

‘Save and revoice’ experiment: Transcription of an audio recording of a group of adult researchers experimenting with the reanimating the WRAP data.

This document contains part of the transcription of an audio recording of a session that took place on 18th November 2019 at Manchester Metropolitan University. In the session the four adult researchers pilot two methods for reanimating interview data from the Women, Risk and AIDS Project (WRAP) archive. This workshop was part of the Reanimating data project. In the group are two members of the Reanimating data project team (Ester and Ali) and two members of staff at MMU (Jo and Jayne).

This part of the transcript relates to the second ‘experiment’ with the WRAP data in this workshop. In this section the group try out a method that three of them have just tried in a workshop with students. Here participants read the WRAP data and select a story, scene or section that they think needs to be heard by current or future generations – a bit of data that must not go missing or that needs to be saved. In this workshop participants revoice the data by reading out loud in pairs.

The original transcript was completed by Type out transcription services and later edited by members of the reanimating data project team.

1 *Ester lays out data from two WRAP interviews on the table and messes the pages around.*

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4 ESTER: Well, what we could do is one of the things that we just asked the students to do is we could
5 look at...I'll get another interview and then we can just choose which one we want to look
6 at, and to cut out a bit of the woman's story that we think needs to be heard. So we did
7 something about missing discourses with the student group, and thinking, like, are there
8 aspects of these women's stories that feel really important to pass on or to be heard that we
9 can put in the story pinata to be opened and shared with everybody at a public event? So we
10 could just see if we could find a moment...

11

12 JAYNE: Oh yes, I would quite like to do that.

13

14 ESTER: Yes? That we don't want to be missing.

15

16 JAYNE: That's important.

17

18 ESTER: So one of the things we've been thinking about a lot is, like, how much data to give people
19 because if we give too much, they're overwhelmed, and that's why these... I was just
20 thinking of you and talking about how do you work with data, and I have found that being a
21 bit...like choose one sheet of paper and work with that, and I suppose that's one thing I've
22 got from Rachel, really, in the work she's been doing with a sound technician and working
23 with sound is trying to work with the random and I think as a social scientist that's a bit
24 challenging, because it's all about analysis, it's about being systematic and methodological
25 but if you just randomly take a page and do something with it, then that can be just as
26 generative as trying to figure out some sort of thematic thing, and definitely in groups... I
27 think once we started doing that, for me that was quite, like, liberating, because I think
28 before that we were agonising over which ones to choose, which is the best one to choose,
29 are we doing that thing of, like, well, there's some Pakistani girls so we'll choose the one
30 Pakistani girl from the interview - but if you make it more random, I mean, there's always
31 an element of selection but then people just get on with doing it, and then you can kind of go
32 from there, really.

33

34 JAYNE: Stuff happens

35

36 But let's work with...speaking of being random...let's work with these two, so we'll leave
37 that one on the table if you want to look at it, and I'll get one more as well. I don't quite
38 know why I chose these today, these are two white working class women who work, and
39 they're actually a big part of the WRAP archive that we've not really been able to find
40 equivalents of, and one of the things Rachel was telling the women's theatre group that they
41 were, like, oh, wow, and I will tell you today, was that in 1989 only ten per cent of people
42 went to university, and now 50 per cent or more do, and the students in there were, like,
43 woah, that idea that that was something that was a minority thing to do. So actually most
44 young women who were aged 20, 21 were working, but now it's hard to find young women
45 who are full-time working at 20, 21 and involve them in a project like this, and they went
46 through the unions and places like that to get...

47

48 S2: Well, the shocking thing today was the girl, the Iraqi girl who said I'm Iraqi, you know
49 [NAME]?, she said she's working in Amazon and she said it's terrible, and I said, oh, are
50 you allowed to be in a trade union? And she said, what's that? And I said, you don't know
51 what a trade union is? She said, no, I've never heard of it, what is it? And I said, that's for
52 another time, really, but I said you need to google it and you need to get yourself in one.
53

54 S1: That's quite shocking. I'll have to get it into the unit for the next couple of weeks. That's
55 really bad to not know.
56

57 S2: Well, why would you? I mean, Amazon wouldn't let you be in a trade union.
58

59 S1: No, but I think I'd kind of analysed it as if you're not in the union people are not confident,
60 skills are not getting passed down, there's fewer people that were around. I think having
61 worked with people who have been big union activists, I could feel how supportive it is.
62 (Inaudible 01.12.41) but to not even know what it is.
63

64 S2: No, I was shocked, really. Just upset, really, that somebody doesn't know.
65

66 S3: So you can cut or we also have pens if you'd rather highlight. Story that you don't want to
67 be missing, don't want to go missing, so something that's worth saving from the archive or
68 hearing from the archive.
69

70 ESTER: So you can cut - or we also have pens if you'd rather highlight - a story that you don't want
71 to be missing, don't want to go missing, so something that's worth saving from the archive
72 or hearing from the archive.
73

74 *(Long silence as everyone reads and cuts out sections of data.)*
75

76 ALI: So do you want us to do a kind of...like a little scene that we think is important?
77

78 ESTER: Yes, I guess pulling out a bit but you might need more than you can just cut out, so then you
79 can stick it on a bit of paper, if you need a couple of extracts and you need to write around
80 it, then do that.
81

82 *(Silence as everyone reads and cuts out sections of data.)*
83

84 ESTER: How's everyone getting on?
85

86 ALI: Yes, I've got two.
87

88 ESTER: You've got a couple? Do you want to read them out?
89

90 ALI: Yes.
91

92 ESTER: Do you want them in duo, so you do a question and answer?
93

94 JAYNE: Yes, I don't mind, who wants to pick an extract to go first?
95

96 ESTER: Do you want to do yours, Ali?
97
98 ALI: Do you want to be the questioner?
99
100 JAYNE: Right, [Reading] so even if it's not in the lesson, you know that you could actually go and
101 talk to them if you had a problem. Would you have felt able at school if you hadn't got
102 anybody else to talk to, do you think?
103
104 ALI: I think I should have been able to talk about it, but when I first came over, I was very quiet, I
105 just sat and did my work at home, but then I joined a school band and they had a girls...and
106 I got to know the teacher really well and I think I nearly got round to telling him but I just
107 didn't have the guts. He was very nice, he would have listened. I did talk to him about other
108 things, but I think that was just because I got to know him so well. I don't think many kids
109 would be so lucky.
110
111 JAYNE: It's very difficult and also it's often difficult for teachers because they don't have any
112 experience of counselling or knowing what to say to people. Did they talk about AIDS at all
113 at school?
114
115 ALI: Not really.
116
117 JAYNE: Was it mentioned?
118
119 ALI: Yes, they mentioned it and someone would ask or something, and they would briefly
120 mention it.
121
122 JAYNE: But it wasn't part of the syllabus for sex education?
123
124 ALI: I don't remember any.
125
126 JAYNE: No, what school was it?
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128 ALI: Name of the school.
129
130 JAYNE: Oh, I think I've interviewed a few from there.
131
132 ALI: We had it in the fifth year but before that we had a Mr...who left the year after we had him
133 and he was the best, he was very open and he was very strict and kept you under control but
134 he was the sort of person you could talk to. Mr...was nice but I think you couldn't talk to
135 him the same as you could with some of the other teachers.
136
137 JAYNE: So when you were at school, were a lot of people having sex? Not at school but I mean, your
138 friends in your peer group, were a lot of people sexually active?
139
140 ALI: Yes. [stops reading]
141
142 ESTER: What made you choose that one?
143

144 ALI: I think I was very interested in the whole thing about...I realised actually they're all very
145 similar, about having somebody to talk to, and feeling that somebody was listening to what
146 you were saying.
147

148 ESTER: I was thinking that's a really good powerful example of that and it's nice because she did
149 have someone, I think, with so many examples of rubbish sex education and no one listened
150 to me and that's an important message but we also can see it just as clearly when someone
151 has had a good person, can't we?
152

153 All: Yes.
154

155 ALI: Thank you.
156

157 ESTER: Great, shall we do one, Jo? Shall I do one of yours?
158

159 JO: I don't mind, we can do yours if you want. Shall I come round there?
160

161 ESTER: Yes, go on then.
162

163 [Jo moves round to sit next to Ester]
164

165 JO: [Reading] So how about sort of, like, does she ever have a sort of moral view that she
166 brought you up with or anything like that?
167

168 ESTER: She's...there's something she's hammered in, I mean, my mum was 17 when she got
169 pregnant and she never told her...she got someone else to tell her for her, you see, and she's
170 always been upset over that, so I suppose they were the same. They must have been
171 really...because she couldn't turn to her mother and say I'm pregnant, she was...
172

173 JO: Yes, I was just saying whether she had any, like, do you think she's got any opinions of
174 what's right and what's wrong about what she expects you to be doing?
175

176 ESTER: Yes, I said I wanted to go and live with my boyfriend, well, not live with him as I was
177 saving up for a house, and just left it at that, saving up, in three years thinking of living
178 together, and like she'd gone for a night out and we'd had a drink, like, and we were sat
179 there and she said, Louise, don't, don't, don't get...don't just get a house, save up, get your
180 house, get married, get engaged, get married and then have your kids and that's the thing she
181 always says to me without realising that I'm going...
182

183 JO: Yes, so this is what she'd like for you?
184

185 ESTER: Yes, and this big white wedding. She's always said don't run away, don't run away from
186 home, don't rob me of my big day, because she never had a big day, you see?
187

188 JO: Because she got pregnant.
189

190 ESTER: Because she got pregnant, she had the wedding and that, but she didn't have the veil and the
191 wreath and all of this, you know?

192
193 JO: And that means a lot to her?
194
195 ESTER: Yes, she wants this big wedding and I'm her only daughter.
196
197 JO: Oh, right, so the pressure's on, isn't it?
198
199 ESTER: Yeah, that's how I feel. [End of reading]
200
201 ALI: Wow. Why did you choose that one?
202
203 ESTER: I think it's because I remember this story from when I read this interview before and I think
204 it's something that the students were talking about today and I've felt from when I did my
205 PhD research that mums come up all the time when you talk about sex, and how many of the
206 young people I've seen in my own research and I know from the WRAP that part of the way
207 they experience sex, so that embodied experience, has to do with their mum and in a way
208 that we don't probably articulate very well and just how much like our mums' stories of
209 hope and loss and all these things really shape the way that we grow up and our expectations
210 and experiences we have, and how I always think that would be a really productive way as
211 well to really engage in sex education, but that's beyond, like, what did your mum say? It's
212 like what's your mum's story kind of thing, and then that helps you understand your own
213 story, really, and just how intergenerational all these things are that you can't make sense of
214 what it means to be a woman and a sexual woman without really understanding the women
215 that you came from or grew up with. I think that's a kind of a powerful, funny, sad example
216 of that. She's a good story-teller this one as well.
217
218 JAYNE: I remember it from the workshop we did at the People's History Museum because there was
219 that...Louise, don't, don't...just...it would just make a brilliant song. That's fantastic.
220
221 ESTER: Do you want to do one of yours, Jayne?
222
223 JAYNE: Oh, yes, let's do that one. [Reading] I wasn't one of the gang, I just had one friend but my
224 friend got pregnant.
225
226 ALI: How old was she then?
227
228 JAYNE: Fifteen.
229
230 ALI: Was that quite common at school, at your school?
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232 JAYNE: It might have been but nobody knew about it. There was only me that knew she was
233 pregnant and it was our secret and nobody else knows.
234
235 ALI: So what happened? Did she had to leave?
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237 JAYNE: She had an abortion.
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239 ALI: Right, what did you feel about that?

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JAYNE: I was disgusted, really, I think, because we'd shared it for so long. I know it sounds daft, it sounds like a film, doesn't it? We'd shared it for so long, this secret, and then her parents found out, and they said, like, they forced her into having an abortion, which now she thinks, brilliant, got my own house, I've got a new boyfriend, because it broke her other boyfriend up, but she was like in the later weeks for an abortion, she...I think six months, I think she'd gone, something like that. [End of reading. Pause]

I think that's that hiddenness, isn't? It's like, god, that's just such a massive thing to go through and I think the thing that strikes me about it is nobody knew. Nobody knew, nobody knew, nobody knew.

ALI: I think the thing that strikes me is they forced her into having an abortion, so it's like you're under so much pressure, aren't you, at that age and it's almost impossible to challenge that.

JAYNE: Yes, exactly, I think you just wouldn't, would you?

ESTER: I remember that bit of that interview actually, because she goes on to say something like, and I felt like weirdly I'd lost...it was my baby that I'd lost.

JAYNE: Yes, I know, I probably should have kept the other bit in, actually, the other bit was interesting.

ESTER: Well, there's something about the intensity of friendships when you are young. I don't think their friendships are ever quite that intense and so really your friend having a baby it is like your baby in a way, and that's a really intense experience when you're young, I think. Do you want to do one of yours?

JO: I mean, I only knew the very basics. He must have told me nearly everything. I knew there was a womb and a vagina and things like that and I didn't know about anything else, really.

ESTER: Did you know that you were supposed to enjoy it as well as a man, that that was something that you...at school?

JO: I knew that because I remember reading something somewhere, some book, I'd read something about how the woman was supposed to enjoy it but I couldn't really understand it. I remember doing a questionnaire, actually, at school in one of these sex lessons. Did you think men got more enjoyment out of it? And nearly all the girls put men got more enjoyment out of it.

ESTER: So amongst you and your girlfriends, when you talked about sex, you wouldn't be discussing how do we get the most out of it, it wasn't...it just was assumed that you wouldn't?

JO: Yes, but on saying that, they did sort of say how good it was, but I would never say how or why or what did you do.

287 ESTER: So they didn't actually know why it was good or what was good about it. Do you think it
288 probably wasn't good?
289
290 JO: I don't really know. [Stops reading]
291
292 JAYNE: That was a great one.
293
294 ESTER: What made you choose that?
295
296 JO: It was interesting to hear you say about mothers and mothers' stories and stuff. The opening
297 line reminded me of something that my mother always used to say to me about when she
298 was first pregnant that she didn't quite know how it was going to get out, and her
299 expressions to me about her lack of knowing as a young person. And there was stuff in here
300 about pleasure and not the specifics on how, I really remember in sex education when I was
301 in middle school, somebody mentioning...oh, they talked about masturbation, about male
302 masturbation, and completely normal...and someone just added in, oh, and girls masturbate
303 too, and everyone went, ugh... And I just remember going, oh shit... I didn't know it was
304 ugh... Yes, I just really remember that, this thing about the mystery of...sort of everyone
305 knew how it worked for boys, but it never got talked about for girls.
306
307 ESTER: Missing discourse of desire... One of the students underlined, she also chose that bit today.
308 And an unexpected student as well, that I didn't think would choose it, so...interesting.
309 Great. It's so interesting.
310
311 JO: So interesting.
312
313 JAYNE: It is.
314
315 JO: A really interesting method.