesn't have that kind of herb anymore.

Bapak: If you asked me about my story of life, I don't know how to describe this anymore, because it's too sad.

Mala interrupted the interview to say that she's going to the ultrasound check.

Continue at minutes 42

Jane: What is the role of religion in his life?

Bapak: In regards to *ibadah* (daily pray or other religious activity), I'm praying five times a day. I am praying by myself (*sendiri* or individually or alone), because I am already old. I could not pay for *zakat* (refers to Islamic practice: sharing of annual income to the poor or orphan etc) because I am poor also.

Bapak: I wanted to teach my children Qoran reading, but I couldn't read. So I asked another *teungku* (religious leader) to do so.

Bapak: What is her religion (pointed to Jane)

Jane: Christian

Continue with laughing and small chat about the religion.

**Pak I-h and Pak D-a**

**27-1-09**

**Lm-**

Pak D-a: ...from here, Mr-, Lc-, Lb-, La- (mentioning names of Desa, not sure whether the spelling is correct)

Ainul: Are all the villages' entrances from this road?

Pak D-a: It can be reached from this way or from *Simpang Peut* (refers to intersection, not sure whether this is the name of the village or just a 4 streets direction). From *Simpang Peut* you can reach another village, it is heading to P-g, M-k...(name of village). (Ainul translation)

Pak D-a: The Dutch established all of these (not sure whether it is refers to the village or to the road. (Ainul translation)

Jane: So were they born here? (Ainul translation)

Pak D-a and Pak I-h: The villagers already lived here during that time. Our grandparents were born here, they lived here. (Ainul translation)

Pak I-h: They planted the tree(s?) along the road. (Ainul translation)

Pak I-h: The road construction was built by hand, not like today. People were dying under the sun, during the Dutch. Everyone was forced to work for the Dutch, if we're not coming, they will chase us and hit us. We have to pay tax for each person, they called it "*peng kepala*" (tax that they should pay for each person), or *peng rodi* (cash for work). (Ainul translation)

Jane: So what happened during the Dutch with all this Sawah and everything? (Ainul translation)

Pak I-h: We haven't started the Sawah yet. (Ainul translation)

Jane: So only fruit before and vegetables, not Sawah?

Pak I-h: We plant something else, like crops.

Pak D-a: During the Dutch, the Sawah weren't formed like this, just a piece of land.

Pak I-h: The Dutch government had a more reasonable punishment for people whenever they'd made a mistake. They would just take us and punish us without really hurting us. Not like the time during the conflict. Sometimes, we don't even know what kind of mistake that we've made; they will just take us, and kill us or hit us.

Ainul: The Dutch ruled for 350 years, and the Japanese ruled for 3,5 years. (this is Ainul speaking)

(Ainul translation)

Jane: And the DI/TII?

Pak I-h: It's a civil war; I am actually one of the members of DI/TII movement

Pak I-h: My life is about experiencing the Dutch and the Japanese, DI, PKI (Communism: refers to Indonesian Communism Party), *Prang Cumbok* (Cumbok war), and then the GAM war...how many wars? (Ainul translation)

Jane: When was the communism?

Pak D-a: Around 1964

Pak I-h: What years did Suharto rule?

Ainul: I don't remember, after the independence, our first president was Sukarno, and then replaced by Suharto. Suharto ruled for 32 years, and he resigned on 1998, so 1998 minus 32 is 1966.

Pak I-h: That's the year when the communism movement started, when Sukarno quit the presidency and Suharto was elected.

Ainul and Jane discuss about the communism

Jane: Could we ask them whether it's affected this village?

Pak I-h and Pak D-a: This village was not affected with the communism; no village member was involved with the movement. (Ainul translation)

Pak D-a: Many of Aceh Trains employees were involved with the PKI (Communism) (Ainul translation)

Jane: What happened to the train?

Pak D-a: They took it back during Suharto period.

Jane: So the track was still there?

Pak D-a: No. They took the track too. They removed the track.

Pak D-a: After the conflict happened, maybe around the communism period.

**Bapak I-k**  
**3-2-09**  
**D- village**

Bapak: ...cutting tree branch, breaking rock, working for the Japanese. I was hit behind my head by the Japanese, until my head dizzy. (Ainul translation)

Jane: Wow, that's not good.

Bapak: I don't remember what year it was; I just say it how it is. (Ainul translation)

Jane: Yeah, just share whatever. So maybe he could just start talking a little bit about....

Bapak: Sweat is all over my face, I feel very exhausted, and the sweat is *meutep-tep* (refer to drop continuously), suddenly I realized they came behind my back and *puk* (sound of punching) they hit me. I couldn't see anything after that. And then an army came after me to split me from the hitter and dragged me under a tree, I sat there and didn't continue the work. When it's time to go home, people go home. At one o'clock everyone is leaving and so am I.

Did they give your payment for the day?

Bapak: They did. They paid us one cup of rice at 4 o'clock. One cup of rice usually served with two big chopped papaya, we mixed it and ate it, or sometimes *janeng* (the poisonous fruit). This (pointed his hand), is injured while skinning the papaya's. Not only for days, but months we've been chopping papaya for food. We cooked it, rice this much and papaya this much (showing with his hand) and eaten by the whole family. (Ainul translation)

Jane: Did he feel sick during that time? (Ainul translation)

Bapak: Well, after the hit me, of course it's hurting, I feel dizzy and confused about what has happened. I couldn't even see the ground, it was black. I couldn't see anything. His friend (refer to the Japanese army) came and took me to the tree. At one o'clock when everybody is leaving, he called me and asked me to go home. I came back again tomorrow.

Jane: Does he remember when the Japanese came that time, anything about that time, when they arrived? (Ainul translation)

Bapak: In the night, we rotated watching the *Pasi* (not sure what it's refer to: name of place? the beach, or the fortress along the beach line). In one night, there could be ten to fifteen people staying there. (Ainul translation)

Jane: Can he remember what he was doing before the Japanese came? (Ainul translation)

Bapak: Before the Japanese came, it was during the Dutch, I planted *kacang* (refer to bean or nut not sure which variety it is). I spent 15 sacks of seed. (Ainul translation)

Bapak: I worked in the field that owned by an Indian

Jane: And was he going to school when he was younger as well?

Bapak: Yes, I went to school. But I don't understand why, whenever I write something, my teacher will be angry and hit my palm with a ruler, and asked me to sit. Other people too, if they started writing, the teacher will hit their body part. If I write something and nobody reported me to the teacher, then I wouldn't get any trouble. Why we were forbid to write, I don't understand. They didn't allow us to write. Sometimes, I made a joke with my friends at school; we pretended that we were writing something, and then I showed it to my teacher, my teacher will say "What is this for?". (Ainul translation)

Jane: Is the school here? (Ainul translation)

Bapak: Lamnga, right after the long bridge. (Ainul translation)

Bapak: When they were watching the *Pasi*, two people among them were injured. They tried to pick the coconut. Well, you know, in the middle of the night we were hungry, nothing to eat. Two people were suffering from leg break, hand break. That's what happened in the *Pasi*.

Ainul: What is *Pasi*, Pak?

Bapak: It's located in the beach.

Ainul: Is it fortress?

Bapak: No.

Ainul: So you were keeping an eye in the beach? What for?

Bapak: It was ordered by the Japanese

Bapak: So the next day will be our day off, during the night, we will go to the beach and find crabs. The Japanese didn't allow us to use the light. But that night, I bring the light, otherwise I couldn't see anything. And then they shot me twice but I managed to escape from the shoot. Tam tam... (Sound of gun), they didn't hit me.

End of the first part (I think it is when the battery is off and swapped).

## **Bapak I-k Part 2**

**3-2-09**

**D- village**

Ainul translates: There's one time, you know there were forced employment. The villagers were carried in one truck, when the truck was being driven in the cliff road, the truck were turn upside down, so the passengers in the truck had their leg broken etc. But the military forced them to get back to the truck no matter how bad the villagers were injured. So they got back to the truck heading to the road and were dropped in the mountain to work.

Jane: wow...

Bapak: Ehm...during the Japanese, we planted cassava. So the boiled cassava was served with coconut and salt, nothing else. No sugar, no coffee. (Ainul translation)

Jane: Wow...did he have enough to eat? (Ainul translation)

Bapak: No (Ainul translation)

Bapak: Some villagers went to the sea for fishing with *pukat* (refer to net) because there were no food stock in the village. They went there with empty stomach. So the villagers boiled cassava that they collected among themselves, they mixed it with salt and coconut, and they sell a small wrap of boiled cassava for 5 cents/rupiah. The fishing men will eat that food in the sea during fishing. Usually a small package of boiled cassava was selling for 5 cents/rupiah?). (Ainul translation)

Bapak: During that time, one of my uncles also has a story. They hanged buckets of stones and other materials in his body, in the front body, in the back also in his left and right side. Unfortunately he is very tall man, he has to stand in the very back of the line, because it is too heavy, he couldn't stand properly. The army came and hit him, they forced him to carry more stone, but he couldn't. They asked him to carry more, but he couldn't as he is already carried a lot. One of the army came to him and tied him up in the tree. He eyes and his ears were bitten by the red ants, he was bitten all over his face.(Ainul translation)

Jane: Wow...does he remember the time when the Japanese left? (Ainul translation)

Jane: ...remember that day? (Ainul translation)

Bapak: The day when they left, they went to the mountain and buried all of their equipment, why they do that, we never know, I don't even know exactly what sort of things that they buried, gun? . After that, in the middle of the night, we heard the sound of the truck's engine and all of the army was leaving to Banda Aceh. In the morning, I went to their base camp, and I saw everything was *trang* (refer to clear and shiny); like the sun shine again. Corn grain was thrown everywhere, rice grain was spread here and there, and the villagers came and took it all. Well, they were hungry; we only have dried corn in the village. We have no sugar in the village; we cooked everything with salt and coconut. (Ainul translation)

Jane: So everyone must been very happy? (Ainul translation)

Bapak: When they first left? Not only happy, I don't know how to describe it in a word. The villagers will yelled "Allahuakbar" (Arabic term: refers to 'God Al-Mighty), to prove their Islamic identity. Every where we go, we will hear that word. If we didn't yell that word, it's mean that we are not Moslem. If we yelled 'Allahuakbar', then it is meaning that we are Moslem. (Ainul translation)

Bapak: Is that OK because I keep telling story about somebody else? (Ainul translation)

Jane: Yeah....everything that he remember. (Ainul translation)

Jane: Can he tell me a little bit about whether he was married, when he got married and children and when did that happened? (Ainul translation)

Bapak: In the Japanese time?

Ainul: Yes

Bapak: In the Japanese time I haven't got married.

Ainul: When did you got married and having children?

Bapak: I was married...uhmm...after the Japanese left. Several years after the Japanese left, I got married. (Ainul translation)

Ainul: and after that?

Bapak: After that I worked here and there, save a little and my life is getting better little by little. I can work and I am happier. (Ainul translation)

Jane: So how was he working, what was he doing? (Ainul translation)

Bapak: I was breaking rocks, gathering tree branches, many different jobs, anything that I can do.

Bapak: I gathered rocks for almost 7 cubic metres? and it was carried in two trucks. (Ainul translation)

Jane: In a day? (Ainul translation)

Bapak: Within a day....every day...when I was healthy. Recently I've tried to do the rocks breaking but I feel I cannot do it anymore, my eyes were dark and I couldn't see anything, and I quit. (Ainul translation)

Jane: Who buy the rocks? And what did the do with the rocks? (Ainul translation)

Bapak: There is one rich person in the village that collects all the rocks that the villagers have gathered, and he distributes it somewhere else like Banda Aceh or elsewhere. (Ainul translation)

Bapak: We have to use that person. All the villager who do the rocks breaking will go to his place and given 2 liters of rice trade for the rocks. It happened every day. When we're running out of stocks, we will go to the mountain and break the rock again. The next day, we will come back to him and trade for sugar, coffee.

Ainul: He didn't pay your rock with money?

Bapak: No, we trade it with food ingredients. (Ainul translation)

Jane: And he's been doing that until what, recently? (Ainul translation)

The interview was interrupted with somebody from outside the house asking Bapak about something.

**Bapak I-k Part 3**  
**3-2-09**  
**D- village**

Jane: Can we ask him...yeah...has he been doing the rocks breaking until recently...(chicken voice) (Ainul translation)

Bapak: Huh?

Ainul repeated the question from Jane

Bapak: Well, if only there's no *beko* (refer to the heavy lift machine). Many of the villagers don't work there anymore.

Ainul: So you didn't work anymore?

Bapak: Not anymore. Since that machine operate there. The machine can do the break by itself, lift the rocks and break the rocks into small pieces. So why should we work there? (Ainul translation)

Jane: ...recently or long time a go? (Ainul translation)

Bapak: Maybe around three years before tsunami. I quit rocks breaking about three years before tsunami. (Ainul translation)

Jane: So what did he do...(noise) (Ainul translation)

Bapak: After that, I didn't have any job until now; I didn't do any work now. (Ainul translation)

Jane: Does his family look after him? (Ainul translation)

Bapak: After that, tsunami happened. I ran to the mountain. I brought a small plastic bag of rice there, and eat the rice while I was in the mountain. I sleep nearby the big rocks, where lizard and *lipeun* (refers to centipede??? animal with poisonous bite which have thousand legs?) appears behind the rocks. (Ainul translation)

Jane: And he said the hill was here? (Ainul translation)

Bapak: The Mountain was nearby this village. I stayed there for three nights. After that, we started to build tent, big tent, covering almost the entire hill. And then we stayed in the tent, but this house is not built yet in that time. (Ainul translation)

Jane: And so he lived there until this house is built? (Ainul translation)

Bapak: When we stayed in the tent, they built this house. After that I moved to this house and the tent was destroyed. (Ainul translation)

Jane: So, can you tell me, can you ask him, does he often think about this time in the past? That the Japanese has left? (Ainul translation)

Bapak: Sometimes I remember, I remember all of those old times, huh. About me. (Ainul translation)

Jane: What does he think about himself? (Ainul translation)

Bapak: That I am old, I have no job and I am weak, my sight is not clear anymore. Do you have glasses for me? (Ainul translation)

Bapak: So if you have glasses, please give me one. (Ainul translation)

Jane: He needs operation, cataract operation. (Ainul translation)

Jane: Have he seen a doctor about his eyes? (Ainul translation)

Bapak: No, I haven't. (Ainul translation)

Jane: Is there a doctor near hear? (Ainul translation)

Bapak: There are doctors in Banda Aceh (Ainul translation)

(The voice not clear, some point missing here)

Bapak: I just return form there but the medicine doesn't work. The drugs that I am supposed to consume two times in a day, three times in a day, one after lunch, I've tried all but nothing worked. (Ainul translation)

Jane: Maybe, is he feeling tired or...(Ainul translation)

Bapak: I don't know why, I feel tired while I am sitting. While I was sitting and talking like this, I feel tired and hardly breathe. (Ainul translation)

Jane: Sounds like he needs medicine form doctor.

Jane: And does he meet often with other older men from the village to talk? (Ainul translation)

Bapak: No.(Ainul translation)

Jane: Still go to the mosque? (Ainul translation)

Bapak: Yes (Ainul translation)

Bapak: In the meeting day, when there's a discussion, I always joint them in *meunasah* (small mosque)

Jane: What do they discuss in the mosque? (Ainul translation)

Bapak: I don't know how to say it. (Ainul translation)

Bapak: You know the meeting, sometimes we sign paper, other paper...or sometimes discussing *nasehat* (refer to good advice) (Ainul translation)

Jane: Can we ask him, if he can remember when he was very young whether there's a change in the weather or the rainfall? (Ainul translation)

Bapak: A lot, many things has changed. People made a lot of sins [mistakes], God punished people. That's why it change the way the chili is growing. Whatever we've tried to plant, nothing succeeds to grow well. (Ainul translation)

Bapak: The rain fall change, for example today is raining but tomorrow it is dry. We can not predict when the rain will fall. That's why our crops cannot grow well. (Ainul translation)

Bapak: During the Dutch, planting is easy. But now, since people made many mistakes, so God has punished us that's why the tree, the plant couldn't grow. (Ainul translation)

Jane: So now the tree and the plant don't grow....

Bapak: Well, it grew; I planted egg-plant in my garden, however, I have to spread the fertilizer for at least three times. It grows, but it is not growing like in the past, when we put the seed in the ground, it will automatically grow, because the rain was easy in the past. (Ainul translation)

Bapak?: The world is crashing down, people don't have the guidance for life. (Ainul translation)

Jane: What does he think about the future of his children and grand children? (Ainul translation)

Bapak: I don't know yet, whether happy or unhappy. We will see what happens. (Ainul translation)

Jane: Can you ask him whether the conflict...(not clear), or whether the peace has any different now? (Ainul translation)

Bapak: No, this village don't affected from the conflict. (Ainul translation)

Jane: Can we ask him the story when they were living in the tent? What did he do? (Ainul translation)

Bapak: When we lived under the tent, we were having lack of food. We ate rice with chili and salt without fish or vegetables. The rice stock is very limited. Not long after that, the assistance started to come. That's when we feel *makmu* (refer to live properly). (Ainul translation)

Jane: wow...well, I think yeah...I think that's all the questions. Terima kasih banyak Pak.

Bapak: My sight is not clear. I think I need a pair of glasses. I can't see clearly now. (Ainul translation)

Jane: Well, I'll ask. I think he needs operation. Yeah, I'll ask in Banda Aceh about it. I think they need someone to come, an eye doctor. And that's I'm requiring for Lambeugak too. Can you just say whether we can get a doctor to come here? (Ainul translation)

Jane: I will ask. (Ainul translation)

Jane: And can you just say, how honored I am. (Ainul translation)

Jane: In Australia, they know nothing about the live of the people in Aceh. (Ainul translation)

Ainul also explain a little background about Jane that Jane is Phd student.

Jane: Definitely need an eye doctor.

Jane: Terimakasih banyak Bapak.

End of interview.

**Bapak I-s**  
**4-2-09**  
**L- village**

Bapak: When I should start talking?

Ibu H-f: Whenever they ask you question.(laughing)

Ainul: So, Jane will ask you several questions that I will translate it into Bahasa Aceh, so you'll able to answer it. They're not tough questions.

Ibu H-f: It will be an easy one.

Ainul: Just stories about your life.

Bapak: About life?

Ainul: Yes

Ibu H-f: Since you were little

Bapak: Since I was little?

Ibu H-f: Yaa...

Jane: Yaa..dari kecil (all laughing)

Bapak: Are we starting now?

Ainul: Ya...No worries, she's understand Bahasa Indonesia.

Bapak: My life was started from the Japanese.

Ibu H-f: You mean your life during the Japanese, in the time of the Japanese?

Bapak: The villagers in that time were ordered to work for them.

Ibu H-f: By the Japanese.

Bapak: As the payment for our work, they gave us 2 cups of peeled corn, and 1 cup of rice, by the afternoon we went home. *Nyan dum menderita* (this phrase refer to a feeling that describe 'how suffering everyone was in that time' is menderita same as seungsara). After that when I grew older, I went fishing to the sea. That's it.

Ibu H-f: Shall Bapak continue, or you want to explain to Jane first? (Ainul translates)

Jane: And uhhh...I'll ask him more about this later, could you say, about being a fisherman. Could he just tell me first, was he... does he know roughly how old he was when the Japanese came? (Ainul translates)

Bapak: If I am not mistake, I was 12 years old in that time. (Ainul translates)

Jane: Ah...wow.

Bapak: We were already entitled to work at that age. (Ainul translates)

Jane: Does he remember uhm...what his parents did before then? Did he go to school before then?

Bapak: My parents worked too.

Ainul: For the Japanese?

Bapak: For the Japanese.

Ainul: Did you go to school?

Bapak: No, I didn't go to school my dear, no school. (Ainul translates)

Bapak: You know, how can we go to school, the country was under the occupation. (Ainul translates)

Jane: Yeah...wow. So can he tell me a little bit more about the work that he did for the Japanese? (Ainul translates)

Bapak: Work, well...what do you call it, we built '*kuruk-kuruk*' [not familiar with the terms] in the beach. That was my job.

Ibu H-f: Fortress!

Bapak: Yeah, fortress [maybe it similar with kuruk-kuruk?], in the afternoon we went home.

Jane: That was breaking rock or what? (Ainul translates)

Ibu H-f: What was your role? Breaking the rocks? Carrying cements?

Bapak: I was carrying rocks. (Ainul translates)

Jane: God, 12 years old...(Ainul translates)

Bapak: Well, it's an occupation, so we must understand. (laughing)

Bapak: We was digging hole and built *kuruk-kuruk* underground. (Ainul translates)

Bapak: Then in the afternoon, they gave us a cup of rice ...you know...that creamer's (what is this? cup (laughing) and two cups of corn...that was our payment. (Ainul translates)

Jane: And uhm...they have to feed themself or the family? (Ainul translates)

Bapak: Yes, for the family (Ainul translates)

Bapak: Next morning, I worked with them again. (laughing) (Ainul translates)

Jane: Can he remember any other thing that happened during that time, what happened to them? (Ainul translates)

Bapak: No, because I didn't really think about anything in that time. Every morning I would go there for work. (Ainul translates)

Jane: Ya..and what did his parents do? (Ainul translates)

Bapak: My parents did the same.

Ibu H-f: There was no other job.

Bapak: Nothing. (Ainul translates)

Jane: And how many brothers and sisters?

Bapak: I have brothers and sisters. We are seven siblings. (Ainul translates)

Bapak: After that, my father passed away. Until now, I am still *menderita* (refer to suffering, live under the poverty line etc). (laughing) (Ainul translates)

Jane: I'm sorry; he is suffering from that, for being poor?

Ainul: His father passed away, and then he said that he is living under the poor until now.

Jane: Ah...masih?

Jane: So, can he tell me about does he remembers about when the Japanese left? (Ainul translates)

Bapak: yeah, I remember.

Ainul: How?

Bapak: Well, I don't know how to describe it, but when they left everyone was scrambling for whatever things that were left by the Japanese. Everything that they left, we took them all...even the thing that we didn't know what it was, we just took it. You know...the whistle; we were struggling to get it (laughing)

Bapak: Wires and everything, we took them all. (Ainul translates)

Bapak: Anything that the Japanese left, we just took it all. (Ainul translates)

Jane: As a fisherman, how did he fish? (Ainul translates)

Bapak: Well, you know, I have to go to the sea looking for money, that's the only thing that I can do. I always suffer (was this the same word 'seungsara'?). From the Japanese, until they were left. Still I am suffering.

Ibu H-f: Bapak still go fishing until now. (Ainul translates)

Jane: So can, so just uhm... can he just tell me about his fishing with a boat, or how...I don't know how he go fishing? (Ainul translates)

Bapak: With that small boat. (Ainul translates)

Jane: And what do they catch? (Ainul translates)

Bapak: Small fish, any kind of small fish. (Ainul translates)

Jane: Did he catch for the market or for the family? (Ainul translates)

Bapak: I sell it

Ainul: what about for the family?

Bapak: Sometimes.

Ibu H-f: If there's *raseuki* [in this terms refer to big catch], he will sell it to the market, there are times when he wasn't able to catch any fish. (Laughing) (Ainul translates)

Jane: So maybe, can...there any (voice not clear)

Ainul translated into, is there any interesting experience happened during the fishing?

Bapak: No...not recently. You know, in the middle of the night I go fishing and return home in the morning and sleep immediately. (laughing) (Ainul translates)

Jane: Ah...did he go by himself in the middle...(Ainul translates)

Bapak: I go with my colleague, two of us. (Ainul translates)

Jane: Yeah, and who is the other person? (Ainul translates)

Bapak: My colleague is not definite. Sometime I go with this person, sometime I go with other person, we swap most of the time, and it's not permanent.

Ibu H-f: No one is permanent.

Daughter: With another person.

(Ainul translates)

Jane: Yeah, just tell me his Arabic name. (Ainul translates)

(Laughing)

Ainul: Idris Wahab [spelling to Jane]

Ainul: How old are you Pak?

Bapak: My age...uhm...I was born....28

Ibu H-f: He was born in 1928

Bapak: 1928

Ainul: So you are 80 years old now?

Jane: Selamat

Bapak: Panjang umur...(refer to long live)(Laughing)

Jane: I just uhm...I want him to tell me some more story about uhm...anything that happened to him that he can think of maybe after the Japanese left, any stories...(Ainul translates)

Bapak: Nothing...

Jane: Tidak...(Laughing), I am sure there are lots of stories...

Bapak: I don't remember it anymore (Ainul translates)

Ibu H-f: Do you remember the war?

Bapak: The war, the DI war? That war?

Ibu H-f: Yes...you're a man, you must remember that.

Bapak: Well, I remember war.

Ibu: What war?

Bapak: DI war.

Ibu: Against whom?

Bapak: DI against *Pancasila* [Pancasila is the five foundation of Indonesia as a country]

Jane: Can he tell me about it? (Ainul translates)

Bapak: In that time, we were suffering too, same like the occupation. We couldn't go anywhere. We didn't know where to buy things, even when we had money, no market. (Ainul translates)

Bapak: Many people died in that time. (Ainul translates)

Jane: Di kampong? (Ainul translates)

Bapak: This village is nearby the sea, so the war often happened here, they could come from the sea. (Ainul translates)

Jane: From the sea?

Ainul: From the sea. Several people died in this village.

Jane: What did he do during that time? (Ainul translates)

Bapak: Yes, I am working. I went fishing to the sea. (Ainul translates)

Jane: Did he feel safe during that time? (Ainul translates)

Bapak: *Meutrom trom* [sound of gun shoot]. When they came, we would run, when the other group came, we would run too. You know, when they came down here, they must asked us for money, if we didn't give them, then we should run. That's it.

Ainul: The DI group?

Bapak: DI group.

Jane: So can he just tell me, during that time was he getting married and have children? Or when this all happened? (Ainul translates)

Bapak: I am married in 1966

Bapak: What about having children?

Bapak: My first child was born in 1967. (Ainul translates)

Bapak: I have 10 children

Ibu: Right, he has 10 children. That is the youngest (pointing)

Bapak: That is my youngest child. The one with black shirt, the other one is my younger sister. (Ainul translates)

Ibu: We are a big family.

Bapak: The oldest one is passed away because of tsunami. (Ainul translates)

Jane: Gosh, can he tell me about the time of tsunami, if he wants too, if he doesn't, that's fine. (Ainul translates)

Bapak: I remember

Ainul: How?

Ibu: We were swimming in the water.

Bapak: I was dragged by the water and drowning across the river. (Ainul translates)

Jane: So how did he get away? (Ainul translates)

Bapak: I ran to the mountain. With nothing left besides the cloth that I wore.

Ibu: 4 days without eating.

Bapak: I didn't eat for four days. That is my life (laughing)

Jane: And what happened after he ran to the hill? (Ainul translates)

Bapak: I slept on the grass; nothing was there except the trees above my head. I was there for four days and four nights, no rice...nothing...I didn't have cloth to change. (Ainul translates)

Jane: And then how did he...he moved out. What happened after that? (Ainul translates)

Bapak: No

Ibu H-f: No, they moved to SMIK [Senior High School for Vocational Science] for six months.

Bapak: yeah, I stayed there a while, and then relocated here.

Ibu H-f: In SMIK, we lived under the tent. (Ainul translates)

Jane: After lived in SMIK for 6 months, then we moved to the barrack for two years, after that we were relocated to this house, isn't it like that uncle? (Ainul translates)

Jane: For...waiting for the house.

Ibu: Yes, we have to wait for the house. This house was build by Serasi [name of organization]

Jane: And now, can you tell me how he lived with the family? (Ainul translates)

Ibu: Lived here now, with all the family.

Jane: Harus Bapak...

Ainul: May Bapak answer...I am sorry...(all laugh)

Ibu: Tell them uncle.

Bapak: What should I say?

Ibu: With whom do you stay here?

Bapak: Now four of us lived here, my wife, the youngest one and her brother. My oldest son was passed away. The other one lived in this house. Our house is not this one, but that one, the one in front of this house.

Ainul: Whose house is this?

Bapak: This belongs to my child.

Jane: So, maybe can you ask him because he remembers the time when the Japanese came. Did he go fishing when he was little boy? (Ainul translates)

Bapak: No, I started to go fishing after the Japanese left. (Ainul translates)

Jane: So can he tell me how come that he started fishing? (Ainul translates)

Bapak: Well, at first I went fishing with rowing boat, since there was no motor boat at that time.

Ainul repeated the question about how come that he started fishing.

Bapak: Well, at first I joined other people's boat after that, when I had my own boat I've learnt to go fishing by myself. (Ainul translates)

Bapak: I used rowing boat in that time, no machine yet to complete the boat. (Ainul translates)

Jane: Is it far fishing? (Ainul translates)

Bapak: I go far to the sea. Up to the *buruk* [not familiar with the terms] that you can see in the middle of the sea...you know?

Ainul: The islands, is that what you mean?

Bapak: Yes, that islands. (Ainul translates)

Bapak: I went there; you can see it from here.

Jane: And, can you just tell me whether there are things since he was starting fishing until now, does he notice different, any different fish...? (Ainul translates)

Bapak: There are so many changes now.

Ainul: How is that?

Bapak: Well, in the past, I couldn't catch big fish, because I didn't go that far to the place where big fishes are gathered because my boat didn't have machine [motor], but now, I can catch big fish with my motor boat. (Ainul translates)

Jane: But does he know, does he think, that uhm...there's anything that fisherman think changed over the last time? (Ainul translates)

Bapak: Well, regarding to the fish, there is no different. Talking about the size is just a matter of whether you can reach the place where the big fish gathered. More catch or less catch is depends on how far can you go with your boat. (Ainul translates)

Jane: So he can only go to the islands with motor? (Ainul translates)

Bapak: Yes, when I have machine in my boat (Ainul translates)

Bapak: In the past, I rarely went to the Islands because it's too far with rowing boat, but now, with machine boat...it is easier to reach that place. (Ainul translates)

Jane: And is he even been fishing in a big storm? What was that like? (Ainul translates)

Bapak: Meeting the storm is usual for me. (Ainul translates)

Jane: Can he describe what that was like? (Ainul translates)

Bapak: Sometime I've been dragged by the storm to Krueng Raya, so when I stranded to Krueng Raya, I immediately came back here. (Ainul translates)

Bapak: That happened when I still using rowing boat, but now, since I used motor boat. I rarely was dragged up to Krueng Raya by the storm. In the past, almost everyday, I was stranded especially during the west season. (Ainul translates)

Jane: Has he ever...I mean the boat turns upside down? (Ainul translates)

Bapak: No, never. (Ainul translates)

Jane: Ah...bagus. (all laugh)

Bapak: Except been dragged by the wind. But I never had my boat turn upside down. (Ainul translates)

Jane: How big, how big is the boat? (Ainul translates)

Bapak: This big, maybe around 1, 2 meters wide and 5 meters long. (Ainul translates)

Jane: 5 meters, it's quite long, for two people. (Ainul translates)

Bapak: It's made for two passengers.

Jane: And is it made from timber, can you ask him? (Ainul translates)

Bapak: It's made from timber. (Ainul translates)

Jane: That he made the boat? (Ainul translates)

Bapak: No, I bought it

Jane: Where did the buy it? (Ainul translates)

Bapak: Usually there...in uhm...village...*Blang Raya...Kalee* area [not familiar about the village name, and not sure the spelling is right]. It's far from here.

Ainul: Can you repeat the name of the village?

Bapak: What is the name...uhm...*Lamdireu...Kalee* (Ainul translates)

Jane: Dari jalan ini? (Ainul translates)

Bapak: Yes, from this street. Previously we have to take round way, since there was no access to that place from here yet. We have to go through *Seulimuem*. Now we can go there through this way. (Ainul translates)

Jane: And then he ... (the voice not clear)

Bapak: I'm sailing back here with the boat by the sea. (Ainul translates)

Jane: So, did uhm...Just thinking in Australia when you buy a new boat sometimes...

Ainul: That you need to register?

Jane: No, you need to do a process with the timber, and it's good. But anyway, I think the story is different

Jane: Maybe could you ask him, how many...how many boat that he has had, since the first boat. How often he changes the boat?

Bapak: I have only one boat.

Ainul: Have you ever changed the boat?

Bapak: My old boat was damaged, so I bought this new one. (Ainul translates)

Jane: So when the boat wrecked, what happened with the boat wrecked, or how? (Ainul translates)

Bapak: I just leave it there, in the beach. It's broken anyway. (Ainul translates)

Jane: So how does it break? I'm sorry. (Ainul translates)

Bapak: The timber that we used for the boat's floor is broken. It's getting ...It's not strong anymore for sailing which is very dangerous. (Ainul translates)

Jane: Is the timber rotten from the water. (Ainul translates)

Bapak: No, it's not because of the water. It's timber anyway, over time it will be decayed and broken. (Ainul translates)

Jane: So, does he often think about the past, about the time of the Japanese or whatever? (Ainul translates)

Bapak: Sometime I think about it. (Ainul translates)

Jane: And what does he think about? (Ainul translates)

Bapak: You know, about how suffering I was in that time, while I was sitting, I think about it. (Ainul translates)

Jane: What is the bad time that he can think about? (Ainul translates)

Bapak: Well, If I'm not mistaken...uhmm...the recent conflict also caused us suffer.

Ainul: The GAM?

Bapak: The GAM time, we cannot feel free to walk anywhere, we couldn't go anywhere. I think that is the most suffering time. I couldn't go for work, fishing...

Jane: So, yeah...can he tell me a little bit more about that? What happened to people around him, just tell him to describe it? (Ainul translates)

Bapak: We couldn't hide. When they came (don't know refer to which party), they would come to the house and hit us. Then when the other party came, the same thing happened. They would ask us for money. Well, they didn't force us about the amount of money, it depends on our capacity. If they walked here, of course we would find the time to hide first.

Ainul: Which one is who?

Bapak: The GAM is the one that asked for money and the army.

Bapak: The army just hit anyone, not because you're found guilty, but they just hit innocent people and step on your body. (Ainul translates)

Jane: Was he hit? (Ainul translates)

Bapak: Yeah, one time when I came back from fishing in the sea.

Ainul: How did that happen?

Bapak: Well, they asked me, "Whose boat is it?", how should I know? Then they asked: "Where is *Pulan*? Where is *Pulen*" [in Acehnese, *Pulan* and *Pulen* refer to anonymous name]. How do I know where they are? I am not even familiar with the name. So because I didn't answer, they hit me. Well, you know, I just came back from the sea, from fishing, of course I didn't know. They asked: "Where are you coming from?", I didn't know how best to answer that. (Ainul translates)

Jane: Did they....did the military knock him over? (Ainul translates)

Bapak: No, not a hard one. (Ainul translates)

Jane: Did he lose something; did they kill people in the Kampong? (Ainul translates)

Bapak: They didn't kill anyone from this village, but some people were injured. They suffered from broken leg or broken arms, many of the villagers actually had their body part broken. (Ainul translates)

Jane: And did he just say...could you ask him could he go fishing, of if he couldn't go fishing, what did he do? (Ainul translates)

Bapak: Yes I went fishing that time.

(All laugh)

Ainul: Jane said that foreigner bone is not good.

Jane: Ini...tidak bagus (laughing)

Bapak: All bones must be the same, not because you're foreigner. (Ainul translates)

Jane: Aa..bagus...(laughing)

Jane: Uhm...did he not able to go fishing at that time? (Ainul translates)

Ainul: He said that he still went fishing everyday.

Jane: Yeah...wow, and did he ever have to...Did they ever ask for the fish that he caught? (Ainul translates)

Bapak: Yes, they were. They took all the fishes that I caught the whole day and night, leaving me with nothing. (Ainul translates)

Bapak: If only I didn't meet them, my fishes would still be okay. But they saw me since I was in the sea, they called me to their base in the beach, if I didn't go to them, they must shoot me. So when I came to them, they took all of my fishing. But only one time, I was unlucky because I met them. (Ainul translates)

Bapak: How suffering my life is. (Ainul translates)

Jane: So it was hard to get anything to eat during that time? (Ainul translates)

Bapak: Not only hard, sometimes I couldn't even go fishing. Because whenever I go fishing, I have to make a report first to their base, after fishing, when I returned I still have to report to them again. That was happened every time. So I made a report when I returned, if I catch many fishes, they would take my fishes. (Ainul translates)

Jane: So does he sneak out or is it harder to get to the boat? (Ainul translates)

Bapak: Sneaking is almost impossible. For example, if I go fishing without making report, then when I came back, they would see the report and if it didn't match, they would hit me. So, better go by making report first, and come back by making report again. (Ainul translates)

Jane: So what do they eat during that time, full of fish? (Ainul translates)

Bapak: If I got a lot of fish, I would trade some fishes with other ingredients. But If I didn't get a lot of fish, that eating without fish is fine too (laughing) (Ainul translates)

Jane: Where did he sell it? (Ainul translates)

Bapak: I sell my fishing in the market in Banda. (Ainul translates)

Bapak: That's when I catch a lot of fish I usually sell it in Banda, but if the fish is not much, I just sell it here in the village. (Ainul translates)

Jane: And can you just ask him, when he go fishing, is it like using the big net...or (the voice is not clear) (Ainul translates)

Bapak: With *kawee* (refer to fishing technique using nylon floss (a fishing line?), need to check)

Jane: Did he ever fish with a big net? (Ainul translates)

Bapak: No, I didn't use the net. (Ainul translates)

Jane: So what did he use for bait?

Ainul: Bait? What is bait?

Jane: That thing that you put in the end of the hook. (Ainul translates)

Bapak: I used small fish for the bait. (Ainul translates)

Jane: And what is the biggest fish that he ever caught? (Ainul translates)

Bapak: The biggest one, usually around 8kg weight fish. (Ainul translates)

Jane: What kind of fish was it? (Ainul translates)

Bapak: They called it *Saree* fish. It's like Tongkol fish but bigger. Almost like Tuna fish but not Tuna. (Ainul translates)

Jane: is it pink colored? (Ainul translates)

Bapak: The color is black (Ainul translates)

Jane: Tidak tahu...(all laugh) enak? (Ainul translates)

Bapak: It's delicious. (Ainul translates)

Bapak and Ibu H-f: Black is hitam...hitam (laughing)

Jane: Dalamnya? (Ainul translates)

Bapak: Inside color is red. (Ainul translates)

Jane: Ah...ya...like Tuna.

Ainul: It's similar with Tuna, but not Tuna.

Bapak: The shape is like Tuna, but not quite a Tuna. (Ainul translates)

Jane: Wow...see what else do I need.

Jane: Does he talk with a lot of other old people in the Kampong? (Ainul translates)

Bapak: No (Ainul translates)

Jane: So he spends time, more time with his family? (Ainul translates)

Bapak: Yes (Ainul translates)

Ibu H-f: What about when we had meeting, have you ever joined?

Bapak: Meeting is something different, does it count? (laughing) (Ainul translates)

Ibu H-f: Meeting does not count. (laughing)

Jane: Yeah, does he have opportunity to talk with other people?

Bapak: Sometimes. (Ainul translates)

Jane: And what do they talk about? (Ainul translates)

Bapak: Ehmm...when I arrived there...what kind of meeting we had? (Asking to Ibu H-f)

Ibu H-f: You can say, older people meeting

Bapak: Yes, older people meeting.

Ibu H-f: Meeting to discuss *Maulud* (refer to Islamic celebration for the prophet), we had so many meeting, how come you say we don't have any meeting. (laughing)

Ibu H-f: So many meeting (laughing), reading Quran meeting etc...many...that's why...(laughing) I just remind him, so he won't forget it anymore (laughing)

Jane: So many meetings? [Ainul translates to Jane]

Bapak: So you mean that. I thought meetings with people where we sit and talk here and there about nonsense. (Ainul translates)

Jane: Not nonsense ...but the other way (laughing), so maybe to do with uhmm...Islamic activity? (Ainul translates)

Bapak: Yes, it is. (Ainul translates)

Jane: So did they ever talk about old times like when the conflict is happening, did they ever talk about that? (Ainul translates)

Bapak: Sometime we talked about that, you know, the old things that passed away. When older people meet with other older people; we would talk about the past. (Ainul translates)

Bapak: The story of life, isn't it? (Ainul translates)

Bapak: Whenever I meet my friends, we will talk about it (laughing) (Ainul translates)

Jane: Are there many older people in this village who lived through the Japanese time? (Ainul translates)

Bapak: Who still alive now?

Ainul: Yes

Bapak: Maybe around 10 people, more or less you know. Many others were passed away. (Ainul translates)

Jane: Can you just ask him, is it still affecting him now, the life through the Japanese time and the conflict? (Ainul translates)

Bapak: I don't know what to say. (Ainul translates)

Jane: Tidak apa-apa

Bapak: I forgot many, I can't say it anymore. (Ainul translates)

Jane: He remembers a lot too, yeah. (Ainul translates)

Bapak: I don't know how to say it, you know, because my mind wasn't in it. After work, I immediately go home and sleep, I didn't think about it. (Laughing) (Ainul translates)

Bapak: So I just forget everything. (Ainul translates)

Bapak: Because every time was a hard time, that's why I forgot about it. If I go fishing, the land is a dark place for me. Why I said that? Because when I returned home, I immediately sleep. At 4 o'clock I wake up to prepare to go fishing again. (Ainul translates)

Bapak: I don't remember anything

Jane: Also, probably just last question, is he also a carpenter? Make this building or something? (Ainul translates)

Bapak: I make wooden chairs (Ainul translates)

Jane: For the house? (Ainul translates)

Bapak: I sell it. (Ainul translates)

Bapak: I can't go fishing anymore, I am too old. (Ainul translates)

Bapak: But I have no enough money to start the business (laughing) (Ainul translates)

Jane: Does he stop fishing now, or he still fishing at all? (Ainul translates)

Bapak: I stopped fishing. I can't go there anymore. Uhhh, I can't force my self to stay up in the middle of the night. So I make the chair, I can finish two chairs within a day, that's enough to trade with rice. But I find it difficult to run my business, since I have no money to buy a good quality material. So I go round to find wood that people don't use to make my chair. (Ainul translates)

Jane: He needs a micro credit. Could us, maybe we can talk to Ibu H-f.

Jane: Uhm.. Can you just ask him, how long does he stop fishing? (Ainul translates)

Bapak: It's not very long ago, maybe around three months ago. I can't go fishing anymore, I am not that strong. (Ainul translates)

Jane: Maybe can you us Ibu H-f does Help Age provide a micro credit? (Ainul translates)

Ibu: No, there was a micro credit program funded by Help Age at first, they gave us 1,5 million rupiah, but then the programs stopped. (Ainul translates)

Jane: Maybe I'll ask, see if I can ask for another source. (Ainul translates)

Ibu H-f: Maybe you can discuss with me later, because there are other people here who might need a micro credit assistant too. (Ainul translates)

Jane: Yeah, I'll ask.

Jane: Anyway, I think that's all the questions.

Bapak: [Say something but I don't understand what he said]

Ibu H-f to Bapak: Maybe the credit can be given for a group; you don't have to be worried. (All laugh)

Jane: I wonder, where did he get the equipment? (Ainul translates)

Bapak: I have the equipment; I don't have the raw material which is wood. To start this business, I don't need a lot of money; 3 million is enough to start the work. (Ainul translates).

Bapak: Just to buy the timber. (Ainul translates)

Jane: I tell you it's on the record, I'll find out whether someone.... (Ainul translates)

Jane: Terimakasih banyak Bapak, very good story, can you say it's an honor (Ainul translates)

Jane: Terimakasih banyak

**End of interview.**

## **Bapak I-s Part 2**

**4-2-09**

**L- village**

Bapak: They won't give me an advance payment. They asked me to make 5 chairs. I've tried to ask them money, but they don't want to give the money, unless the chairs are done.

Ainul: No advance payment, at least a little?

Bapak: No, they said they won't give it.

(Ainul translates)

Jane: yeah, you need to have back up.

Bapak: If the chairs are not done yet, they won't give the money. What should I say then (laughing)

Ainul: Well, they should've given you some money to start making the chairs. (Ainul translates)

Jane: Yeah, I know. But always when I buy from them, they always wanted me to pay, like...(the voice not clear) the rattan shop...you know, everyone said they want 1/3 before. (Ainul translates)

Bapak: No, here it's not happening like that, not like people buying things in the shop. (Ainul translates)

Ainul: Maybe because you lived in the village, that's why they kind of mean to you. This is impossible, I mean...how come...like in the city...

Ibu H-f: Yeah, maybe. In the city, if we don't give them advance money, they won't process our order.

Bapak: In the shop, people buy a thing and pay. If we don't have money then better not buy any. The person who ordered these chairs doesn't want to give me advance money. (Ainul translates)

Jane: Can you tell them that my brother is a mechanic, and he fixes car, if the person doesn't pay first they can't take it. (Ainul translates)

(all laugh)

Ibu H-f: It is different here and there. This is Aceh.

Jane: Yeah

Ibu H-f: Education is for free there, right? (Ainul translates)

Jane: Uhhh...not now, not anymore.

Ibu H-f: I taught 10 students in the kindergarten, the kindergarten is free. (Ainul translates)

Jane: How much they have to pay? (Ainul translates)

Ibu: It's for free. You don't have to pay.

Ainul: But not so many students there?

Ibu: Yep. I have many students actually, but they just never showed up.

Ainul: Why? It's for free anyway...

Ibu: Well, that's what happened (Laughing) (Ainul translates)

Ibu: That's Aceh, maybe in Jakarta people more aware.

Ainul: But maybe because kindergarten is not so popular in Aceh by far.

Ibu: But if you enter Kindergarten, at least you have a good foundation when you study in the elementary school. How to hold a pencil, understand this and that...(Ainul translates)

Ibu: Well, maybe a kindergarten is not valuable for people. (Laughing)

Ainul: Are you a civil employee?

Ibu: Yes, I am

Ainul: But as civil employee you've received monthly payment. Of course it's not without cost.

Ibu: I mean in the eyes of the parents. But in Jakarta, a teacher is more valuable.

[Phone ringing]

Jane: Tentang visa...[Jane talk on the phone]

Jane: Maaf...sorry...ada masalah tentang visa...selalu...(laughing)

Ibu H-f: Perpanjang visa ya?

Jane: Iya...visa selesai...expired bulan...besok. Ya...harus lebih panjang.

Ibu: Yaa...lebih senang di Aceh, perpanjang terus...

**Bapak M-d**  
**5-2-09**  
**Ln- village**

Jane: Terimakasih banyak Bapak...uhm...can you ask him, what is the earliest memory that he remembers from when he was young? (Ainul translates)

Bapak: When I was very young or? (Ainul translates)

Jane: Just the youngest memory that he had (Ainul translates)

Bapak: *Jadi meunoe* [not sure how best to translate this, but this phrase is more like a foreword refer to 'here's the thing' or 'like this], it was the end of the Dutch invasion, when the Japanese came here. The Japanese were here for...if I am not mistaken, 3,5 years. In that time, I hadn't had male circumcision. In that time, the Nagasaki was bombed, thus the Japanese surrendered and returned to their country. After that, I had my circumcision done, when the Japanese left. (Ainul translates)

Jane: So maybe when he was 12 or 13...(Ainul translates)

Bapak: Well, in that time...I was 15 years old. It's not the same like today's circumcision practice. In the past, circumcision is a shameful thing, that's why we had it when we were grow up a little bit, but in the present, the male kids had their circumcision earlier, it's not shameful anymore. (Ainul translates)

Jane: So can he tell me, was he at school during that time of the Japanese? Does he remember? (Ainul translates)

Bapak: Uhm..I didn't go to school, only SR [Sekolah Rakyat: community school, public school etc]

Jane: So he was there when the Japanese were here? (Ainul translates)

Bapak: After the Japanese defeated. I think it's around the independence declaration in 1945. (Ainul translates)

Jane: After that...aahh...does he remember the actual day when the Japanese left, what happened after then? (Ainul translates)

Bapak: When the Japanese defeated?

Jane: What was he doing?

Bapak: I don't remember the day or the date, but the occurrence regarding the Japanese, hmm..I can say...that the Japanese were here, I was already grow up into a kid that loves to play outside. So, I don't know what it means, about the bombing in Nagasaki, by the

Japanese, they said that the Japanese were betrayed the Acehnese. *Bam bom* (sound of the bomb), when they were about to leave, they took the wire (refer to the telephone), they made a call to the ship. Later on, there was Japanese named Kaikaiwa, so they said, that this Kaikaiwa told them that he had to go back, that he left something behind. So Kaikaiwa went back to the land, and cut all the wires. So they lost the contact equipment. The Japanese were here for quite a long time. Kaikaiwa trained people here about fighting. (Ainul translates)

Jane: So he cut all the wires?

Bapak: Yes (Ainul translates)

Pak R-d: This wire also connected land mines. (Ainul translates)

Jane: Gosh, can you just say that what amazing memories he had, incredible. (Ainul translates)

Pak R-d: Thank God we're not the victims of the mine; otherwise we might be finished (or die). (Ainul translates)

Ainul: Bapak also said that Kaikaiwa also trained the people...

Jane: Trained the Indonesian? Or Acehnese? (Ainul translates)

Bapak: No, he trained the Japanese, but in the mind of the Acehnese...hmm...like this, in that time, you know, the Cumbok war happened, it happened in one area. So, they (not sure who 'they' refer to) want to invite the Dutch again. That is what the history says. So they gathered in some place, according to the story, this Japanese (Kaikaiwa) ride a bicycle around the village, undercover as a fishmonger went around the village to sell fishes and vegetables. But he was also sneaking around the village, looking here and there for any movement that might take place. There was a group that already gathered there, somewhere. Then, when he knew the position of this group, for example the group was sitting here, then he would hide in that higher place, and then he shot them, of course after the shots were released, the group was dismissed, they were running away. After that the situation was safe, there are no other initiatives growing to invite outsiders. Well, in that time, what can we say...when this Nagasaki was bombed, Sukarno declared the independence of Indonesian in the same time he also declared himself as the first president. So the country is secured afterwards. (Ainul translates)

Jane: Orang Aceh? (Ainul translates)

Bapak: Yes, they are Acehnese, so among them there was a reputable person, a teungku...they called him Cumbok. (Ainul translates)

Bapak: Ehm...this person is someone who is trusted by the Dutch. (Ainul translates)

Jane: like the head of the village? (Ainul translates)

Bapak: Uhhh...like this...the person who is trusted by the Dutch is a *Teungku* for instance, by the Dutch, he was positioned in the *Kecamatan* (sub district), so in this *Kecamatan*, they would appoint *keuchik-keuchik* [village chief]. So any related matters that the Dutch need in the *kecamatan* level would become the duty for each *keuchik*. (Ainul translates)

Jane: So Kaikaiwa is killing them? (Ainul translates)

Bapak: No.

Ainul confirmed to Bapak about the story that Kaikaiwa killed the member of the group

Bapak: So...here's the thing...the Cumbok group was sitting in one place. They wanted to invite the Dutch again. Since Kaikaiwa noticed this movement, he went there to see their position, for instance, where were they gathered? Where was the place? So he ride this bicycle, he brought these ingredients for sell. So he went there to sell the ingredients, when he arrived there, he was spying the village here and there. The point is that he wanted to dismiss their movement. So he went to higher place where he could watch them, and shot the group to break the movement. He intended to dismiss this group, not to kill the people. Then, people were running everywhere...the group was successfully dismissed. After that, there were no more rebellion group that wanted to make a chaos, everything was secured. (Ainul translates)

Bapak: Please, have some snack while we were talking...

Ainul: Sure, thank you.

Ibu: Come in Pak R-d, don't sit on the floor, you should sit on the *tikar*.

Pak R-d: No, I cannot. This interview should not be interrupted, I am ok over here.

Ainul: I'm not so familiar with the story of Cumbok, so I should confirm to you several time to avoid misinterpretation to Jane.

Pak R-d: You are right, I don't know about the story very much too even though this is my village. (Ainul translates)

Jane: Can you say that it's very very interesting to me (Ainul translates)

Bapak: Please, take more cake...

Jane: So..uhmm...what was...during that time...uhm...what was Bapak doing, he wasn't at school, but was he working altogether with his parents? (Ainul translates)

Bapak: I was a little boy in that time. (Ainul translates). When I entered school, I just went straight home after school hour. There were not much things to do in that time to make money, unlike today, there are many places to go and more things to do (Ainul translates)

Jane: And then he went to school after the Japanese left? (Ainul translates)

Bapak: I entered the SR [Public School] after the Japanese left. (Ainul translates). In that time, Sukarno was elected as the first president of Indonesia, and everything is more organized. (Ainul translates)

Jane: So how has the village changed, what was the difference (Ainul translates)

Bapak: In that time, there were no significant changes in the village yet. The villagers in that time were still working in the rice field, going to the mountain for planting crops, or fishing in the sea. The villagers who are expert in fishing would go fishing, but some of the fishermen also working in the rice field. Besides that, some villagers did chicken breeding at home. Well, those are the jobs that the villagers here do, chicken breeding, cow breeding...Uhhh...Teenager like me, just helping my parents. My mother has some chickens at home, so I was helping her feeding the chickens in the afternoon, that's what I did in that time. Other times, during the rice planting season, I would help her in the rice field, nothing in particular. (Ainul translates)

Jane: Was it after he goes to school? (Ainul translates)

Bapak: In that time, I'm still going to school. (Ainul translates)

Jane: Hm...so can he tell me the next thing happened in his life after that? (Ainul translates)

Bapak: After that, as people said, I am growing older...regarding to this job, I don't have other job to do. After I quit school, I started working as a farmer, as a farmer I went to rice field and working in the farm. That's what I do until now; sometimes I also go fishing with another villager. (Ainul translates)

Jane: Wow, so he was doing lots of different things (Ainul translates)

Bapak: Yes.

Jane: Do they have enough from that working? (Ainul translates)

Bapak: Hm...Here's the thing, about the farming....sometimes within 3 years, the harvested rice is enough, but in the next year...the rice quality is not good, since it is a *sawah tadah hujan* [type of rice field that depends on the rain fall]. Then our life is getting a bit difficult because of that harvest product [which the quality is not good], we were supposed to live better. This country is rich, but the citizen is poor. As you can see,

that's a mountain...we *crah glee* [open new land for agricultural activities], we planted chilies, cassava and other crops, and worked in the rice field. Going to the sea for fishing is something else that we can do, so this country is rich right? Everything is provided by the nature; in the sea we can find fish, the river is full with shrimp and crab, but people are poor...why is that happening? (Ainul translates)

Jane: Does he think, does have anything to do with conflict or other thing? Maybe ask about Darul Islam? (Ainul translates)

Bapak: Huh? (Ainul repeated)

Bapak: I think there are conflicts that happened, the DI...but unlike this emergency phase, this last conflict [refer to conflict with GAM] is very difficult. I can say those five years before tsunami are the hardest time for the villagers, we cannot go to *sawah* anymore. That is the conflict that happened in the past. But the villagers who live here in this village, I can say that the cause of the poverty here is the knowledge [or science]. We're having less knowledge about trading, about this and that. We go to the sea, but we have less knowledge about fishing, we planting crops, still we have less knowledge about crops...everything is less knowledge, that's why we are never developing. (Ainul translates)

Jane: During the GAM?

Ainul: During the GAM.

Jane: Wow, so why was that? Can you ask him about what happened during the GAM time, and why they leave the rice field? (Ainul translates)

Bapak: During the conflict? Hm...so, we cannot go to the rice field because we felt that our life is in danger. Otherwise, they would catch us and then? we realize we've been kidnapped somewhere in the dark, behind a tree with the gun pointed in our head and our life might be finish in a sudden. In that time, after the *Isya prayer* [night prayer at 8PM], people immediately go back to the house and sleep. They didn't walk around or performed any activities. We have to be careful if we wanted to go somewhere, especially during the night, we would never know whose chasing after us, GAM or the military. (Ainul translates)

Jane: And did he have the direct experience of being confronted with them? (Ainul translates)

Bapak: I've never been hit by them in any way. They just checked my ID and asked some names. They asked me 'Are they coming here?', I would say "Yes they were". Then they would ask me again "Where are they now?", I would answer "I don't know". I just gave them the right information no matter what party came to ask.

Ainul: Who are 'they', who's asking?

Bapak: The military that came to ask me. (Ainul translates)

Jane: Wow, tell him that it's wonderful memories. (Ainul translates)  
Ya...bagus..bagus...So, can you ask him, how long ago, I am not even sure...How long ago the GAM conflict happened? (Ainul translates)

Bapak: Uhm...If I am not mistaken, it's happened for almost 20 years. After the independence, but in that time, it was Aceh Merdeka. (Ainul translates)

Ainul adding some information about Aceh Merdeka and GAM to Jane.

Pak R-d: The worst phase of conflict arose since 2002, before tsunami. (Ainul translates)

Jane: And can you tell me, ask him, what was he did in that time, does he able to work, what was his life like during that time? (Ainul translates)

Bapak: In the time of conflict...I worked just to fulfill the food to not become hungry. I cannot work like usual, just as long as I have enough food. Hmm....we are indeed living in suffering since the first time of the Japanese, after that DI erupted, after that PKI [communism]...and what else...I can say that my life is never easy, well...during my life you know, never been easy...independence is declared but we just feel the freedom for 2 or 3 years...after that the chaos started to happen. (Ainul translates)

Jane: During these last few years, before the tsunami, was he able to work in the rice field? Or what did he do? (Ainul translates)

Bapak: We could go out but we need to have our ID checked first. If the ID check is somehow having a problem, they would ask us to just go back home. We could go for *raseuki* [work, looking for money, livelihood etc], everything is there in the village...fishing...I went fishing sometimes. Well, the hardest part during the conflict...the hardest part was when they hit him [Pak R-d], I think it's around two years before tsunami. That was a tough time for us the villagers; we abandoned our rice field, *raseuki* was just for simply fulfilling the needs to have food at home, just like I said. You know, we went to the mountain for planting chillies, before that we have to get our ID checked, after the checking, they would follow us to spy on us. Our life in that time was *sempit* [*sempit* literally means tight or limited, not sure how to translate this], very limited. After we returned from the mountain, we have to have our ID re-checked again. Of course we feel really sad for being treated in that way. (Ainul translates)

Jane: Hm...It's hard isn't it? And then the tsunami came after that, a lot of terrible things.

Bapak: Sometimes, if I think, of course I'm not supposed to think in this way, but...It is already our destiny from the God, tsunami came, and our life is secured. Otherwise, maybe all the villagers would have been killed during the conflict; no one left even the

children. God gave us tsunami that ended all the suffering time of the conflict, but we thank God for everything that happened. (Ainul translates)

Jane: Wow...so can he tell... maybe tell me a little bit about his time when tsunami, how did he get away? (Ainul translates)

Bapak: During tsunami? Hmm...like this...when the water rose...we were running away to the mountain. We stayed there for a night, we brought nothing there. In the night, we returned to the village, I found the rice in a sack, mixed with sand, nothing else that we found. We cooked the rice and forced ourselves to eat it, because there was no other food to eat. So in the first night, we couldn't sleep in the mountain. The second time we returned to the village, we were collecting the dead bodies, and gathered them in the mosque, made them emergency graveyard and pray for them. In the night, the village chief called us for a meeting and we discussed that we couldn't stay here forever, if we insisted on staying we might suffer from hunger, and if we're hungry we become weak. So we decided to leave by the next day together with villagers from Lk- that gathered with us in the mountain. By tomorrow, we leave the mountain; we collect any cloth material that we've found for each of us, one for each...because we couldn't bring many. So we departed to the refugee camp in Lp-. In this camp, in the afternoon, we received rice assistance from the sub district chief of P-. After that...hm...if we saw the condition of the dead bodies lying on the streets, what I can say...we feel deeply sad and devastated. I cried a lot in that time. But we still have strong faith that this is God's plan, we belong to God, God creates us and God takes us back. Yesterday we were still alive, and today we are dead bodies. If we didn't remember about that value, then no doubt that everyday is a mourning day, we might cry all day and I might be driven crazy [Bapak said *hana pah*: I am not sure how to translate this, usually its means something that went out wrong and not according to someone's plan, sometimes people also use this word to express crazy in a polite way]... for losing so many. I had 7 children. One of my children passed away because of tsunami, he had just come back from the market. I don't know where to seek his body, I give up to God. That's my strength. So, as I said, while we were staying at the refugee camp, we have enough food, many assistances came, quite luxurious. In that time, I always returned to the village every day...to see how things were going on there. Sometimes, I saw dead body in between timber rubbish; I took the body and put it in an open area, so the rescue team might see them. (Ainul translates)

Jane: Well, what amazing story. (Ainul translates)

Bapak: Very sad.

Jane: So what was his life like after that?

Bapak: And then, the government prohibited us to go back to build the community here in this village. It is forbid to build a community within 2 km from the coastal line. It was making us more devastated, we didn't know what to do, we figured out where they would relocate us. We tried to defend this village. Then several people started to go back to the

village and built temporary shelters. By the end this village received housing assistance. It is the last village that received housing assistance. (Ainul translates)

Jane: Can you ask bapak, what does he think about the future for his children and his grand children. (Ainul translates)

Bapak: I don't know how to answer that, about the future. We are an agriculture community; we so much depend on the agriculture. But since we cannot utilize our *sawah* since the land is mixed with sand. So we have to use the mountain for planting crops, but each day we as we opened the new land in the mountain, it is become a threat for the village especially when the rain come. If we cannot utilize the small *sawah* that still exist, then this village will have no hope, as the mountain is already fully planted with crops. I don't know what will happen if the heavy rain falling, flood. What if the big wave comes again, we'll finish (laughs). (Ainul translates)

Jane: Well, we all pray that the wave don't come. And maybe just the last question, does he, just because he's very wise man, does he noticed changes in things like rain fall and weather and everything over his life time, does he think there's any different ? (Ainul translates)

Bapak: Many things have changed, especially in that case. In the past, the rain...as our rice field is depends on the rain fall; many of the elder people's predictions are correct and precise, about the date, about the things that would happen...it was always correct. We can predict the rain fall by looking at the wind direction. They would predict that this month there would be no rain, next month rain would come. That's what our elder people said in the past. But in the present, that prediction is never precise anymore. Talking about changes, there are so many changes that happened. The coconut trees are growing with difficulty, usually they produce more coconut, but now they don't. Many trees that we planted have died. We hope that we can plant something but we couldn't, there are many pigs coming to the village and eat the plants. Their number is increasing...they can dig the ground through your high fence. (Ainul translates)

Jane: Do the pigs come after the tsunami? (Ainul translates)

Bapak: The number of the pigs increased after tsunami. (Ainul translates)

Jane: They must be breeding more (Ainul translates)

Bapak: I'm sure they are. Well, before tsunami, people came here to hunt the pig, the Bataknes [a tribe name in North Sumatra] and the Chinese; they shot the pig and consumed it. But now, they never come here to hunt again, and the pigs live freely. (Ainul translates)

Jane: Gosh...even the pig is interesting story. Uhm...can you ask him whether he remember, because we talked about when the sea level rising for long time, does he know when it first started? (Ainul translates)

Bapak: Ok, the thing is...let's go back to the past...in 1936 there was a big earthquake, the ground was broken. After the earthquake, if I'm not mistaken, 7 days and 7 nights the earthquake happened, the sea level has risen. You know, old houses in the past were built up-high, do you remember? The water slowly rose until the house's pole was reached by the water. So, starting from 1936, the village has changed. In the past, our village was big with sandy beach down there on the *Pasi*, and then the waves little by little reached the village. The previous Ln- was a big village, consisting of many rice fields, the beach was very wide and open. But after tsunami, our village was taken by the tsunami, and left an area covered with water and has become part of the sea itself. It started on 1936, after the earthquake. (Ainul translates)

Jane: So you think the sand mine cause the sea level rise? (Ainul translates)

Bapak: The sand and the tree were gone by the tsunami water. (Ainul translates)

Jane: Wow...so just one last question maybe, is he often think about the past? (Ainul translates)

Bapak: How can we forget, of course I remember. At least a little thing will cross my mind, but I never had a dream about it. (Ainul translates)

Jane: Well, can you thank him for really wonderful stories and tell him that I am very honored that he shares to me. (Ainul translates)

Ainul: Thank you for this small chat...

Bapak: I am thanking you too. You didn't take the cake (laughs), please...have some. (Ainul translates)

Jane: Maybe I will try a little bit...

Ibu: You can't eat before because you keep talking...(laughs)

Ainul (laughs) Well, yeah...since I have to translate to Bapak, and then to Jane...(Ainul translates)

Jane: I know, you haven't...she works very hard...terimakasih (laughs)

Ainul: Is there any sand mining around here?

Bapak and Ibu: No, the sand actually was just taken away by the water; tsunami was like a hand that has taken away everything, the trees were lifted to its root. We have lost many trees after tsunami; these are the trees that survived. (Ainul translates)

Jane: They saw it from the mountain? (Ainul translates)

Bapak: Yes, we were on the run, and we looked back. People closed their eyes because they couldn't stand to watch what was happening. (Ainul translates)

Jane: I can't even imagine...

Bapak: There are no sand mining activities here...

Ainul: I thought there is, because there in Ladong, there were sand mining activities that cause the sea level rise.

Bapak: Before tsunami, people started to build houses and planted coconut trees there, in the area that is covered by the water now, there was a small village there before tsunami, but then tsunami came, and the village vanished. (Ainul translates)

Jane: Gosh

Ainul: I live in the city, so I didn't witness the water approaching.

Bapak: Where do you live?

Ainul: I live in Kuta Alam

Bapak: Ow... You must not have seen the water coming by

Ainul: According to my parent's story, the water came up from the ditch, the color was black and mixed with sand, when it came out from the ditch, the water was like boiled...people were outside in that time, after the earthquake, so when they saw the black water in the ditch, everyone panicked and started to pray. They didn't know where to run, since there was no mountain there in the city. My family ran to U-, and along their way there, they could see the Krueng Aceh River, where the dead bodies were floating above the water among the rubbish of the trees and housing material. It was not long after the earthquake happened, the dead bodies were countless.

Bapak: It was not even one hour, here in this village, within 20 minutes everything was swept away and gone. Right after the earthquake, we heard the wind blowing sound. In fact, it was the tidal sound; in that time...I think I've heard the explosion sound twice, but people said they heard it three times. When the first earthquake happened, we were gathered outside and decided to go for mass prayer in the mosque, we walked there, on our way...we saw the water coming by, it was like a big shadow and then people said that we better not go to the mosque but we should run to the mountain, and people were running away...they were shouting "The sea water is raising, run...save your self". So I ran, If only I hadn't noticed the water coming I don't know what would have happened.

Pak R-d: It is God behind everything. (Ainul translates)

Jane: What was the time when it happened? (Ainul translates)

Bapak: Around 8 in the morning.

Ibu: In 30 minutes all the water has covered the village and flowed back to the sea. (Ainul translates).

Pak R-d: Well, in 30 minutes my house was gone (laughs)

Jane: I wonder in Australia, nobody knows about that

Bapak: Some villagers were in the sea in that time, they saw that many house materials were swept away to the sea...We could see many things happened in that time. Like people were asking for help, they were drowning in the water, but there is nothing that we could do to help them. (Ainul translates)

Jane: And you can't plan...because you don't have time...

Bapak: Well, it is meant to be like that. Many of the victims are our relatives, our brothers and our sisters...The villagers that were in the sea didn't know anything, they didn't know what has happened, villagers in the land, who didn't manage to escape, died.

Jane: We should probably leave. (Ainul translates) Terimakasih banyak...

**End of interview...**

**Bapak R-z**  
**5-2-09**  
**Ln- village**

Ainul: I said that we can stop anytime when he feel tired, that we don't want to bother him whenever he feel sick or tired.

Jane: Ya..Terimakasih banyak Pak.

Jane: So if he could just, whether, what is the earliest time that he remember when he was very young? (Ainul translation)

Bapak: About what?

Ainul: I don't know, but maybe something that you remember, your old memory perhaps, your history of life when you were young

Bapak: Well, my life is (the voice is not clear, couldn't catch the word he's using), but he said that his parent died when he was a little. I was raised as an orphan, because I lived alone. I didn't graduate from Elementary School. That's it. Then when I grew older, around DI period, then I joined the DI military. I joined the military for 9 months, and then the peace was achieved. In 1957 I get married. (Ainul translation)

Jane: Does he remember, maybe just ask about DI, how old was he when he joined, what was he doing? (Ainul translation)

Bapak: I was 25 years old. (Ainul translation)

Ainul: What is the activity?

Bapak: The activity is not like the movement today [the GAM maybe], its not like we go to the village and hit people. It is just a simple job.

Jane: And how did he live in the mountain? (Ainul translation)

Bapak: We moved a lot, from one mountain to another mountain, but still in this area. (Ainul translation)

Jane: And what do they eat during that time? (Ainul translation)

Bapak: The villagers will provide us with food. (Ainul translation)

Bapak: It is like the previous movement (laughing). We come to the village and ask the villagers, "Did you see him/her", and they will say "No. No.." (laughing)

Jane: Are there other people from the village who join? (Ainul translation)

Bapak: There are many other people also joining, but from each village they just recruited two people. There were 50 people from different villages there. (Ainul translation)

Bapak: Otherwise there was no one to carry the gun (laughing) (Ainul translation)

Jane: Does he, can he tell us, how that come to an end? (Ainul translation)

Bapak: When the peace was achieved, we came back to the village. As a soldier we walked freely, there was no punishment for us; we didn't hold a position in the movement, so we were like animals being released to the free world. (Laughing) (Ainul translation)

Jane: can he tell me what did he do after he came back? (Ainul translation)

Bapak: We worked in the village as usual (Ainul translation)

Jane: Maybe can you ask him what kind of work that he was doing? (Ainul translation)

Bapak: For me, working was going to the field and doing the planting, after that, spending time in the mountain for rock mining, I made *batee peh* (refers to pestle, made from stone) and sold it to the villagers. It came in different sizes, and different types, for peeling the rice skin, or for spices. (Ainul translation)

Jane: And where did he do that, there's a factory somewhere? (Ainul translation)

Bapak: We don't have the factory, we just broke the stone and took it to the village and carved it in the village. (Ainul translation)

Ibu interrupted the interview, by bringing us the pestle that Bapak made.

Jane: Di rumah? (Ainul translation)

Bapak: In the house, outside the house.

Jane: So during that time, does he have enough? Or when did he had got married and had children? (Ainul translation)

Bapak: Thank God, it was enough. (Laughing) (Ainul translation)

Jane: So could we ask him, maybe if we go back, to when he was very young. Does he remember the time of the Japanese. Does he remember that time or not?(Ainul translation)

Bapak: The Japanese time, ehm..(Coughing) the Japanese time...the village is exactly like this, I went to the mountain to plant cassava, cassava my dear, and papaya. But the rice is very hard to get, even if you have money. So I'll take the cassava and papaya and bring it to the Japanese in

the beach and trade them for two bowls of rice. It was really tough that time, really difficult. (Ainul translation)

Ainul: So you trade cassava with rice?

Bapak: Yes, to their ship.

Ainul: Ow...so it was a ship.

Bapak: Yes, sometimes we trade eggs too. (Laughing)

Jane: And the Japanese was polite? (Ainul translation)

Bapak: No, they're good.

Bapak: But sometimes, when they don't want to trade than it's gonna be bad. They will just ignore us? (Ainul translation)

Jane: So why was there not much rice during the time of the Japanese? (Ainul translation)

Bapak: I don't know why. (Ainul translation)

Bapak: Other people had to go to the mountain in the west and stayed there, they didn't come back. Some of the villagers also went to the islands. (Ainul translation)

Bapak: Well, they already found rice in the west. They also plant rice there too. (Ainul translation)

Bapak: In this village, our harvest will not survive; the Japanese will come and take all the harvest. (Ainul translation)

Jane: So does he remember around that time too, was uhmm the river getting high or whether the sea was changing in that time, the Japanese time? (Ainul translation)

Bapak: It was already rising. (Ainul translation)

Jane: How much? (Ainul translation)

Bapak: Not much, at least this house was not drowning. (Ainul translation)

Jane: How old was he when the Japanese arrived? (Ainul translation)

Bapak: My age...ehmm...I was maybe around 20 years old, or 15...ehm...15 years old. (Ainul translation)

Jane: So how old is he now? (Ainul translation)

Bapak: More than 80 years old. (Ainul translation)

(Ainul said that we haven't ask Bapak name)

Ainul: What is your name?

Bapak: Abdul R-z

Jane: I need to write it down.

Ainul: you are 80 years something. Do you remember the year when you were born?

Bapak: I was born in 1923 (Ainul translation)

Ainul: So he must be 85 years old.

Bapak: ABD for Abdul, people use to make my name shorter...(Laughing)

Jane: Did he ever feel frightened when the Japanese were here or...?(Ainul translation)

Bapak: No

Bapak: We feel afraid of? being hungry (laughing) (Ainul translation)

Jane: Does he remember the day when they left? (Ainul translation)

Bapak: The day when they left, ehmm, I was following them to Lhoknga.

Ainul: You chased them alone? (Ainul translation)

Bapak: No, we did it altogether with the villagers. (Ainul translation)

Jane: Where did they run to, where did they go? (Ainul translation)

Bapak: We arrived at Li- [village], when we heard the sound of gunshot from Lg-, we stopped and didn't continue the chase to Lg-. (Ainul translation)

Jane: I wonder what happened to them all...the Japanese.

Ainul: The Japanese? The Japanese were running away, maybe to Lg-. The villagers chased them away, and then they heard the gunshot, and the villager stopped chasing the Japanese in Li- and wait there.

Jane: And then, can he tell me in that period, between the Japanese leaving and he joined the Darul Islam, what was it like, what does he do? (Ainul translation)

Bapak: In between those periods, I was working for money. Between the Japanese and the independence and the DI, there's a long wait. (Ainul translation)

Pak R-d: He already made this stone carving. (Ainul translation)

Jane: It's beautiful, is it metal or rock? (Ainul translation)

Bapak: Metal (Iron?)

Jane: So this is for nutmeg? (Ainul translation)

Bapak: *Pineung* (Pinang: betel nut) (Ainul translation)

Jane: When he comes back after the Darul Islam, was he doing the same thing again? (Ainul translation)

Bapak: Then I continued making the mortar and pestle; I stopped making it around year...ehm...what...1960. Because I started planting clove. Recently I started chewing betel nut, that's why I made it, you know, while I was sitting (laughing). (Ainul translation)

Jane: Does he meet with other older people? (Ainul translation)

Bapak: There are no other older people here anymore (Laughing), only Pak R-d. Once in a month we meet, you know talking here and there. (Ainul translation). Still, I am the oldest among them (Ainul translation)

Jane: What do they talk about? (Ainul translation)

Bapak: About our condition, how we were doing as an old man. Are we going to continue being old? We should continue being old. (Laughing), then we're talking about the economy. Then we meet in the old people's forum, we bought cheap rice and discussed that. (Ainul translation)

Jane: Do they ever talk about the past? (Ainul translation)

Bapak: Well, of course, sometimes in the coffee shop. (Ainul translation)

Bapak: Or the children will ask us, just like this. I will share whatever I can share, it's while I am sitting in the coffee shop. You know, they will ask me, what this village looked like before it's being taken and covered by the water. The village was beautiful, the landscape and the village covered a large area of land. The village is very different now; it is not like what you see today. When the rain fell, our village was fine, nothing changed, not like today, the village was covered with mud and water and everything. In the morning, people would go to the beach and catch some fish using *pukat* (refers to net) and etc. (Ainul translation)

Jane: So he finds that younger people are interested in the history of the village? (Ainul translation)

Bapak: Yes, many youngsters have asked me about it. (Ainul translation)

Jane: I was going to ask him whether he'd able to talk about what happened when the tsunami came, and how he got away, but if he doesn't want to talk about it it's ok. (Ainul translation)

Bapak: When the tsunami came? Hmm...What they called it? I was sick and stayed at home when the earthquake happened. Then we went outside, and sat in the street praying, after that, the Teungku said that we have to go to *meunasah* (small mosque) and pray there. In the middle of our way, they said that we have to cancel going to *meunasah* to pray there, we should run to the mountain, the water is standing by, huge water there, the sea water, huh, that's why, we ran immediately. In the afternoon, the water had already reached here. Then we sat and prayed to God. Because of God, we survived, otherwise, the water would have taken us, if only we hadn't cancelled praying in the *meunasah*. (Ainul translation)

Jane: Can you just ask him, is he alright with his lungs? (Ainul translation)

Bapak: I feel exhausted. (Ainul translation)

Jane: maybe can you just ask him, what happened after that? (Ainul translation)

Bapak: We ran to the mountain, people said that 'We're dead, we're finished, our house is gone', but I didn't believe them. In the afternoon, when we came back to the village, I saw the village was covered by the water, that's when I believed them. People took fish to the mountain, without rice, nothing else, just fish. The rice that we found stuck in the wreckage was mixed with sea sand. After that, in the afternoon, we sat in the open field, then the GAM members arrived, they were coming from the mountain side, and bring sugar, rice, and other stock, then we felt relieved and happy. (Ainul translation)

Interrupted by the guest coming

Jane: So the GAM people share? (Ainul translation)

Bapak: Well, the kids are crying, they want sugar water. But we don't have anything to give them. Then Thank God, this is all because of God, the GAM member came all the way and shared sugar. (Ainul translation)

Jane: So the GAM people came from the mountain? (Ainul translation)

Bapak: They're coming from the mountain. (Ainul translation)

Bapak: We stayed there for three nights, three or two nights? (Asking to Pak R-d).

Pak R-d: Two nights

Bapak: We stayed there for two nights, and after that we're relocated to the refugee camp. (Ainul translation)

Jane: And does he have his family with him? (Ainul translation)

Bapak: All the family joined together there. My family is only my wife, and my daughter and an orphan? (Ainul translation)

Jane: Is he adopted? (Ainul translation)

Bapak: No, he's my grandson. His father died when tsunami came. This house is theirs. (Ainul translation)

Jane: So this house is new? (Ainul translation)

Bapak: Yes, this is new house, from housing assistance program. (Ainul translation)

Jane: So maybe, just the last question, does he noticed the changes of the rain fall? (Ainul translation)

Bapak: Hm... I don't really understand (laughing), recently the rain fall heavily....(laughing)...hoho...what did you ask? (Ainul translation)

Pak R-d: Do you see any difference in the past and in the present? (Ainul translation)

Bapak: But the wind is blowing harder in the present. (Ainul translation)

Jane: I think he is tired.

Ainul: Maybe the wind blows harder because there was no tree anymore along the coastal line.

End of discussion; continue with thank you and good byes.

Bapak: We didn't serve the water...(Laughing)

## **Bapak R-z Part 2**

**5-2-09**

### **Ln- village**

Bapak: .....that is what I did in the past.

Ainul: So he said that whenever he managed to carve many of this kind of stone he will sell it to other village or to the market, but if there's just one or two, he will sell it to the villager.

Jane: So he still has all the equipment? (Ainul translation)

Bapak: I don't have it anymore, tsunami took it all. (Ainul translation)

Jane: Looks like it's a very good equipment (Ainul translation)

Bapak: You can see the bigger one under the tree outside the house (laughing) (Ainul translation)

Jane: Okay, we'll have a look then

Jane: Di Australia ada, round...and this thing is not narrow (Ainul translation)

Bapak: Is it made from stone also? (Ainul translation)

Jane: Yeah, sometimes concrete (Ainul translation)

Bapak: (Voice not clear)

Jane: Yeah, and it's good for making curry (Ainul translation)

Bapak: Indeed we make spices paste with this equipment, not only curry paste. (Ainul translation)

Bapak: *Aweuh, kunyet* (name of Acehness spices \*don't know what is the synonym in English) also made by using this equipment. (Ainul translation)

Pak R-d: In the past, by making this kind of equipment, this family economic's income is better than other household if we may compare. (Ainul translation)

Jane: Could Bapak R-d say that most people...crops... (Voice not clear but Ainul translate the question into what other villager do for living, planting crops or?)

Pak R-d: They went to the field, planted rice, crops. But now it is very difficult to plant, very difficult. Some villagers went to the mountain and tried to open new land to plant chilies and etc, but it's very difficult since the government prohibited new land opening in order to protect the mountain from causing flood. So the villagers have to do it secretly.

Jane: And does.....land down here to grow? (Ainul translation)

Pak R-d: We've tried to grow in the land here, but it is not successful. (Ainul translation)

Jane: Is that before the tsunami or after tsunami? (Ainul translation)

Bapak: After tsunami, we're not discussing the period before tsunami, because people planted rice everywhere and there were no prohibition from the government in that time.

Ainul: Where is the rice field?

Bapak: There (pointed somewhere)

Ainul: In the area that covered by the water now?

Bapak: Yes, there and other area. You know, before tsunami, we're able to plant rice. But now, after tsunami, the area is covered by the water and sea sand and we have to go to the mountain to do the crops plantation. (Ainul translation)

Jane: ...(noise) people grow crops? (Ainul translation)

Pak R-d: We are made proposal to the government through old people's forum for *cengkeh* (refer to clove) growing. Because of its prices in the market, people started to earn more money. So we're not only depending on planting onion or chili in the mountain. (Ainul translation)

Jane: So this spice are planted in the mountain or to the? (Ainul translation)

Pak R-d: We planted *cengkeh* (refer to clove) in the land where we used to plant chili and onion. We preserved the land by planting *cengkeh* tree because the government doesn't allow the villager to open new land for planting, so we substituted the crop with *cengkeh*. We were clean up the land, and started to plant *cengkeh* tree. (Ainul translation)

Jane: The *cengkeh*, what do you said it was?

Ainul: The one with flower?

Jane: Ah..clove

Ainul: The clove

Bapak: Have she seen one?

Ainul: She knew *cengkeh*, but I don't know how to name it in English.

Jane: Very interesting

Bapak: Do they grow clove in Australia? (Ainul translation)

Jane: I am not sure; I've never seen any (Ainul translation)

Ainul: Maybe it's imported, is it imported? (Ainul translation)

Jane: Yeah, maybe it's imported from France; we grow our rice, cotton, and sheep. (Ainul translation)

Bapak: We also have Australian cow. (Ainul translation)

Jane: Big? (Ainul translation)

Bapak: No, we don't have that type of cow in this village, but there are some in the district level. Our village is too small to develop livestock sector, that's why we didn't received that assistance. (Ainul translation)

Jane: I went to ehm...a village and I saw they're breeding cow, I think it might be Australian cow. (Ainul translation)

Bapak: Yeah, perhaps, much assistance comes after that (refer to tsunami). (Ainul translation)

Jane: Do people raise goat here? (Ainul translation)

Bapak: It's difficult to raise goat, since the villager more focus on planting crop. And the goat eats crops and that is not so good for us. (Ainul translation)

Bapak: Because we don't have a specific area that we're prepared for livestock in this village. If we let the goat walking freely in the village, then it will disturb other people's convenience. (Ainul translation)

Jane: Do you think they have sheep in Aceh? (Ainul translation)

Bapak: Not in this village, but some village in A- [district] has. (Ainul translation)

Jane: Ow...do they?

Ainul: Are you tired? (Asking to Pak R-z)

Laughing

Ainul: I saw Bapak wondering and thinking... (Ainul translation)

Bapak: That's what old people do; they are thinking and wondering (laughing) (Ainul translation)

Jane: We call that random missing (or reminiscing?), when you just thinking about the past

Bapak: Does she will give medicine? (Laughing)

Ainul: What kind of medicine?

Bapak: You know medicine for hard breathing, for my lungs?

Ainul: She's not a doctor.

Then Ainul explain to Jane

Jane: Yeah, he needs a doctor to look at his lung, I would uhhh... welcome a doctor here, and did they have doctor here? (Ainul translation)

Bapak: No, there's no doctor in this village, only a midwife. But we can not expect a midwife comes to our house to look at this old man here, but once a month there's a visit from the doctor to hold a POSYANDU check. (Ainul translation)

Jane: Is Bapak seen doctor there? (Ainul translation)

Bapak: Not anymore.

Jane: Probably need antibiotic

Pak R-d: He's recently just got out from the hospital. (Ainul translation)

Jane: For lungs?

Bapak: Yeah, hard breathing, it is very difficult to exhale. (Ainul translation)

Bapak: I stayed there for 12 days (Ainul translation)

Jane: And did he feel better? (Ainul translation)

Bapak: It was, but now I feel sick again. (Ainul translation)

Jane: Terimakasih banyak Bapak.

End of interview.

**Bapak S-f**

**26-1-09**

**Lm- village**

Jane: Thank you very much, juga...I just want to ask a few questions about your life.

Bapak: Is it clear? There is no information, like form to be filled? (Ainul translation)

Jane: and just say that if there's any question that he doesn't want to answer we can stop at any time. (Ainul translation)

M- came and bringing some food and say sometimes about break time

**Bapak S-f Part 2**

**26-1-09**

**Lm- village**

Jane: Maybe uhmm we can...

M-: May I? (Ainul translation)

Jane: (the voice is not clear), but if you prefer...

Ainul: We just don't want Bapak feel shy to share story to us. (Ainul trying to explain to M-)

Jane: Kalau mau...

Ainul: They will prepare the meal

Jane: Okay, terimakasih.

Jane: So maybe, Pak S-f maybe if you could ask him to tell me what his life when he was a child? (Ainul translation)

Bapak: Pardon me? (Ainul repeat the question form Jane)

Bapak: Ehm...here's the thing...when I was young...ehm...is this thing playing? (Asking the recorder) (Ainul translation)

Jane: Yeah

Bapak: So...our life during the Dutch was very simple. If we wanted cloths, it was available, if we wanted food; it was also available although it was not much. But it was not too much. Our living situation in that time was that we have to pay what they call as head money, a tax. Each person should pay one rupiah. If you're working, you're entitled to pay 0.5 rupiah. So our life during that time is peaceful. There were no disturbances at all. (Ainul translation)

Bapak: Later on, the Japanese came. When the Japanese came, our life started to change, it was getting difficult. Foods were hard to get, banana, papaya and corn were our main food. There, in 3,5 years the Japanese invaded this area, we didn't have food, nothing left, we could not even go to work but working for them. They paid us very little, 8 cents, 8 cents of Japan's coin. The value of the money was equal to half *aree* (refers to liter) of rice. We cooked the rice mixed with corn grain or banana, because the villager weren't able to plant anything since they have to work for the Japanese. People were hungry, my stomach grew big, and I was like a pregnant woman. There was no food available. That's the condition in food aspect, in clothing, we're only have one cloth, *goni* (refer to sackcloth), our t-shirt was made from *goni*, and our trouser was made from *goni* also. When we took shower, we'll wait for our cloth to dry, because we didn't have other cloth to change. (Ainul translation)

Jane: So how old was he at that time? (Ainul translation)

Bapak: During that time? Ehmm...during that time I was 20 years old. I was already 20 years old, during the Japanese. (Ainul translation)

Jane: How long was Japan? (Ainul translation)

Bapak: The Japanese invaded us for 3.5 years. (Ainul translation)

Bapak: After that we declared the independence in 1945, I was already 20 years old. (Ainul translation)

Jane: Did he work in the rice field during the Japanese? What was he doing? (Ainul translation)

Bapak: I stayed in the village during the Japanese

Ainul repeated the question

Bapak: I didn't worked during the Japanese, I ran. They took the adults to work for them, do the construction and etc, and the youth like me, were rescued by *uleebalang* (refer to acehnese aristocracy) then we didn't have to work for the Japanese. Well, we're only 20 years old and not married yet. Of course our strength is not the same as older married man in the village. And then, when we were about to join the *uleebalang* in the mountain, the Japanese army came, and then we ran, but we were protected by the *uleebalang*. Everyone understood that situation, we knew what had happened. Well, we were grown up, if they (refer to the army) put their gun in our head, we already know how to handle the gun. After that the independence was declared. (Ainul translation)

(Jane and Ainul discussed the best way to summarize the information)

Bapak: After the independence declaration in 1945, we came back to the village and still have a simple life, we're not that poor, but also not overly wealthy, I mean, our life was very ordinary. We went to the mountain, we grew crops, and we cut the tree branch and sold it. We bought other ingredients in the market. In that time, there was no more chaos, because of the

independence. Only, the economic life, our economy was not good. But...uhm...it didn't cause us to be hungry, we still have at least a little to eat. Later on, the alliance is formed and there was assistance from the government, our life is getting better, better...better and better. It is not like nowadays, people were helping each other as well as from the government...even though, in between that assistance, some people didn't receive the assistance at all, but it didn't make them suffer, if we're suffering and poor, we can ask help from rich people around us, and they will help. It is not that they are very rich, but they just have more than enough. In one village, we can say, at least 2 or 3 or even 5 people who lived better. The other villagers are poor, so they ask help from the rich, whatever they need, they will ask from the rich and the rich will give to them. (Ainul translation)

Jane: So what is good about life now?

Ainul repeated Jane's question in Acehnese but Bapak didn't understand so Ainul asking in Bahasa

Bapak: What's good now? For me nothing, I still eat little. What I said before is my point of view that people now are not suffering, because during the Japanese, we're all living in the same suffering situation. But now, some people are poor and some of the other is rich. But for me, my life is still the same, I cannot go to work anymore, I feel weak. I don't have any assets left. Sometimes people give me money, but if they don't, I would not ask for it. If they give me with pleasant heart, I will be very happy, if they don't, what can I say? In the meanwhile, I cannot go for work anymore, I am weak. (Ainul translation)

Jane: And does he work in the rice field? Or what did he do most? (Ainul translation)

Bapak: I went to the rice field (Ainul translation)

Jane: Still? Masih? (Ainul translation)

Bapak: I could not go anymore, I am exhausted. (Ainul translation)

Bapak: If I stand under the heat of the sun, I am shaking. (Ainul translation)

Bapak: So I am just sitting around and praying. (Ainul translation)

Jane: And does he spend time with his children and grand children much? (Ainul translation)

Bapak: Yes of course, but I didn't spend most of my time with my grandchildren, because each of them has their own mother and father. Sometime they ask me to baby-sit their children for a while. You know, if their parents ask me to baby-sit all the time, what should I do, I can barely work anymore. So my children go to work, and keep their children with me. After work, if they have more money, they will share with me. (Ainul translation)

Jane: And does he talk much with them about life? (Ainul translation)

Bapak: Yes, I've told them my life when I was young....like this and that, little by little, you know, I just say what I think necessary, and I didn't say what I think I am not supposed to say. (Ainul translation)

Bapak: I teach Quran reading to my grandchildren. Usually after the lesson I've told them the history in the past, this and that, what happened in the past to form their *akhlaq* (Arabic: refer to moral and religious value). But working for money, for living, I could not. That's how it is. (Ainul translation)

Jane: And do they, the children come to him for advice? (Ainul translation)

Bapak: There is. (Ainul translation)

Jane: What kind of thing, what kind of advice? (Ainul translation)

Bapak: There are people come to me for advice. Yes there are.

Ainul: What kind of advice, Pak?

Bapak: Uhm...I used to do the religious speech when I was younger. (Ainul translation)

Bapak: So now, since I don't have strength to go anywhere, I just sit and people will come to me and ask many things. "Here is my problem, Pak...like this bla bla...Pak", they talked to me like that, many of them. "This is my problem, Pak, what should I do?" They came to my house.

Jane: Come to rumah? Hmm..bagus bagus...

Bapak: I was reading Quran there, in Dayah. Then couldn't go there anymore, because I am sick, I didn't go there anymore, and it's been two years since I stayed at home and am reading Quran at home. That's my history of life, roughly, that's how it is. (Ainul translation)

Jane: Does he think that he's happy, now? (Ainul translation)

Bapak: I think I am happy.

Jane: Happy?

Ainul: Happy.

Bapak: I always pray to God “Dear God, please give me *raseuki yang halal* (refers to income/money that come from good source), and keep me away from *raseuki yang hareum* (refers to income/money that come from bad source). “Please give me the good, the good that people will feel happy when they share, don’t give me what they didn’t feel happy about”. So if my prayer were accepted by God, that is how I live, let it be, I feel not worried. I don’t feel worry if I have no money. (Ainul translation)

Bapak: For example like this, people come and they give me money, people come and give me money. If they didn’t give, then I would not mind. That’s not an honorarium, not a salary, I taught people but I don’t expect to be paid, not expected an honorarium, If they don’t give to me, someone else will come and give me money. (Ainul translation)

Bapak: That’s my life now, I don’t over think much, about people, about other way, just simply me and my life. (Ainul translation)

Jane: Does he miss at all working with the land? Sometimes wants to go out? (Ainul translation)

Bapak: Of course I want to go back to the rice field, but I couldn’t walk there anymore. (Ainul translation)

Bapak: I could not, its not possible for me because of my body condition. So what’s the point if I say ‘I want to’, it’s pointless anyway, and I could not work anymore. I just look after my grandchildren since I couldn’t work anymore. I can’t stand the heat, the heat of the sun, it hurts me. I am old already, what else can I do. I encouraged my children, “let’s work, don’t just sit around like this, later if you have more *raseuki* (refers to money, income etc) you can give me some if you would, but if you don’t have *raseuki*, than its ok. I have a lot of children and grandchildren.

Ainul: How many?

Bapak: I have a lot of children and grandchildren. I have 6 children, my first child gave me 7 grand children, from my second child I have 4 grandchildren, from my third child I have 2 grandchildren, from the fourth one I have 1 grandchild, from the fifth one I have 2 grandchildren,

and the last one give me one grandchildren. That's all, how many is that? It's a lot isn't it? They all are living here. (Ainul translation)

Bapak: Almost twenty grand children. (Ainul translation)

Jane: And does he see all of them? (Ainul translation)

Bapak: Yes, they play here. (Ainul translation)

Jane: Tinggal disini? (Ainul translation)

Bapak: They live in district capital, they came here often. (Ainul translation)

Bapak: In Samahani, before they lived in Java, but now they have returned home and live here. They lived for 15 years in Java. (Ainul translation)

Bapak: Now they're here, they have two children. They're back here. (Ainul translation)

Jane: So, I'm just wondering whether uhm...can he tell me a bit more about going to School, what it was like when he go to school, a Dutch school or? (Ainul translation)

Bapak: What school?

(Ainul repeated the question)

Bapak: In the past? Oh. Yes, I did, up to third grade. Fortunately, I was invited several times to give tutorials in workshop/seminar, I went to Lb-, district capital, but now I am too exhausted.

Bapak: I am able to write and read a little. (Ainul translation)

Jane: So maybe I can ask him uhm...what about, what does he think about the future for his children and grand children? What would that be like? (Ainul translation)

Bapak: For them? Well, all of my children went to school. Of course my grand children also will be admitted to school by their father. Because I can't help them, I can't even afford my own expenses. So I advise them to not only sit around in the village, encourage them to read Quran, go to school, don't play too much. (Ainul translation)

Jane: Bapak harus pergi keluar? (Ainul translation)

Bapak: No, I don't.

Jane: Ow, Ok.

Bapak: Today, I booked my time to come here and meet you. I have no other plan. No No, no body work today. (Ainul translation)

Ainul: What time is prayer time here?

Bapak: Praying time will be at 1 o'clock (Ainul translation)

Jane: Setengah jam?

Ainul explained to Bapak that we will ask several more questions and then he can go to pray

Bapak: Sure, don't worry.

Jane: How he thinks his belief when he was younger has changed now, whether his belief has changed when he was younger, about life about his belief? (Ainul translation)

Bapak: Changes in my belief, since I returned from *Pesantren* (refer to Islamic school), there's nothing changed, it's remain the same. However, people who have changed are disengaged from us. Sometimes, they admitted that they have religion, but they didn't do anything according to our belief. But we have to problem with that, because our religion remains the same. (Ainul translation)

Bapak: Until now, there are no people who become such a mess in the village. But once in a while, some people made mistake, but we hope that religion will never fall apart, because that person is not serious in his religion. What do we call "*Lakum dii nukum wa liyadin*", (refers to Holy Quran: Your religion is yours and my religion is mine). Religion is individual practice, so we don't interfere. (Ainul translation)

Bapak: Religion is as usual.

Jane: So does he feel that he's happy to spend more time by himself now more than when he was young? (Ainul translation)

Bapak: Life? If I think, indeed my life now is not dedicated to achieve anything, even if I wanted to achieve something, I couldn't work. So I just thank God for what it is, be thankful. I don't need money that much, what for? Let say, motor bike, if there's anyone wants to give me motor bike, I can't even sit in the motor bike anymore, let alone if I have to buy it. I think it's enough for me to stay healthy, and have medication whenever I feel sick. Simple cloth to wear, that's all that matters, of course we can not just sit and wait, we have to do something, right? So we pray to God, if he answer our pray or not, it's OK. That's how life is now. (Ainul translation)

Bapak: If there's people come to help, I feel happy. Because help is not something that we force to get, it can come from anyone. If they willing to help us, of course we feel happy, but if they don't, then it's also fine. We're not worried, because if we were, then we will beg here and there. Yes...that's it. (Ainul translation)

Jane: Could he describe, after the Japanese. Maybe he could just say, what happened in his life when he grew older? (Ainul translation)

Bapak: It's normal. But our family has a little asset in that time, we save it little by little. I entered the *Pengajian* (refer to Islamic study/Quran lesson) from 1946 to 1962 to teach there. I married in 1962 and taught there in Seulum for the next two years until 1964. Later on, we established our own *Dayah* (or pesantren, Islamic school) together with Abu I-d, we taught there. Abu I-d has passed away. And now, since I am very weak, I don't teach anymore, our junior turn to teach. It's not far from here, maybe around 1km from here to the Dayah. I gave them advice, this and that...after that, we all worked in agriculture, planted corn, tobacco, and etc, together with the villager. We lived normally, but not too much. We have 2 cows, and 5 goats, chicken, this and that...so if we need to eat meat, we don't have to buy, we just slaughter from what we had. But you know, it is impossible to have more money for example to go to *Hajj* (refer to pilgrimage to Arab land for Moslem). But for our daily life, it is normal, we don't live in misery. (Ainul translation)

Bapak: Now, I don't have it anymore. I don't have cows and goat, nothing. I cannot work anymore to earn money. So I just wait.

Jane: Does he still see his student? (Ainul translation)

Bapak: Yes, I visit them sometimes whenever I feel strong to walk there. If I am sick, I don't go. (Ainul translation)

Jane: Could we ask Bapak, if he noticed any differences of rainfall and the environment over his lifetime? (Ainul translation)

Bapak: About the rainfall, it is recently, not too long ago, maybe around 15-20 years ago, the rain is determined. But in the last 5 years, it's not determined anymore. Why? In the past, on 5<sup>th</sup> of May, there must be flood, but in the present, on 5<sup>th</sup> of May, nothing has happened. Also, the weather especially in December is rain, a heavy rain, but last December, there were no rainfall. Today is January right? It is dry right? So that's the difference. If you watch TV or read the newspaper, as we experienced no heavy rain happening in December, but in other village, the flood is happening. That's the news in TV or newspaper. Previously, our village was covered by the water, but other area wasn't. So I can take conclusion that this weather, in my entire life is the same, except before the Dutch, when I was 20 is the same. The one day difference or a week change cannot be a measurement regarding changes. (Do you think he means there is no significant difference since he was young?) (Ainul translation)

Jane: Was it bit more variable when before he was 20? (Ainul translation)

Bapak: Before I turned 20, I didn't pay attention to that. Because we lived like usual, after the independence, I started to notice the difference. (Ainul translation)

Jane: Menarik. I think I covered all my questions already. (laughing)

Bapak: Is she understood?

Ainul then explained that Jane was interested to hear the story when he was young.

Bapak: Do you have other questions? (Ainul translation)

Jane: No, I don't think so; I think it's been very good. Terimakasih banyak. It's very interesting to hear when you get older and the relationship with God. (Ainul translation)

Bapak: In 70s, 80s to 90s, and the last in 2000, I still do a speech here and there. (Ainul translation)

Jane: And he believes that the religion helps people when they get older? (Ainul translation)

Bapak: I believe, because the main value in religion are *iman, islam, tauhid and ma'rifat* (need to check, it's Islamic terms), so that four core functions support the religion. *Tauhid* is to praise God as the one, *iman* is to obey what has been ordered in the religion also the practice of the good value, and develop the knowledge that we have. It's not that you can do whatever you want if you already have knowledge, you cannot. In fact, knowledge is the pattern that shows us what is right and what is wrong. For example, we have the science knowledge, in the science also in Qoran, Allah has said that "You may not come close to *zina*" (refer to Islamic terms means prostitution, free sex and male/female relation etc). We knew, but we still practice it, although the religion and our knowledge have said NO. It is supposed to be guidance for us, to protect us. The Acehnese says: "Knowledge is like a flash light; in the dark place it would show us the light". But people without knowledge, they are like walking in the dark without flash light. You cannot see clearly, hole, rock and dirt maybe in your way, but you don't have a light so you may fall. You'll never know where the road is, where's the cliff, so you know where to go. So if you have knowledge, share to others because that is what it means. (Ainul translation)

Jane: And that is something that you do more when you older? Sharing of knowledge? (Ainul translation)

Bapak: Of course. When I was strong, I walked here and there to teach people, share my knowledge, but now, as I am getting old, and hardly walk, I just sit and wait for people to come to me. Why do I say that? Because that is our *ibadah* (refer to Islamic value of the good practice of religion) to Allah. Spread to others that this is good and that's not good, so don't do that, and encourage people to practice the good. That's why, starting in 1968 when I established the Dayah, I walked everywhere, even to S- village, to perform speech. During the communism movement in 1965, I have a chance to do the speech too in Kota S-. I was there. Now, I am weak, other older people in my age already passed away, only me who am still alive. Abu I-, Abu W-, Abu I-, they are gone, they were my colleagues. (Ainul translation)

Bapak: Started in 1968, I am together with the community going here and there to do the speech until year 2000. I quit in 2000, because I feel weak. People come to my house to pick me up for speech; I have to say no. because I can't even speak anymore, I hardly stand up, my mind is weak. But if you ask me one or two things, it's not a problem; I must be able to answer it,

because my sight still bright, I can read this book here. I am able to read Quran little by little during the night. Also the book that is written in big font, I can read it. (Ainul translation)

Jane and Ainul discuss the timing

Bapak: today, we're holding a *Khauri Blang* (refers to celebration to thank God for the good harvest, when villagers cook food and invite the neighbor village to eat with them).

Jane: Do you think that...

Bapak: Today is *libur padi* (refer to rice-day off, where the villagers don't go to the rice field. (Ainul translation)

Jane: Hari ini?

Bapak: Hari ini.

Jane: Ini juga hari nasional Australia

Bapak: We will have guests, the members of neighboring village. They will come over here, but then we will eat in the rice field. We will take the food to the rice field. So as guests, they will eat with us in the rice field. (Ainul translation)

Jane: When he was young, did people listen to the older people more than they do now? (Ainul translation)

Bapak: They listen to the older people in the past and so do now; the younger people in this village are reading Quran in my house and go to the Pesantren, same person, so they must listen

to me. So when they grow up, they grow up with me, and I teach them, they easily adapt to my teaching. Maybe just one or two who's naughty, but many of the youth in this village are good people because we managed to teach them at home and in the Pesantren. Include *Pak Keuchik's* (village chief) mother, she read Quran with me. (Ainul translation)

Bapak: That Ibu (refer to Ibu S-p), she also read Quran there. (Ainul translation)

Bapak: She read Quran in Selimum too, for 8 years. When she returned to the village, the kids in this village gathered at her house to study with her. Me, after returned from A- Pesantren in S- [village], I established a new Dayah with Abu I-, Abu I- lived there, every two days I visited the Dayah. I gave the students my views. Now, they build a mosque in the Dayah, it cost 500 million rupiah for the construction.(Ainul translation)

Bapak: Whenever I feel strong, I will go there. But if I'm weak, I don't go. I wish I can go there. Usually If I go there, there were group of 200 women are studying Quran. Since I am sick and weak, I return to the village and give the Dayah responsibility to the junior, I just pray my best for them, so the teaching may run smoothly. I miss my time when I was teaching. (Ainul translation)

Jane: Maybe he can use our car? (Ainul translation)

Bapak: It's not far. It's not even 1 km. (Ainul translation)

Bapak: Maybe there's no activity there today. (Ainul translation)

Jane: I'm just wondering, maybe that we're here we could drop him on our way? (Ainul translation)

Bapak: No, that won't be necessary. I can go there with my bicycle. (Ainul translation)

Bapak: You know, today, after finishing this interview with you, I have to wait for the guests and meet *Pak Keuchiek* (refer to village chief)

Ainul: What time you're supposed to be there?

Bapak: Maybe they will arrive very soon. (Ainul translation)

Jane: Mulai, akan mulai?

Bapak: As elder man in this village, I have to be in the front row when we greet our guests otherwise it won't be appropriate and not polite. (Ainul translation)

Bapak: It won't feel good, because we have to respect the older people that come to this village. After we shake hands then it is fine. At least I have to show up, if they see I am there, then things must be fine. (Ainul translation)

Jane: Can you thank Bapak. Terima kasih banyak Bapak, and say again that I'm honored. (Ainul translation)

Interrupted by the announcement in the mosque

Jane: Would he like to be driven to the field? (Ainul translation)

Bapak: No, I will go there with the villagers. So the guests will pass this street, we will wait here, they will see me among the villagers that *Pak Kiay* (refer to honor of the religious leader) is here to greet them. (Ainul translation)

Bapak: The visitors will eat in the rice field, but we just accompany them to the rice field and as the home-villagers, we will eat at home. It's not necessary for us to eat with the guests in the rice field. But I have to monitor what is going on. (Ainul translation)

Jane: Terimakasih banyak Bapak

Bapak: You're welcome. Please pray for my long life.(Ainul translation)

Jane: I will

Bapak: Because you'll never know, if I have a long life, maybe I will have a chance to visit Australia.

Jane: Yeah, you will love Australia, datang ke rumah saya.

Bapak: I can't afford to go there by myself, I don't have enough money. If somebody invited me, of course I would love to. But If I don't have long life, then maybe I won't have a chance to be there.

Jane: I will pray for his long life

Bapak: To Allah, if we pray well, then Allah will give us the good, and vice versa. You can see tsunami, people requested bad thing to Allah, so Allah angry. (Ainul translation)

Bapak: That is a big warning for us who are not the victim, so people will do *ibadah* and prevent themselves from doing bad things or other disaster will come. That's a warning. (Ainul translation)

Jane: Maybe Bapak harus pergi

Bapak: I am too tired, and old

Jane: Terimakasih

Bapak: Thank you, *alhamdulillah*. (Greeting in Arabic, to say thank you in the name of Allah)

Jane: For your time

Bapak: Are you coming back on Monday?

Jane: Tomorrow

Bapak: So we don't continue?

Ainul: No, we have all the information from you, tomorrow we will have other people to be interviewed.

**Bapak S-h**  
**28-1-09**  
**Lm- village**

Bapak: ...my life during the Japanese, if we need rice...we have to go to S- to buy rice. On the way home, if we met them [the Japanese] they would take our rice. We were planting the rice in the rice field, but the rice field was dry, unlike today with the irrigation. So our rice product was only two or three *bunca* [rise measurement, not sure the synonym in English]. So the villagers who had more rice at home, their rice stock will be taken by the Japanese. (Ainul translates)

Bapak: That's why I was very sad in that time. I didn't have cloth; that's why my body was *meukudee* [skin disease]. There were no clothes like today, the sarong or other clothes material. I used timber skin [outer part of timber]. My stomach was big, because I didn't eat proper food. (Ainul translates)

Jane: Can you ask him what kind of skin disease? (Ainul translates)

Bapak: You know, *meukudee* [not sure what he means], it hurt but we didn't have the medicines, so we just used the traditional medicine. We used the leaves; there were nothing that we can do in that time, the Japanese time. There were no medicines, if anyone sick, although we went to *Kuta Alam* [there is a hospital in Kuta Alam], that hospital also ruled by the Japanese. (Ainul translates)

Bapak: It was very sad in that time

Jane: Was he a little boy in that time? How old was he? (Ainul translates)

Bapak: But now we feel happier, we can go to the rice field. Furthermore, we have the irrigation; the country is not poor anymore.

Bapak: I was 12 years old during the Japanese time. (Ainul translates)

Bapak: It's good that they were here for only 3 or 3,5 years. Otherwise...you know, they took the adults to go to B- to work for them (Ainul translates)

Jane: can he tell me about before the Japanese came?

Bapak: It was really sad, during the Japanese time.

Ainul translated Jane's question

Bapak: Hm...before the Japanese, it was the Dutch time. I was very young in that time. I didn't realize what has happened, well, you know, I saw them passing by...I was 7 years old in that time. (Ainul translates)

Jane: Yeah...very young.

Bapak: The Dutch left in 1939, in 1942 they finished, and we were safe. In 1945 we declared the independence. (Ainul translates)...uhm...the Japanese was here for 3,5 years.

Jane: Does he remember when the Japanese left? (Ainul translates)

Bapak: I was growing up when the Japanese here.

Ainul: Do you remember the day they left?

Bapak: The day they arrived here?

Ainul: No, the day when they left?

Bapak: The day when they left, how could I forget?

Ainul: How?

Bapak: I remember because...uhm...It happened very fast. Everyone is leaving to Sm- [village]. And suddenly the Japanese were running and thrown away all of their belongings, some of their guns were thrown in the rivers...you know...they even threw their rice, in that time they used the red rice. They also left many cables [wires?]....the villagers collected all of them (Ainul translates)

Jane: really? Did he see some of them? Was he there? (Ainul translates)

Bapak: I was there, I saw it. They left rice in the big warehouse, the oil, the benzene and everything. They just ran very fast, these Japanese. (Ainul translates)

Jane: So what did Bapak do then? What happened then? (Ainul translates)

Bapak: After that, the independence is declared. (Ainul translates), after the independence, we lived happier, because there was no forced employment anymore. They just took us to Bp-, or Bl- to work for them. They asked us to make *kuruk-kuruk* [not familiar with the terms]. You know that airport? In Bl-? Our parents built that. (Ainul translates)

Jane: Is that what he was doing? (Ainul translates)

Bapak: No, I didn't work in that time; my parents were involved in that construction. If the family still has parents, then the parents were the ones who should work with the Japanese. (Ainul translates)

Jane: So what did he do?

Bapak: I wasn't even counted for the head tax. I was 12 or 13 years old in that time. (Ainul translates) My father went there.

Jane: What did he do, did he go to school or? (Ainul translates)

Bapak: School? No I didn't. (Ainul translates)

Jane: So what did he do? (Ainul translates)

Bapak: I didn't go to school, some villagers went to school. But I didn't. What can I say, it's already happened. But I can read the capital letters. I learnt from other people. (Ainul translates)

Jane: Did he have to work in the field? Or do anything when he was 12? (Ainul translates)

Bapak: My parents owned cows, so I cut the grass to feed the cows. (Ainul translates)

Bapak: Up to now, when I am old, I still do the same [taking care of the cow].

Jane: So after the Japanese left, his parents came back? And what happened after that, to him? (Ainul translates)

Bapak: Yes, of course. They returned to the village. It was long time until he passed way in 1992. I think it's has not been 20 years since he died...hmm...well; he died in a very old age. 100 years old you know, maybe less. (Ainul translates)

Bapak: He had a long life. He died on 25 of December...

Jane: And what did they do when they came back here? Do they have sawah...(Ainul translates)

Bapak: It was peace then. They didn't have to work for the Japanese anymore because the peace is achieved.

Ainul repeated the question

Bapak: In the village, they work in the rice field, planting rice and crops. In the field, they planted corn and cassava and fed the cows. (Ainul translates)

Jane: And what was life like? Did they have enough to eat? Did he, what was life like? (Ainul translates)

Bapak: The rice wasn't enough for the family. You know, the Japanese took all the rice stocks during the Japanese time. But after the independence, we had enough rice. We

planted the rice in the rice field, and we were able to enjoy the harvest products and sometimes sell it. During the Japanese time, there was a rich family, they had a lot of rice stocks, and they shared all the rice stocks with the villagers, before the Japanese took the rice. (Ainul translates)

Jane: Is he from Lm-? Is he growing up here?

Bapak: I was born here and got married here. (Ainul translates)

Bapak: You've met my wife before, Ibu A-h? (Ainul translates) I was supposed to be interviewed before, but since I have another urgent matter. So I swapped. (Ainul translates)

Jane: So can he tell me some more about his life after the independence? What was his life like? Got married and had children? (Ainul translates)

Bapak: Well, now I just work in the rice field, and planting anything in the field too. I planted banana, cassava, and coconut. My coconut tree will be harvested within next month. (Ainul translates)

Bapak: But I didn't go to sawah anymore now, I just pay people to work in my sawah. (Ainul translates). The land belongs to me, but other people work there. So we shared the harvest product, between three of us. (Ainul translates)

Jane: After, before I go to general question, did he have any other strong memory of things that happened in...maybe after the independence, strong...? (Ainul translates)

Bapak: After the independence...hm...there was the PKI movement [communism], but they didn't disturb us. They knocked people out (*ie poh*), but they didn't fight in a war. Do you remember the PKI movement in 1965? (Ainul translates) Then you must also understand the GAM movement, which we also have the peace with them now. I think now everything has settled. *Insyallah* [Arabic: By the blessing of Allah] we pray that we would never have to experience that kind of thing anymore. (Ainul translates)

Jane: Did he, did anything happen to him during the GAM conflict? (Ainul translates)

Bapak: No, nothing happened to me. I think maybe that's the way it is from the God. I am saved from the GAM. Also the military didn't do anything to me. (Ainul translates)

Jane: So, maybe can I ask him, if he just uhm been back to the environment...

Bapak: I was the leader of the prayer in *meunasah* (small mosque) in that time, the GAM time. I stopped being a prayer leader in the last two years. I was a prayer leader for 42 years; I am now 76 years old. (Ainul translates). The Keuchiek also ruled for 29 years. (Ainul translates) The Keuchiek in the present is my son so I thought it would be better if I quit, because my son is in charge now.

Jane: Two years before what...

Ainul: Two years before now...[continue translation]

Jane: Can he explain how did he come to the head of prayer? What did the person do? (Ainul translates)

Bapak: well, what can I say; it was the villager's decision. They appointed me, because the Teungku had passed away. They have 3 candidates, but I didn't know how...by the end, I was the chosen one. I started as prayer leader since 1964. (Ainul translates)

Bapak: And I quit in 2005, which is the length of time when I become the prayer leader. (Ainul translates)

Jane: And does that take up a lot of time to do the prayer? And uhm...what does he have to do everyday in that role? (Ainul translates)

Bapak: I have to teach the kids and adults how to read Quran, teach them how to do the prayer, leading the collective prayer every day, five times a day...(Ainul translates)

Jane: And does he uhm..ok...So now there is a new one coming, does he have to teach them as the head of the prayer? (Ainul translates)

Bapak: Only one person at a time. Now they have the new person to lead the prayer. (Ainul translates)

Jane: I mean, does he have to teach the new one? (Ainul translates)

Bapak: Yes, I do. (Ainul translates)

Jane: Masih...

Bapak: We also have the new appointed Keuchiek. Well, I quit my position at the same time as the previous Keuchiek. You know, our time was up. Actually, the leader of the prayer doesn't have certain years to hold the position, it is open, but I quit because of my health condition. Keuchiek is elected every five years. In the past, it was elected every 8 years, but now it reduced to every 5 years. (Ainul translates)

Bapak: That Keuchiek, he ruled for a long time, 27 years. (Ainul translates)

Jane: That's amazing.

Bapak: I have experienced two Keuchiek during my role as prayer leader. The previous one before Pak D-a has passed away. (Ainul translates)

Jane: Because he must have been from 40 years? (Ainul translates)

Bapak: 42 years. (Ainul translates)

Jane: I'm just wondering if he has, can you ask him whether he needs to work in the field while he was the leader of the prayer in the same time. (Ainul translates)

Bapak: I still go to the rice field when I became the head of prayer. I just quit the rice field work last year. (Ainul translates)

Jane: Wow, amazing isn't it.

Bapak: I am often getting sick recently so I couldn't work hard anymore. Uhm...I have high-blood pressure, my wife too. (Ainul translates)

Jane: It's like dizzy? (Ainul translates)

Bapak: Yes, dizzy, now I can't hear properly. I went to Banda Aceh several times to check it in the doctor THT [doctor that specialized in Ear, Nose and Throat problems], but I don't go there anymore (Ainul translates)

Bapak: They said it cannot be cured. My dizziness come and goes. (Ainul translates)

Jane: Nothing happened? (Ainul translates)

Bapak: No, nothing changes. (Ainul translates)

Jane: So does he find that his children and grand children come to him and talk about...sometimes? (Ainul translates)

Bapak: My children? They all are married.

Ainul: I mean, did they come to you and talk to you?

Bapak: My children?...uh...they must come to me. I have seven children's, I have divided my property to all of them. Each of them got a piece of land. I don't have much property now, because I have shared everything with my children. (Ainul translates)

Bapak: I have three sons and four daughters. (Ainul translates)

Bapak: I have 15 grand children. (Ainul translates)

Jane: Wow (laughs). So do his children come to him and ask for advice about family matter maybe? (Ainul translates)

Bapak: sometimes. Well, most of my children are civil employees in Banda Aceh and graduated from the university. And the new elected Keuchiek also is my son. (Ainul translates)

Jane: Fantastic. One of his children is in Banda Aceh? (Ainul translates)

Bapak: He/she stayed in Lb- [village] (Ainul translates)

M-: He/she works in family planning office. (Ainul translates)

Jane: Can you ask Bapak whether he notices any changes like rain fall, the river, the plants over his life time? (Ainul translates)

Bapak: From the past and now?

Ainul: Yes

Bapak: There are so many changes happened, especially in the trees. In the past we have a big *langsat* tree that grew very well, but now that tree is dead. (Ainul translates)

Jane: Does he think....does he knows why? (Ainul translates)

Bapak: Because they have cut all the big trees that were supposed to become a protection to the *Langsat* tree that lived under them. They cut all the big trees. (Ainul translates)

Bapak: Many of the big trees in this village was cut down. So whenever the rain falls, the flood might easily come here. (Ainul translates)

Jane: Can he tell us why the big trees are cut down? (Ainul translates)

Bapak: They used it as house material. (Ainul translates)

Jane: Yeah...for construction.

Bapak: That's why the trees are suffering. Some of the *Langsat* trees remain growing, under the coconut tree. (Ainul translates)

Jane: And what does he think about rainfall, has it changed over his lifetime? (Ainul translates)

Bapak: Well, regarding the rain...uhm...it's in a year calculation. In the past sometimes the rain fell heavily, but sometimes the whole year was dry season. The same thing happened today...sometime it's heavy but sometimes it's dry. Well, today, we have the irrigation, so rainfall doesn't affect much the rice field. (Ainul translates)

Jane: So he doesn't think that the rain has changed? (Ainul translates)

Bapak: No, I don't think the rain has changed. The irrigation has been there for ten years. (Ainul translates)

Jane: Yeah...it's interesting. Can you also ask him whether does he think about the things from the past? Did he think about it? (Ainul translates)

Bapak: Of course, I remember [do people use 'teringat' when they say 'remember'?]. About the way we lived. (Ainul translates). The rain, in the past and in the present is almost the same. But now, things are bit easier because we have the assistance from the irrigation that was built by the government. (Ainul translates)

Bapak: In the past, if the rain didn't fall, then the rice field would be finished. (Ainul translates)

Jane: And how does he think about the future of his children and his grandchildren? (Ainul translates)

Bapak: Of course I ask God, so they may live better life to continue my success, to not live in the situation like us in the past. (Ainul translates). But if they can, they should live better than me. I hope they can achieve better than me. (Ainul translates) Hopefully there are no more challenges, like the war and everything. Because now we are free...we are independent, so we can work freely, unlike in the past. I hope we can live wealthy and properly. (Ainul translates)

Jane: When he was leading the prayer during the conflict, the GAM conflict, were there any problems, as a leader of prayer? (Ainul translates)

Bapak: No problem...during the GAM? No problem at all...either from the military or from the GAM side. (Ainul translates). Well, in this village, the GAM didn't ask my family anything, maybe they came after the rich people. (Ainul translates)

Jane: Interesting isn't it, that didn't come. Ok...did I cover all of the questions? I have covered all of the good ones, about what does he think will happen after he passes away, do you think?

Ainul: Yeah, it's OK

Jane: Just ask about his belief, what would happen when he passes away. What will happen if we pass away? (Ainul translates)

Bapak: If we die, of course every relationship stopped. Our next generation will continue life. (Ainul translates)

Jane: Yeah...yeah...hmm...And can maybe he just describe...what does his time...now that he's not the leader of the prayer, what does he do, does he talk to a lot of people during the day, does he just stay at home. (Ainul translates)

Bapak: Yes, I am not the prayer leader anymore. But I still have some activities; I go to the field to pick up the betel nut, looking after the banana and coconut. Those are my activities now. It doesn't mean that I don't do anything. (Ainul translates) I work to just release some sweat, picking up old banana leaves, looking after the coconut fruit etc. Nothing else. (Ainul translates)

Ainul: Please, have a drink [Bapak coughing a lot during the interview, so Ainul offered some water]

Bapak: Is this Aqua?

Ainul: Yes

Bapak: My cough is better now, before it was really terrible. (Ainul translates)

Jane: Oh..really...for long time? (Ainul translates)

Bapak: Yes, long time. Before, I have to go out while we were sitting like this to release the cough. (Ainul translates)

Jane: Because talking sometimes can...

Bapak: I quit smoking and drinking coffee. (Ainul translates)

Jane: Oh...wow...it's hard, isn't it? So just to be a bit clear, he still works in the mosque? Still, sometimes? (Ainul translates)

Bapak: No, I don't do anything there anymore. I just pray in the afternoon prayer there. (Ainul translates)

Ainul: I am sorry?

Jane: No, I thought about this morning. I thought he still do some work there.

Ainul: No, this morning is the ceremony for the new mosque inauguration.

Jane: Ah, yeah...that's right. Uhm...how do I put it in a different way...uhm...does he feel less...how does he feel that he's changed as he grew older? From when he was little, how did he think his belief changed as a person? (Ainul translates)

Bapak: There are so many changes

Ainul: In you I mean

Bapak: Yes yes...there are many changes happened

Ainul: Can you describe more?

Bapak: You know when I was younger...hm...as I am getting old, I feel more sickness came. I couldn't do hard work anymore. I needed to take more rest. The machine took over all the human job in the rice field, in the past, I have to do all by myself. Although I have money to pay someone to work on my rice field, still in that time, we didn't have machine. (Ainul translates)

Jane: So the biggest change is that now it's more efficient. (Ainul translates)

Bapak: A lot easier. We had to stand under the heat, the water was hard to get unless the rain fell. If we didn't go to the rice field, we didn't have other work to do, that's the only way to look for money here. (Ainul translates)

Bapak: Have you seen the way we work on the rice field? (Ainul translates)

Ainul and Jane: No...

Bapak: So the cow would pull out, and we would push them forward [not sure the translation is correct]

Jane: So how, so what did he do now there's an irrigation? What kind of work does he do in the field? (Ainul translates)

Bapak: I didn't go to the rice field anymore. I go to the field. (Ainul translates)

Ainul discussed the terms of rice field and field to Jane.

Ainul: Maybe my English...

Jane: No No, your English is excellent.

Bapak: Well, although I am now 76 years old, I never loose any teeth. Mohammad, our prophet died in 60 years old, and I am 26 years over the prophet age now, but my teeth are perfect. (Ainul translates)

Bapak: Many people at my age have lost their teeth. (Ainul translates)

Jane: It's true, so what did he do to take care his teeth? (Ainul translates)

Bapak: I don't lose any of my teeth

Ainul: How do you take care of it?

Bapak: I brush my teeth everyday...(Ainul translates)

Jane: Ah, yeah...that's a lesson for everyone.

Bapak: But my hair is going grey...(Ainul translates)

Jane: His eyes are clear too...

Bapak: My eyes are bright. I still can see very clear. I only have problem with my hearing. (Ainul translates) I can read.

Jane: So can he tell me, when was the irrigation brought in...to...yeah....(Ainul translates)

Bapak: This irrigation, I think 8 years ago.

Jane: Ok, that's very recent.

Bapak: Other irrigation in K—I- was built first, after that; other villages continue to build the irrigation. (Ainul translates)

Jane: So did it change a lot of things in the village, like how much time people spend in the sawah, how much changed in the village after? (Ainul translates)

Bapak: So many changes, the numbers of the harvest product is increasing. We could harvest 8 *bunca* or equal with 1,5 tons. In the past, we never get that much rice product. (Ainul translates) We also do planting twice a year, we can sell the harvest product and get money from it.

Ainul repeated Jane's question about the time that people spend in the sawah.

Bapak: In the past, we did the planting once a year.

Ainul: No, I mean, the time that you've spend in the sawah to work.

Bapak: We almost don't do much hard work in the rice field anymore, just need to spread the fertilizer sometimes. (Ainul translates) In the past, we have to pull out the grass in the ground, and the grass grew big. (Ainul translates)

Jane: And now, not so much? (Ainul translates)

Bapak: No, we don't do that anymore, we just need to spray one time and all the grass will die. The most dangerous one is *abu mirah* [keong mas, a type of padi parasite that lives in padi plants?, with pink colored body?]. (Ainul translates)

Jane: What can they do? (Ainul translates)

Bapak: They don't die...we don't know how to prevent this. (Ainul translates) We removed them manually one by one with hand. (Ainul translates)

Bapak: Do you still have more water?

Ainul: Do you want some more?

Bapak: No, not for me, but for that Ibu [refer to Jane]

Ainul: Don't worry, she still has more water.

Jane: Wow, I don't know if I asked too many questions, really. Uhm...I suppose the other one is more general. Does he often meet with other older people to talk about the past or, what do they talk about. Maybe do they meet with other people? (Ainul translates)

Bapak: yeah, we meet each other, especially if we have some activities to be held in the village.

Ainul: Did you talk about the past?

Bapak: No, we don't. Well, during the rice season, we would chat about the rice and things, in other season we would talk about different things. Other than that we have always coordinated with each other for any decision regarding the village. (Ainul translates)

Jane: Is it like planning? Thinking about what to do? I mean the talking? (Ainul translates)

Bapak: Yeah, the planning and how to make it work. (Ainul translates)

Jane: Yeah...that's interesting, how people make plan. (Ainul translates)

Bapak: Of course, we have to work together otherwise we must fail. (Ainul translates)

Jane: And do they ever in this group, talk about the past, in the time of conflict? (Ainul translates)

Bapak: We didn't talk about the past anymore. We just talk about the present. (Ainul translates)

Jane: Hm...I think, that's all the questions. I am sure there are a million stories. (Ainul translates)

Ainul: Do you have other things that you would like to share with us?

Bapak: I have told you everything, about my history of life. (Ainul translates). For example, if we have planned to build something, of course we would talk about this among the villagers, to take a decision, to build cooperation. But I think we don't have to talk about that right? (Ainul translates)

Bapak: This meunasah [small mosque] is also new building here. Before this, our meunasah was made from timber. Of course I don't have to tell you about that, there is no relation with your question. That is the villager's cooperation to build the new mosque. (Ainul translates)

Jane: No, it is relevant. I would like to know. How they came to make that decision? Yeah, tell me the story. (Ainul translates)

Bapak: Well, we talked among the villagers first; we talked several times about the needs to have the permanent mosque, until we reached the decision. So we have the funding, because we received the assistance from the government. So we bought the material, and we started the construction. (Ainul translates)

Jane: So how did they...uhm...did the people in the village build it or did someone else? (Ainul translates)

Bapak: It's assistance from a rich person...that mosque you know. He's a rich person, he stays in Jakarta, but he came from this village. He helps us a lot, especially building that mosque. (Ainul translates)

Ainul: Who did the construction?

Bapak: The labor, we couldn't do it, we didn't have skill in construction. We just monitored and assisted with minor work. (Ainul translates)

Jane: How long does did it take to build the mosque? (Ainul translates)

Bapak: The construction? Within a year, it's finished. You know, because we have enough funds, especially from the rich person in Jakarta. He came from this village, but he moved to Jakarta. (Ainul translates)

Jane: It's fantastic.

Bapak: He went to Jakarta, married there and has children there. He helps the village development a lot. (Ainul translates)

Jane: So what year was the mosque finished? (Ainul translates)

Bapak: It was finished in 1995 (Ainul translates). We started using the mosque immediately when the floor was ready, although the mosque was still under construction. Recently we expanded the mosque by building a new place for *wudhu* [activity to wash your body part before doing the prayer] (Ainul translates)

Jane: They are building it now?

Ainul: They are building it now.

Jane: And is this the same place like before? (Ainul translates)

Bapak: Yes, there in the mosque (Ainul translates)

Jane: In the same place.

Bapak: The land was the *waqaf* [giving rights of land usage] from other people, we didn't buy the land. (Ainul translates)

Jane: And how did they design? Every mosque is different; did someone design from the village? (Ainul translates)

Bapak: Yes...we have the blueprint, someone designed it, but I don't remember who. (Ainul translates)

Jane: Well, anyway, I think that's all the questions. Terima kasih banyak Bapak.

M-: Maybe the Jakarta person did the design. (Ainul translates)

Jane: Yeah, can you say it's an honour...

Bapak: She's...is she come from Australia? (Ainul translates)

Jane: Ya, Australia

Ainul translated Jane's words.

Bapak: You're very welcome. We're hoping you have success in your life after going back from this village. (Ainul translates)

Jane: Thank you, I'll pray for his long and happy life.

Bapak: Are you still interviewing tomorrow?

Ainul: Yes, we have Ibu H-f for tomorrow interview.

Jane: Sorry...ya...satu lagi.

Bapak: Oh...that...uhm... she lost her husband. (Ainul translates)

Jane: So maybe we shouldn't, you mean recently? (Ainul translates)

Bapak: It's been 6 years since she lost her husband.

Jane: OK. Because I thought it's recently.

M-: When I was pregnant for my second child.

Bapak: Ok, I shall leave now... (Ainul translates)

Ainul: Please, Bapak...drink some water or take the fruit...

Bapak: Yes, of course...

Ainul: Where do you live?

Bapak: I don't have anymore fruit in my field, we harvested all...

Ainul: So you also have Langsung tree...

Bapak: Yes, I sell the fruit...

Jane: For your time...terima kasih...(Ainul translates) Hm...time to relax...

Bapak: So we're done right?

M-: Yes, it finished.

Ainul translated to Jane about Bapak Langsung field.

M-: Our field is within the same fence...with my father.

Jane: Do they still have the tree? (Ainul translates)

Bapak: Yes, we do. We also have rambutan tree...but the rambutan fruit didn't survive, the birds ate the fruits (Ainul translates)

Ainul left to the toilet

Jane: Masih sakit...

M-: Masih...sedikit...I couldn't take medicine

Jane: Ow...sudah minum obat.

M-: But only the medicine for *angin* [wind, refer to the body condition where you feel you couldn't fart? Not sure the translation is correct] -?]

Bapak: Can she speak Bahasa?

M-: Bapak asked whether you speak Bahasa

Jane: Sedikit...

***End of the interview***

## NOTES TAKEN AT INTERVIEW WITH BAPAK Y-H,

4 FEBRUARY 2009

### D- village

(Ainul explains the research project and who I am, and asks him to tell us about his life)

He works in agriculture, and some of the time taking care of the cow, then when he has spare time, he goes to the ..... He has done that almost all of his life.

He asks why do we ask about that?

(Ainul explains about the doctoral research project, and that people in Australia don't know anything about the experiences of older people in Aceh)

He wants to confirm whether I have any other intentions apart from doing the research

(Ainul asks him if he is worried about something)

He says that he is not worried about something else because he will die after several months. Just whatever you want to ask, he is just...his experience is planting trees, or planting whatever he can sell, or sometimes taking care of the cow or goat. And now because he cannot go to work, he just stays at home, sitting around like this, not doing anything

(Ainul asks, was he also doing the planting, looking after the cow etc during the time of the Dutch)

During the Dutch, because he was very young, he was just walking around the village, making friends with people, now he is selling coconuts

He is not afraid, but what are we doing here?

(Interview resumes after discussion with Bapak J-f and Bapak S-t, and Bapak J-f talks with Bapak Y-h)

(We ask about his family)

He is the oldest man in the village. He has 4 children alive, and 4 who have already passed away. He has 13 grandchildren.

During the Japanese occupation, he was forced to work without proper food. At 6.00pm he would go home, and was given rice with bugs in it, and old corn (only once a week). His work was digging holes, making roads, breaking rocks.

He married after the Japanese occupation.

He remembers the Japanese arrival because they became hostages. He was forced to carry a bucket of weapons from this village to another village. When he returned he was forced to do other work.

He lived in Lh- [village].

His great grandfather lived here (in D-) so he came here during the Japanese invasion. His parents stayed in Lh-, where there were many Japanese. He looked for a way out of Lh-.

During the Japanese time, there was no school provided except a Japanese school, which Acehnese children could go to, in another village in Kec. G- [subdistrict].

After the Japanese left, he did the same job. He married after the Japanese left. He lives with his wife and children and in-laws.

He still looks after the cow.

He has sore legs, and a stomach-ache sometimes. His stomach swells when he eats, then goes down again. His legs feel numb sometimes and he cannot walk.

(Ainul asks him about changes in the weather)

The rain hasn't stopped falling in the last couple of months. The chillies are not growing – there is plant disease and too much rain. There are new plant diseases. The soil is the same, and they use the same fertilizer. But things are different after the tsunami.

People from the government came out to look at the farm. They provided instruments for planting and other assistance.

Pak J-f is his nephew. Other old men have already passed away.

He cannot walk now, cannot go to relieve his bladder.

When he first came to the village, there were no houses, only forest. There were tigers here when he first came, which ate cows and goats.

He lived near the old mango trees, everything was forest. He used to run away from the tigers.

He could not go from one place to another because of wild animals, tigers, the forest.

They tried to open the forest a little bit, to plant coconut

Because nobody lived here, he was working alone – half the day planting coconut, the other half cutting forest.

His father was in Sg- [district].

He (?) moved there 1 year after the Japanese arrived.

He has not killed a tiger – only the brave

He had a pet monkey, Jamila (meaning 'beautiful')

Of course he always remembers because this is history, he will always remember, when we die, that's when we forget everything.

Whether it's hunger, the Dutch, the Japanese, every experience, how could he forget?

He doesn't talk to people about the experiences, nobody visits him. Most of the village suffered the same, except foreigners have no experiences like this.

Even in the Japanese time, did not have proper material for clothes, not sufficient food or rice.

Pak J-f: Bugs lived in your clothes, there was malnutrition.

After the Japanese, there were 17 houses in the village.

Bapak: the houses were located 1-2 km away.

Pak J-f: The houses were built near the main street, the hills were covered in forest.

Pak J-f: In the past, after the Japanese left, there were 7 houses – 4 houses, then another 3 houses, then 1 house, and a small mosque for all of them. There was a big mosque in Lamnga.

In 1925 houses started to be built here.

The first village chief was Keucik A–.

1925-1930: Keucik I–

1940-1968: Keucik A–

During the tsunami, many people ran to the hills. 22 people died, old people, children, everybody, they lost everything, land, animals

1968-1971: Keucik Am–

1977-1982: Keucik Z–

1984-2006: Keucik I–

2006-2007: Keucik T–

The Japanese fortress is on the beach – parts of it were washed into the sea after the tsunami. Many trees disappeared during the tsunami.

There is no salt factory now. If you are too old, you rely on your children, - it's easier for women, because the husband will bring food.

Old women used to break rocks, but now the machines do it. There is labour in construction.

Many younger people don't have education, work as drivers, but not many have full-time jobs. None become civil employees.

Ld– [village] is under developed, not fully serviced with education etc but D– has even less.

It's common for people on the coastline to be jobless, not educated.

There are 307 households in D–, and more than 1,000 people.

D– covers 4 sq km, Ld 7 sq km.

There is an Islamic Elementary School in D–, a puskesmas in Ld–, but not in D–.

If old people get sick, they go to Banda Aceh or Darussalam – most people like to go straight to Banda Aceh. They go by motorbike or labi-labi.

**Ibu A-a**  
**3-2-09**  
**D- village**

Ainul encouraged Ibu to relax and not feel shy during the interview.

Jane: I think it's better to start without everybody in here. I think we need to finish the introduction and then...yeah...

Ainul: You mean, is it possible that for us...

Jane: I mean three women, not all the men...

Romi: Ok..Ok... absolutely

Romi to Ibu: So, Ibu, it's better for us the men to sit outside and smoking while they interviewing you. So please excuse us to sit outside.

Ibu: Why don't we all sit outside?

Romi: No, just the men only, so you may feel free to speak. You know, woman to woman, of course it's more comfortable.

Ainul: Thank you Romi...

Romi: Yes, so...

Voice not clear, everybody was talking in the same time

Romi: They will actually wait for you

Jane: Oh...OK

Romi: What about tomorrow?

Jane: Yes, thank you. Same time same place

Ainul: Feel free to ask the driver to take you to Banda.

Romi: Yes, thank you

Ibu: Please come in, *Dek*. (not sure whom Ibu talking with)

Jane: We'll find him at the coffee shop.

Romi: See you tomorrow.

Ainul and Jane: see you tomorrow.

Jane: Thanks very much Romi, bye...

Jane: So yeah, maybe uhm...can you thank Ibu very much, and say that uhm...that I am really interested...

Ainul ask Ibu whether we can start the interview now, because seemingly Ibu is distracted by something.

Ainul translated Jane's question

Jane: yeah, mungkin, sedikit tell us about her life when she was a little girl?

Ibu ask her daughter about what is the question about.

Daughter: Just tell them your old story...

Ibu to daughter: I don't know what to say ...

Daughter: Huh

Ibu: I don't know what to say...

Daughter to Ainul: She doesn't know it anymore. She's forgotten. (Ainul translation)

Jane: That's OK.

Daughter: She doesn't remember many things now, she's forgetful. (Ainul translation)

Jane: Just whatever that she can think about.

Ibu: I am sick my dear.

Ainul: What kind of sickness?

Ibu: I don't know, inside my stomach, it hurt. I feel very weak, I just came back from the traditional medicine place, and I've tried to find out what happened to me. (Ainul translation)

Ibu: My stomach hurt.

Jane: Is it worse when she goes under the sun?

Ibu: I didn't go very far from this house; I couldn't even reach that house (pointing)

Jane: So how long does she feel that? (Ainul translation)

Ibu: It's long time ago, you know, maybe because I am getting older, I am 80 years old now. (Ainul translation)

Jane: So, uhm...well, said that she looks...

Jane: mungkin bisa closed the door? (Ainul translation)

Daughter: She's not shy, she's really doesn't know what to say to you. (Ainul translation)

Jane: I mean, maybe there's a lot of noise, I can't really hear what she said.

Ibu: I am not shy (about people outside the house which starting to Ibu), they are all neighbor.

Jane: If she feels better

Jane: But, is there anything that she can remember when she was a child, what her life was like? (Ainul translation)

Ibu: When I was young? You mean working?

Ainul: Yes.

Ibu: I remember I was making salt. I went to the mountain for collecting tree branches, rocks breaking my dear, that what I am remember. I had some work to do when I was younger. (Ainul translation)

Jane: Well, a lot of job

Jane: For houses? to build houses?

Ibu: No, I sold it. (Ainul translation)

Ibu: I also went to the sea shore to collect the sand. That's my job my dear, nothing else.(Ainul translation)

Ibu: Look at my grandson, he's very naughty.

Jane: Banyak orang...(laughing)

Jane: Can she tell me more about the salt, where did she make that? (Ainul translation)

Ibu: There, down the hill, nearby the seashore. (Ainul translation)

Jane: So how did they make the salt. (Ainul translation)

Ibu: Well, we dig a hole in the ground, and then we made this big (showing with her hand), then we let the water flow into the hole. After that, we took the water and cook it. (Ainul translation)

Jane: And then the salt comes up? (Ainul translation)

Ibu: Yes, the salt comes up (Ainul translation)

Jane: Tidak tau...belum tau...

Ainul to Ibu: I don't know how to make salt too.

Ibu: So we used what we called with water-scales, we were weighting the water; we took the salty one, and leave the plain water. If we take the plain water, it cannot be cook into the salt, only the salty water can be used to make salt. (Ainul translation)

Ibu: We used water-scales. That's what I remember nothing else. (Ainul translation)

Jane: Can she remember how old she was? Is it a young girl or a little bit older? (Ainul translation)

Ibu: I am still young in that time.

Ainul: What age are you in that time?

Ibu: I don't remember my age in that time, but I am still very strong. (Ainul translation)

Jane: Already got married? (Ainul translation)

Ibu: I'm married in that time. I carried two big buckets of water in my back. (Ainul translation)

Jane: And did they sell the salt after they made it? (Ainul translation)

Ibu: People would come to me and bought the salt. (Ainul translation)

Jane: Wow...So does she...maybe ask her, so the Dutch was here then or is it during the Japanese? (Ainul translation)

Ibu: I was a little in that time, I saw the army passing by when I was going to the mountain for rocks breaking. (Ainul translation)

Ibu: When the Japanese here, I was grown up. (Ainul translation)

Jane: Already have children? (Ainul translation)

Ibu: No, I am still young; I haven't got married in that time. (Ainul translation)

Jane: So when the Japanese was here, what was it like? (Ainul translation)

Ibu: The Japanese landed in *Ujong Kareung* (name of the village) and built the military base there. In that time, I lived nearby the street, so we saw that the Japanese took people on the street and took them somewhere else. (Ainul translation)

Ibu talking to her grandson

Ibu: He's very naughty.

Ainul: Is he your grandson?

Ibu: No, he's my great grandson (Ainul translation)

Ibu: His mother is granddaughter. (Ainul translation)

Jane: How many great grandchildren? (Ainul translation)

Ibu: Two

Ainul: How many grandchildren do you have?

Ibu: I have five grandchildren (Ainul translation)

Daughter: 15 grandchildren (Ainul translation)

Jane: maybe can she...

The great grandson trying to play with Ibu

Ibu to great grandson: Don't be like that, I am very weak, I may fall if you do that.

Jane: Can she remember a little bit after the Japanese, when she was married, what was her life like. (Ainul translation)

Ibu: The Japanese leave the house that they took over before. That's what I remember (Ainul translation)

Jane: In her house?

Ainul: Not in her house but somebody else's house.

Jane: And was she married then and has children? (Ainul translation)

Ibu: Not yet, after the Japanese left I'm getting married. (Ainul translation)

Jane: And what did her uhmm...also work then? Or was she at home with the children?  
(Ainul translation)

Ibu: I am still making salt (Ainul translation)

Jane: Are they still making salt around here? (Ainul translation)

Ibu: No, we're not making salt anymore, it's been covered by the sand, we couldn't take  
the water, the water is different now. (Ainul translation)

Jane: The voice is not clear, too noisy.

Ibu: The water is mixed with sand, before it's only the water.

Jane: So it's harder now.

Jane: So maybe does she still making the salt when her children growing up? (Ainul  
translation)

Ibu: yes. (Ainul translation)

Ibu: My husband passed away when my children were little. I am doing all that to making  
enough to cover the cost of food for my family, making salt, rocks breaking, tree  
branches gathering, just for a little food to eat. (Ainul translation)

Ibu: My children were this little when their father passed away. (Ainul translation)

Ibu: So I have to work for money.

Jane: How did her husband die? (Ainul translation)

Ibu: He's sick, I don't know what kind of sick, but he's having fever, warm and cold.  
(Ainul translation)

Jane: Maybe can we talk about, the time before tsunami, was the time of conflict difficult  
for them. (Ainul translation)

Ibu: No

(Very noisy, couldn't hear Ibu's voice or Ainul translation to Jane)

Jane: And did she have enough to eat when she's raising her children? (Ainul translation)

Ibu: It's not enough dear, sometimes I have to ask money from the people, they came here and gave me food. It was really difficult especially for a woman; it's hard to go out very far. (Ainul translation)

Jane: So can uhm...maybe just say to her would she rather not to talk about the time of tsunami if she wants to, or maybe she doesn't want to... (Ainul translation)

Ibu: This tsunami? I don't know what to say, I don't remember much. We were running to the mountain. And when we came back, they gave us this house and we stayed here together. (Ainul translation)

Jane: Can you ask her (voice not clear, covered by the kid's voice)

Ibu: When tsunami, we lived there in the mountain, maybe around two months, under the tent. (Ainul translation)

Ibu: I don't know anymore.

Daughter: This house has been built for two years. (Ainul translation)

Ibu: After this house is finished, we were returned from the mountain to this house. (Ainul translation)

Jane: Does she have enough now....that she moved to this house...maybe after...does she think that her life is better now. (Ainul translation)

Ibu: No my dear, we are very poor. (Ibu voice is very small almost like whispering)

Ainul translation to Jane: she's staying in this house with her grandchildren, the one that we've been introduced before. And the other grandchildren which is feeding the baby just stopping by here because she's sick, she lived in other house, but because she's sick, so she came here. And actually, Ibu said that if your question is asking whether my life is better off now, it is not true. People still come to this house and give us something for example cake, food, and things to eat. But at least they have a house.

Jane: and can you ask her whether she think about the past a lot? (Ainul translation)

Ibu: Sometimes I think about it a little. (Ainul translation)

Jane: What does she think about? (Ainul translation)

Ibu: I don't know what to say my dear. (Ainul translation)

Jane: Tidak apa-apa...

Jane: Is she notice uhm...any changes in the rainfall or anything after tsunami? (Ainul translation)

Ibu: There are changes happened. In the past during east season, is rainfall season. Before tsunami, the rain falls more often. But now, the rain is quite rare. (Ainul translation)

Jane: So does she...uhm...what does she do...whether she...how does she spend the time? (Ainul translation)

Ibu: I am staying in this house with my youngest daughter, she went outside working for somebody, and they are making cake. So I am staying in this house alone....(a lot of noise, couldn't really hear what Ibu say, also, her voice is really small)

Jane: So who looks after her? (Ainul translation)

Ibu: My daughter. (Ainul translation)

Jane: Does she think that the future will be better for her children and her grandchildren will be better? (Ainul translation)

Ibu: I don't know what to say...It's all up to the God.(Ainul translation)

(The kid making noise again)

Ibu: He's really annoying

Jane: Setuju (laughing)

Ainul: Did you meet with other old people in the village?

Ibu: Sometimes, but I didn't came intentionally to sit and chat. Just when I walked around and I meet them, then we would talk. (Ainul translation)

Jane: .....(couldn't hear the recording as the kid is screaming)

Ibu: Our mosque is located there, that is our mosque. (Ainul translation)

Jane: Does she go there? (Ainul translation)

Ibu: When I am healthy I always go there, but when I'm feeling unwell, I don't go. (Ainul translation)

Jane: (Couldn't hear this part)...old people, what do they talk about?

Ibu: We would talk about ourself; we're not talking about somebody else, as it's not good. (Ainul translation)

(Couldn't hear the voice, the kid screaming again)

Ainul translated to Ibu that Jane couldn't really hear the voice as it is very noisy, so Jane is depends on Ainul translation)

Ibu to the daughter: Please take the kid out.

Jane: Does she remember, when she worked with the salt, does she work with other women? (Ainul translation)

Ibu: The entire workforce is women, but sometimes men also worked with us. But it's not a big factory, it's just small wooden houses where we make a hole in the ground, pouring the water into the hole and make the water separated with the sand and cook the water. I owned the place, but tsunami destroyed it. (Ainul translation)

Ibu: We put the clay in the base of the hole to prevent the water being absorbed into the earth. (Ainul translation)

Jane: And then they heat it? What happened after that? (Ainul translation)

Ibu: We cooked it in a big frying pan. (Ainul translation)

Jane: and then the salt will stay in the bottom? (Ainul translation)

Ibu: The water will go dry, and the salt remains in the bottom of the pan. And then we took the salt from the pan, we measured it into small plastic bag or can, to get ready to be sold. (Ainul translation)

Jane: very interesting (Ainul translation)

Ainul explain to Ibu that Jane thought it is very interesting, also adding information that there were a lady came to Ainul's house from the village selling salt, and that Ainul's mother always buy it from her, but we never knew the process.

Jane: Can you ask her whether she's was the one who started the industry? (Ainul translation)

Ibu: I made the salt place by myself. I cut the tree in the mountain and built it. (Ainul translation)

Jane: And how does she know what to do, the knowledge? (Ainul translation)

Ibu: I knew about it, I watched the older people doing it. I learnt from them. (Ainul translation)

Jane: And so, after, did she said that tsunami...did she think that anyone else make the salt? (Ainul translation)

Ibu: There was other factory built in the same time. There's no one making salt anymore after tsunami. The water mixed with the sand, we can't make salt with that. (Ainul translation)

Ibu: Many people were making salt in the past. Almost every household along the coastal line made their own salt. (Ainul translation)

Jane: So what do they do now? (Ainul translation)

Ibu: I don't know, we are just hoping for people's help. My daughter making cake, but I don't know about other people. (Ainul translation)

Jane: Does she find, do the younger people come to her for advice? (Ainul translation)

Ibu: No

Ibu: People like you?

Ainul: I mean younger people that come for advice?

Ibu: No, nothing like that.

Jane: Maybe it will be interesting to ask her, whether she thinks uhm...older people are... (The voice not clear) (Ainul translation)

Ibu: Yes. (Ainul translation)

Ibu: Sometimes when I'm sick, people will visit me, but they don't come for advice in daily life. (Ainul translation)

Jane: I think that she's not very well. (Ainul translation)

Ibu: I am sick now, I feel exhausted. (Ainul translation)

Jane: Terima kasih...terima kasih banyak.

Ibu: Are you finished, I want to invite the men outside to have a drink. (Ainul translation)

Jane: Yes.

Ibu: I couldn't drink that.

Jane: Terima kasih.

Jane: Can you thank her very much and say that I am very honored to hear her story.  
(Ainul translation)

Ibu: No problem. I am also thanking you. (Ainul translation)

Jane: Sama sama....Terima kasih banyak

Jane: And say that it is very good because story about all the Acehnese people, no one in Australia knows about it. (Ainul translation)

**Ibu A-h Part 2**  
**3-2-09**  
**D- village**

Ainul voice: after.....kecamatan to puskesmas, and she said that she feel better now.  
Previously she feels very weak.

Jane: Obat bagus...

**Ibu A-h**  
**28-1-09**  
**Lm- village**

Ainul: She's said that she's already 73 years old.

Jane: Ah...terima kasih...bagus..bagus...uhm, also if we ask any question that Ibu doesn't want to...in a distressing way, we can just...she just lets us know. (Ainul translates)

Ibu: I will let you know...(refer to Ainul)

Ainul: Of course, then I will pass that information to her (Jane) (Ainul translates)

Jane: It's important that's she...Ok, so just uhm...just start with, could she tell me a little bit about what her childhood looked like when she was very young? (Ainul translates)

Ibu: Well, of course I can tell everything that I know. Just like the usual thing that I realized everyday.

Ainul: Yes, how is that?

Ibu: (laughs)

Jane: Well, maybe just...

Ibu: Well, I started to realize many things from the Dutch time. Where is she come from? (refer to Jane)

Ainul: She's from Australia

Ibu: I thought she's Dutch too. Well, I noticed that the Dutch were walking around the village. The Dutch were coming here to sit around and spoke among themselves but they didn't interfere with our life. They didn't disturb us. They just stared at the street and wondering which way they should go. We feel suffering [seungsara] more during the Japanese. At that time we ate rice, mixed with chopped banana, or papaya, sometimes with *janeng*...this big (showing). Beside that, the adult men were taken out to somewhere else to work for them. They took them to Blang Bintang, took them to Blang Putek...they didn't return to the village for one week. We sent a person/courier to Blang Bintang, to send the rice for our family that worked there; we also put some bananas if we had them, because they couldn't go back to the village. If we had money, we didn't know where to buy rice, the rice was unavailable. We have to go to P- T- to buy one or two *aree* of rice. Our blanket was made from *goni*, unlike today's blanket. We only have one sarong for every purpose. We didn't have the change [of clothing]. If we need rice we had to go to P- T-, although we brought lots of money, each person was only allowed to buy less than 3 *aree*. We had to walk there. (Ainul translates)

Jane: Can you ask her, is this when she was maybe...in an age where she would normally go to school? Maybe ten years old? (Ainul translates)

Ibu: I don't remember how old I was in that time, but I hadn't got married. I didn't go to school too (Ainul translates) Maybe 15 years old. (Ainul translates)

Jane: So do they grow, did she grow crops as well at that time? (Ainul translates)

Ibu: We went to the rice field, but the ground was dry. So the rice grain was empty, they didn't grow very well. The rain fell when the rice plant grew this long, it was already too late. A sawah only produced 2 *bunca*. If we had a lot of rice stocks at home, the Japanese would come and take them all. The Japanese would come after the rich people to take their rice; hence we lived in hunger, because they managed everything you know. And then, they took the adults to Blang Bintang to do the airport construction, and to Blang Putek to do the rock breaking in the mountain. Although your child passed away in the village, they couldn't come back to the village to grieve for the family in loss. They couldn't come back to the village even just for a while. Our rice fields were full with *pacang trieng* [refer to sharp bamboo stick], so the villagers couldn't do anything. That was the Japanese. After they left, uhm...the Japanese were here for 3,5 years...after then, we feel a bit of relief. I think the youngsters now live better, but people in my age now [I think she mean her generation in the past], were never happy. My cloth was only one, so I washed it, I would wait until it was dry, and then I wore the same one again. After that, came *ija kulet kayee* [refer to cloth material made from outer part of timber skin?, not sure], so they brought that in a large box as big as TV box, they distributed those clothes to each family. One family could only get three clothes. Well, imagine we have kids at home, we are a big family, and the Keuchik is my younger brother. So I kept that cloth, in case I have to go to a funeral someday...that is how suffering [seungsara] we were in the past. Hm..of course the younger people now, they don't realize what happened to us in the past. (Ainul translates)

Jane: Wow...

Ibu: It was very sad... (Ainul translates)

Jane: Yeah, so sad...so they didn't have food and cloth during the Japanese than under the Dutch? (Ainul translates)

Ibu: Yes...The Dutch didn't disturb us, they were just sitting around, building an army post. They didn't relate so much with the villagers. Only, they forced us to pay so-called head tax. They were living among themselves. If we didn't pay the head tax, they would take us to the airport, and took us to the Jawa [Java Island]. For example, my husband, he didn't have money to pay the head tax, so the Dutch would take him away, and I have to cover his debt to the Dutch. They would count how long I owed them, a year or two? And if I have money, I should pay the head tax on behalf of my husband, so they would released my husband. (Ainul translates)

Jane: This is the Dutch?

Ainul: Yes, the Dutch.

Jane: Ok, maybe...so after the Japanese occupation, how did, what was her life like after the Japanese left, can she talk a little bit about that. When was she married? (Ainul translates)

Ibu: I got married after the Japanese left. I got married in 1950. In 1953, eh...I was married in 1953, but in 1950 I already have one child [note: I listened to this part several time, because I'm afraid this is wrong information since Ibu got married in 1953, but she had her first child in 1950?. But I am quite sure my listening is right]. And then my second child was born in 1980 eh...1958. (Ainul translates)

Ibu: In that time, the big flood happened in 1953. Many cows were dragged to the rice field, some of them survived, but some of the others died. (Ainul translates)

Ibu: After that, in 1964, the big earthquake happened, the ground was broken. (Ainul translates)

Jane: So what was her life like then? Is she having enough to eat? What was she doing? (Ainul translates)

Ibu: Oh...my life in the first stage of my marriage, we were working as farmers. We went to the rice field, and planted crops, and tobacco. That time, the Japanese had left, so we were able to get ingredients in the market. We already knew where to buy things that we needed, and where to sell our harvest product, for example my harvested tobacco. That is our condition, by the God willingness also. Our rice fields were dry, because it was depending so much on the rain fall. So the sawah was dry and much of the harvest failed...But the tobacco was growing well, because they were planted nearby the river, they like the river...that is the story. (Ainul translates)

Jane: So how was the things changed for her as she grew older since then? (Ainul translates)

Ibu: Well, so many changes have happened now. At least younger people now don't know how suffering we were in the past. How can I say...uhm...God gave us a lot in the present. We can work; we can give education to our children. One of my children lives in Lung Bata, well, he/she has a good life now, because we can work, we can find money. I can afford education for them. In the past, we couldn't go to school. My mother...uhm, since my father was taken by the Japanese to work for them, of course there was no one to feed the family beside my mother. So my mother had two cows that were given by her parents, she would go to cut the grass to feed the cows. Sometimes she worked in people's rice field to get money to buy rice for us, her children. (Ainul translates)

Jane: Maybe could she tell me a little bit about her day in her life now, how does she live now? (Ainul translates)

Ibu: I don't work anymore (laughs), and neither does my husband, I just sit at home, sometimes I go to the field, to peel the betel nut...But I don't go to the rice field anymore, my children are taking care of the rice field. (Ainul translates)

Jane: Can we ask Ibu, whether she notices changes in the plant and everything?

Ibu: Thank God the Japanese left, I think if they stayed one year longer, people in this country would all die because of hunger. (Ainul translates)

Jane: If they have to stay longer you mean?

Ainul: Yeah, if they have to stay longer.

Jane: Yeah...

Ibu: They said, the Japanese left because their emperor was defeated. So why should they stay here longer, their kingdom was destroyed. Of course they have to return to their country. (Ainul translates)

Jane: So did they lose all the village men during that time? (Ainul translates)

Ibu: Many of them died because of hunger. (Ainul translates). We would like to help, but we also lived in difficulty. Many rich people in the village had lost their rice stock, because the Japanese took the rice. They took the rice to their base. (Ainul translates)

Jane: Right, wow...so the Japanese time was the worst time in her life, does she think so? (Ainul translates)

Bapak: Yes, the worse time. When the Dutch were here, they just built their base in Banda Aceh, they built up-high houses in Banda Aceh and they didn't disturb the civilians. But when the Japanese arrived, we first thought that the Japanese were our savior from the Dutch, in fact, the Japanese were worse than the Dutch. (Ainul translates)

Jane: Sorry, can you shut it down?

Ainul: No, yes...sure...I'm sorry.

Jane: Can we ask Ibu...

Ainul: Sorry, the other one...

Jane: (laughs), maybe before we started

Ainul: I am really sorry.

Jane: No, it's Ok. Could we ask Ibu whether she notices changes in the weather, the way the plants grow and the rainfall and everything? From when she was younger. (Ainul translates)

Ibu: Well, of course it's very different now. In the rice field, we have the...what we called that...uhm...irrigation right? In addition, many people now getting more knowledge about the planting, we also have machines to help the work. We can plant many types of crops. Thank God we also can do the harvest twice a year, so I think people do not live in difficulties anymore. If we have long life, I am sure we will not be suffering because we already harvest the rice twice a year. People must not feel hungry anymore. I can't even think about how hard that history was. I feel very sad if I remember [Ibu said '*tingat*' which in Indonesian means *teringat*] the time when I was young. My sister was dizzy while eating, because we mixed the rice with *janeng* you know. (Ainul translates)

M-: Do you know *janeng*, Ainul?

Ainul: The banana?

M-: No

Ibu: The *janeng* fruit...you know, it's really hard to cook *janeng*.

M-: people usually use *janeng* as rat poison in the sawah.

Ibu: So, I couldn't eat that fruit. I got dizzy easily, so I won't eat it. My mother would chop banana and mix it with rice. *Janeng* is like rotten fruit, like cassava...but kind of round.

Jane: I wonder what it was. Dangerous...ya...so...what other things that we haven't covered already? I guess, does she feel her life is good now, is she looked after? (Ainul translates)

Ibu: Of course, if I think about that, life now is easier. Well, if we have money we can buy anything...we have places to trade. Everything is easier for the villagers. If we owned cows, we can sell the cow and have money to buy rice. In the past, we have to walk by foot to buy rice in P- T-. There was a bridge, in P-a, to cross that bridge we have to walk really careful, because the bridge was like a line of rope. Some small rivers didn't even have bridges. So people left their child at the edge on the bridge and crossed themselves, so on their way home after buying rice, they would pick up their children that they left them before. In P- T-, we could only buy as much as 3 *aree*, we couldn't buy more. (Ainul translates)

Jane: Wow...amazing

Ibu: It was very sad...(Ainul translates)

Jane: So hard...

Ibu: My children were growing up in that time. Of course 3 *aree* of rice wasn't enough for us. Usually, without mixing the rice with anything, it was only enough for three times cook. Since we mixed the rice with chopped banana, corn grain...then we could survive for a week. We couldn't eat the rice with that kind of poisonous ingredients. (Ainul translates)

Jane: Can you ask Ibu, just say she doesn't have to answer...just say what it's like during the time of the conflict? During the GAM conflict? (Ainul translates)

Ibu: In that time, many people were tortured. But, there were no GAM members in the village. But you know, they were also part of our people. But many of them came here to ask for rice, if we gave them, the military would come and interrogate us. So we gave them secretly, no matter what, they were also part of us, the local people. We were confused between GAM and the military. Many people were taken and brought to somewhere else to be hit by the GAM (Ainul translates)

Jane: Wow, so Uhm...does anything else that she would like to tell about that? (Ainul translates)

Ibu: I think I've told you everything, other than that, I've forgot many things. You know there's a warung in the corner of the street nearby the highway? In that time, they've been robbed, unknown party...I don't know whether the military of GAM did that...they took the TV, the cloths...and everything. And they shot the cows...they took all the stuffs inside the warung...maybe the assets were about 20 million rupiah, they crashed the warung, and tore it apart. They even hit the people who stayed there. (Ainul translates)

Jane: To be mean... (Continue the translation)

Jane: Yes, that was all too, say to her that it's really interesting and I'm really appreciate it. Can you just say it to her (Ainul translates)

Ibu: Well, she probably didn't have a clue about our condition here, so I just share the story, and she will probably take her own conclusion. (Ainul translates)

Jane: But that is very important that the story be recorded, it's very important story. (Ainul translates)

Ibu: I cannot sit long, I feel pain here. (Ainul translates)

Jane: Oh...what? Is it broken? (Ainul translates)

Ibu: No, rheumatics. (Ainul translates)

M-: The same pain like my father...(Ainul translates)

Jane: Could you ask her, maybe she would like to have a rest for few minutes, and maybe we can start again?

Ibu: So the war continued with the DI movement. During the DI movement, the condition was the same; they came to the house in a large group, and took the villager's rice stock. (Ainul translates)

Jane: Wow...yeah...they have no choice. (Ainul translates)

Ibu: No...I think it never stops. After one war, came another war. During my whole life, I think I experienced 5 wars...that I remember you know. First is the Dutch, and then the Japanese, the DI/TII, the PKI [communism], after PKI was the Cumbok war...uh...I don't remember which one is happened first, the Cumbok war or the PKI. After that...hmm...the GAM...(Ainul translates)

M-: Which one was the worst?

Ibu: The worst war was the Japanese.

Jane: Does she feel...can you ask her first whether she would like a few minutes break in case she feel tired...?(Ainul translates)

Ibu: I am fine...(laughs), is there still long? (Ainul translates)

Jane: Uhm...15 minutes. Or we can stop and have a drink water...(Ainul translates)

Ibu: (laughs)...

Jane: But we can stop anytime she'd like (Ainul translates)

Ibu: No...just continue...(Ainul translates)

Jane: OK, just uhm...some question that I really want to ask her...uhm...(laguhs) because every question is changed for every person...now...I think maybe first, does she...uhm...does her memories...does she thinks about the past a lot? Or...and does she feel that it still affecting her now? (Ainul translates)

Ibu: I don't know...sometimes I forget. (Ainul translates)

Jane: Does she think it still affecting her now, sometimes? (Ainul translates)

Ibu: Well, I feel frightened during the PKI. Because they took many people [forced disappearance], and they never came back. They took people to the well and threw those bodies there alive or dead, some of them were tortured, their body was cut into pieces. People said, they took many people from Banda Aceh, carried in a truck to a well in Indrapuri and threw them there, by the PKI. You know, because we're Muslim so they killed us. That happened during Suharto, many big people [people with good position] were killed in Jakarta. (Ainul translates)

Ibu: In Banda Aceh, people there had to fill some kind of form that described age, religion and etc. It was like a registration form which came by order from Jakarta. That's why they easily came to each house and said, "We would like to take Mr.Pulan and *Mr.Pulan*" [Pulan refers to anonymous name]. And then if they saw any well, they would just throw those bodies into the well. But people in the village never received such a form, that's why many people in Banda Aceh were killed in that time, but not so many villagers. (Ainul translates)

Jane: So people from Banda Aceh...

Ibu: Most of the victims were Muslim. Although the PKI didn't rule for a long time, but this is also God's plan. (Ainul translates)

Ibu: Otherwise, all of the men would die. (Ainul translates)

Jane: So maybe can you ask Ibu, whether she talks to other women now, or other people in the village, about this. Do they discuss it? (Ainul translates)

Ibu: No...they only say that this is about the history of life, what we did in the past, how we worked, our livelihood. What happened in the past and in the present...and etc? Well, talking about that, of course life is easier now. I remember my past while I am changing clothes, I think about the history in the past, my history. I think about how sad my condition, my cloth that I used in the past...how sad was that. Also while I am eating, I remember about the situation of our food in the past, that we had to mix rice with chopped banana. I am thankful, although my meal now is very simple, without fish or vegetable, but at least, I enjoy it. (Ainul translates)

Jane: Yes, I am very glad. So after, maybe the last question, does she feel optimistic for her children and her grandchildren for the future? (Ainul translates)

Ibu: I pray for my children and my grand children, so they won't feel the suffering [seungsara] life as we felt in the past. I have several children and grand children, of course I will pray for them, hoping they don't feel what we've felt before. Well, now the life is very good/proper [Ibu said *ka mangat*, literally ka means already and mangat means comfortable, good, OK, delicious (for food) etc] , people are helping each other now. In the past...the Japanese took the Javanese to BI- to work for them. You know, we visited our family in BI- in that time, they also worked for the Japanese, we brought boiled banana, ripe jack fruit...we didn't have cooking oil so we couldn't fry anything.

So we brought all the food there. That is the history that my father told me...so, after my family ate...that people, the Javanese...they were contracted by the Japanese to work here...so when my family finished eating, the Javanese took the banana leaves that we used to pack the food and licked them up, also, they came after the ripe jackfruit that my family left and ate them all too. My family wanted to share them, but we also have very limited food. Now, the Javanese become rich. After the Japanese left, they didn't return to their place. They moved to many places here and lived there and have their own livelihood. They richer than us now, they own many lands. (Ainul translates)

Jane: probably the Dutch gave them land, I don't know. (Ainul translates)

Ainul: Is that during the Dutch?

Ibu: No, it's during the Japanese. (Ainul translates) The Japanese took the Javanese in that time, the villagers had to work there because they needed to remove the mountain in order to build the airport, and I think the Japanese took the villagers there for about a year.

Jane: Wow...Banda Aceh airport...wow...menarik sekali

Ainul: So it was a mountain there before.

Ibu: Yeah, it was all mountain side, and sawah and everything. All the villages nearby also needed to be relocated because of the construction. Many villages were there before, and they had to move. (Ainul translates). Well, we are thankful that at least we have the airport, where the airplane can land. Otherwise we'd never know whether the government of Indonesia will ever build the airport here. (Ainul translates)

Jane: is it the Dutch or the Japanese who built the airport? (Ainul translates)

Ibu: The Japanese, not the Dutch. When the Dutch left, the Japanese took over and built that airport. Before, we had an airport in Ulee Lheue...but the airport was not this big. (Ainul translates), in Ulee Lheue there were not many airplanes that landed, but here, maybe two or three planes. The airport in Ulee Lheue was very small, but this one is very big, maybe 30 planes can land at the same time. (Ainul translates)

Jane: Wow...I think I have no more question. Terima kasih Ibu. Can you say once again, that I am honored...(Ainul translates)

Jane: Terima kasih banyak...so many sad stories, very interesting story...

M-: Is there any story like this in Australia? Like the occupation? (Ainul translates)

Jane: No...well...the white people occupied Aboriginal Australia...uhm...(Ainul translates), and Japanese bombed two cities during the war. (Ainul translates)

Ainul: Was that during the World War II.

Jane: Well that's not why they bombed America...

Ainul: The Pearl Harbor?

Ibu: How old is she? (Ainul translates)

Jane: I am 54...(Ainul translates)

Ibu: I am older than her...a lot older. (Ainul translates)

M-: But Jane, you are still so pretty (Ainul translates) no wrinkles...(Ainul translates)

Jane: I know...

M-: I am only 28 but I have more wrinkles here and there...

Jane: Uh...she's no...where are the wrinkles...show me (Ainul translates) tidak lihat...

M-: I was born in 1981 (Ainul translates)

Ainul: How old were you when you got married?

M-: 18 years old (Ainul translates)

**Ibu A-s**  
**3-2-09**  
**D- village**

Ainul voice: a little...but not much

Jane: OK

Ainul: Bacut-bacut, sedikit-sedikit, means a little (Ainul translates) (laughing)

Jane: So could we just ask Ibu about when she was a little girl, what she was doing? (Ainul translates)

Ibu: When I was a little, I still lived with my mother; it was the time of Japanese here.

Ainul: So you lived with your mother?

Ibu: Yes, with my mother. My father was working for the Japanese, it was a hard time. Our cloth made from *goni* (refer to material made from ramie fiber, usually used as a rice bag). Our meal in that time was anything that was possible to eat, corn, papaya or coconut. We mixed that ingredient with a little rice. In the time of Japanese, I was this big (pointing at her grandchildren) (Ainul translates)

Jane: Does she remember uhm...does her remember when the Japanese came? The day they started? (Ainul translates)

Ibu: When they first arrived, I don't remember, I was very little at that time. But I remember when they left. (Ainul translates)

Ibu: Maybe I was 6 years old (Ainul translates)

Jane: yeah..kecil sekali.

Jane: And then, so, uhm...did her go to school, when the Japanese was here? (Ainul translates)

Ibu: After the Japanese left, I went to school, the Islamic Elementary School. (Ainul translates)

Jane: And so what did she do when the Japanese was here. (Ainul translates)

Ibu: Well, I was very little in that time; I was never allowed to go anywhere. But when I grew up, it's different. I could go to school. I was 7 years old when I entered school. (Ainul translates)

(Ibu speaking to somebody)

Jane: What were her parents doing when the Japanese were here, do her parents have to work? (Ainul translates)

Ibu: They were working. They took them here and there wherever the Japanese needed workers to work, digging holes for different purposes. Not necessarily working for the family, they couldn't, you know...if you happened to walk around the house, the Japanese would come and take you to work for them otherwise they will hit anyone. (Ainul translates)

Jane: Can she tell me, maybe, does she remember the day when the Japanese left? (Ainul translates)

Ibu: When they left, I don't remember anymore, because I'm still very little in that time. After the Japanese left, right?

Ainul: Yes

Ibu: After the Japanese left, I can remember at least something. (Ainul translates)

Jane: Just wondering whether.... (Couldn't hear the voice)

Jane: Does she have the....(Ainul translates)

Ibu: Not yet, she's still studying in nursing college. (Ainul translates)

Ainul: Your grand daughter?

Ibu: Yes (Ainul translates)

Jane: Can she tell me more about her life after the Japanese left, what...(Ainul translates)

Ibu: After the Japanese left, I can say that life is getting easier. For example, me, I could go to my rice field, rice was available, and we were able to eat properly. We didn't use *goni* anymore for clothing; we started to improve little by little. (Ainul translates)

Jane: And when did she get married and have children, what time? (Ainul translates)

Ibu: I was married when I was 17 years old. (Ainul translates)

Ainul: What about having children?

Ibu: I immediately started to have children.

Ainul: How many children?

Ibu: My children? I have 7 children. (Ainul translates)

Jane: Did she working at home with her children, I guess must be at home with the children, but does she have to work at all? (Ainul translates)

Ibu: I am working, work. We are not a rich family, so I worked like other men, making salt, going to the rice field, planting chili and onion. (Ainul translates)

Jane: So did she do, did she have to do that hard everyday? (Ainul translates)

Ibu: During the onion planting season, we planted onion for 6 months, after the west season, comes the rain season. So it took us 6 months to work with the onion. But the salt, I'm making salt everyday whenever the heat of the sun is there. (Ainul translates)

Jane: Did she work after the children growing up well? (Ainul translates)

Ibu: While I was working, my children went to school, and went to Quran reading lesson. (Ainul translates)

Ibu: My children have education, they managed to fulfill the family needs including taking care of me. My daughter, this one, is a teacher at school, she's a successful person now. (Ainul translates)

Jane: So, did they go away to school, how did they get their education? (Ainul translates)

Ibu: All the school from elementary school to senior high school was located here, tsunami swept them away. There, if you see that mosque, there was Islamic elementary school there before. My house was located near the main road, across the street, close to the coastal line. There were an Islamic elementary school there before tsunami; when they got to junior high school or senior high school, they would go to school in Krueng Raya (Ainul translates)

Jane: For what?

Ainul: Junior and senior high school, because there's no junior or senior high school in this village.

Jane: Ok

Jane: And when did Ibu stop doing all this work? (Ainul translates)

Ibu: When I am getting old, I stop working. It was long time ago.

Ainul: How many years ago?

Ibu: I think uhmm...maybe around ten years ago. (Ainul translates)

Jane: And now, her family looks after her? (Ainul translates)

Ibu: My children are taking care of me. (Ainul translates)

Jane: So, does she often think about memory from the past? (Ainul translates)

Ibu: Think about what?

Ainul: I don't know, maybe something from the past?

Grand daughter: You know, old memory grandma, just tell them.

Ibu: I don't know what to say about the past, everything that I remember was described to you previously. (Ainul translates)

Jane: Maybe after that, does she talk....

Ibu: When I stopped working, I was teaching two children to study Quran reading. But now, since I'm sick, I didn't continue teaching. After tsunami, my house was destroyed, so I moved here. (Ainul translates)

Jane: Did she still read Quran herself? (Ainul translates)

Ibu: I am still read Quran but not teaching it. (Ainul translates)

Jane: Can she tell me a little bit more about her life when tsunami happened? (Ainul translates)

Ibu: I was there!

Ainul: In your house?

Ibu: Yes. I am watching the sea level getting higher. There was a construction project in the sea, we've heard a noise came by, *bram brum* (sound of the noise) from the sea. What was that, we were all thinking. Then we saw the sea water has raised, the water has reached the edge of my house's fence, and then we were all running, bringing nothing, just run. And then when I arrived there, in that rice field (pointing), I fell down, then someone dragged me here. In this place, there were a vehicle standing by, we all got in the car and were driven to the mountain. Those huge waves that people were talking about; I didn't have a chance to see it, since I am already in the mountain. (Ainul translates)

Ibu: We were lucky, as we lived very close to the sea, we still are able to observe the sea from our house and that sound was like an early warning, but we survived. Other people

were running and swimming in the water. Some of them didn't manage to escape from tsunami and passed away. (Ainul translates)

Jane: Then what happen after that, when they running to the hill. Can she talk about what happened after that? (Ainul translates)

Ibu: In the mountain, we stayed in the rocky area, so when the earthquake happened, we were running. We were afraid that the rocks will fall, so we were looking for a space where there were no rocks. This young boy was only 11 months old in that time struggling in the water too. In the mountain, he cried because there was no rice. We didn't have rice for one day. Even though we have rice, we didn't know how to cook it, there was no place to cook. In the evening, we have a little food, wet rice that we cooked and ate together, I think my grandson took it from somewhere but I'm not sure where they got that. Then we have instant noodles, aqua, bread, that's all. (Ainul translates)

Jane: And then what happened after that, after being in the mountain what happened after that? (Ainul translates)

Ibu: For one week in the mountain, we haven't received any assistance. But after a week we have the first assistance, but it was not from the government. It was the village initiative, they bought the food supplies from BI-, and then they share the supplies for each family. After that, much assistance started to come, government and organizations. They provided us with tent, clean water, and food. We lived under the tent for two years my dear. (Ainul translates)

Jane: Wow, three years...

Ainul: Two, two years.

Jane: And...then was she moved to this house? (Ainul translates)

Ibu: After we moved from the tent, we were provided with a wooden house by Oxfam, we stayed there. And recently they replaced that wooden house with this one.

Ainul: Barrack?

Ibu: Not barrack, the house is similar like this, but the quality is not good. During the rain fall, the water would leak to the house. Recently this house was built...what they called? Who build this house?

Grand children: IOM

Ibu: IOM built this house.

Ibu: So as the direct victim of the disaster, all of us received that kind of house, the wooden house, this is not really good. People who live up-hill were not affected by

tsunami; the house is not wrecked, the water just flowing slowly there. But we, everyone who lived near the street became the victim. But somehow, some of them received the housing assistance. (Ainul translates)

Jane: Can she think, what was not good, apart from the leaking, what was wrong about the house? What was not good about it? (Ainul translates)

Ibu: That wooden house. It was leaking, the wall was leaking during the rain, but the floor was not leaking. They didn't build the house neatly; each pieces of wood were arranged with a big gap in between it. The house is located here also; they just re-built the new one, because the previous one was all broken. (Ainul translates)

Daughter: It's a semi-permanent house.

Jane: And what does she think about this house now? (Ainul translates)

Ainul: Oxfam built the previous house, but the house is damaged, so other NGO came and re-built this one.

Jane: So she didn't stayed in other house? (Ainul translates)

Ibu: After relocated from the tent, we directly moved to this wooden house. When the wooden house being re-built we were relocated to another place for a while. (Ainul translates)

Ibu: This house was built a month ago. (Ainul translates)

Jane: ow...so does she think this is a good house? (Ainul translates)

Ibu: Well, at least when the rain falling, the water didn't leak to the house (laughing) (Ainul translates)

Jane: Good (laughing)

Jane: Is there any other thing that she thinks could be better about the house, just say that I am an architect and I am interested about what she thinks. (Ainul translates)

Ibu: a good house?

Ainul explained more about the question.

Ibu: Well, I think a better house, a house which is proper to live in should be better than this. (Ainul translates)

Jane: In what way, what part of the house? (Ainul translates)

Ibu: The space is very small; only two bed rooms and one living room, I hardly sit freely [*hana bebas ta duek* = could not sit in any position I liked]. (Ainul translates)

Daughter: Say the kitchen!

Ibu: We expanded the kitchen by ourself. (Ainul translates)

Jane: So they did the older one.

Ibu: Other houses were built with terrace, but our house wasn't, we have to sit under the sun. The steps aren't covered with canopy; when the rain falls, we couldn't sit outside. (Ainul translates)

Jane: And also hard walking in the mud. (Ainul translates)

Ibu: If the rain falling, we have to shut the door. Other houses for example the one that is built up-hill is completed with the terrace, but our house wasn't. Unfortunately, all of my family, as the direct victims of tsunami, received this type of house. (Ainul translates)

Ibu: 15 people weren't affected by tsunami, their family survived, their house survived, but my family, who lived along the main street, was all affected. During our stay in the mountain I was sick too, I was exhausted. Because it's so windy up there, that's why I was sick, I couldn't stand living in the open space like that. (Ainul translates)

Jane: Does she feel it's better to live here? (Ainul translates)

Ibu: Living in this house, well, the wind sometimes blows here too, but not the kind of wind that can get me sick. The mountain's wind is different. (Ainul translates)

Jane: So, and can she just tell me about what was her house like before tsunami? (Ainul translates)

Ibu: My house before tsunami is an up-high house, and there were a lot of space, Acehnese house and big. (Ainul translates)

Jane: Also, can you just ask her what she feels about the future for her children and her grand children, does she feel optimistic? Getting better, what does she think? (Ainul translates)

Ibu: I don't know how to compare it, in the past we were all working hard in the mountain. Maybe now is easier to work, they must live better. Money, people like me...well, I don't have money (laughing) so I can not give them anything. Like I said before, food were just enough for the family. (Ainul translates)

Jane: Does she feel that her children will be able to be comfortable to look after her. (Ainul translates)

Ainul: I'm sorry.

Jane: No, just think she can't give them anything, but does she think they'll be ok to look after themselves? (Ainul translates)

Ibu: I am not worrying that, I believe in God. (Ainul translates)

Ibu: This is my destiny, it is what it is. I don't know what else will happen. (Ainul translates)

Jane: So maybe can we just go back in the past again a little bit, uhm...how long this big houses that she's lived in? How long? Is that when she got married and moved to the house? Or did she grow up in that house? (Ainul translates)

Ibu: Yes, you know, in the past, all the people built their house up-high, there is no such house like this one, well, maybe...there were one or two. But we didn't built a concrete house, we built up-high house. Well, I can say that whenever I was sick, I was able to feel comfortable in that house, it was such a breezy house. I could sleep in the *tikar*...(Ainul translates)

Jane: And the *tikar* is not hard, not like concrete, is that what she saying?

Ibu: Yes, it's better to have wood floor. (Ainul translates)

Ibu: This floor, if they didn't set a mattress beneath me, I feel I was *di pajoh darah* [running out of blood] [maybe because the cool floor made the blood feels like freezing.] It's too cold. (Ainul translates)

Jane: Yeah, and it's hard.

Jane: yeah...setuju (Ainul translates)

Ibu: Laughing

Jane: Yeah, but *tikar* on wood is better than *tikar* on concrete.

Ibu: How long you've been staying here? (Ainul translates)

Jane: three months...ya..tiga bulan (Ainul translates)

Jane: And sampai... maybe two or another three months (Ainul translates)

Ibu: What is she doing here?

Ainul: She's doing a research for her education, S3.

Ainul: There are three step of education level, S1, S2 and S3.

Jane: ya..sama di Australia.

Jane: Can you, maybe say to her that people in Australia, they know nothing about people in Aceh. I want to take old people good story there (Not sure about this part of translates, Couldn't hear the voice) (Ainul translates)

Ibu: What why do you do the research? (laughing)

Jane: Well, so that people in Australia can learn about how other people live, it's good to know how other people in the world live, and I don't know anything. (Ainul translates)

Ibu: No disaster in Australia, God didn't send disaster there. (Ainul translates)

Jane: He sent a few, but not as biggest as tsunami. (Ainul translates)

Ibu: Well, the biggest disaster here is tsunami. Everybody, every village, Lambada, Kajhu, was all destroyed by tsunami. I do not originally come from this village. My home village is there in Kechik Aron [Not sure the spelling is right], it is located after Lambada. When I got married, my husband took me here. When I arrived here, I never came back to live in my home village. I lost everything Dear [Acehnese would say words like *dek*, *neuk*, *aneuk meutuah*, *nyak*, *sinyak* etc. In this context Ibu said *dek*, literally means younger sister, although when Acehnese said words like *dek* (sister), *bang* (brother) etc, doesn't always mean that it has a blood connection with that person. It just a respect calling], my house was destroyed, and nothing left. Many of my relatives were missing after tsunami. (Ainul translates)

Jane: And...did she, did uhm...the village before where she grows up, was that affected too, by tsunami? (Ainul translates)

Ibu: Everything was destroyed, everything, the trees...I can say that the situation in my home village is worse affected than this village. Here, in this village, at least some of the coconut trees survived, but there, nothing was left. At least, in this village, I can still recognize the land that I owned by the existing fence. In my home village, we can not recognize our land anymore. There is no mark that we can use to determine our land. (Ainul translates)

Jane: Wow...Is that near here, or where it is? (Ainul translates)

Ibu: There, it's on the way to the fish market...there is fish market there, after *Li-* [name of the village], you don't know where it is?

Ainul: I don't know. Is it in Banda Aceh area? [since Ibu mentioned name of the village in Banda Aceh-which is *Li-*]

Daughter: No, It is located near this village, one village from here. On the way here; there's a road where you can see the sea, that area is an open space.

Ainul: Is it where the NGO's planted the new mangroves plantation?

Daughter: Right, you also can see several boats parked there. That is Ld- village. My grandmother's house is quite far from that, it's a remote area in the left side of Ld-. Before tsunami there were so many houses there, and all you can see now is the area covered by the water. (Ainul translates)

Ibu: When tsunami happened, all those fishermen's boats were dragged by the water to my home village-*Keuchik Aron* [not sure whether the spelling is right], in fact my village is quite far from the street, but the water reached there too. (Ainul translates)

Jane: And did she...(couldn't hear the voice)

Ibu: I lost all of my family. I have just one sibling that survived along with his/her two children. The rest of my family is gone by tsunami. My younger sister, my younger brother....(Ainul translates)

Jane: From the tsunami?

Ibu: I couldn't find their bodies, I've tried. (Ainul translates)

Jane: Well, were they living here when...uhm...that... (Ainul translates)

Ibu: Who?

Ainul: Your family

Ibu: My family lived in different places, some in K-, also in Ka--Ld-...but all those villages are tsunami affected. (Ainul translates)

Jane: Gosh, terrible.

Ibu: Sedih...

Jane: Sedih...ya...

Ainul: Yesterday we went to Lm-, there...we didn't hear the story about tsunami, but the villagers there were suffering from the occupation from the Dutch and the Japanese. This village is the first place we've heard tsunami's story.

Ibu: This village also visited by the Japanese. The Japanese occupied my house as a military base; they said the Captain lived in there. They cut all of my coconut trees. Then, they also installed a 'halo-halo' to connect to Sabang, you know, what we called it

now, a telephone maybe? (laughing) So they made a call to Sabang with halo-halo, wires were everywhere in the sea. You know the wire that were rolled, there in the back yard of my former house before tsunami destroyed it. (Ainul translates)

Ibu: Are you finished? (Ainul translates)

Jane: Not quite. (Ainul translates)

Jane: Tidak (laughing)

Ainul: Ibu is asking

Jane: Tidak...mau sampai (laughing)

Ainul: Are you feeling tired Ibu? You want to take a break for a while?

Ibu: No, I am not feeling tired. (laughing)

Ibu: What other old people in the up-hill told you?

Ainul: Different stories. (Ainul translates)

Jane: Everyone...uhm...says everyone story is different. Everyone has different experience with the family, with their work...everyone story is different.

Ibu: Older people who live up-hill didn't run from tsunami, but we were. (Ainul translates)

Jane: Uhhh...some didn't. Yeah...

Jane: But everyone story is different (Ainul translates)

Bapak: Her first house built here is the house that we stopped before near the coffee shop, the up-high house. (Ainul translates)

Ibu: I've told them about that before. (laughing)

Bapak: Before, in the backyard of this Ibu's house, there was a radio call station, that radio...directed to Sabang

Ibu: I've told them about that too.

Bapak: You did?

Ainul to Jane: There was a radio station

Jane: hm...very fortunate.

Ibu: In that house, was lived a Japanese Captain, in my former house you know. (Ainul translates)

Jane: Ohh...and had him navigated, ya [not sure it sounds right]

Jane: hm...Can she...uhm...Can we just ask her the question about has she noticed when she was very young from now the changes in the weather or the rain fall or the plant maybe after the tsunami? (Ainul translates)

Ibu: regarding the rain this year the rain falling *brat* [not sure means heavily or frequently]. In the past, the rain also falls, but not like in the present. Our experience regarding the rain in this house, the rain has caused this house's yard to be covered with the water around one meter high, twice this year. (Ainul translates)

Jane: Is there anything else that different? The plant?... (Ainul translates)

Jane: Since she was little...

Ibu: Well, changes happened a lot in the present. In the past, changes also happened but not so much like in the present. However, I can say that...you know, it just different, unlike today.

Bapak: There was no vehicle in the past.

Ibu: No vehicle, whenever we wanted to go to the market in Banda Aceh, we would use a cart, a cow-cart, where we would sit in it. If we started the trip early in the morning...that was before the *Suboh* prayer [early prayer], what time is that prayer usually starts? Maybe around four o'clock we would start. So, we started at four o'clock, and I can say that in *Suboh*, we would arrive in Mt- [name of the village], there was village named Mt-before.

Bapak: It was the first....

Ibu: After that, when we arrived there...uhm...I was little when I followed the cow-cart trip. So when we arrived there, we took a break to eat *bue kulah* [cooked rice wrapped in banana leaves]. So we ate our breakfast. After that, I would change my cloth into a better one, ride again with the cart to continue the journey to the market. At least we would arrive in Banda Aceh around 10AM. (Ainul translates)

Jane: Wow...to do the shopping? (Ainul translates)

Ibu: My mother went there for shopping, she would buy me a glass of *eh cindoi* [a sweet and colorful drink which consist of ice, red and green jelly, green beans, etc] (laughing) (Ainul translates)

Jane: (voice not clear)

Ibu: It was during the Japanese time. (Ainul translates)

Jane: During...ow..

Ibu: Our parents used to go to Banda Aceh also to sell coconut. They would go in the night around 3AM in the morning by foot. Then, they also would stop in Mt- to have breakfast (laughing) and continue again after eating. (Ainul translates)

Bapak: Old people said, the Japanese landed here first, was in front of our Forum's office-Ujong Kareung. There was the place where they landed, and then they were heading to Banda Aceh. (Ainul translates)

Ibu: In the past, my parents walked here to Ujong Batee, so many tigers were on the way there. Imagine people were walking by foot. (Ainul translates)

Jane: Did they get attacked sometime? (Ainul translates)

Ibu: Well, the tiger didn't eat human beings, so they were just staring at human beings passing by. Well, that is according to the old people story, they told us about it. Of course we never experienced it. However, in the past, this area was like a forest, not so many houses were built here. Maybe around one or two...

Bapak: In the year of 1948, people started to build houses here.

Ibu: In the past we can say there were no houses built here. Before, here is the place where people plant rice; it was a rice field before. The salty water had not yet reached here. It's located quite far from the sea. When I first moved here, the sea was far from the eyes can see. Then, in the sea shore, there were many trees [mention type of trees, but not familiar]; any kind of trees lived there. If we didn't walk there, we couldn't see the water. Then little by little the wave and the water took over the land [erosion] until I realized that actually the water had reached my back yard. (Ainul translates)

Ainul: You know the erosion?

Jane: Sea level rise?

Jane: This is before tsunami?

Ainul: Before tsunami.

Jane: Did she move here when she got married? (Ainul translates)

Ibu: Yes, well. My mother in law told me the story about the house where I and my husband stayed. That the Japanese was here in this village before and that they occupied this house, about the radio communication. (Ainul translates)

Jane: Does she remember the Japanese people when she was little? (Ainul translates)

Ibu: No, they weren't here anymore. When I got married, the Japanese already left. (Ainul translates)

Ibu: When I am married, the car already passed this street to Krueng Raya, there was car...a car that...

Ainul: Labi-labi?

Ibu: No, not labi-labi. There was no labi-labi yet in that time. It is a big car, maybe a kind of Damri, but not Damri. So this car went to Krueng Raya, maybe to buy some stocks.

Jane: Well, I think that's all probably the questions.

Jane: Can you thank her very much for the story.

Ibu: You're welcome.

Jane: So maybe there's another story, another time maybe.

Jane: Terimakasih banyak Ibu...

Ibu: You're welcome

Jane: Terimakasih. Ya...senang sekali.

Ibu: Senang?

Jane: Senang

Ainul: She is very happy to hear the story from old people. Senang mendengar.

Jane: What is senang mendengar? Love to hear?

Ainul: Yes.

Jane: I am very lucky to hear.

**End of interview.**

**Ibu Aisyah Part 2**

**3-2-09**

**D-**

Ibu: I don't want my former house re-built again, as it is too close to the coastal line.  
(Ainul translates)

Ainul: How many grandchildren do you have?

Jane: So...good job, their singing.

Jane: OK

Ibu: I have three grandchildren (laughing)

Jane: Thank you for your time, thank you very much.

Jane: *Terima kasih banyak.*

**Ibu A-w**  
**5-2-09**  
**Ln- village**

Ainul voice: she cannot go anywhere, she just stay at home and sleep.

Jane: Yeah, can she...uhm...Can you ask her would she mind (about the recording), and what she thinks? (Ainul translates)

Ibu: How is that? (Asking Pak R-d permission)

Ainul explains a bit more about how the recording works.

Pak R-d: Later, when they go back to their place, they can replay this record and...(Ainul translates)

Jane: Okay, just say that it will help me remember the words. Ya...Ok...tidak apa-apa. (laughs)

Ainul: Jane can speak Bahasa a little...

Ibu: Well, I can't speak Bahasa though.

Ainul: Ouch...(Ainul translates)

Ibu: Well, I am very old...Very old, I am 90 years old now, very old huh. (Ainul translates)

Ibu: This is...this is my younger brother...my brother

Pak R-d: I am the seventh (Ainul translates)

Ibu: I am the oldest one. (Ainul translates)

Ibu: I am 90 years old, more or less. (Ainul translates)

Jane: Can you tell her that she looks wonderful for the ninety. (Ainul translates)

Ibu: Really? (Laughs), how old do I look? (Ainul translates)

Jane: Maybe...uhm...70 something... (Ainul translates)

Ibu: (Laughs) I am more than 70 (Ainul translates)

Pak R-d: Well, I am 63 years old now. We are old, but we are even older than we look (Ainul translates)

Pak R-d and Ibu discussing about other people in the village regarding to their age [voice not clearly heard] but they associated other's people age with their age.

Pak R-d: He's older than me.

Ainul: I am sorry Ibu, what is your name?

Ibu: Alawiyah

Jane: What's that?

Ainul: Ibu's name

Jane: I have to write down a little bit [Ainul spells Ibu's name]...A-w...

Jane: So can we ask Ibu about when she was a child, does she remember anything about the Dutch here, anything that she remember about what it's like when she was a little girl. (Ainul translates)

Ibu: When I was a child?

Pak R-d: When you were at 7

Ibu: I know, I remember the earthquake...when the earthquake happened in the past. It was a hard one too, the sea level rise, but unlike the recent tsunami. (Ainul translates)

Ibu: I was a bit older in that time, as a child, I have learned to walk. I am as old as Rahmi [name of someone]

Jane: Can we just have Ibu explain...yeah... (Laughs)...can we just have...one to one... (laughs) (Ainul translates)

Jane: Maaf (Laughs) (Ainul translates)

Jane: And was she leaving here then? (Ainul translates)

Ibu: I lived there across the water...you see there's a river, I lived across the river. There was a village there before...you know, in the time of the Japanese war; do you remember the Japanese war?

Ainul: The Japanese war?

Ibu: The Japanese war...when they occupied this place. Maybe you weren't born yet, after that, we moved to this place [not sure whether Ibu said the Japanese war or what, the articulation is not clear] (Ainul translates)

Jane: So does she remember uhm...when she was a little girl, what did her parent do?  
(Ainul translates)

Ibu: They worked as farmers; they went to the mountain, breaking the rocks, finding rattan, it was very sad in that time. That's the only work that the villagers can do, they tried to plant crops, but the result was not satisfying. When I was born, they did the same too, sand mining...any work that they can do.(Ainul translates)

Jane: So this was...when she was a little girl, where did she go to school? Was she going to school during this time (Ainul translates)

Ibu: I went school, but not for long. I was grown up when I entered school. Even though many things happened in that time, school was unlike today's school which is 6 years in the elementary. But I managed to graduate. (Ainul translates)

Ainul: The elementary school you mean?

Ibu: Elementary.

Jane: And then, when she finished school, what did she do after that? (Ainul translates)

Ibu: I'm getting married after that. Because I already grown up when I enter school. So when I graduated, my parents set me up a marriage. (Ainul translates)

Jane: And then how many children does she have? (Ainul translates)

Ibu: I have five children. Two of them already passed away, so now I have three children left. This one is the youngest one [pointed to the owner of the house], that's why I live here; her husband is out working. She's looking after me. (Ainul translates)

Jane: So can she just tell me, does she remember the time of when the Japanese came?  
(Ainul translates)

Ibu: I remember. I was grown up when the Japanese was here. I noticed many things happened; sometimes we had to run because the Japanese were chasing after us. (Ainul translates)

Jane: Does she...Where did she live then? Did she live in the house over there? (Ainul translates)

Ibu: My house? We had already moved here (Ainul translates)

Ibu: They hit many villagers there, which are why people moved here. We've been chased by the Japanese. So when we moved here, our previous village little by little was gone because the sea level rises, little by little until it is totally gone. (Ainul translates)

Jane: So, was the sea level rising when she was younger, and did it keep...and how it keep rising over time? (Ainul translates)

Ibu: Yes, little by little. The sea level rise, then the river level rise...then the village was disappeared. (Ainul translates)

Jane: So did they have to move some houses? (Ainul translates)

Ibu: Some of the house was able to relocate, but some of the others were taken away by the water. The first time we moved here, people built *jamboos* like this (refer to up-high house) (Ainul translates)

Jane: So can she tell me what was like when...how...did she have enough food. What was it like when the Japanese were here? What was her life like? (Ainul translates)

Ibu: Food was not enough; our rice stocks were taken by the Japanese. We kept some food stock above the roof, so the Japanese wouldn't find it. We ate cassava in that time, *aneuk meutuah* (refer to 'my dear', 'blessed child'). We ate cassava, banana, jackfruit.... If I could, I don't want to remember any of that anymore, it was very sad in that time. My younger brother was still very little, so I have to take care of them...that was during the Japanese time. (Ainul translates)

Jane: Gosh...hard time.

Ibu: There was nothing to eat in that time. Everyone lived in hunger, the Japanese time. Only small cassava that was available. (Ainul translates)

Jane: And she had children to look after as well? (Ainul translates)

Ibu: No children yet, I haven't got married in the time of the Japanese. (Ainul translates). I am married after the Japanese left. (Ainul translates) After that, the life of the people is getting better. (Ainul translates)

Jane: Can she remember the day that the Japanese left? (Ainul translates)

Ibu: I remember.

Ainul: What was it like?

Ibu: Well, they took all of their equipment with them (laughs)...how I should describe this...

Pak R-d: The day when the Japanese left, do you still remember?

Ibu: How come I forget? Of course I remember...they were...

Pak R-d: The day they left to their country

Ibu: I know, they left to their hometown right, of course I remember.

Ainul: What is the story in that time, can you share with us?

Ibu: I remember, but you know, I didn't witness it by myself, I was at home, but I heard people were talking about that. Men were gathering in the market, they said that the Japanese left like they were being chased by ghost or something, they were throwing everything that they held in their hand and ran away. Before the Japanese, the Dutch were here too. After the Dutch left, the Japanese came here. In the Dutch time, they didn't hit us. When the Dutch left, they threw all their equipments in? the sea and then ran away. (Ainul translates)

Jane: That's when the Japanese arrived, must be. (Ainul translates)

Ibu: Yes, after the Dutch left, the Japanese came, they came from the sea. Well, when the Japanese came I was in the field, then they released shots, the villagers were running away, I fell down in the field but I managed to get up and ran to the mountain, people were shocked. I remember everything about that. I remember what they were doing; they sometimes went to the sea to take something from their ship. (Ainul translates)

Jane: And then, what did she do after that, when she was running away to the mountain, what did she do? (Ainul translates)

Ibu: They released shots as they like, sometimes to the mountain, sometimes to the villagers. They didn't shoot me...Their shots were coming from the sea. I was in the village, I hide behind the bamboo tree, I dug hole in the ground, and hid there with a little rice that I managed to bring. They were shooting from the sea...well, even though they didn't shoot me, of course I have to run and hide too. (Ainul translates)

Jane: Wow...just say it is a very sad memory. (Ainul translates)

Ibu: Very sad, more than just sad. *Prang prung* [sound of gun shot] the sound of gun shots and people were running everywhere. He was very little in that time (refer to Pak R-d), I brought rice for him to our hiding place behind the bamboo tree. Usually they released shots at 12 o'clock. They just randomly shoot everything, people died and fell down in the ground with blood everywhere...*prang prung*...my God. Very sad, some of the villager got shot, some of the others didn't. Unlike today...

Jane: How long did she live like that? Like years...(Ainul translates)

Ibu: I think around three years. (Ainul translates), The Japanese were here for three years (Ainul translates)

Jane: And then after the Japanese ran away....what did they, what did the family do?  
(Ainul translates)

Ibu: Well, after they left...for a while, we lived as usual, we started to build our life with our own kind (refer to people in the same type with them, local people or the villager without foreigner among them). But then other things happened. Because the foreigner was gone, so we live amongst each other and things happened amongst civilians, amongst us...(maybe refer to other war that happened?)

Ibu's daughter interrupted, bringing tea and snacks.

Ibu's daughter: ...while you were sitting...(laughing)

Jane: Terimakasih banyak

Ibu's daughter: Just a simple snack...

Jane: So was she...working in the middle of that, or having children. Did she have children after that? (Ainul translates)

[Guests coming, the interview is interrupted, Pak R-d, Ibu are talking with the guests]

Ibu: Yes, I continue working; I start everything from scratch, working to earn something. Oh dear, the Japanese time was very bitter, don't know how to say it. (Ainul translates)

Ibu: This is very weak (pointing her knees), I just got up from bed today. (Ainul translates)

Jane: Does she have headache? (Ainul translates)

Ibu: Yes, my head is in pain, I feel pain all over my body, everything is hurt. I can hardly eat rice, I eat very little that my daughter gave me. I can't do anything, I feel pain. (Ainul translates)

Jane: What was uhm...what's the...some of the other memories that she remember?  
(Ainul translates)

Ibu: Well, my dear...Of course I don't remember the part that we weren't suffering. I just realized the hard life that I've been through when I grew older. (Ainul translates)

Jane: Can she tell me more about what they do? [Regarding salt mining] (Ainul translates)

Ibu: What kind of sand? Salt's sand?

Ainul: You've said that you also do the salt mining; can you describe a little bit more about that?

Ibu: Oo...Right, I was doing sand mining for making salt, nearby the river. People don't do that anymore in the present. There was a lot of salty sand there. I carried water from the river, looking for tree branches in the mountain, then took the salt and sold it. We would walk there to Ulee Lheue? lheu by foot; there...towards the beach...we walked there, with the salt. In the other time, I also sold it in the village; I carried the salt in *tukok satee*, *tukok pisang*...(refer to sago leaves and banana leaves). It was very bitter [or harsh life?]. But now, life is easier, at least the younger people don't feel what we have felt in the past, we've been through a harsh time [Ibu said *phet*, literally it means bitter-not sure is it correct word to refer bitter life]. Well, now, in my old age, I must remember all that. (Ainul translates)

Jane: Can she tell me, how they made the salt, can she tell me? (Ainul translates)

Ibu: Pardon me? Making salt? Ohh...*ta kue ano* [take the sand], *ta cok tanoh dilee* [take the sand first], after that we put the water in the hole and the salty sand and then boil it. We added water occasionally while cooking it, and then the salt grain comes up. (Ainul translates) [Not sure the translation is correct; I don't understand some words that Ibu used to describe the process]. (Ainul translates)

Jane: So does she working with someone, or does she working with some other people? (Ainul translates)

Ibu: Many other people making the salt too. We worked by ourself, everyone cooked their own salt. (Ainul translates)

Jane: And when did she walk to Ulee Lheue ? How far did she walk? (Ainul translates)

Ibu: If we started at 8 o'clock, we would arrive at 10 o'clock. We walked by foot, carrying heavy salt, of course it would take a while, I took a lot of stops along my way. (Ainul translates)

Jane: And did she feel pain in her back? (Ainul translates)

Ibu: Yes, of course...I feel pain around my back; I never complained about that, everybody knew, we carried heavy stuffs in our back. This is also caused by hiking up the mountain, I feel pain here and there, it's normal. We worked really hard. (Ainul translates)

Jane: How long ago did she stop working, and now...who is looking after her? (Ainul translates)

Ibu: Me? It was long time ago *nyak* [dear], since I'm this weak, I think it's already three years. In the last three years, I never go anywhere. I can't ever clean up the grass in front

of my house. I'm having high-blood pressure when I was in the barrack, then I was hospitalized, after that, I stopped doing many things. (Ainul translates)

Ainul confirmed whether Ibu having a high-blood pressure while she was staying in the barrack and Ibu said it's true.

Jane: So, does she go to the doctor? (Ainul translates)

Ibu: I did, I've been hospitalized for 9 days, after that I am taking medicines everyday. I went here and there because people said that they have good medicine there, but ever since my sickness is never cured. In that time, during the high-blood pressure, I feel painful all over my body; I can't even do my daily prayer. (Ainul translates)

Jane: And does she feel a lot better now? (Ainul translates)

Ibu: I think it still high, around 170...160...Now my blood pressure is 160. (Ainul translates)

Jane: I don't know what it means.

Ainul: It means really high, usually normal people's blood pressure is around 100 or 110.

Jane: Can you ask her; say that I am interested, that she was talking about the way she live her life, does she notice in her life that things are different, like the rain fall, is it different, or the tree? (Ainul translates)

Ibu: Hmm...not now, nothing in particular, but sometimes earthquake still happening, the small scale one. (Ainul translates)

Jane: Can you ask her, just say does she still do the salt mining? (Ainul translates)

Ibu: Not anymore, there is no more place, the river has gone (Ainul translates)

Jane: Can we ask her [voice not clear, covered by motor bike sound]...what happened when tsunami, how she got away? (Ainul translates)

Ibu: How can I forget, my daughter, tsunami happened like yesterday...I still remember. I feel like I couldn't go to the mountain, but I have to. We stayed there in the mountain for two nights in the rain.... I walk very slowly, little by little until finally I arrived in other people's village. (Ainul translates)

Ibu's daughter: We stayed in the mountain for two days and two nights

Ibu: Two days and two nights in the mountain my dear, *Laa ilaha illallah* (prayer, refer to "There's no other God besides Allah")

Ibu: I lost 9 of my children (Ibu say *aneuk* which refer to children, but maybe in this term Ibu means her relatives), 7 grandchildren, plus their mother, and one baby born. We couldn't find their bodies.(Ainul translates)

Jane: And then what did she do after she'd been in the mountain? (Ainul translates)

Ibu: Huh? After we stayed in the mountain for two days, we were moving to Lt-, other village...we stayed there for two months, and then we were moving to refugee barrack, we stayed there quite long, two years. After that, we moved to this house. I don't know where we will move after this...heaven!

Pak R-d: Go back to where we belong...for the last time (laughs)

Ibu: There's no where else to go beside to the God. (Ainul translates) We'll go there together, in the end of the day when the God call. (Ainul translates)

Jane: And does she, I don't know whether she believes that she will meet all her relatives in the heaven? I mean I just wondering, if it's inappropriate then its fine. (Ainul translates)

Ainul: I believe the answer is yes

Jane: Could you ask her does she feel optimistic about the future of her children and grandchildren, does she thinks life will be better? (Ainul translates)

Ibu: Yes, of course, unlike in the past, life harsh. The youngster now, I pray to God that they must live better; they must not feel what we've been through in the past. (Ainul translates)

Jane: Does she still have children that alive, and how many grandchildren? (Ainul translates)

Ibu: I have 4 grandchildren, this one is the youngest. (Ainul translates)

Ainul: Curious eyes...

Jane: Yeah...look at...(laughs)

Ibu: I live here with his mother. (Ainul translates)

Jane: I think that's probably all the questions. Unless there's any other adventure that she would like to share in her life, would be interesting to know. (Ainul translates)

Ibu: Hm...well, I think I've told you everything, I've told you about running to the mountain, running from tsunami, walking...tough life...I don't know what else to say (laughs)

Jane: Anyway, can you just say that she's a wonderful woman (Ainul translates)

Ibu: What do you mean?

Ainul: That you still remember a lot of things.

Jane: And that, I'm very honored that she shares her stories. (Ainul translates)

Ibu: Please, eat the cake. (Ainul translates)

Jane: Recently, baru makan pagi...(Ainul translates) terimakasih banyak Ibu...it's fantastic.

Jane: Dari sini?

Pak R-d: From kecamatan (Ainul translates)

Ainul: So there is no more a river here?

Pak R-d and Ibu: No, it's been collapsed by the sea, when tsunami happened, the river was gone forever. Before tsunami, there was still a piece of the village remaining there but only an open land, no houses there. After tsunami, it's all gone. If only the river still there, our village maybe quite big.

Ibu: Even the trees were destroyed. The tsunami water reached the mountain foot, it flowed there. All the houses were swept away, nothing was left. Everything was gone. Thank god there was assistance coming to help build the house, otherwise, we would probably still live under the tent until today. (Ainul translates)

Jane: So this house is new after tsunami? (Ainul translates)

Pak R-d: Right

Jane: Is this where the old house stand? (Ainul translates)

Bapak: Yes, here in the same place, but it was an up-high house. (Ainul translates)

Jane: Yeah, it's up-high. I don't see any up-high house was build, is there any up-high house around here? (Ainul translates)

Ainul: Yes, there were some in Nh- village

Ainul then ask Pak R-d whether any up-high house was built around here.

Pak R-d: There are two up-high house built in this village, there and over there (pointing)

Ainul: From which NGO?

Pak R-d: APING (not sure the name of the NGO is correct) (Ainul translates)

Jane: Could people ask whether they want have uhm...?

Pak R-d: In the first tsunami relief effort, we may request, but later on the NGO decides which type of house they want to build. (Ainul translates)

Pak R-d: I am the representative of this village for housing assistance. (Ainul translates)

Pak R-d: I represented 154 houses to be built in this village for the administration etc. Other houses were built by the BRR, and in that case, village chief coordinated the villagers who received the assistance for BRR houses. (Ainul translates)

Jane: Does he know how many household and how many people in this desa? (Ainul translates)

Bapak: There are 184 households here, and around 700 inhabitants. (Ainul translates)

Ainul: This village looks like Takengon (name of district located in highland). I've been there, working for 6 months. The environment quite similar with this village, I've never been here before, actually. (Ainul translates)

Jane: Yeah, can you say that it's really beautiful

Pak R-d: So when the first they want to relocate us to other places, we refused the offer. I am one of the focal initiators who encouraged people to go back to this village in that time, I mean; this place is so attached in our life. (Ainul translates)

Jane: It would be very hard to leave. But did Ibu think it's beautiful? (Ainul translates)

Ibu: Of course, I love this village, no matter what...this village is my home, I was born here. This is my place. (Ainul translates)

Jane: Yeah...setuju (laughs)...(Jane asks question, but the voice is not clear)... to make living now? (Ainul translates)

Pak R-d: The place to make the salt was gone. There's no more river, without the river's water, we cannot make the salt.

Ainul: So what do people do now?

Pak R-d: People go to the mountain to plant chillies. Bapak, that we met previously, he is planting chilies in the mountain. (Ainul translates)

Jane: Such a big change. So the rising is before tsunami? (Ainul translates)

Bapak: Yes, it rose before tsunami, but unlike this, just a high tide. Well, you know, today, all the water is gathered there.

Jane: And it didn't come back. Wow.

Ainul: Is it big, the area of the village that covered by the water after the tsunami?

Bapak: No, not too big, more or less...if we counting from the river...around 500 meters from the rice field, and around 50 meters from the sea. (Ainul translates)

Ainul: How big is this village?

Bapak: More or less, 400 ha. Includes the mountain area, and the area that covered by the water. (Ainul translates)

Jane: Pertanian up there? (Ainul translates)

Bapak: Yes, that mountain. We cannot plant in this mountain (pointing nearby mountain) because it is full with rocks. (Ainul translates)

Jane: Can we ask Ibu, whether she meet with other older people in the village? (Ainul translates)

Ibu: No...I just sit with my sister...I sometimes go to the meeting in the mosque. I come there and sit. (Ainul translates)

Jane: And what do they talk about in the meeting (Ainul translates)

Ibu: Talking this and that...nothing in particular, just talking about ourself. (Ainul translates)

Ainul: Anything serious?

Pak R-d: Just laughing, nothing serious among old people (laughs) (Ainul translates)...how to make old people still enjoy their life, that's why we established Forum Lansia (Elder people forum). (Ainul translates)

Jane: So, a lot more older people here than other village? (Ainul translates)

Bapak: Yes, we have a lot of older people here, but maybe in Krueng Raya, there are villages that have more old people population. (Ainul translates)

Jane: But generally it is, interesting.

Pak R-d: I noted, in this village, there are 65 old people.

Ibu: And I am the oldest among them (laughs) (Ainul translates)

Ibu: I can't do anything. Other old people may go to the mountain and work, but me, I can't even see clearly now. I can't even wake up for prayer when I feel weak. (Ainul translates)

Jane: Gosh, can you just say that people in Australia stop working in 65 years old. (Ainul translates)...just do nothing for 30 years. (laughs) (Ainul translates)

Ibu: Why they do that? What do they do to eat?

Jane: Cause they have pension from the government. You save that during your life and then you have funds that you can use, I believe that the government already uses your own money. (Ainul translates)

Ibu: So they use their savings? But we don't have that kind.

Jane: But you're working really hard. (Ainul translates) Australian too lazy to do that (all laughs)

Ibu and Pak R-d: You have a lot of money (Ainul translates)

Jane: Yeah, we have more money, but we still have to save, cause if you don't you will have no money after you stop working...so (Ainul translates)

Pak R-d: They're more developed in the economic side.

Jane: Terima kasih

Ibu: Come again sometimes

Jane: Thank you, I will, it's been a lovely meeting.

Ainul explained to Jane that the villager is assisted much because of the cheap ingredients program.

Jane: So Pak A-i did something.(laughs)

**End of the interview.**

**Ibu F-m**  
**28-1-09**  
**Lm- village**

Ainul: Is it ok if we record this conversation?

Ibu: Huh? I don't know, up to you (Ainul translates)

Jane: Terima kasih, I just... that it will help me to remember later. (Ainul translates) So can we just ask Ibu to remember back to when she was a little girl? What was her life like? (Ainul translates)

Ibu: When I was a little girl?

Ainul: yes...when you were little.

Ibu: Well, nothing in particular, in the Dutch time I was growing up. I was engaged already...well, they said that I am ready physically to become a wife. But...the story in that time...I don't remember it so clear, because I didn't really pay attention. In the time of the Dutch, one night, I was running across the river because I was afraid they would hit me. I stayed beyond the river for a week, when I came back to the village, the Dutch were gone, and the Japanese were there. That's it. During the Dutch, life wasn't that difficult; they didn't interfere in our life, my dear. (Ainul translates)

Jane: She was living in Lambeugak during the Dutch time? (Ainul translates)

Ibu: I lived here. (Ainul translates)

Jane: And was she...what was...the family, what was? (Ainul translates)

Ibu: My parents were still alive during the Dutch time, when I was a teenager, they were still alive. My father and my mother passed away when I'm married, it was when M-'s mother was born. That is my oldest child. I was married in that time. (Ainul translates)

Jane: Was that in the time of the Japanese? (Ainul translates)

Ibu: Yes, in the time of the Japanese. (Ainul translates), after I divorced with my first husband, the Japanese already left. In that time, we received rice assistance; the rice came from the Japanese's warehouse. I could leave M-'s mother at home, because I stopped giving her breast milk. (Ainul translates)

Jane: Where was the warehouse? Lambeugak is it? (Ainul translates)

Ibu: There in S-, after the S- market, there's a village. They kept the rice there. (Ainul translates)

Jane: Does she remember the time that the Japanese was gone; does she remember that day or that time? (Ainul translates)

Ibu: Well, I didn't really pay attention about it. I knew it because my parents told me, they said "The Japanese are gone, they went back to their country, they were defeated, and the emperor in their country was defeated, so all the army went back to their country" (Ainul translates)

Jane: But she remembers that her father told her? (Ainul translates)

Ibu: Yes (Ainul translates)

Jane: So she was still a young girl then, was she married by that time (Ainul translates)

Ibu: Yes, I already married; M-'s mother was born in that time. (Ainul translates)

M-: She had two husbands. (Ainul translates)

Jane: I wonder where the second husband is.

M-: My mother's father has passed away.

Ibu: It was when they were a little.

Jane: How did he die? (Ainul translates)

Ibu: He was sick...we took care of him during his sickness for quite a long time...maybe 6 months. (Ainul translates)

Jane; So can she tell me, after the Japanese left, what was her life like, was she working or was she at home with the children? (Ainul translates)

Ibu: After the Japanese left, we still live in difficulty. I can say that, every rich person, had their rice taken by the Japanese, and because the Japanese had taken all of our stocks. They took everything. The villagers here for example, if they were able to buy rice for 1 or 2 kgs, in the family of seven, of course it wasn't sufficient, how could we cook it? So we picked papaya and banana, chopped it and mixed it with the rice. We shared the food with our children...it was very difficult.

Ainul: After that...

Ibu: After the Japanese left, the DI movement started, Cumbok War, a lot of movement happened, but I don't really remember my dear. In time after the Japanese left, our life was kind of difficult dear, we didn't have cloth [at all, or proper? Not sure], rice was not available, in case we wanted to borrow money from someone we couldn't, because everyone was just as poor as we were. The rice that we harvested in the rice field has

been taken by the Japanese. Many people lived more suffering than us, they were hungry. In that time, I was with my little children, with young M-'s mother; there were three of us in that time. (Ainul translates)

Jane: So...uhm, can she tell, maybe...did she have children? She has three children by then? And...(Ainul translates)

Ibu: When the Japanese left, I have one child, after that...I have more children. (Ainul translates)

M-: The physical defect one [M- said *cacat*, refer to disable, idiot, physical defect, handicapped...not sure which one that she mean] (Ainul translates). Then she has another daughter that has passed away. (Ainul translates)

Jane: So then, two children left. (Ainul translates)

Ibu: Yes.

M-: Actually, her husband's family is very rich, but when he died, they started to live in *jraa* [refer to poor, suffering...limited etc], they tried to ask for rice there from her mother in law, but they didn't give it.

Ibu: You know, their late grandfather. He came from another village, L1-. When we needed the rice, I asked M-'s mother to go there, she was growing up and could walk, but she was assisted by someone. She asked them for a little rice, but they refused to give it. She came back to the village with nothing. I was very *susah* [refer to hard, worry, tough] in that time. (Ainul translates)

Jane: So they were living in separate village in that time? (Ainul translates)

Ibu: Actually, his [husband] parent comes from this village too, but since he married again, they moved to L1-. (Ainul translates)

Jane: Right...So maybe can we just continue, so is she...was Ibu working in the field or how did she have the food then? (Ainul translates)

Ibu: Who? Me? Oh dear...I worked for people. For example, you owned a rice field, and then you called me to work in your field. Then the owner would pay me, shared with me a little rice or vegetable. (Ainul translates)

Ibu: I felt a bit happy when I was a traditional midwife. I felt happy, although tired at the same time, but I received money, rice...before that I was a poor woman. (Ainul translates)

Jane: So when did she start doing that? (Ainul translates)

Ibu: I don't know when the first time I started...I don't really know

Pak D-a: I think it must be before the DI movement, maybe around 1949 or 1948...(Ainul translates)

Jane: And does she...did she help a lot of women in this village? (Ainul translates)

Ibu: I don't know what she said...

Pak D-a: Usually her patients came from [mentioning 4 names of villages, but not familiar].

Jane: Can she tell me has she noticed changes in the weather and the rainfall or anything since she was a little girl until now? (Ainul translates)

Ibu: Well, many changes happened to me. In the past, I feel my life was a bit easier since I started helping with the birth. But now, I stopped doing that, because I can't see clearly now. Poor baby if I happened to make a mistake during the birth. My sights are hazy...I see shadows.

Ainul repeated the question about the weather

Ibu: I don't know about that

Pak D-a also explained the question

Ibu: I don't know what you've said. (Ainul translates)

Jane: Yeah. That's OK. Has she ever talked to a doctor about that? (Ainul translates)

Ibu: No

Jane: Cataract...Yeah. I know...something that the health service should know about. Hm...Maybe can she tell me what...uhm...tell me about what her life was like now? Who looks after her?(Ainul translates)

Ibu: I live alone. (Ainul translates)

Jane: Sendiri? Does she...

M-: She lives with her sick daughter (Ainul translates)

Jane: Is she taking care of her daughter? (Ainul translates)

Ibu: Absolutely. (Ainul translates) Well, she's very...I asked her to go here to have lunch, this is her sister's house, but she refused. (Ainul translates)

Jane: Can Ibu go and visit other people and leave her behind? (Ainul translates)

Ibu: She just sits there, she doesn't know, *i yup moh* [refer to *bale-bale* that usually built under an up-high house]

M-: She will just play with all the toys. You know the plastic ware...she plays with that. (Ainul translates)

Jane: Does she find, how did she...many people to interrupt...uhm...how does she, does she feel she lives a better life rather than when she was a little girl? (Ainul translates)

Ibu: I feel it is almost the same. In the past, I also lived under the poverty line, same like today. If I have rice, I feel happy, not talking about money, it's something else dear. In the present, rice is available.

M-: Even though we don't have fish...

Ibu: Yes, without fish. But I can say I am happy. My sick daughter fell into the well, at that time, I didn't know where she was, I was busy doing something else and in a second I'd lost her, until 10 PM, we found her. She was crying because I think she's afraid in the dark...so I follow the voice, and I looked at the well, I could see her plastic mug there. Otherwise, I wouldn't know...

M-: The well is quite deep.

Ainul: With the water in it?

M-: No, it's dry well. (Ainul translates)

Jane: How did they get her out? (Ainul translates)

Ibu: The villagers here helped...

M-: With the rope...

Jane: Bisa...Ibu harus...harus...can you say, can we let Ibu answer...(Ainul translates)

Ibu: This is a rattan basket; they tie the rope in 4 sides, people threw it to the well...so she could climb up by sitting in the basket. But she did it wrongly, she didn't manage to sit in the basket, she just took the rope and crawled herself in the rope, when people pulled out the basket, she fell out of it. So her younger brother, who has passed away, he went down to the well, without waiting for other people to take initiative, so he helped my daughter sit in the basket and people pulled out the rope. (Ainul translates)

Jane: Amazing story isn't it. How old was her daughter, was it when she was a little girl or...(Ainul translates) Little girl?

Ibu: How old was she?

Pak D-a: She's 53 years old now. (Ainul translates)

Jane: Yeah, but when she fell into the well I mean. (Ainul translates)

Ibu: I don't know, I don't understand.

Pak D-a: 53 minus 10, I think she was 43 years old in that time. (Ainul translates)

Jane: Wow, so she's very adult. So can we ask Ibu, what was her day...

M-: After that Ainul, that sick daughter has been raped by someone. (Ainul translates)

Jane: During conflict or...

Ibu: We don't know, well, she can barely speak for herself, so we don't know. (Ainul translates)

M-: It's a long ago. Now her illegitimate son is 35 years old. (Ainul translates)

Ainul: Boy or girl?

M-: Boy. (Ainul translates) So she is suffering more and more you know. (Ainul translates)

Jane: Gosh...I don't know, just how does she look after her daughter, and what does she need to do for her daughter? (Ainul translates)

Ibu: Well, I just watch her so she doesn't go far from the house. Usually she is sitting in the *panteu* [bale-bale], in fact, I never go very far too. I just go when there's something necessary, for instance, today...M-'s mother goes to Banda Aceh, so I come here and look after her. (Ainul translates)

Jane: Mengerti...Does she think that life is better for her children and her grandchildren? (Ainul translates)

Ibu: Of course life is better now. (Ainul translates)

Jane: And does she often think on her memory about the past life? (Ainul translates)

Ibu: I don't know what to say.

M-: Do you think about how hard your life was in the past?

Ibu: Well, if I may say, of course life was very difficult in the past rather than in the present. In the present, if people don't go out for work, they still have rice at home, but in the past, unless we went out to seek for livelihood we would be hungry. So we went to the river, looking for fish by ourselves, when her mother was little, you know, in that time I didn't know how to feed them. But now, even though I don't work anymore, at least someone will give me food, my children or my grandchildren (Ainul translates)

Jane: And does she meet with other older women in the desa to talk about things and what do they talk about? (Ainul translates)

M-: They have a quran reading lesson every Friday.

Ibu: I don't know what to say.

M-: Just say things about the religion.

Jane: So she doesn't often meet with them, sit around and talk?

Ibu: Well, we've talk only when we have meeting after Friday pray.

Jane: Can you just ask her anyway, what sort of things they talk about? (Ainul translates)

Ibu: We were talking about prayer, and then talking about the religious practice...(Ainul translates)

Ainul: Do you talk about the past?

Ibu: No, we don't. (Ainul translates)

Jane: Does she have any concerns for the future, for her children and grandchildren? (Ainul translates)

Ibu: Huh...I don't know what to say (Ainul translates)

Jane: It's OK. I wouldn't mind asking her, but I don't know if she remembers more about the experience running away to the river when she was little, between the Dutch and the Japanese, does she remember? Why was she running away to the river? (Ainul translates)

Ibu: I ran because I was afraid of the Dutch, I stayed there for a week, when I came back, the Dutch were gone. These Dutch had taken off. The villagers here were afraid when the Dutch released the shots, when they use their guns. Of course we would run and seek protection away from the shots. But they never hit us, not even once. (Ainul translates)

Jane: Gosh, not good. And so, the other things I want to ask her is about if she stopped being the midwife, then who...do other people do the job that she did?...(Ainul translates)

Ibu: Here? The midwife continues helping the birth.

M-: My mother sometimes helps.

Ainul: I see.

Ibu: I taught M-'s mother a little, during my time, we've been invited to study there to Indrapuri, study with other midwives too. (Ainul translates)

Jane: Uh...from the government? What does Ibu think about the way the midwife works? (Ainul translates)

Ibu: Well, of course it's not the same. She's an authorized midwife, while I am just a traditional village's midwife. She has complete equipment, but I'm in the village, I have nothing. When I was invited to Indrapuri, the midwife in Indrapuri said that the traditional midwife's strength depends on the hands while the authorized midwife's strength depends on the needle during helping the baby to be born and the mother. Now, people are not using traditional midwife skills anymore, since the authorized midwife has been appointed in the village. You see the white house on your way to this house? That is her house. (Ainul translates)

Jane: In Lambeugak? Was she been able to assist there...or?

Ibu: I come there, but not to help the birth, just when I'm feeling sick. But I don't come there to help the birth. (Ainul translates)

Bapak: Before, when the authorized midwife first arrived, she used to collaborate with the traditional midwife, but now, they are not cooperating anymore. They just work by themselves.

Jane: Wow, it's very interesting. Hm...anyway...What was I just going to say...so does this midwife visit or is she's here all the time? (Ainul translates)

Ibu: She stays here. If there's a woman who's about to give birth, the woman should go to the midwife's house and stay there if necessary. Recently, one of the midwife's patients requested me to massage her body after giving birth, you know, the Acehnese tradition, to uplift the belly. In that case, I am often being called to do the massage, you know, by the patient's mother.

M-: She's a very good massage lady.

Ibu: I've been called by the patient's mother, not by the midwife. You know, the patient's mother would say. "Please come tomorrow, to massage my daughter's belly after the birth". But I am never been called to the midwife house to help her. I've been doing the massage for this woman for four days, every morning. I would massage the body, the

legs...you know, when a woman gives birth, she would feel her body like getting a shock [from the electricity], that's why they need massage. (Ainul translates)

Jane: So it's not through the midwife?

Ainul: No, it's not through the midwife.

Jane: Wow, and does she think that, ehm...over the time of her practice, does she think that the baby is getting healthier and the mother is getting healthier, is it the same or not the same? (Ainul translates)

Ibu: Regarding the health of the baby, I think they are healthier now, I believe it's the good work of the midwife. However, lately, many babies have problems with their belly button. I observed the village's midwife, for example this is the baby's body, this is the baby's belly button, during my practice, I would cut the navel [placenta or abdomen] of the baby by measuring with my finger, and I would peel all the green part inside the navel [placenta, abdomen]. But the midwife as I observed, she would cut the navel [placenta or abdomen] this long (showing) and tend to not clean the green part [Ibu said: *ata warna ijo nyan*: literally mean: that green colored thing] throughout the navel [not sure the terms to be used, like: navel, belly button, green part...need further check]. So this baby when they growing up, there would occur some kind of stomach ache (Ainul translates)

Jane: That's interesting isn't it? So you mean, when they growing up, they feel sore? (Ainul translates)

Ibu: Some of them are suffering from stomach ache since they were very young, before the baby reached 20 days. If the navel that is left in the stomach is long, the stomach ache would occur. But if the navel left in the stomach is not too long, then when the baby start walking, that ache would occur. According to *Tabib Him* [Pak I-h], who has traditional medicine skill], many kids that suffer from stomach ache it is because that green part wasn't cleaned perfectly. (Ainul translates)

Jane: So, what can they do, what is the treatment? (Ainul translates)

Ibu: Some of them treated with traditional medicine of *Tabib Him*, because he provides medicine for that kind of illness for those who are referred to him. When I was helping with birth in my young age, I kept monitoring the baby even after birth, and I have my own medicine if something occurred after the birth. (Ainul translates)

Jane: Does she think when she and Pak I-h give traditional medicine; is there anyone else who did the same in this village? (Ainul translates)

Ibu: No...maybe there were in other villages, but not here. (Ainul translates)

Jane: So the younger people...

Ibu: During my practice in helping birth, I required a piece of cloth [Ibu said *ija cawat*: literally means loincloth or breech cloth...in Indonesian, *cawat* means underwear, but hearing this recording I am not so sure *cawat* in Acehnese and Indonesia have the same meaning], I would burn it until it become dust. But the cloth material produced now is different, they contains more rubber substance. So when I helped the birth, I would use that piece of cloth material to wipe the first blood that came out. I didn't use the new one, just the used one, the one that produces dust when it burnt. So when the baby born, of course many dirt and dirty blood from the mother's belly...in the village, we called it '*ek munajade*' [not familiar with the term, and never heard of them], so when this *ek munajade* was out, I might wash it sometimes...but I have to wash it in the river but I kept the piece of cloth material, why is that so? Because whenever the baby faces any sickness, especially stomach ache that is usually caused by the un-clean cut of the belly that is my medicine that I used my dear. I would burn the cloth until the dust formed, put it in the small dish, and added some oils. Uhm..what is the name of the oil? *Kemenyan* huh? You know the oil that people usually wipe in their hair? So I mixed the oil and the dust until it blended, and applied it in the stomach of the baby just for once, the baby would be cured. That's my job, but the midwife...as Tabib Him said, many of the kids are referred to him mainly because the abdomen is not clean after birth. So Tabib Him would give the medicine *ala* [the style of curing people that only belongs to Tabib Him] Tabib Him. The medicine is different from mine; Pak I-h uses herbs and other ingredients. (Ainul translates)

Jane: Sorry, what is a pant?

Ainul: Underwear.

Jane: So can you ask her, any young people in the desa want to learn about the technique? (Ainul translates)

Ibu: No, many of them felt scared [being afraid or not brave enough]. Some people couldn't stand to watch the process, they preferred to walk outside, but I met some people who had courage to be there and watched. M-'s mother is one of the brave. I've been in a situation whereas I have difficulties with the abdomen, I couldn't let go my hand from holding the abdomen, because at the same time I have to focus on something else, so I gave lead to M-'s mother, I directed her to tighten the abdomen [belly button or what?], so she learnt by doing. (Ainul translates)

Jane: Yeah, can you explain to Ibu that I'm very ignorant about...to...(Ainul translates) I know nothing.

Ibu: Ya...any children? Does she have a husband? (Ainul translates)

Ainul: I don't think so.

Ibu: If she doesn't have a husband, of course she doesn't have children (laughs)

Jane: What does she said? (Ainul translates) Yeah...terrible. (laughs)

M-: Maybe after she goes back to her country, she will get married.

Ainul: maybe, she's here until May.

M-: Hmm...three months left. (Ainul translates)

Jane: Yeah, I'll leave very soon.

Ibu: My sights kind of hazy my dear, do you have any medicines? I can't see anything. (Ainul translates)

Jane: I think, well...there is an operation that you can do, very very very quick, but it might cost money, so I will find out, I'm trying to find out about mental health services as well. But, yeah...I just think they should be free. And I'm...I think you probably, if we go to Banda Aceh, they will have it for free, but you have to go out...but say there's an operation and it's like half an hour and its very quick. (Ainul translates)

M-: We don't know anything about that; we never go to Banda Aceh, we are just villagers. We are afraid that if we feel sick and have to refer to Banda Aceh, they will refuse to treat us, it happened a lot. (Ainul translates)

Jane: But if you're poor, then it's free, but if you don't have to pay anything, why?

Ainul: Based on my experience there are several types of insurance, when the hospital sees that your insurance is the poor people's insurance, although it states that the insurance covers every treatment. Let say, the hospital will not earn any money from the patient since the government will handle the payment.

Jane: So they put you to the bottom of the queue... Yeah...

Ainul: Unless you have someone who accompanies the patient, someone who knew exactly the system in the hospital who will assist the patient from one room to other room.

Jane: But that's what the hospital as health services should do, they accompanying poor people and helping them. Anyway, I'll try to find out. (Ainul translates) Because in India and other country there is operation, like a hundred a day and they can see perfectly, the cataract operation.

Ibu: At this time, you are all sitting in front of me, but I can't see you clearly.

Jane: Yeah, that's cataract....katarak...mata

Ainul: In Banda Aceh, at the present, they held a free *bibir sumbing* operation [lip jagged, lip dented – cleft palate]

Jane: Well, cataract is very .... it's very simple now. People can do it very quickly and they are doing it to a lot of people. I will found out information about it. (Ainul translates)

Ibu: I don't know my dear, I don't even have money.

Jane: It's painless; it's almost completely painless, it's very easy; well I've seen many people in the last few days that need the operation. You can see the blue film in their eyes. (Ainul translates)

Jane: OK, I think that's all the questions. Terimakasih banyak Ibu. Can you say that I am very honored that she shared the story. (Ainul translates) Thank you...terimakasih

Pak D-a: One more person, isn't it?

Ainul: Pak S-h

Jane: Pak S-h jam dua atau...

Ainul: Pak S-h will be after *Dhuhur* prayer...

Jane: yeah, so we should go for lunch.

Ibu: So you go back there [to Banda Aceh]?

**End of interview.**

**Ibu H-I**  
**4-2-09**  
**L- village**

Jane: So, could you just ask her about what is the first memory that she had when she was a little girl? (Ainul translation)

Ibu: You mean how I look for money dear? I was looking for shrimp, sometimes I cooked salt, then looking for tree branches and cooked salt again. (Ainul translation)

Jane: When she was young, did she go to school? (Ainul translation)

Ibu: I did that when I was young, you know, looking for shrimp and cooking salt, gathering tree branches. When I am getting older, I couldn't do it anymore dear. I couldn't go anywhere for *raseuki* (refer to money, livelihood, work etc)

Ainul repeated Jane's question about school

Ibu: No my darling, I didn't go to school. (Ainul translation)

Jane: Can she tell me a little bit more about looking for the shrimp? (Ainul translation)

Ibu: I used my hands dear. (Ainul translation)

Jane: In the beach, on the sand?

Ibu: In the river, there. (Ainul translation)

Ibu: The beach is located quite far from here. (Ainul translation)

Ibu: I couldn't go there. So I looked for shrimp, I sat in the shallower point and rubbed the sand with my hand. I didn't go far to the depth because more shrimp were hiding in the (shallower?) part of the river. (Ainul translation)

Jane: And how much would she get? (Ainul translation)

Ibu: It depends dear; sometimes I got three ounces of shrimp, sometimes only two ounces. (Ainul translation)

Ibu: It's not much.

Jane: For the family or...(the voice not clear)

Ibu: Sometimes I sell it.....

Ibu's voices not clear, so Ainul ask her to repeat.

Ibu: I sell it for about 3000 rupiah per ounce. (Ainul translation)

Jane: In desa, or in Banda Aceh? (Ainul translation)

Ibu: No, I sell it here in the village; sometimes my neighbor will come and buy. (Ainul translation)

Ibu: If the shrimp that I caught wasn't much, I would cook it at home. (Ainul translation)

Jane: Was she born in Lamnga? (Ainul translation)

Ibu: I was born here. (Ainul translation)

Jane: And does she remember anything about the time of the Japanese? (Ainul translation)

Ibu: No, I don't remember that anymore. (Ainul translation)

Jane: And can she just tell me a little bit about how she grew up and did she get married and how many children. (Ainul translation)

Ibu: Well, I don't remember dear (laughing), I don't remember. (Ainul translation)

Ibu: You know dear, it all happened in the past. How could I remember? (Ainul translation)

Jane: Her husband passed away?

Ibu: He passed away long time ago, when my children were still very young. (Ainul translation)

Jane: Can she tell me a little bit more about what she did in the salt factory? (Ainul translation)

Ibu: *Crah tanoh* (refer to dig or to make a hole in the ground), *ta kuet* (refers to gather or to collect), *ta tireh* (refer to filtering process), and after that we will put it [the salt mixture] in the frying pan, setting the tree branches for the fire and then it ready to cook. When it's cooked, we will measure the salt grain to be selling.(Ainul Translation)

Jane: Interesting

Jane: And how long ago did she stop doing that? (Ainul Translation)

Ibu: It's been a long ago, long time, you know, my child has grown up, my husband has passed away, I lost the salt making place [or salt factory] I couldn't continue working. I stopped making salt. Then I started to look for shrimp. (Ainul Translation)

Jane: Just ask if salt making is a hard work. (Ainul Translation)

Ibu: It is very hard; I have to carry a big bucket of water, put it in the frying pan, and cook it until it becomes the salt grain. It needs a lot of strength.

Jane: Does the water come from the ocean? (Ainul Translation)

Ibu: The river's water, you know, that river (pointed somewhere). I took the water and put some soil for mixing, then the salty water has to be removed to the frying pan, after that I cook the water in the frying pan until its boiled, you know like bubbles when you boil sugar, after that it cooked. By using spoon, I take the white salt grain that remained in the bottom of the frying pan. (Ainul Translation)

Jane: So she works with her salt and gathers with... (Chicken voice very loud, couldn't hear the voice clearly) (Ainul Translation)

Ibu: My children were little in that time. (Ainul Translation)

Jane: And now, does she live with her children? (Ainul Translation)

Ibu: I live here with my children. One of my children already married, so I live here with my other children, two children. (Ainul Translation)

Jane: So how do they get food, and money and everything? (Ainul Translation)

Ibu: My children are looking for money, working for everything. I couldn't work anymore; I couldn't go to the field, because I am not strong enough. That's it; sometimes we have shrimp when I could go to the river. (Ainul Translation)

Jane: Can you ask Ibu, I saw on the way before, women carrying a big bag...what's in it? (Ainul Translation)

Ibu: Sometimes I also looked for oyster, but not so often. I looked for shrimp most of the times, but sometimes I also looked for oyster, not always. (Ainul Translation)

Jane: hmm..I saw big bag...(Ainul Translation)

Ibu: Yes, That lady must look for oyster everyday. But me, I went out for oyster sometimes, but I rarely do. Because I couldn't go far into the river, it's too deep. (Ainul Translation)

Jane: ...(the voice not clear)...so did they have oyster and shrimp

Ainul translated into: “were you already looking for oyster and shrimp since you were young?”

Ibu: Sometimes, because I made salt at that time. When I quitted salt making, I started to look for shrimp or oyster. (Ainul Translation)

Jane: Could you ask her whether the salt mining stopped because of tsunami? (Ainul Translation)

Ibu: Before tsunami, it was long before tsunami happened. I quitted salt making when my husband passed away, I was getting weak. (Ainul Translation)

Jane: Can she tell a little bit about how she escaped from tsunami? (Ainul Translation)

Ibu: I climbed the mountain my dear.

Ainul: So you ran?

Ibu: I ran to the mountain. (Ainul Translation)

Jane: And then what did her do? Did she have her children with her or someone with her? (Ainul Translation)

Ibu: We ran together, along with other people, everyone is running so we were following them. (Ainul Translation)

Jane: What happened after that? (Ainul Translation)

Ibu: Ehmm...we stayed in the mountain for several days until we were relocated to the school. Sometimes we came back to the house to look after the house. (Ainul Translation)

Jane: And then she has this house built? (Ainul Translation)

Ibu: I don't know when this house was built. I don't remember that anymore dear. I didn't pay attention, I don't know, because my heart wasn't there so I don't know. (Ainul Translation)

Jane: And how is her health? (Ainul Translation)

Ibu: I am healthy, sometimes sick but then healthy again. Before, I was sick, I couldn't walk, but now, I feel better, I can sit and walk a little. (Ainul Translation)

Jane: Is that from having medicine or she ...? (Ainul Translation)

Ibu: Yes, I took medicine, that's why I am feeling better. (Ainul Translation)

Jane: And she goes to the mosque? (Ainul Translation)

Ibu: I do, sometimes. (Ainul Translation)

Jane: And does she meet often with others for chatting? (Ainul Translation)

Ibu: With whom dear?

(Ainul repeated the question)

Ibu: Well, I spend most of my time at home; I don't go anywhere so I don't meet anyone. That Ibu (pointed to Ibu Maryam), she's different, and she is able to meet a lot of people because she can go anywhere. (Ainul Translation)

Jane: Does she talk or chat with her children? (Ainul Translation)

Ibu: Huh?

(Ainul repeated the question)

Ibu: Yes, I talk to my children; sit around with them, do the domestic work together. (Ainul Translation)

Jane: So when she was very weak, how was she being cared for, before she could walk again? (Ainul Translation)

Ibu: My children took care of me, you know, when their parent was weak, they were taking care of me; my two children. (Ainul Translation)

Jane: When she was young, does she remember the rainfall, the weather, does she think it has changed? (Ainul Translation)

Ibu: Speaking of the rain, there was rain in the past, also in the present. But maybe, during the east season, usually the rain will fall heavily. But this year, the rain was falling, but it was not as heavy as in the past. (Ainul Translation)

Jane: I just check my question

Ainul: Are your children all girls?

Ibu: Yes, I have two daughters. (Ainul Translation)

Jane: Another daughter is married? (Ainul Translation)

Ibu: No, dear. (Ainul Translation)

Jane: Maybe just ask her whether she thinks about the past a lot? (Ainul Translation)

Ibu: *Seumikee* (refers to thinking and wondering all the memories – is this like reminiscing or maybe asking questions about the past?), you know, sometimes while I was sitting, huh. (Ainul Translation)

Ibu: About how hard life is, huh. (Ainul Translation)

Jane: Is there anything in the past that she really remembers strongly? (Ainul Translation)

Ibu: ...(speaking something...but couldn't hear the voice or maybe praying, not sure)

Ainul: We're thanking you very much Ibu, you opened your house for us.

Ibu: Come again, my dear. (Ainul Translation)

Ibu: I feel weak my dear, always weak.

(Speaking something but the voice is not clear)

Ainul: Is this new house is the exact location of your previous house before tsunami?

Ibu: Yes dear, but my house was destroyed by tsunami, leaving empty land. (Ainul Translation)

Jane: Are the neighbors still the same? (Ainul Translation)

Ibu: Yes, these are the same neighbors, most of them. (Ainul Translation)

Jane: Terimakasih...

Ibu: Praying something...for the prosperity, long live, healthy, and safety...etc.

Jane: We're hoping the same. (Ainul Translation)

Ibu: Well, this time I feel better, not so weak anymore. Sometime I walk around meet the neighbors, because I'm getting stronger. (Ainul Translation)

**Ibu H-s**

**5-2-09**

**Ln- village**

Jane: Ehm...Can we ask her what is the earliest she remembers from when she young? (Ainul translation)

Ibu: How could I remember? I am old. I don't remember about the past anymore. I just knew that at that time I was picking up the tree branch. That's all, what else. I remember tsunami; I was walking around. I don't remember anything else dear, well, I am old person. (Ainul translation)

Jane: Can you just ask her when she was walking in the village, how does she know that it was tsunami? (Ainul translation)

Ibu: I was at home, then I got up and walk there (pointed somewhere to the mountain), the huge water came after us. When the huge water came in, I got up and ran there my dear. I stayed there for two nights. When we ate, our rice was mixed with sea sand. Then I sat there and stayed there. After that, we moved to Lp- (name of the neighbor village) there we stayed for a while. (Ainul translation)

Jane: And then how did she come back to this house? (Ainul translation)

Ibu: (the voice was not clear) then we came back here while my children stayed there (Lampeneurut), after that, my relatives also followed me to the village. (Ainul translation)

Jane: Why did they separate? (Ainul translation)

Ibu: We didn't go back to the village together because my children were still waiting for '*jatah udep*' (bahasa: *jatah hidup*: living rights? Or compensation?). I came back to this place first, so one of my children stayed there. (Ainul translation)

Jane: So where did she live when she came back to the village? (Ainul translation)

Ibu: I stayed here, I made a small *jamboo* (small house built up high), then I stayed here in a very small *jamboo*.

Jane:...

Ainul: Was it built here in this location?

Ibu: Yes, here. (Ainul translation)

Jane: And was she by herself? (Ainul translation)

Ibu: No, I was assisted by my children. I can not build a house by myself. (Ainul translation)

Jane: And then, how long does she live there before this house? (Ainul translation)

Ibu: I spent two times of fasting months there [refers to 2 years] (Ainul translation)

Jane: And does she remember, before that, was she working before tsunami? (Ainul translation)

Ibu: I worked before tsunami dear, went to the mountain collecting tree branches. (Ainul translation)

Jane: In the mountain...(Ainul translation)

Ibu: That mountain (pointed somewhere) (Ainul translation)

Jane: Did she ever work with the salt factory? (Ainul translation)

Ibu: I've made salt too, but now I didn't make it anymore. (Ainul translation)

Jane: Can she describe how to make it? (Ainul translation)

Ibu: (explain the technique at first, but it didn't really clear, some words are not familiar) By the end she said: It's like the making of iron (metal?) in the workshop today. (Ainul translation)

Jane: can she describe what kind of equipment she used? Just want to hear from her. (Ainul translation)

Ibu: We use the timber and carved it until the top of it sharp enough, and then we dragged the water with the timber into a hole. Then we pulled out the water from the hole. (Ainul translation)

Jane: Is it hard work? (Ainul translation)

Ibu: It is a hard work dear, it's really hard. We had to carry a bucket of water on our back and pour it into the hole. We also have to dissolve the water and the sand, several times pouring the water to the hole, and cook the water. (Ainul translation)

Jane: Does she do that by herself? (Ainul translation)

Ibu: Alone dear, every person makes their own salt; each of us works with one mixture. (Ainul translation)

Jane: And when did she stop doing that? (Ainul translation)

Ibu: It was long ago, before tsunami happened and when tsunami came we just quit making it. (Ainul translation)

Jane: And then she was gathering tree branches? Does she work in the field with crops? (Ainul translation)

Ibu: I used to go to the rice field, but I don't go there anymore. (Ainul translation)

Ibu: I am gathering tree branches also for cooking the salt water. (Ainul translation)

Ibu: We cook the salt in a big pan and the tree branches to set a fire (Ainul translation)

Ibu: It is very hot, and then when the water is dried dear, the salt grain is white and left in the bottom of the pan. We use the river's water. You know the river's water. (Ainul translation)

Jane: And what did they do with the salt after they made it? (Ainul translation)

Sounds of door close

Ibu: After the grain left in the bottom, we made a bag from leaves, and then we put the salt grain in the bag, and wait until the water is completely removed by hanging the bag. (Ainul translation)

Jane: So what does the bag look like, what sort of tree do they use for the bag? (Ainul translation)

Ibu: *Tetuk pineung* (part of betel nut tree where the betel nut fruit were kept) (Ainul translation)

Jane: what, was it the big big leaves?

Ibu: *Tetuk* (refer to young betel nut leaves)

Jane: And then what is the shape of the bag? (Ainul translation)

Ibu: We tied up each side until they meet each other, and we put the salt inside it. (Ainul translation)

Ibu: When you see the white grain coming up, you take it and remove it to the bag then you wait until the salt grain is dry. (Ainul translation)

Jane: And then what did they do, did they sell it to the market, or how do they package it? (Ainul translation)

Ibu: After that, my dear, I store it in a big bucket. If someone wants to buy it, then I will sell it. Sometimes I sell it to the market too. (Ainul translation)

Ainul: Did you use plastic to package it? (Ainul translation)

Ibu: Yes, depends on how much people buy, if they ask this much (showing with her hand) then I will measure this much... We will put it in a plastic bag. (Ainul translation)

Jane: Where is the market? (Ainul translation)

Ibu: Pasar Aceh [name of the market in Banda Aceh], some of the salt was left in the village for the neighbors who want to buy it at home. (Ainul translation)

Jane: And does she ever go to the market? (Ainul translation)

Ibu: I went to the market by myself, walking, there were no vehicles yet in the past. (Ainul translation)

Jane: How many hours does it take? (Ainul translation)

Ibu: Ehm... within two hours I will reach there. (Ainul translation)

Ainul: Quite fast...

Ibu: Not bad (laughing), but then there was no vehicle in that time dear, not like today. In the market, after selling the salt, I will buy some ingredients for the house. (Ainul translation)

Jane: So, does she remember when she got married, and how many children? (Ainul translation)

Ibu: I got married...ehm...I don't remember anymore dear. I am 70 years old now. (Ainul translation)

Jane: How many children does she have? (Ainul translation)

Ibu: My children...ehm...Until now, I have two children, one girl and one boy. (Ainul translation)

Jane: And do they live here with her? (Ainul translation)

Ibu: I live here with my daughter. Well, my son is married, so he stays with his wife. (Ainul translation)

Jane: So maybe can we ask her does she remember the time of the Japanese at all, when they were here, and what it was like? (Ainul translation)

Ibu: I remember a little, just a small piece. (Ainul translation)

Ibu: You know I am old dear, I forget a lot. (Ainul translation)

Jane: Does she remember whether she get married after that time? (Ainul translation)

Ibu: I was not married yet. (Ainul translation)

Jane: And does she remember about any time when it was conflict with the GAM? (Ainul translation)

Ibu: I remember dear.

Ainul: How was it?

Ibu: Hai...I didn't go outside so much, so I didn't really know what was going on. But the villagers cannot go anywhere dear; we stayed in the village, sat at home. And then they will come to the house, and ask a few questions about someone. They will ask this and that. If they ask about someone, I will say I don't know who that is. (Ainul translation)

Jane: And does she sometimes meet with other elder women? (Ainul translation)

Ibu: the GAM?

Ainul: No, with other women?

Ibu: I do dear. I meet with other women. (Ainul translation)

Jane: And what do they talk about? (Ainul translation)

Ibu: Talking this and that, *meunan-meunan* (small talk)...(laughing) (Ainul translation)

Jane: Since she was young, has she noticed the changes in the river? (Ainul translation)

Ibu: It is dear. I went to the river and to the beach. (Ainul translation)

Jane: And does she feel it is different now? (Ainul translation)

Ibu: Hai...in the past my dear, what the difference, I don't know? The river remains the river, the tree is something else?). I went to the river to look for fish or shrimp, and today we still do the same dear, we look for the fish in the river, or sometimes we find crab. (Ainul translation)

Jane: So does she still go to the river to find fish? (Ainul translation)

Ibu: I am still going there. (Ainul translation)

Jane: Is it still good? For the shrimp? (Ainul translation)

Ibu: Yes, it is. (Ainul translation)

Jane: How does she catch them? (Ainul translation)

Ibu: I rub the sand with my hand, when I feel the shrimp there, then I take it. But when I feel it is crab, and then I will cut the claws so it won't bite my hand. (Ainul translation)

Ibu: In the water, but I rub my hand under, to the ground, this height (showing with her hand), then I sat in the water, and moved around. (Ainul translation)

Jane: How big was the crab? (Ainul translation)

Ibu: they come in different sizes, big one, and small one. (Showing the size of the crab with her hand) (Ainul translation)

Jane: Does she think about the past or dream about it? (Ainul translation)

Ibu: No, my dear. (Ainul translation)

Ibu: I remember sometimes, but I just live my life. (Ainul translation)

Jane: Does she think that her life now is better than before? (Ainul translation)

Ibu: My life, in the past is the same like in the present dear. You know, in the past, I look for money in the way that I've told you before. And the same thing happens in the present. (Ainul translation)

Jane: And does her family have enough now? (Ainul translation)

Ibu: (No voice was heard but maybe Ibu nodded, since Ainul translation said so)

Jane: And does she think her future will be better, for the next generation? (Ainul translation)

Ibu: I cannot say it dear, because it is not happening yet, so I don't know. How do I know the future? (Ainul translation)

Jane: Does she also work in the field with the crops? (Ainul translation)

Ibu: No dear. (Ainul translation)

Jane: Because she's working with the salt? (Ainul translation)

Ibu: I went to the mountain and made salt. (Ainul translation)

Jane: How does she feel, after all that hard work? (The voice not too clear, but the question is regarding Ibu's healthiness?)

Ibu: I am sick dear, my body is in pain. (Ainul translation)

Jane: Tell me...(Ainul translation)

Ibu: Well, I feel pain in my knees dear, and my arms...(Ainul translation)

Ibu: I have to use a stick to go to the mountain. You know, picking up the tree branches. Well, dear, if I didn't go there, then I will have no money for food. (Ainul translation)

Ibu: And also because I carried heavy water during the salt making. (Ainul translation)

Ibu: My knees must hurt because I walk a lot, well, older people always feel pain in their knees right? (Ainul translation)

Jane: Does she see the doctor? (Ainul translation)

Ibu: I don't go to the doctor in the town, only the doctor that visits our village. (Ainul translation)

Jane: Ask her about her sight, how about her sight? (Ainul translation)

Ibu: My sight is not really clear dear, if there's a light then I'd be able to see clearly, but not in the dark. (Ainul translation)

Jane: And can you ask her, when she lived in the up-high house, is it more comfortable than this floor? (Ainul translation)

Ibu: For old people like me, living in the up-high house is much comfortable. (Ainul translation)

Jane: Say I think this is really hard (Ainul translation)

Ibu: For older people dear, it is so much better to live in the up-high house. We can easily wipe the floor and flow the water there. Not like this type of house, it is hard to clean. (Ainul translation)

Jane: So when this house was built, was she asked or was her family asked about their needs? (Ainul translation)

Ibu: This house was built after tsunami, and other people built this house. (Ainul translation)

End of the interview.

## **Ibu H-s Part 2**

**5-2-09**

### **Ln- village**

Ainul voice: I ask about who's looking for the money for this family, and she said that her son was looking for the money for the family. There was no more assistance from the aid agency that provided. So they depend on her son.

Ibu: Sometimes I make the handicraft from rattan and sell it to people [the voice is too small, and distracted by baby crying] (Ainul translation)

Jane: Is it growing in here? (Ainul translation)

Ibu: Yes, near here. (Ainul translation)

Ainul: What do you make?

Ibu: If you look outside, I made that basket. (Ainul translation)

Jane: Did she make it? (Ainul translation)

Ibu: I made it myself (Ainul translation)

Ainul: Do you sell it? How much for each?

Ibu: Hai...around ten thousand.

Jane: It is good; see if I can buy one.

Ibu: Well, you can buy it. The price for the villagers is twenty thousands each. Ten thousand is the price for the distributor. (Ainul translation)

Ibu: I sell it to you for twenty thousand.

Ibu: The big one?

Jane: Can we have a look? (Ainul translation)

End of the chat.

**Ibu M-m**  
**4-2-09**  
**L- village**

Ainul voice: She said that when she was young, she did many jobs actually. Salt mining, collecting tree branches in the forest, helping her parents too. But now, since she's getting older, she's quitting almost every job that she'd done before because she doesn't feel strong enough, she prefers to stay at home.

Ibu: You know, when you're old, you will take a break. So I just sit at home, hoping that my children will support my livelihood. This kiosk (there's a small kiosk in front of the house) belongs to one of my children, I just standby waiting for the customer, since she's out for grocery shopping. (Ainul translation)

Jane: So can you say, was she born in L-? (Ainul translation)

Ibu: I was born here in L-, my great grandfather also were born here. (Ainul translation)

Jane: And then uhmm when she was little does she remember the time of the Japanese coming? (Ainul translation)

Ibu: I remember; I was a teenager in that time. My younger sister also has grown up. You know, we were already aware of everything. We realized the hard life during the Japanese, rice was really hard to get, food were rare, we cooked a very little amount of rice for the whole family my dear, sometimes we ate *janeng* (refer to poisonous food). Our parents shared the food with us; often they didn't eat the rice. (Ainul translation)

Jane: Did she...was she able to go to school at that time? (Ainul translation)

Ibu: I did. I went to school when I'm *rayeuk* (refer to grow up, getting older, but not sure the exact age), it was after the Japanese left. (Ainul translation)

Jane: Can she tell me how many years at that school? What happened to her after that? (Ainul translation)

Ibu: Hm...the story...you know, there was storytelling, questions were asked. I was grown up when I enter school; I already got married (laughing).

Ainul: After married?

Ibu: (laughing) my brother, you know, my younger brother, they were enrolled at school when they were little. Previously they were not; I entered school when I already married. (Ainul translation)

Jane: And then did she have children after that? How many children? (Ainul translation)

Ibu: Ehmm...yes...my children...uhm...there are 9 children, 4 of them were passed away, in the present there are 5 left. (Ainul translation)

Jane: Can you ask her, when the Japanese were here, did she have to work? (Ainul translation)

Ibu: I was working, helping my mother in the field, planting crop. You know, I was a little in that time. (Ainul translation)

Jane: Maybe just ask her, what crops they were growing? (Ainul translation)

Ibu: We planted onion, chili...(Ainul translation)

Ibu: After that, my parents passed away, and then the field was inherited by all of the children. We divided the land into several small pieces of land. (Ainul translation)

Jane: How many brothers and sisters does she have? (Ainul translation)

Ibu: I am the oldest; everyone is my *adek* (refer to younger brother and younger sister) (Ainul translation)

Ibu: H-f's father is my younger brother. (Ainul translation)

Jane: Ahh...OK

Ibu: I am the oldest; you know, followed by two boys, three girls, and again two boys. How many is that? (Ainul translation)

Ibu: Now, we are five siblings, two of my siblings were disappearing by tsunami. Tsunami took them away. Other two siblings passed away long time ago. So now, I only have 4 siblings, three girls and one boy. (Ainul translation)

Jane: They live in the village? (Ainul translation)

Ibu: I meet them often, they live here. (Ainul translation)

Ibu: H-f's father sometimes came from Sabang and visited us here. (Ainul translation)

Jane: So, does she remember...can she remember anything that happened when she was...uhm...after she was married and had the children. Did she go back to work or was she at home all the time with the children? (Ainul translation)

Ibu: I was working after having children; I still work and look after the livelihood my dear. My husband was an army [veteran], but he didn't get anything, he didn't receive his salary my dear until he was dead. We've tried to propose his rights here and there, but it didn't go well, his service was not acknowledged. You know, he's in the army in the time

of Japanese, so it's not quite the same. During the Dutch and the Japanese huh, he served the country as an army officer?. (Ainul translation)

Jane: How old was she when her husband passed away? (Ainul translation)

Ibu: It's a while ago my dear, a year before tsunami happened.

Ainul: After tsunami or before tsunami?

Ibu: Before tsunami, a year before tsunami. (Ainul translation)

Ibu: in 2003.

Ibu: We went here and there, to every office in Banda, I accompanied my husband to process his acknowledgement so he'll get paid. We deserved that payment. There were papers and so many of them, but we didn't succeed. (Ainul translation)

Jane: He did. Yeah...

Ibu: You know, we tried to process his rights to help us build the family to have a little money for *beulanja* (refer to shopping: but in this term shopping for food and kitchen supply). He was a commandant during the Japanese. (Ainul translation)

Ibu: He was caught because his wife's name and his father's name is similar, is it possible? (Ainul translation)

Jane: So what was the problem? (Ainul translation)

Ibu: Huh?

Ainul: Why they caught your husband?

Ibu: No, they didn't catch my husband, they said that we have made a mistake in the documents for processing his salary so they couldn't process it, they said this document show the same name of his wife and his father...his father's name... his name was the same with other person who was also processing the document. (Ainul translation)

Jane: Gosh...

Jane: So her husband, did he died from sickness, or how did he die? (Ainul translation)

Ibu: He was sick; he stayed in bed for years. (Ainul translation)

Ibu: I took him to the hospital twice for stomach surgery. When we arrived in the hospital; they were asking what Bapak's occupation is? I said 'military', then they suggested to me to process another documents in the office of military. So I took Bapak

to the office to process that kind of document because I thought they were right. They didn't believe me you know, because we don't have any paper that was able to prove that, we don't have letter from the office... "How come it's become like this, what's with my destiny", said my husband? (Ainul translation)

Ibu: We were old and very sad in that time, we gave up, and we don't want that acknowledgement anymore. Now, I am thankful that I have my children that I can depend on. (Ainul translation)

Jane: Does she think her children's life will be better? Does she feel optimistic? (Ainul translation)

Ibu: Yes...

Ainul repeated the question

Ibu: Yes...

Ibu: Since I am sick, I didn't go anywhere anymore. I've been sick for 6 months, every single day I am sick. Today is the first time I can get up from bed.

Ainul: What kind of sickness?

Ibu: I feel my body weak, you know I couldn't go anywhere, to visit the neighbor, or meet anyone...(Ainul translation)

Ibu: Different kind of sickness, sometimes my stomach hurt, then I took medicine for stomach ache, but then my chest hurt, then my knees feeling weak. I thought I couldn't go for medication anymore my dear. I couldn't afford the doctor so I went to traditional medicine. (Ainul translation)

Jane: So if she wants to see the doctor, where did she go? Any puskesmas? (Ainul translation)

Ibu: I went to the doctor in Lambaro, but sometimes I went to see the doctor in N-. Well, I don't have money to go to Lo- my dear, you know, one visit to the doctor required me to spend 50 thousand rupiah. My children also don't have money. I had my heart beat so fast recently, so I went to see the doctor in N-, and now I feel that my heart beat normal again. (Ainul translation)

Jane: Is that cured because she's taking medicine? (Ainul translation)

Ibu: Yes, I have the medicine prescribed in the puskesmas. If I don't have enough money, I will go there (puskesmas), but if I have money, I will go to the doctor. (Ainul translation)

Jane: So how long ago did she stop working in the field? (Ainul translation)

Ibu: It's been long time ago. I even didn't attend the meeting [forum lansia?] that they had in the village, because I couldn't walk there. (Ainul translation)

Jane: Labi-labi?

Jane: Can we ask her, how she came to survive the tsunami? How she got away? If she doesn't want to talk about it, its okay...(Ainul translation)

Ibu: Of course I remember how come I didn't. We were run chased by the water. I ran to the house, but the water came and swept away the house. There is an up-high house in the village, nearby village chief's house, I ran there, but the house were full with people, people were hanging everywhere, in the window shade, in the stair of the house, and I forced my self to get in. (Ainul translation)

Jane: And then what happened after that? Where did she go after that? (Ainul translation)

Ibu: When the water getting low around three o'clock, we were moved to the mountain in N- with the entire villagers. Cloth was only what I am wearing; we don't have other cloth to change. I don't know how to describe it. You know, I was making cakes when tsunami happened. There's an order from the villager to make cakes for a celebration. Those cakes survived; I put the cake in the plate rack in the kitchen. That is the only thing that's left nothing else. So several days later, when we came back to the house, my children were making fun of it, they said 'look, the cakes still hanging there in the kitchen' (laughing), but nobody wanted to take the cake. (Ainul translation)

Jane: Wow...not even an animal? (Ainul translation)

Ibu: No, the animal didn't eat it. My husband's documents are all over, sticking in the wall but they're damaged. Nothing left my dear, not even a piece of *sarong* (Ainul translation)

Jane: So when she went up in the mountain, what happened then after that? (Ainul translation)

Ibu: There, the earthquake still happening all night long. So we were sitting under the tree. We stayed there for two days and two nights. Then we were asked to move to B-, how we could go there, there were no access [road] or vehicle, so we refused to go. Then came this person, he said that we should moved to SMIK [Sekolah Menengah Ilmu Kejuruan or Senior High School for Vocational Science] school), the school you know. So we walked by foot to reach the place. We stayed in SMIK for 4 months, and then the barracks were built. We relocated to the barrack and stayed there for one year. And then they started to build this house my dear. If only they didn't build this house, it is impossible for me to re-build it my self. I am really thankful. (Ainul translation)

Jane: Does she stay in this house with her family? (Ainul translation)

Ibu: With my children. (Ainul translation)

Ibu: I have three children; one of them lives nearby here. (Ainul translation)

Ibu: The former house is not exactly here but in the other way. But we're then agreed to be relocated here. (Ainul translation)

Jane: Maybe because it is higher, is it? (Ainul translation)

Ibu: No, it's actually the same.

Ibu: This house was built under my name. The other house was bought by my children, belongs to one of my children. (Ainul translation)

Jane: Can you ask her whether she often thinks about things from the past? What she was thinking about? (Ainul translation)

Ibu: Of course I'm thinking about it my dear, about what I've done in the past, I think about everything. Now, I am old, I can't eat anything. Everything that I eat will cause my stomach to hurt, so I have to take care of my food. (Ainul translation)

Jane: Can you ask her, what is the strong memory about the past? (Ainul translation)

Ibu: I think about what I've done in the past, a lot of hard work and how sad it was, taking care of my children. (Ainul translation)

Jane: How long ago did she start the *warung*? (Ainul translation)

Ibu: After tsunami, after we returned from the barrack. (Ainul translation)

Ibu: So when we returned from the barrack, we built that little *warung*, for our income. We sell vegetable; we sell coffee...so we can also afford to buy something for our food. So when my daughter went to the market, I stand by, watching over the *warung*, Sometimes, I fell asleep in the *warung*. If I feel tired, then I get in to the house and lie down. (laughing) (Ainul translation).

Ibu: One of my children went to the mountain for other recourse, planting chili and onion, but the harvest is very little, and many disturbances from outside. So my son needs to be there to observe. (Ainul translation)

Jane: Does she ever go to the field? (Ainul translation)

Ibu: No, I couldn't walk there my dear. I just stay at home and do the cooking. (Ainul translation)

Jane: Is she worrying about her warung, she's looking out the door. I'm just wondering. I don't know, maybe it should be okay. Maybe we can ask her to continue?

Ainul: Maybe because there a foreign sounds out there.

Then Ainul talk to Ibu whether she feels worried about leaving the warung for the interview.

Ibu: No, actually I need to excuse myself; I want to serve you water.

Ainul: Oh no...we're fine. Don't bother about the water. (Ainul translation)

Jane: OK (laughing)

Ibu: ...or taking aqua for you.

Ainul: You shouldn't have to.

Ibu: How come I shouldn't have to? You're the guest.

Ainul: Well, Ok, we're really sorry. (Ainul translation)

Jane: So maybe we can continue to talk after she comes back with the water.

Ainul: I feel shy...

Ibu: Don't be shy, it's only aqua, I don't have other.

Ainul: As long as we aren't bothering you, I don't want you to get sick because of our visit.

Ibu: No, not at all. My daughter already told me; whenever you are arriving here, I have to serve you with aqua. (laughing)

Ibu: My daughter already waiting for your coming ever since, but she's already gone to the market.

**Ibu M-m Part 2**  
**4-2-09**  
**L- village**

Ibu: I couldn't eat that cassava now; my body couldn't cope with cassava anymore.(Ainul translation)

Ainul: Ibu has a problem with her stomach. So she eats plain rice, plain water, ... (couldn't hear the voice clearly as Ibu also speaking with Ibu H-f)...Ibu also couldn't enjoy any delicious meal served.

Jane: can you ask her who makes the cake? (Ainul translation)

Ibu: I made it. (Ainul translation)

Jane: sendiri?

Ibu: With my daughter. But that cake (pointed), the cake with filling, somebody else made it, not me. (Ainul translation)

Jane: Enak

Ibu: Delicious, have some more. (Ainul translation)

Jane: Tidak bisa, sudah cukup, sudah kenyang...(laughing)

Ibu H-f, her husband and Ibu M-m discussing something about cooking a special meal for Jane. That Jane should come to their house next Sunday.

Jane: hmm...I'd love to.

Jane and Ainul discussed about the possibility to come back to the village.

### **Ibu M-m Part 3**

**4-2-09**

#### **L- village**

Jane: We forgot to ask Ibu whether they make salt anymore, why, does she know why? (Ainul translation)

Ibu: We couldn't make salt anymore because most of our *tambak* (refer to pond, embankment, dike) were destroyed by tsunami. Well, if we build another *ateung* (refer to separator between two *tambak*) maybe we'll be able to start making salt again. We don't have *creueh*.

Ainul: What is *creueh*?

Ibu: It's designed like our hand with finger. (laughing) [rake]

Notes: Not sure what kind of tool that Ibu means with *creueh*

Ibu: We already have several well, this big (showing with her hand), so we took that soil, we dragged the soil with *ceunerut* (pitchfork) then we put the leaves as the base like this

(showing), then we put the soil. Before we already have made a hole in the ground, so we make the water flow through the hole, the salt water. That water will be cooked and will become salt grain. (Not sure about the translation, as the process is confusing, and Ibu also didn't explain the process in order)

Ibu H-f: It's a very tiring process, during the cooking, it required a lot of tree branches to set the fire, looking after the fire frequently, and it is very hot. (Ainul translation)

Ibu: We carried the water in our back to the *jambo* (refer to small house, in this case salt making house). And then we took the water from the hole...

Ibu H-f: It's already late, suppose we take you to the salt making place so you may see. There's one salt mining place that exist in this village, a lady run the place, she's very eager with the business. Come again sometimes, we'll take you there. (Ainul translation)

Jane: Wow, did she learn from the older people? (Ainul translation)

Ibu: She must learn from her parents, from her mother maybe. (Ainul translation)

Ibu: She built the *jamboo* by herself, makes her own salt, everything is done by herself, and very smart I think.

Ibu H-f: Well, she's not very young actually, she's 50 years old. But she hasn't got married. (Ainul translation)

Jane: Still young...(Ainul translation)

(Laughing)

Ibu H-f: Well, 54 years old like you (Jane) still going to school, but 50 year old woman here in this village is working. (Ainul translation)

Jane: So they can make it work? (Ainul translation)

Ibu: Yes, it's possible. In the past, we were very tired carrying the wood [timber] for the fire and building the place. There were no vehicles that can transport the branches, so we went to the mountain and carried the branches on our back to the village. (Ainul translation)

Jane: Not so much timber around here.

Jane: So that would be good to see L- salt on the market again. (Ainul translation)

Ibu: Yes, we have a very good salt, we can dry *boh limeng* (refers to an acehnese fruit called belimbing sayur, which normally used for cooking) using the salt and it's not putrid (note: acehnese used to dry the Belimbing with salt as natural preservatives), we

can use the salt for frying fish and it's not making the fish taste bitter. But other salt from other village usually taste bitter, if we use it to dry *boh limeng*, the fruit goes putrid. Because they just dried the salt under the sun, they didn't cook the salt like we did. (Ainul translation)

Jane: Can you ask her, another critical question. When it comes to salt, is it like a big block or it's already all in a little grain? (Ainul translation)

Ibu: It's already formed in a little grain during the cooking process. (Ainul translation)

Ibu: We have *aweuk* (refer to traditional ladle made from coconut shell) that we used to take the salt grain from the pan. (Ainul translation)

Jane: So they don't need a hammer to break it? (Ainul translation)

Ibu: No, we can use our hand to take the salt grain. (Ainul translation)

Ibu: It's not hard like a rock. You can use your hand to remove the salt from the pan. (Ainul translation)

Jane: So where did the salt that they live it to dry? (Ainul translation)

Ibu: There in Lg- [village]

Jane: Aaa...Lg-

Ibu: That salt tastes bitter. It made our dried belimbing went putrid. We can not use the salt to make salted vegetables because of the quality of the salt. (Ainul translation)

Jane: Very interesting...

Jane: Thank you, terimakasih...

Ibu: You're welcome

(laughing)

Ibu: I am thanking you too, you know....(Ainul translation)

Jane: kembali...atau...

Ainul: It's the same meaning

Ibu: Come again sometime...(Ainul translation)

Jane: yeah, I will...terimakasih, I'd love too...

Ibu H-f: Come visit us again sometimes...

End of the interview.

**Ibu R-h**  
**27-1-08**  
**Lm- village**

Started on second 45

Jane: So maybe can we start with uhmm maybe you can ask Ibu to describe what it looks like when she was a child and growing up? (Ainul translation)

Ibu: the story when my father days, is that ok?

Ainul: why not

Ibu: uhmm, the story when my father died, I am, we can say, very little in that time, 9 years old and life condition is very miserable. (Ainul translation)

Ibu: Nobody help us,huh. In the past, we don't help people, we don't help orphan, nothing, only grew older like this (Ainul translation)

Ibu: We 're poor

Jane: Can you ask Ibu how many brothers and sister does she have? (Ainul translation)

Ibu: Three, my mother is pregnant our third sister and my father died. During pregnancy, after that, we are poor people, and there is no help, for example from the villager like today, and...what...the other, my own parents worked for someone to buy rice, went to the river for shrimp, and that is for our food and sometimes we sell things to buy paraffin, that's it how we live, huh.

Ainul: after that..?

Ibu: Huh?

Ainul: after that, how did it continue?

Ibu: Oh...after that..uhmm...after worked for someone, buy clothes for sister, and then, uh when my sister's age is this big (showing with her hand) that sister died. There's another two. There's one of my sister uh... mindless. Cloth...uh...if we're put her cloth on, then she had cloth. Uh, Rice, when we're served, she didn't eat it. Our parents are sad, weren't they? Uh...After our parents seek for food, we served to our sister but our sister won't eat, she wastes food, isn't it? (Ainul translation)

Ibu: No brain, huh?

Jane: Can you ask when that time was, is it during the Japanese? (Ainul translation)

Ibu: when I was a little, That's uhmm..Japanese time, when Dutch is here, we didn't experience. Japanese. (Ainul translation)

Ainul : what kind of sickness?

Ibu: No brain, what do we call? Stiff (trembling all over the body)? (Ainul translation)

Jane: Does Ibu think that's because of the trauma? (Ainul translation) confirming whether the sick one is a boy or girl

Ibu: Girl, we're all girl in my family. Me, and then the mindless girl, and then other sister, and the one who already pass away, if we can say. Her body temperature was high and she was shaking, well, we left her with old people let's say at my age, then she started to tremble, don't know why, and then mother became frightened. (Ainul translation)

Jane: So what did her mother do? Does she go to the field, went to school? (Ainul translation)

Ibu: my mother is working for someone, for rice. My mother is Ibu F-m, later you'll meet.

Jane: In the field? (Ainul translation)

Ibu: in the field, pay to work in the rice field. They give us rice, sometimes we buy cloth, when we have more to eat, and we spent money to buy cloth. Even when we have relatives, nobody is helping us, not like nowadays. Like now, there's assistance from government. Even our relatives don't help us. If I remember now, my parents living (life or living condition) is very miserable. (Ainul translation)

Ibu: after that, when I grew older uh, after that, I went to school for a while, and then the DI/TII (Darul Islam/Tentara Islam Indonesia) rebellion started. DI started, huh? They ride a sedan car, like this (showing her move) using *kelewang* (traditional big knife), then the person fell down, with his head off his neck.

Ainul: who are they?

Ibu: The military

Jane: How old is she? (Ainul translation)

Ibu: During DI...first grade, I went to school in Lk-, you know, very far. Walking by foot.

Jane: it was before the Japanese? (Ainul translation)

Ibu: ehm..after the Japanese. Ehmm..during the Japanese, I was very little, just born. (Ainul translation)

Jane: And then, can she tell us about what school was like? (Ainul translation)

Ibu: After that..uh..I didn't continue school because it was chaos...ehh..chaos and we didn't even have the courage to go by foot (Ainul translation) that's why I cannot do anything (*han jeut sapue*: usually acehnese refers to read and write ability) , it's the chaos, huh?

Jane: She looks very wise to me. Then what was her life like, what did she do? (Ainul translation)

Ibu: Well, my mother ask to take care of one cow from someone, so I'll go to tie up the cow, my mother will go after the livelihood (*raseuki*: refers to money or sometime go for work). (Ainul translation)

Jane: So she work all day? (Ainul translation)

Ibu: Cow? Taking care of the cow? For instance, I tie-up the cow in the morning, after that I give the cow some water around 11 o'clock, uh..after that..uh..in the afternoon..I relocate the cow after that I take the cow and return it to the owner (Ainul translation)

Jane: And how, do they have enough to eat for the family? (Ainul translation)

Ibu: well, since we go to the field, sometimes we're given a share, sometimes when the field is dry because the irrigation water didn't flow; uh...Sometimes even the rice seed is dry and empty. Well, we give up our food and the rest to God, no matter how uhmm...if it's possible then the rice will grow well. (Ainul translation)

Jane: so maybe she could tell me the story when she grew older, how things change? (Ainul translation)

Ibu: uh...after that...Uh, I went to reading Quran lesson, uh..After reading Quran at teacher's house, sometimes there's a *tam tum* (sounds of gun shoot), scared huh? Then when we went back ..uh...very careful,. Uhmm...my birth father has passed away, and my mother goes to the mountain uh...and then they (*awak nyan*: refers to the DI military) go to the house chasing after my step father , chasing for...you know, to beat him, since he went to the mountain...(saying something...), even though my mother has married again. (Ainul translation)

Jane: How old was she then? (Ainul translation)

Ibu: My mother's married again..uh...when my youngest sister this big (showing with her hand), I don't know precisely.

Jane: During Darul Islam? (Ainul translation)

Ibu: Yes, during Darul Islam

Jane: Just keep on the life story. (Ainul translation)

Ibu: After that, uhm..I..uhm...I grew older, uhmm...older...but we're poor people, everyone is poor, when children getting married, I married with M-'s father, working...I said, working, whatever we can do...uh...*ruseuki* (livelihood or fortune), we can say, sometimes, we don't have enough rice, then I am getting pregnant, giving birth huh. After giving birth, I cannot work with the baby at home, uhm..what...let say just enough food to eat, that's it. We only have a little money God gives us. Harder we work, bigger the money. Since we have children, our life is always in misery. (Ainul translation)

Jane: So, she's not working in the field then, she's working at home? (Ainul translation)

Ibu: well, ehm..when my children grew up, I go to the field again, planting rice huh? Cutting the grass, that's..uhm..say...uhmm..if my children still a baby, of course I cannot go, when the children grow up, we're working together, that's it. Sometimes when we had some money, we save some; maybe tomorrow our children will get sick. (Ainul translation)

Jane: How did she feel, does she feel sad or does she enjoy her life at all? (Ainul translation)

Ibu: Sad, If I remember what it's like in the past, I am sad. My cloth is ripped; sometimes I don't even have a piece of material to carry my child, nor to provide them with blanket, whenever they pee in the only piece of fabric that we had, then we don't have blanket. So when they sleep, I protect them like this (showing with gesture) so they can sleep. But life now is better, God provides for us, the God Almighty, through someone's assistance, eat a little, save some, eat a little, save some...(Ainul translation)

Jane: so can she tell me, a life after the children grow up and then she ....what did she do? (Ainul translation)

Ibu: ehmm, when my children grow up, uhmm..if I may say..uhm..when my three kids grow up, the house that my mother built is wrecked, the floor is broken ..uhm..hai...poor people...the roof sinking, after that..we collect some material and expand our house here (pointed her finger), then it break again, then I have a calf, I sell the calf and build the *meunasah* (small mosque). That's it, my life, live slowly. (Ainul translation)

Jane: And do other people in the desa come to help? (Ainul translation)

Ibu: yes, because we paid people to do the job, my children will help to renovate, my son. (Ainul translation)

Ainul: is there somebody else?

Ibu: No, uhmm..we can't afford to pay them. (Ainul translation)

Jane: So she works all day? (Ainul translation)

Ibu: Hai...working together with my son, the hard work will be handled by my son, I only help in easy one, rock, sand.... (Ainul translation)

Jane: and now, what is her life like now? (Ainul translation)

Ibu: hai...in the present, we can say, that my life is like a rewind, well...working when I am still strong is the same, just like that if I may say, well, if we had more, then we will save some. Well, now, everything is repeating, I am old; my husband old, both of us cannot go for work anymore. We eat what we have saved before. (Ainul translation)

Jane: Does ibu think that she has changed, when she was young (Ainul translation)

Ibu: Ehmm, changes..when I think, now all the children are married. when I get married, I am moving out with my husband, then the life is less tough, well, now even we don't think about our children because they are already on their own. They get married and move out with their..uhm..husband too. Life is more easy. (Ainul translation)

Jane: does she think that she's more happy? (Ainul translation)

Ibu: If I may say, my children are already married, if they had more money, they will give me some, to the father too, because my husband cannot seek for money anymore. (Ainul translation)

Jane: Does she think about the future....does she worry about the children. (Ainul translation)

Ibu: Of course I remember, let say, that I have lived in a hard situation, I hope that..uhm..my children and my grand children don't suffer the same. I asked to the God that they always be healthy, so God can give them a good fortune. Uhm..of course if they're sick, they cannot go for work, and have nothing to give to us. (Ainul translation)

Jane: Does she think about...what happens when she pass away? (Ainul translation)

Ibu: I am...when I am sick, of course I think, I remember..uhmm..whether God will take me now, uhmm...if it's possible, if this is the time, then I hope that God will take me faster, so my children don't have to take care of me. Ehmm, if it keeps repeating, we will remember and think. Oh, this is the time that God will take us, to not feel the suffering, so our children will not be bothered by us. When we have died, our business in the world is finished. (Ainul Translation)

Ainul describe to Ibu, that Jane also think the same and Ibu confirming that she doesn't want other people to feel bad during her death.

Ibu: We're...uhmm..We hope to the God, that in the burial ground we don't feel the torture of the death, our physic remains good, praying that we're staying healthy underground. Our body is gone, but our spirit is here. And the worm will eat our body underground, and hoping that we will be good.

Jane: Is there something else that she wishes in her life now? (Ainul Translation)

Ibu: that's all, we asking the God, to be in heaven, and to our children so they will be able to hold a ceremony for us when we die (Acehnese tradition to held a prayer during death and usually it require a lot of money because we will serve the food to the guests) (Ainul Translation)

Jane: Can you ask Ibu whether she noticed changes in the environment ...? (Ainul Translation)

Ibu: well, changes a lot happened comparing to the past, if we think now, there are so many concerned about the poor and the orphan, and uhmm...in the past, nobody care about each others because everyone is poor.

Ainul confirming the question is in regard to the weather

Ibu: Weather is still the same. But uhmm..maybe it's better now since we have the irrigation. In the past...when we grow rice, we don't have water because the land is dry. But now, we want to plant the rice, we open the water gate and flow the water to our land. (Ainul Translation)

Jane: Maybe can we can go back to the time when Darul Islam, maybe did she ever feel frightened....  
(Ainul Translation)

Ibu: Scared, I feel scared that the gun will shoot me, they will stand in the higher ground and treett treet (sounds of gun shoot), and when I saw my sisters I will call them 'hey..hey..' (showing gesture of hiding).

Ainul ask whether does she still remember that moment

Ibu: I remember a lot how God give us *bala* (refers to disaster or punishment that God gives people because something bad has going on in the community), that big disaster I couldn't imagine, how can I forget, we are witnessing the situation in this age.

Jane: and maybe, tell her that does the trauma come back when, in the time of GAM conflict?  
(Ainul Translation)

Ibu: comparing to GAM conflict, GAM conflict is worst rather than the conflict before. In the past..uhm..let say, the fights happened, we can dig a hole inside the house and hide. But now, we have nowhere to hide. They know every place to seek, they can search you inside the house, the GAM people, they will come to the house and ask questions, they even come to M-'s bedroom, and break the cupboard and throw out all the folded clothes looking for whatever we're hiding. Asking whether we speak to the military? They come to the house and listen to our conversation. Bapak, is Keuchik (village chief), asking him, does he give something to the military. We're in the middle, here is the military and on the other side is the GAM. GAM doesn't want us to speak to the military and the military don't want us to speak to the GAM, and we're in the middle.  
(Ainul Translation)

Jane: Does the trauma and that experience help Ibu to be wise? (Ainul Translation)

Ibu: well...I don't know how to say it. (smiling and laughing)

Ainul explain that Acehnese aren't used to judge themselves.

Ibu: During the DI, my husband also becomes the target of wanted person. And in GAM time, during the fasting month, he even doesn't have times to break fasting because GAM is looking for him. The he runs away to the Dayah (or pesantren, refers to a place to study Islamic education, and reading qoran), sometimes even they come and pick him up. (Ainul Translation)

Ibu: they already provide and keep some food for Bapak, because they knew already. (Ainul Translation)

Ibu: Bapak and Teungku (teacher at Pesantren) are close relatives. His mother and Teungku's mother are siblings, so he feels pity for Bapak, who doesn't have a place to break fasting, no place to pray. So they are already waiting for him and kept some food to Bapak, uhmm..Also the water. Well, it's his brother anyway,..uhm..of course he feels pity. We're poor, he is also poor. (Ainul Translation)

Jane: So how does Ibu feel looking back to those people, what does she think about them now, the GAM people, maybe just the GAM people? (Ainul Translation)

Ibu: Now, the peace is achieved, but..uhmm..other keuchik have received assistance, but our keuchik doesn't receive the assistance, well, uhmm..maybe because in our village there is no villager that has become GAM member.

Ibu: well, it's a hard situation.

Jane: So maybe it will get better for her children and grandchildren? (Ainul Translation)

Ibu: For me, thank God, my children live a happy life, also my grand children. (Ainul Translation)

Ibu: M-'s sister is already in Jakarta following her husband. (Ainul Translation)

Ainul ask Ibu whether she had something else in her mind

Ibu: I am forgetful, easy to forget (Ainul Translation)

Jane: maybe does she think that there is an advantage when she is older? Is it better sometimes to grow older than young? (Ainul Translation)

Ibu: Well, I can say that..uhm..because I am already old, ss an old, our children will help us, and uhmm..we can..of course we are happy. Because we can pray for ourself, making good. Because I cannot go out anymore. Because we have a calf we take care of the calf together.

Then Ainul confirm one Acehnese word, which is "aneuk pe" means a baby cow or calf.

Jane: so maybe, does religion become part of her life as she grows older? (Ainul Translation)

Ibu: Now, I am only think about *ibadah* (refers to daily pray and other religious activity), for eating, our children will take care of it. (Ainul Translation)

Jane: Does she pray for the family? Is it important? (Ainul Translation)

Ibu: Pray for? the family, sometime cook a full meal held a *khanduri* (special ceremony for death which serve variety of food to the guest) to pray for our parent that already pass away, so they will have a large space in the grave so they will be sent to heaven, and uhmm., to meet them sooner in the gate of heaven. (Ainul Translation)

Jane: And did she ever, when her mother went to the mountain with the new husband. Did she ever see them after that? (Ainul Translation)

Ibu: my mother still alive, my mother is Ibu F-m. But my birth father U- already died when I was a little. Uhm..well, now, I make a *khenduri* to pray for? our parent, the elder so we will be able to greet them in the end of the day. Hum...My mother is still alive...later you can meet my mother. (Ainul Translation). My mother is younger.

Jane: So when did her mother come back to live with the family? (Ainul Translation)

Ibu: It's not my mother who lived in the mountain, but my mother's previous husband. When my birth father passed away, then when we grow up, someone proposed to my mother, uhm..and then they're married, uhmm..after several years, DI movement happened, after that... my mother's second husband died too. (Ainul Translation)

Ainul confirming that Ibu's mother didn't join her second husband to the escape. (Ainul Translation)

Ibu: My mother stayed in the village, running and hiding, because...when she's in the field..uh..then the military come, then she will hide in people's house or the military will ask her (Ainul Translation)

Jane: Does she live with her mother now? (Ainul Translation)

Ibu; yeah, I lived? with my mother, and went? to reading qoran lesson. Mother went for work, and when they come (military), my mother will move to other place, so they don't ask question. (Ainul Translation)

Jane: Move to other desa? (Ainul Translation)

Ibu: No, not move to other village, but only to other place, somewhere but our house. (Ainul Translation)

Jane: so what did Ibu do, when her mother is hiding? (Ainul Translation)

Ibu: I am crying, because if they found my mother, maybe they will hit her, I also hide, uhm..So they don't ask the question to me. Where is my mother? Where is my father? (Ainul Translation)

Discussion about how long the DI/TII movement took place, and how they surrender. (Ainul Translation)

Jane: So after that, what was her life like? (Ainul Translation)

Ibu: well, life is pretty much safe, no fighting. Uh...if we go to the field, we don't think about it anymore, not scared, well, my mother in the village, since one of the villager who become member of the military recognizes her, they call her and beat her and asked questions. (Ainul Translation)

Ainul: So your mother was hit? (Ainul Translation)

Ibu: They want to shoot my mother but then come another military car and then they left (leave?) her. Uh..Then my mother goes home, people already finish evening prayer. That's it, when other car approaching, the military is scared and running away. I am crying in the village with people, waiting for my mother why she didn't come home, they said she was caught by the military. But..uhm..she's home. (Ainul Translation)

Ibu: my sick sister is here, she's still alive. That's when something is bothering her, she will rip her clothes (Ainul Translation)

Jane: Does she pray for the GAM or military?

Ibu: What for we're praying for them, they torturing us (laughing).

**Ibu S-1**  
**29-1-09**  
**Lm- village**

Jane: So I just put the recorder on...Okay, so maybe we could start by explaining that I'm doing my dissertation, someone has explained that, and I'm looking at...uhm...I want to interview all the people to see how they have changed over their life time from where they were very young. (Ainul translates)

[During Ainul translates, Ibu said: *nyoe*, which means I understand, OK, I see etc...usually it represents that our opposite partner of the conversation pays attention and understand what we were saying]

Ibu: I understand (laughs), well; we were very suffering [Ibu said *seungsara*] during the Japanese. Rice, just like what other people have told you before, was like alternative food. We boiled a little rice, added 'that' ingredient [Ibu pointed to *janeng*] and shared it *bee ok sapoe* [little for each person]. Clothing was the same; we used *guni* [ramie fibers, material that usually uses to pack rice grain. That was during the Japanese time, we were very much suffering. (Ainul translates)

Jane: Can, yeah...I'm just wondering if she could maybe go back before then, about her when she was a little girl in M-, maybe we can talk about that and coming to the time of the Japanese? (Ainul translates)

Ibu: I was here in that time, I was born here.

Ainul: what happened in that time?

Ibu: When I was a little girl, my life was really suffering. I didn't have anything. I didn't go anywhere. We had to go to Sm- to take the rice grain. Usually I bought 2 *aree* [Acehness uses *aree* to measure rice, it refer to more or less one kg, *aree* usually represents a large cup]. Then I would look for one or two *janeng*, boil it with the rice and eat it. So I must be very suffering right. (Ainul translates)

Jane: But that after she left. When did she leave M-s, How old was she? (Ainul translates)

Ibu: I never go there, until now, not even once. My parents were there. (Ainul translates) They passed away, both of them. I don't even recognize [Ibu said *meuturie*, means never met them so she doesn't know anything about them, not sure what is the right word to use] my mother's relatives.

[In this following conversation, Ainul asked many questions to avoid wrong interpretation on Ibu's background, because the story about 'M-s' related things are confusing.

Ainul: I am sorry, I don't understand. So you lived here alone in this village?

Ibu: I am the only daughter here.

M-: She had one brother.

Ibu: God gave me many brothers, but now, my brother is only one.

M-: Her other brothers had passed away.

Ainul: Your parents lived in M-s in the past?

Ibu: No, my parents came from this village; they moved to M-s, they migrated there.

Ainul: So they left you here in this village?

Ibu: *Nyoe* [right] (Ainul translates)

Jane: With her mother? (Ainul translates)

Ibu: My mother is M-ian

Ainul to Jane: I'm sorry; I don't understand what she was saying

Jane: No, it is fine.

M-: You're parents didn't go back there right, your parents died here right?

Ibu: No, they didn't go back there.

Ainul: [trying to take conclusion] so your father came from this village, you mother came from M-s, so they were married here...

Ibu: My father went to Arabia, he met my mother there. When he came back from Arabia, he brought my mother along with him and married her.

Ainul: I don't understand...

M-: When her father went to Arabia. There, he met a M-sn young woman, so he brought the young woman to this village, and married her here.

Ainul: So Ibu was born after that?

M-: No, her brothers born first, then Ibu was born after them.

Ainul: So they never go to M-s, they lived here.

M-: Yes, they stayed here, they never return there [M-s?]

Ibu: And then both of them buried here.

Ainul: Oww...Ok, now I understand

Jane: Yeah, sounds complex. (Ainul translates)

Jane: So did she, uhmm...when she was a little girl, was that before...what is her first memory, before the Japanese? Or did she remember the Japanese coming? Does she remember before that, when she was very little? (Ainul translates)

Ibu: Before the Japanese? I don't really remember, because I was very young in that time.

M-: Tell them about your father...no...that's Ok, just try to tell them.

Ibu: No

M-: Her father was a Quran reading teacher.

Jane: So what did she do when she was a little girl, and during the Japanese time? How did she spend time, did she go to school or did she work? (Ainul translates)

Ibu: No, I didn't go to school. I studied Quran reading a little. After that my parents had passed away, my father died. Before, when he was still alive, I read Quran with my father, people came to our house. But then he left me with my mother.

M-: After that, her mother also passed away, when she got married. (Ainul translates)

Jane: So can she tell me...so what was...when did she get married, was it someone from here? (Ainul translates)

Ibu: I don't know when...I don't remember. You know, I didn't go to school, I know nothing, I don't remember that anymore. (Ainul translates)

Jane: Ya...tidak apa-apa.

Jane: Does she remember the time when the Japanese were leaving, what was that like? Does she remember that day or...(Ainul translates)

Ibu: I remember that. I was growing up. I wasn't afraid of them anymore.

M-: It was before you were married.

Ibu: I wasn't married yet in that time. I was still very young. (Ainul translates)

Jane: But can she tell me, what was it like when the Japanese left? (Ainul translates)

Ibu: When they left, you know, the Japanese were defeated. Oh, No...the Dutch came here first. Well...the Japanese were defeated; they [Ibu said *awak nyan*, which is usually used to mention the opposite group outside us (villagers), so I am sure Ibu means the Japanese although she didn't say it] suffered from lack of food stock. The villagers lived in the dark, we didn't have paraffin. When I was a kid, I cried because of the dark. That is how suffering our life was in that time? (Ainul translates)

Jane: So continue the story, what happened after that? (Ainul translates)

Ibu: [silent]

Ainul: Just say whatever you want to say, don't worry.

Ibu: That's it. After the Japanese left, the villager was really suffering, we didn't have cloth we didn't have anything. So there was assistance, they gave us cloth one for each person, you know...some people even used *goni* as their cloth and also *tikar*. Then they gave us cloth, I was very little in that time, the cloth was too big for me, the shoulder part went off to my arms. They gave us rice, a little bit of sugar. Well, we had many family members, of course it wasn't enough, and still we were hungry.

Ainul: Who are 'they'?

Ibu: I don't know, maybe the government. They came and distributed that assistance to every village. We received that assistance, but we were still hungry. So we planted corn, when the corn was harvested, we kept the corn grain and used it as substitute for rice. We would add *boh jantong* [part of banana tree where the banana flower is kept], banana, and chopped it all together and ate it. Some people couldn't eat that kind of food, so if we didn't eat it, we would be hungry. That is after the Japanese left. (Ainul translates)

Jane: So, does she remember that time, was it during the DI/TII? (Ainul translates)

Ibu: Yes...yes...unlike today...it was very difficult. The *goni* was full with *gutee* [kutu, refer to bug species that usually grow inside the rice grain], because people used it for *sarong*, scratches were all over their body, don't ask! This big [showing] the wound in the body. Children were crying, you know...we were hungry. (Ainul translates)

Jane: So could the children go to school? How many children did she have? (Ainul translates)

Ibu: No, we didn't go to school in that time. My younger brother went to school after that. My parents didn't allow me to go to school.

Ainul: Huh?

Ibu: Because the school didn't separate boys and girls. (Ainul translates)

Jane: And then when she gets married and has children herself, so how many children does she have? (Ainul translates)

Ibu: I have 4 children now, one son and three daughters. I used to have five children; one of them had passed away. (Ainul translates)

Jane: How did that one passed away, was she/he sick? (Ainul translates)

Ibu: He died immediately after he was born. (Ainul translates)

Jane: So, did her children go to school? (Ainul translates)

Ibu: Some of my children went to school, but some of the others didn't. Well, I am very poor, I don't have money... I don't have anything; I couldn't afford to do the shopping [for food]. I don't have income, huh...so my children understood, just enough to know paper and pen [does this mean 'writing'?), nothing else. But, my youngest son is always sick; I can't say that he's alive to me, because he's always sick. I am very suffering to take care of him, my youngest son. .

Ainul: Your son is sick?

Ibu: Yes, my son...he's married now. He doesn't have children yet, and they [who do you think this refers to?] are all fine. (Ainul translates)

Jane: Why was she worried about her son? (Ainul translates)

Ibu: He's always sick...like this [showing], while he was sitting [showing] he ate the dust. (Ainul translates)

Ibu: *Meujampuu* [literally means mixed up, in this context maybe it refers to *in between* regarding to Ibu's son which is sick, but not sure]. But how he is *meujampuu*, I don't know, *wallahua'lam* [Arabic: Only God knows]. God is the wealthiest, He gave us that sickness, but now, for a while, I think he's cured. (Ainul translates)

M-: Her [Ibu's] husband could *geu kalon* [refer to ability to see beyond what ordinary people can see], for example if you've lost something like property etc, he would know who stole it from you. He has sixth sense. (Ainul translates)

Jane: Wow, that unusual...

M-: Many of her relative also have the same ability. Her brother also *keuramat* [sacred people? Saint?]

Jane: So anyway, maybe could she say whether life getting better as she gets older?  
(Ainul translates)

Ibu: Well, comparing to the past, my life now is easier. But I am now *ka siblah jaroe* [literally means: only have one hand, in this terms maybe it refer to Ibu condition that she lost her husband, so she feel like she lost her hand which made her incapable of seeking money, livelihood etc], my husband is passed away. So now, my children are the ones who go for work and take care of me, giving me money. (Ainul translates)

Jane: So when, did her husband pass away - long time ago? When the children are growing up? (Ainul translates)

Ibu: Uhm...Maybe around...uhmm...how many years? 10 years I think. (Ainul translates)

M-: I don't think it reached 10 years.

Ibu: I don't remember exactly, my heart is not peaceful anymore. (Ainul translates)

M-: I think he died when K- [name of a person] already had children.

Ibu: You're right; she had one child at that time. (Ainul translates)

Jane: That's right, that's right....Could she tell me more about how did her husband pass away? (Ainul translates)

Ibu: He was sick, he couldn't talk. I was taking care of him for three years since he couldn't talk. If the villagers came to our house to visit him, he would just speak with his gesture. (Ainul translates)

Jane: So before her husband was sick, can she tell me, did they work in the field? Or how did they get money, how did they lived? (Ainul translates)

Ibu: Yes, we went to the rice field when he was healthy.

Ainul: Only went to the rice field?

Ibu: Yes, we only worked in the rice field, I don't have other skills. (Ainul translates)

Jane: To sawah?

Ibu: *Nyoe* [yes], in our spare time, we made *aweuk* [refer to rice spoon, type of handicraft made from coconut shells, or wood] to have more income to buy fish and other kitchen supplies. We made it from this big [showing] coconut shells, we carved it little by little and set the handle to make a rice spoon. That's what we did when we were strong. Now, my hands are in pain, my knees are in pain too, my back also is in pain. I ask God every

time..."Dear Allah, my only God, please give me strength so I can still pray to you, every day of my life, I should be able to do the prayer". I walk around the village little by little; I couldn't walk to the rice field, it's too far. (Ainul translates)

Jane: And when she did the handicraft, did she sell them? How did she sell them? Outside the village? (Ainul translates)

Ibu: Here in the village. The villagers would come to my house and buy them. I just sat carving the shells, and the wood for the handles. That was my job. I made *ringkan* [plate made from coconut leaves, usually used as the mat to put the hot rice pan]. Well, comparing to the past, of course I don't really feel I live in difficulties in the present, even though I don't have proper job to do. (Ainul translates)

Jane: So is she looked after now by...ask her? (Ainul translates)

Ibu: I live with my child now. My only daughter, she's married. I don't work now, just eat, whatever she brings home. That's it. I am not strong anymore. So now, if people give me money, I will keep it, save it and buy a piece of *ija* [sarong or other cloth material]. Well, you can say that it is not suffering, unlike the Japanese time. There is a place where I can take a little [rice or money?], there are people come and give me a little [rice or money?]. For example, you will come and give me some, and then other people come and give me some. I would keep that all, and use it when I need to buy cloth. But now I don't buy anything. People will come and give me cloth. That is how I live, nothing more. (Ainul translates)

Jane: So does she live with her daughter? Can she...can you ask her whether her children talk to her, come to her and talk to her about family issues and ask her advise? (Ainul translates)

Ibu: No, because I am stupid. (Ainul translates)

Jane: No, No...not stupid. (laughs)

Ibu: Also because I didn't go anywhere, so I don't know about anything. At least other people went to the field, but I did not. (Ainul translates)

Jane: Because other things that I would like to ask her is whether she meets with other women in the village to talk. (Ainul translates)

Ibu: Only if the villagers come to my house, otherwise, I just sit at home and spend time there. Now, I can't do anything, I just sleep and lie down, and sit if I don't feel comfortable. During this fruit season, people will come and gave me some fruits that they harvested. That's how I spend time, nothing else. (Ainul translates)

Jane: So can she say the thing that concerns her most, is her health? Is that the thing that worrying her most? (Ainul translates)

Ibu: Nothing, I just give everything to God.

Ainul: What about your health?

Ibu: Well, I feel pain in my back and my knees. I just pray to God, “Dear God, my only God, please make me a good person, make me easy to find *raseuki*”. That is my prayer while I was sitting at home alone. (Ainul translates)

Jane: And how does she feel about the future of her children and her grand children? Does she feel optimistic, what does she think? What it would be like? (Ainul translates)

Ibu: Well, one of my grand children [he/she?] has lost her/his father, so I sometimes went with him/her to the rice field, after that, he/she would take me to the house again. Nothing else, I just sit at home and pray to God, “Dear God, my only God, please give us easy way to find money, don’t give them hard life like the time of the Japanese”. (Ainul translates)

Jane: So she...so she sees a lot of her children? (Ainul translates)

Ibu: Yes, I taking care of him/her, my orphan grand child. (Ainul translates)

M-: Her daughter works in S-, selling clothes.

Ibu: The mother goes for work, whenever she comes to the house, she will give me money or rice. Well, I’ve been asking to God ever since, please give me easy way of life, to find money, to be healthy....(Ainul translates)

Jane: So what does she pray for? (Ainul translates)

Ibu: So God will make our *raseuki* [money.livelihood etc] easier to get. So we will never be suffering the same thing again that happened in the past especially for our children and grandchildren. So they will be good persons...I pray for that while I am sitting, that’s all, nothing else. (Ainul translates)

Jane: So does she think often about the past, does she think about that time? (Ainul translates)

Ibu: I don’t remember much, because I am old already you know, I’ve forgot many things even while I am talking. Because I’ve been thinking about that a lot in the past, so now I forget many things. (Ainul translates)

Jane: And after that, the other question is...does she remember...does she have any sense whether things have changed, the weather and the *sawah* and everything since she was a little girl until now? (Ainul translates)

Ibu: So many changes happened.

Ainul: How?

Ibu: The rain for example, the rain happens a lot in the present, although, in the past the rain was falling a lot too, sometimes the village was covered with rain water...the flood happened. Well, now, the flood rarely happens. The rain too...now...uhm...well, I am kind of afraid, my heart is unstable [Ibu said *hatee ka goyang*, *hatee* refer to heart and *goyang* refer to shake, tremble, shiver etc...I assumed she means that her heart is unstable]. When the wind blows, I feel scared, also when the rain is falling. I am thinking, what kind of disaster you give us again dear God...while I was sitting, I am crying...(Ainul translates)

Jane: So, is she...does she always worry like that or...just more recently that she started worrying. (Ainul translates)

Ibu: After tsunami. (Ainul translates)

Ibu; When the house shake [maybe during the earthquake], I was frightened, I feel more *lagee lagee ka pangsang* [I'm feeling like to pass out], *ka rubah* [I was falling], *dum nan lon rasa* [that is how I feel].now. I would immediately pray to God, Dear God, please don't give us another disaster, whatever happened with the tsunami and other disaster just let it be but don't punish us more. I feel *hayuut* [not familiar with the terms] you know, breathless...(Ainul translates)

Jane: So can she just describe to me, I don't know, we haven't asked anyone, what happened to this village during the tsunami? But maybe the earthquake, but no water - I don't know. (Ainul translates)

Ibu: This village wasn't affected by the tsunami, thank God. But the rain fell heavily. (Ainul translates)

Jane: What was falling down, sorry...

Ainul: Heavy rain...

Jane: Yeah, so what about the earthquake? (Ainul translates)

Ibu: We experienced the earthquake, it was very strong. (Ainul translates)

Ibu: My heart is unstable because of that, the earthquake happened frequently. (Ainul translates)

Jane: Yes, more often.

Ibu: I was alone at home, of course when the earthquake happened, I felt scared. (Ainul translates)

Jane: Did uhmm...so has she noticed that the earthquake happened more after the tsunami, can we just confirm? (Ainul translates)

Ibu: The earthquake sometimes happened before that. There was one, a big earthquake happened and the ground was broken. But just one time...well, I can say that...sometimes a small scale earthquake happens, but just small shake. (Ainul translates)

Jane: Does she remember what happened to the village when the big earthquake happened before? (Ainul translates)

Ibu: It was during the Japanese. (Ainul translates)

Ibu: So the land was broken, and the black sand came out from the breaking ground. It happened when I was little, you know, kids didn't realize what it was [the black sand], so we played with it. Our parents were frightened, we were crying because they took us away from the sands. Well, we like to played with it...little kids, you know (laughs) (Ainul translates)

Jane: So can she tell us where they were...which way? (Ainul translates)

Ibu: In the field, the whole field. (Ainul translates)

Jane: Is it still there, the crack? (Ainul translates)

Ibu: There's no more crack, it was long time ago. The crack is covered with other things [sediment, layer?] now.

Jane: So, during...maybe she can just talk about what happened to the village during the tsunami, after people feeling the building was shaking, what did they do? Did they know what that is? (Ainul translates)

Ibu: I don't really remember that. What I know, the price in the market getting higher. Thank God, we weren't affected by the tsunami (Ainul translates)

Jane: Right, it must have been very small.

Ainul: Maybe just a small shake, because it's very far from Banda Aceh.

Jane: And has she been working in the field after the irrigation, or what does she do? (Ainul translates)

Ibu: No, I didn't go to the rice field. I didn't plant the rice. Mainly after I felt the pain in my back and my knees, I didn't go to the rice field anymore. My child go to the rice field, she/he will give me [money or rice?]. (Ainul translates)

Ibu: When I feel my head ache, the tears would drop. (Ainul translates)

Jane: Yeah, that's sad.

Ibu: I went to *mantri* [traditional medicine], here and there...but I didn't go to Banda, to do the check up...well, I don't have money. (Ainul translates)

Jane: So does she feel like dizzy? (Ainul translates)

Ibu: Sometimes...when I feel dizzy, I would lie down in bed. I've been lying down in bed for two days. (Ainul translates)

Ibu: It started to occur after the tsunami. (Ainul translates)

Jane: And more and more shifted every time? (Ainul translates)

Ibu: No, actually it is the same. Well, my eyes were dropping tears while I was reading Quran, so I took *ija* [sarong or other cloth material] to wipe the tears and continue reading. I pray to God, "Dear God my only God, shall I read Quran without using glasses", and thank God; I don't have to use glasses. (Ainul translates)

Jane: So does she still read Quran until today? (Ainul translates)

Ibu: I read *Yaasin* [chapter in Quran that is usually presented by the community during someone's death] every Friday night, I ask God...(Ainul translates)

Ibu: I ask God, to make me a good person, a better person, to not feel hungry again like in the past. Even though we feel hungry in the present but it is not similar to the past. In the past...say...we were hungry for days...Now, thank God...though we only have rice...but at least we have something to cook for our children and grand children. (Ainul translates)

Jane: And does she go to Quran reading lesson? (Ainul translates)

Ibu: No, I didn't join Quran reading lesson, I couldn't walk there. I just read Quran at home alone after praying. (Ainul translates)

Ibu: I would read *Yaasin*, I begged to God...That mosque located in that corner, I couldn't walk there from my house. (Ainul translates)

Jane: So does she ever get there? (Ainul translates)

Ibu: No, I never go there anymore...In the past, I would follow the *teungku* [religious leader] to other village or to Pesantren to study...(Ainul translates)

Jane: And can, I don't know, maybe if it's appropriate, why did she choose that part of Quran about the passing away? Why? What is the point (Ainul translates)

Ibu: I have to read *Yaasin* during Friday night. Because I could not wash clothes, sweep the floor-because my back is hurt. Sometime I break the betel nut that my children brought home, those are my activities at home.

Ainul repeated the question

Ibu: I sometimes read other chapter that *teungku* gave me. (Ainul translates)

Jane: So does the family do the house-keeping and the washing? (Ainul translates)

Ibu: They help me sometimes, but sometimes they are also busy with their own work. So I just wash it by myself. When I came here, I was doing my laundry actually. The village chief said:"*Makcik* [Ibu] you have to go to my house", "What happened" I answered. "I have guests that want to meet you". *Nyan yang ka bala*, I said. [*nyan yang ka bala*: is a phrase that is usually used to express shock, literally means: this is disaster] (laughs) so I just left my washing and walked here. (Ainul translates)

Jane: Maaf Ibu...terimakasih banyak

Ibu: I wash my cloth very slow...slowly, piece by piece...I took the water from the well, I have to pull water from the well using the bucket, I don't have money, so I can't install the wheel that is put on top of the well. (Ainul translates)

Ibu: I sometimes ask my grandchild to help me pulling out the water little by little, and carry the water from the well into the place where I do the washing. (Ainul translates)

Jane: Does she wash her own cloth or often other, her children or grandchildren? (Ainul translates)

Ibu: My own clothes, I couldn't wash my children's clothes anymore, I couldn't. (Ainul translates) If they have time, they would wash it themselves, but sometimes they do mine too. (Ainul translates)

Jane: I wonder if I asked her about, whether her children work in the field now, is that what they do. What did they do during the day? (Ainul translates)

Ibu: During the harvest season they usually work in the field, sometimes they take care of the baby cow, collecting tree branches...they don't have other job to do. (Ainul translates)

Jane: For fire or house? (Ainul translates)

Ibu: It's for the kitchen, for cooking. We don't use the stove like today (Ainul translates)

Jane: Yeah, so sell it to the market.

Ibu: if only I had more money, of course using the stove would help me so much. I don't have to get up and sit and then get up again to watch the fire. God...I feel pain in my back. (Ainul translates)

Jane: Well, I think given that, she's probably not very comfortable. That's probably all of the questions. Terimakasih banyak Ibu, menarik sekali. (Ainul translates)

Ibu: I understand. We are done right?

Ainul: Yes.

Jane: And say that its an honor to share her time...(Ainul translates)

Ibu: Yes, and please pray for my sickness and my livelihood, so I can always have something to eat. (Ainul translates)

Jane: Yes, of course. I will pray...yeah

Ibu: Sometimes, my children help me by fulfilling my needs. Before, I was working for other people to do the domestic housework, so I would get payment or a share from the rice product that the family had harvested. But now, since I don't work in there anymore, I don't get any share. Well, I just sit at home; of course I don't earn anything. (Ainul translates)

Jane: That's all, please say that its an honor to...sorry did she got...?(Ainul translates)

Ibu: Come again sometimes. And please, stop by in my house anytime. (Ainul translates). Well, my house is a simple up-high house, I couldn't afford to build this concrete house, and I don't feel comfortable sitting in this kind of floor. The floor is very cold, and I feel the cold goes up to my head. (Ainul translates)

Jane: Up-high...and not so hard.

Ibu: If I walk on that type of floor, I have to use sandals; otherwise the cold will attack me. (Ainul translates)

Jane: Yeah...

Ibu: I am getting old.

Jane: Well, I think maybe, another time when we are in the village, it will be nice to stop by in her house. (Ainul translates)

Ibu: Just come (laughs)...so you may see how I live. (Ainul translates)

Ibu: Recently, I don't spend nights in my house; I just come there during the day, to burn the rubbish, sweep the floor...I do the sweeping like this [showing – sitting on the floor and moving on her bottom slowly across the floor]... (Ainul translates)

Ibu: I pray to God, so I am able to get food everyday, nothing else. (Ainul translates)

Jane: Well, thank you very much. Terimakasih banyak Ibu.

Ainul: How did you get here, by bicycle?

Ibu: No, I couldn't ride a bicycle, I just walked slowly.

Jane: Well, the driver could take her.

Ibu: Alhamdulillah...[Arabic: refer to every praise belongs to God], when I receive money from someone, I will keep it, I don't know when I will die, I have to prepare. I am old; I don't know where to find money. (Ainul translates)

Ainul: Can we drive you home?

Ibu: No, it won't be necessary, it's not far from here, only five houses from here. (Ainul translates)

Ibu: You know, if I walk a little, I can do exercise. (Ainul translates)

Jane: Would she like us to accompany her?

Ibu: Especially after sitting too long, by walking it will help me to make my muscles relax again. (Ainul translates)

Jane: Sama

Ibu: I usually sit like this...

Ainul: Would you mind to be accompanied by us there?

Ibu: No...no problem. I prefer to walk a little. So this is what I am doing, when I arrive at this house, I will sit and take a rest for a while.

**End of the interview.**

**Ibu S-p**  
**26-1-09**  
**Lm- village**

M-: Where are you from?

Ainul: Banda Aceh, Kuta Alam

Jane: ...to...ehm...it would help me to remember (Ainul translation)

Ibu: I am speaking Acehnese though, would she be able to understand?

M-: No, she will translate it for you (pointed to Ainul)

Ainul: Yes, I will assist the translation

M-: Please play there, honey (talking to her son)

Ibu: You may not hear this, otherwise, I won't be able to speak freely, and I might be shy.  
(Speaking to her grandson)

Jane: I might explain again that uhm...(voice too small)...also the relationship with the natural environment...talk freely, to say whatever come to her mind (Ainul translation)

Ibu: My childhood memory, isn't it?

Ainul: Yes, your memory when you were little, and grew older later on

Jane: Everything...(laughing)

Ibu: Please close the door, M-, don't let the grandson come over here. (Ainul translation)

Jane: Also, if there are some questions she does not want to answer, or she doesn't want to think, we can just stop anytime. (Not sure about the question, the voice is not clear). (Ainul translation)

Ibu: So, is it more like talking about my history of life and how do I live so far, is it? (Ainul translation)

Jane: Yeah, so I just ask a few questions, not very much (Ainul translation)

(Ainul talking on the phone)

Jane: So, just starting with your earliest memory from when you're kecil.

Ibu: From when I was young, huh?

Ainul: Indeed.

Jane: What did your life look like?

Ibu: Do I tell first? From my childhood, it's regarding our activity in the field, huh? We're going to the rice field. We're going to the rice field; we don't have irrigation in that time. We owned a very large rice field during the time, not like the field that you see today; it was just a piece of land without water. We used maybe around three big rucksacks (*pateng*: Acehnese, need to check) of seed to do the planting. Then we spread the seed, when the seed has grown this tall (showing with her hand) we remove the seed to the place where we want to do the real planting. We made a space around each seed so they were able to grow. And then we spread the fertilizer, we made it from the animal feces for example goat feces, or duck feces or sometimes chicken feces that are mixed with each other. The fertilizer is different from nowadays, we made our own fertilizer. If the rice farmer doesn't make their own fertilizer, then the rice product will grow red. But I thank God that I've been given good duck feces so I am able to produce my own fertilizer. I burn the chicken feces under the *jambo* (bale-bale: refers to small up-high Acehnese house. If we're able to get goat feces, then our rice field will last without the necessity to do fertilizing for the next three years not only one year. (Ainul translation)

Jane: Does she live by working in the farm? (Ainul translation)

Ibu: Yes, of course. In my age, all the girls in that time went to the rice field. We go there with our parent, with our mother.

Jane: Dari umur berapa?

Ibu: I was 12 years old when I went to the rice field. (Ainul translation)

Ibu: Well, ehmm...in that time, we planting rice in a very large land area, and since we're very dependent on the rain, sometime when it is dry, then all of the rice will go dry. It is very sad to see the rice not growing very well. Sometimes, we don't even manage to harvest it because the rice product has grown dry. Our successful harvest is maybe just a little, compared to the large land that we've occupied. (Ainul translation)

Jane: So, maybe can we ask her, did Ibu enjoy all that very hard work, did she enjoy working with the family? How did she feel about it? (Ainul translation)

Ibu: We liked it very much. We enjoyed it; we liked to accompany our parent to the rice field. Then when I grew older, around 15 years old, I was paid to work with my relative's land, my uncle's land. Well, it is very enjoyable for the youngster to go to the rice field, moving from one land to another land, pulling out the small rice' plant, planting it in the wetland...(Ainul translation)

Jane: What was the day like? How early did they start? (Ainul translation)

Ibu: Ehm...Until now, we still go to the rice field at 8AM, at 10AM we will have a break to drink water then we continue the work again. At 1PM, we go back to the village, and have lunch. After that we come back to the field again. Until now, when I've become this old, I still go to the field. Well...uhm...what can I say, I like it very much. Even now, planting rice is very easy. We're already provided with the irrigation. In the past, going to the rice field required a lot of work, very tiring. Sometime, when we plant the rice, the rain didn't fall, and then the rice field will go dry. What can we do, the rain falls from the sky? But now, because of God's kindness, we have the irrigation and are able to harvest twice a year from the government assistance with the new seed. We are able to sell the product and save some money. In the past, nothing, we were not able to fulfill our own food supply, we needed to buy it from others, because we didn't manage to harvest the rice even though we owned and planted a large rice field, but the harvest product now is bigger even though the field that we've plant is smaller. (Ainul translation)

Jane: and the other, well, the next question is...so was it likes playing when she was a child. How does she feel about it now, does she enjoy it, why does she enjoy it? (Ainul translation)

Ibu: Going to the rice field now is easier my dear. In the past, to pull out the grass, the grass grew very tall, and the root reached into the ground deeply; I may say that it hurt my hand. But now the grass is different, it is smaller, I can easily pull out the grass if necessary, even our field doesn't have so much grass anymore, not like before. Now, we have the cow that will eat the grass, well, somehow we still have the grass in the field side, it's because that is the mark that we build high to separate our land with other land because we let that high mark go dry. That's why the grass grew there. But in the wet part of the land, the grass won't grow. If I remember what happened in the past, the condition now is so much easier. Well, we have the irrigation now, you know. If we need the water, we just open the gate and let the water flow to our field. In the past, we would wait until the rain fell. We even made the food to present to the God so God will give us water; we cooked *khanduri* (complete meal as a celebration symbol) and presented it at the grave to pray for the rain. But now, because of God, everything is easy. Ehhh...it's really different from the past my dear. (Ainul translation)

Jane: Sistem bagus

Ibu: It is built during the administration of Pak B- (former Bupati-head of the District), they started it in Sk- (name of the village). (Ainul translation)

Jane: How many years ago s that? (Ainul translation)

Ibu: He has already died; I don't know exactly about the year my dear. It is long ago, maybe around 20 years ago. Maybe later when you speak to the older people they would know exactly. Because I don't really know.(Ainul translation)

Jane: So maybe can I ask her, when she was young, what was the most important thing in her life? (Ainul translation)

Ibu: Well, ehm...during the time when we planting the rice, we experienced the war, ehmm like *prang sodara* (maybe family feud, but not sure. Prang literally means war, and sodara means

family), the DI movement. Maybe you didn't experience this dear. During that time, we suffered too. Ehmm...my father owned a large area of land planted with *Pisang Wak* (a species of banana). No matter that we owned rice field, we didn't even have courage to harvest the rice, so many military hanging around that land. My father would run across the river, sometimes we're suffering in hunger, we ate banana. I went with my mother to harvest banana, when it is the time, since we owned a large area of land that we've planted with banana, we took the banana to the village and boiled it, or fried it. We owned the field that we've planted with rice, but what should we say, we couldn't go there to harvest the rice. Imagine how suffering we were. DI war is civil war, just like the war that took place recently, the GAM war. During the GAM war, the situation is similar, very similar, we're suffering the same. When I was a little, I don't remember Japanese war, I remember the Dutch war, but this is DI war, civil war (?), between them selves. (Ainul translation)

Jane: Is it Dutch army? (Ainul translation)

Ibu: That is the army of ...civilian; the other party is people from the mountain. They are civilian too. Just like the GAM party, you know, did you remember that dear? (Asking to Ainul), it happened among themselves.

Jane: So did she feel afraid during that time (the voice is not so clear)

Ibu: Of course I was afraid, my father cannot stay at home but is running frequently, but we, the children, didn't really understand what was happening with the grownups. What we know is we're afraid of the gun shoot sound. When the gun shoot is heard, everyone is running away. That is why we cannot go to the rice field, you know, when I was a child. But when I grew a little older, things got better, it's peace then. We feel safe to go for rice planting, everything is safe, and the war is stopped. It's not chaos like before. (Ainul translation)

Jane: (the voice is not clear, Ainul just ask to continue the story after the war) (Ainul translation)

Ibu: After the war, we feel the war for around three years, and after that, ehmm...we feel safe for two years...ehm...no, one year of peace, then the chaos happened again. Three times of war, we feel not good again, we feel not safe going to the field, even our parents, they are chasing after the man - our father, chased by the military.(Ainul translation)

Ibu: After that, the DI war happened for quite long time, ehmm...then the communism movement happened. Maybe you didn't remember (pointed to Ainul). The communism happened when my first child was little. That war didn't take long, only one year, but even in a year we cannot go for work. They hit anyone, they cut people's neck, and they didn't care for the people. The communism happened for a year only, not so long. And we also felt the same situation, we felt not safe going for work to look for the livelihood, we cannot go to the farm, we need to hide and seek if we want to go to the farm, we will sneak here and there and make sure they [not sure 'they' refers to whom] weren't there and gun shoot didn't appear. We harvested banana, picked up the coconut. The same thing happened if we went to the rice field. (Ainul translation)

Jane: So maybe just continue the life story, is it before the World War II, before the Japanese, maybe? (Ainul translation)

Ibu: Communism?...ehm...what year? Hmm...If you asked me the year, I don't remember dear, (Ainul translation)

Ibu: Later if you meet my husband, he should know. (Ainul translation)

Jane: So maybe she can talk about the children, when they got married, just describe the life recently. (Ainul translation)

Ibu: I was married when the communism happened. The first three years of my marriage, I don't have children, then finally when I had one, the child just learnt to sit, and the communism happened. It was very difficult, because my child was little in that time, I can not go anywhere. It was really hard going to the field in that time, its not like today, it is very easy. We had tough work in the field because the grass grew a lot. There was no spraying system in that time, we didn't have fertilizer, and we just put the natural fertilizer from the soil. The plants that received the fertilizer will grow green, but the ones that didn't, they will grow red. If I compare the past and the present, the difference is very wide. It is very easy now, we can buy the fertilizer, and we can spray the grass and there's so many assistance provided. (Ainul translation)

Jane: So when Ibu's having children, did she missed the field, did she want to go back to the field?(Ainul translation)

Ibu: No matter what, I still have to go to the field, if not, where should I get something? By planting the rice, and harvesting, I can save some by selling the rice and trading it with other ingredients. Comparing to now, many people are not going to the field anymore; they prefer to hire someone to work in their field. It was hard to clean the field from the grass, we never managed to clean it, but now, the rice field is grassless. In the past, during the dry, the ground will break (crack, from the drought?), and it was hard to pull out the grass because the land was firm. The grass was not similar to the grass today, it was wild grass, uhmm...You know. You wouldn't stand (the feeling that you couldn't hold it anymore?), dear, in the past. (Ainul translation)

Jane: I think maybe, if you could ask Ibu, how things are changed since she was young....? What was important when she was young? (Ainul translation)

Ibu: There's so many, dear, so many changes have happened. I If I may describe, going to the rice field now, within two days we have already finished cleaning the field from the grass...well, I say this because we don't plant in a large land area, only a small area of land. In the past, dear, it took us months. We went to the rice field everyday, and we quit because our hands hurt, tired from pulling out the grass (laughing). Farmers now feel so lucky, very easy, almost everything is easy. We can do everything, not only working in the field. We have the irrigation, we can harvest twice a year, the rice –thank God- even for a small land area we can harvest a lot, at least we will have something to sell, huh! For example, we need money for our children so they can go to

school, or go to Quran reading, we can save the rice and sell it. It was nothing like that in the past. We cannot sell the rice as it is very little that we're able to harvest. (Ainul translation)

Ibu: Although you still feel exhausted to look for money, even then you need to hire someone, but working in the field is so much easier now. Myself for example, even though I am this old, I am still able to seek for money and fulfill my livelihood, because it is easier to pull out the grass, I still have the strength. Old people in the past cannot work in the field anymore, because the grass grew tough and wild. (Ainul translation)

Jane: So is she worried about the environment, worried about the rain, does she ever complain about the environment? (Ainul translation)

Ibu: We don't really understand about the environment, but we did feel worried when the rain didn't come. We held a *khanduri* at the elder grave here and there. In the past, if the rain didn't come, we felt worried because we felt sad regarding to the field; the rice bean will go dry. Then we don't have anything.

Ainul: What about now?

Ibu: Thank God, we have the water now; we don't worry so much, since we have the irrigation. In the past, its true dear, we feel really bad looking at the rice when the rain didn't come; the rice bean is empty, no rain falling during the time. (Ainul translation)

Jane: Has Ibu noticed there's a change in the rain? (Ainul translation)

Ibu: This year we have the rain, but last year there's a time when the rain didn't happen but it didn't affect the land much. But this year, the rain is happening a lot. (Ainul translation)

Jane: But she didn't mention the changes of rainfall (the voice not too clear) (Ainul translation)

Ibu: In the past, the first time we plant the rice, the rain fell frequently, but then when the time came for the plants to grow, the rain fall rarely. When the rice bean was almost entering the harvest time, the rain was very difficult. That's why we feel the hard time. Some farmers didn't even managed to harvest; they had to buy rice from others all year round. The product for instance, although we occupied a big land area, we only managed to harvest a little, but now, a small piece of land will produce a lot. My rice field now is very small, but I always manage to sell some; in the past, we've planted three rucksacks of seed, but we didn't manage to sell, because the product was not enough. I can afford to pay my *zakat* now (*zakat*: refers to Islamic ritual, like tax that you need to pay to be distributed for the poor and the orphan). There are so many differences (Ibu used the word '*beda*' means different) between the present and the past. (Ainul translation).

Jane: And this is because of the irrigation now? (Ainul translation)

Ibu: Yes

Jane: How does she enjoy going to the farm now with the family? What is the most enjoyable time? (Ainul translation)

Ibu: Going to the rice field, dear. Because I cannot go to the field anymore to plant crops. When I was younger, in the past, I planted the corn in the field too, vegetables, but now I cannot go there anymore, and it's not very enjoyable. I still prefer the rice field. I am not strong enough to do the plough and so on. I only go to the rice field now, a small piece of land, but thank God, the small land can produce a lot, not like in the past. My children take care the field now. (Ainul translation)

Jane: And what about the time, does she enjoy spending time by herself now? (Ainul translation)

Ibu: In the present, I spend my time by working in the rice field, after that, I go home and do the domestic work, washing the cloths, washing the dishes, cooking, that's all. But sometimes, if I have spare time, I will go to the Quran reading lesson, hum...Our schedule is Wednesday in *Dayah* (or Pesantren: refers to Islamic school, informal, teaching religious study and Quran reading). It is during the Wednesday afternoon, after Dhuhur pray. That is my other activity, learning how to read Quran. (Ainul translation)

Jane: And with people...or? (The voice is not clear)

Ibu: The Quran reading?

Ainul: No, I mean, gathering with your family?

Ibu: All of my children are already married, so they have their own life. I am by myself now. I have five children. The first one is A-, the second one is I-, the third one is S- -he's married too, the forth one is A-, the fifth one is N-. All of them are married. So now, I live with my husband only. Regarding the money, well, we weren't able to work anymore, for the money. We ask for God to provide us with the fortune (Ibu used the word *raseuki*, means everything that covered money, livelihood, richness, welfare etc). Sometimes, when my health condition is good, I can go to the field and work, for a half day, whenever I feel strong, but if I feel weak, I didn't go at all.

Ainul: Did you hire someone?

Ibu: Hm...Thank God, I didn't have to hire someone to work in my rice field, because the rice field is small; if I plant in a big rice field, of course I will hire someone. I look for a partner to work together; so for instance, today we will work in one person's rice field, tomorrow in my field, so we use our own resources. Three or four people will work together, so we are partnering. Well, since we have the irrigation, we don't have to pay people to work in our land, it's eased our job. In the past, we sometimes paid people to work for us, but not so many, maybe around two or three persons. (Ainul translation)

Jane: So a group of women friends or...?(Ainul translation)

Ibu: My children?

Ainul: No, you've said that you have a group of three or four people that working together, is it all women?

Ibu: Yes, all of them are women; there is no man, only women. (Ainul translation)

Jane: And after...uhm..Does she think about the past a lot? (Ainul translation)

Ibu: Remember like what?

Ainul: I don't know, maybe when you are this old, you're thinking about the past?

Ibu: Like I've told you before, there's nothing else. I don't know what else; I've told you everything that I've remembered. My work when I was a little, going to the rice field, then I grew older, going to the rice field, getting married, still going to the rice field every time. I don't know what else I should tell.

Ibu: Yes, the most important thing is going to the rice field or to the field huh, when I was young. But now I don't go to the field anymore, I could not work there because it is too hard for me now; I am too old to work hard. Because if I plant the crops in the field, then I need to go there frequently to take care of them, need to go to the river taking water to pour on the plants, need to do the plough, and I couldn't do it anymore, I am too old. I don't plant corn anymore since I am old. But thank God, with my rice field, I am able to buy some kitchen supplies like *kareng* (dried small fish), coffee, and sugar. I will sell my harvest to buy these ingredients, I can fulfill my needs by selling the harvest, and it is also because all of my children are already married. In the past, we cannot make enough money if we didn't work in the field besides doing the rice field, but now, sufficient or not, we're able to survive. (Ainul translation)

Jane: And maybe, when she was younger, and then there were all these wars and everything, does she think about the people who died, passed away? (Ainul translation)

Ibu: yes, I do think about it sometimes, during the chaos, I cry when I remember, thinking about my relatives that were hit by them, but not my close family, this is the villagers' relatives. Some of the innocent villagers became the victim, but my sister and my brother were safe. They didn't get hit, of course I think about it (laughing). (Ainul translation)

Jane: ...when she passes away, does she worry about her children? Does she think about her children... (The voice not so clear) (Ainul translation)

Ibu: Nowadays, our life is fine, let's say the country is safe and at peace, the war doesn't happen again, at least for now. We don't feel scared to go for work and look for money, but in the past, of course dear, we didn't know where to look for money, the chaos, you know. In the present, because of God, we feel happy; we don't think much about looking for livelihood. Today we're able to work. We can go anywhere for money, the strong ones will go to the field, the owner of this house will go picking betel nut, but I don't go for betel nut picking. It is so easy to find

money now, because the country is peaceful. So, it is okay for the children and the grandchildren. I think everything will be okay for them. (Ainul translation)

Ibu: Even the older people, who are older than me, are still able to go to the rice field because planting now is easy, the irrigation is running well, the grass is easy, and it doesn't require hard work going to the rice field. (Ainul translation)

Jane: Does the family come to her for advice? (Ainul translation)

Ibu: What are they asking, dear?

Ainul: Like advice or something else?

Ibu: Yes of course, sometimes my grandchildren come to me and ask. When I was younger, I taught Quran reading to around 20 children, and during the lesson, they would ask me many things. But at this time, we don't do the Quran reading anymore, I am too old. I've quit for almost one Friday (one Friday means one week, from Friday to Friday again). And now I am going to learn in other place. (Ainul translation)

Jane: What about informally? Does anyone come to her for advice?

Ibu: Not exactly, because I rarely stay at home, but my husband receives many guests since he's already old and wiser and people trust him. People come to him. You know, he's the man with many experiences, he knows what to say to people, giving them advice. But me, I only teach the kids about the basic of Quran alphabet. (Ainul translation)

Jane: Is he older than her. How many years older? (Ainul translation)

Ibu: My husband uhm... is around 80 years old. We also went together to Quran reading lessons. He's a fast learner and very smart, so he's better than me, he's the man anyway.(Ainul translation)

Jane: What does she think will happen when she died? (Ainul translation)

Ibu: well, if I died, if you ask of course all the human's business is finished. We don't have to think about our inheritance, our children, we only think about our *amalan* [the goodness that you've made during your life]. (Ainul translation), if we didn't bring any *amalan*, then it might be bad, of course we pray to God for the goodness. We don't think about what we've left to the children. (Ainul translation)

Jane: Is it good to go back to the rice field after the war? (Ainul translation)

Ibu: I enjoy working in the field today. Because planting rice now is very easy, no hard working, the rice product is very good, and sell at a good price, the seed is good, the harvest is twice a year. It is very easy. Planting is helped by the irrigation, there's so much new equipment for planting.

Jane: Does she ever go to the forest area or to the beach? (Ainul translation)

Ibu: we rarely go to the beach. We don't have money to prepare the meal. Maybe once in a year we go to the beach, to the Syiah Kuala grave to ask for our children's goodness etc. But I don't like going there anyway, I don't go anywhere. Even the youngsters don't go there often. (Ainul translation)

Jane: What is the most important thing that she spends money on? (Ainul translation)

Ibu: For us, the old people, it is very important to buy the domestic needs. But we also need to buy food supplies, sugar, coffee, *kareng* (small dried fish). These are where our money goes to. (Ainul translation)

Jane: And then what about the things like vehicles, school...(Ainul translation)

Ibu: Well, for those who go to school, of course it is important, school is important for the children. But for us, the old people, we don't need it, we don't go anywhere. We only have a bicycle, just for walking around the village, but we don't have enough money to buy a motor bike, of course we want to.

Jane: Does she help support children financially?

Ibu: No, because I don't have more money to help them, only *zakat* (Ainul translation)

Ibu: Well, sometimes we can't even fulfill our own daily needs, but we do share our *sedekah* [refers to: giving money or food for those who are needy] for the orphan. I save it from our own, then I will hold a *khanduri* (complete meal for celebration etc) for the orphan after the harvest time, I do that sometimes. But I don't help our relatives to go to school, we don't have more money, sometimes we eat rice without any additional vegetable or fish. (Ainul translation) (It means in the past and still happening)

Ibu: We don't have furniture for the house, we don't have more money, and we lived together like this in one house with our children. (Laughing) (Ainul translation)

Ibu: Not like this...

Jane: Do you wish you had more furniture?(Ainul translation)

Ibu: I wish, but I don't have money, sometimes I think about it when I am sitting around, but the money for kitchen supplies is already tight, that's why I just forget it. Well, like I've told you before, indeed life is easier now, but regarding to the money, it is not adequate enough but just enough. After I sell the rice, I can trade the money with sugar, fish. We don't have so much money. (Ainul translation)

Jane: I think we've already covered everything

Ibu: well, the rice is just a little, if we sell it to build a new house, of course it wouldn't be enough. We don't have other resource of money, only the rice field; we don't even have a cow or other stocks. We spent most of our money to have our children educated, but they didn't take the advance level of education, for example, the Quran reading lesson, because I couldn't force my self to work hard for money. (Ainul translation)

End of the interview

**Ibu S-p Part 2**  
**26-1-09**  
**Lm- village**

Ainul: She said that they're very interested to hear about the story about the war thing during the Quran reading lesson. Ibu M- also joins the Quran reading lesson with Ibu.

Ibu: Many children come to my house to study Quran reading, but now, it's been a week since they didn't come anymore, I was old enough and quit. I was taught my grandson to read Quran, but now I teach my brother's children (laughing). (Ainul translation)

Jane: Do her grand children like to hear her life story? (Ainul translation)

Ibu: They will ask me to continue my story the next day (Ainul translation)

Jane: Can you ask her, when she tells a story to her grandchildren, does she tell them in a way that there's a lesson learnt, because sometimes people just tell story that...you know...that you can learn from my story. (Ainul translation)

Ibu: Yes, later my grand children will say "Maybe, grandma, when we grow up, we cannot tell a story like you did, how come you remember everything?" Well... I've told them the history, you know I read Quran and let them understand, the early history, the good thing about the prophet (laughing), they like it very much. (Ainul translation)

End of the interview