

## Community-Sponsored Literate Activity and Technofeminism: Ethnographic Inquiry of *Feministing*



FEMINISTING

COMMUNITY | VIDEO | CAMPUS | EVENTS | MY FEMINISTING

SEARCH FEMINISTING

### Presentation Outline

- Introduction to site of inquiry (slide 3)
- Positioning my project (slides 4-14)
  - o Scholarly landscape/gaps (contributions)
  - o Project goals
  - o Key terms
  - o Key themes and texts
- Research project details (slides 15-21)
  - o Research questions
  - o Methods, methodologies
  - o Limitations and difficulties
- Chapter outlines (slide 22)

PROJECT  
GOALS

- Answer the call for more contextualized studies of digital space/communities
- Add to scholarly conversations about
  - o literate activity that makes up the extracurriculum
  - o how digital writing spaces affect/are affected by feminist activism
  - o how to research literate activity responsibly in digital spaces
- Creation of research archive I can return to and continue work on feminist literate activity across time and technologies

### Research Questions

1. What types of literate activity occur within the *Feministing* community/website?
2. What are the impetuses for this literate activity? (exigency)
3. Where does this literate activity seem self-sponsored, and where does it seem community-sponsored? (underlying question, can the two be differentiated?)
4. *What* aspects of this community as well as society more broadly foster/delimit contributors' literate activity?
5. *How* do various aspects of this community as well as society more broadly foster/delimit contributors' literate activity?
6. How do my findings complement and complicate conversations within writing studies about the "extracurriculum" of composition, particularly with an eye toward differentiating between self-sponsored and community-sponsored activity?
7. How do my findings fit into technofeminist conversations about harnessing technology for political purposes?
8. How do my findings contribute to conversations about community building as technofeminist action?

### Methods

- Survey
- Interviews
- Observation-Participant
- Reading in local practices of *Feministing* as well as broader socioeconomic dynamics

### Methodologies

- Feminist and Technofeminist

IMPORTANT  
THEMES

- Public/private // political/personal
- Essentialism/constructivism
- Silence, silencing, who speaks
- Bodies, embodiment
- Location, positioning (related: standpoint, marginality, exclusion, in-betweens, ethos)
- Redefining and/or recovering rhetoric (rhetoricians, practices, theories)
- Situated, interactive theory/analysis
- Ecological, material theory/analysis
- Technology's neutrality, women's agency

### Limitations and Difficulties

- Critiques of ethnographic research (Lather, Powell and Takayoshi, Naples)
  - o Concerns about authority, power
  - o Concerns about stories, storytelling
- Tensions inherent in feminist research
  - o Difficulties of reciprocity, collaboration (Powell and Takayoshi)
  - o "Gender" is not so simple – acknowledging women but also recognizing intersectionality
  - o Critiques of cyberfeminism as utopic
- If *Feministing* declines to participate

Strategies to address limitations: triangulation, self-reflexivity, flexibility, and collaboration with co-chairs

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