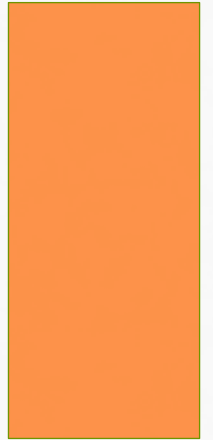


# GENDER, TECHNOLOGY, POWER, AND SEXUALITY

JANE AUSTIN, KARA WALKER, AND RYAN TRECARTIN  
AS SOCIAL THEORISTS



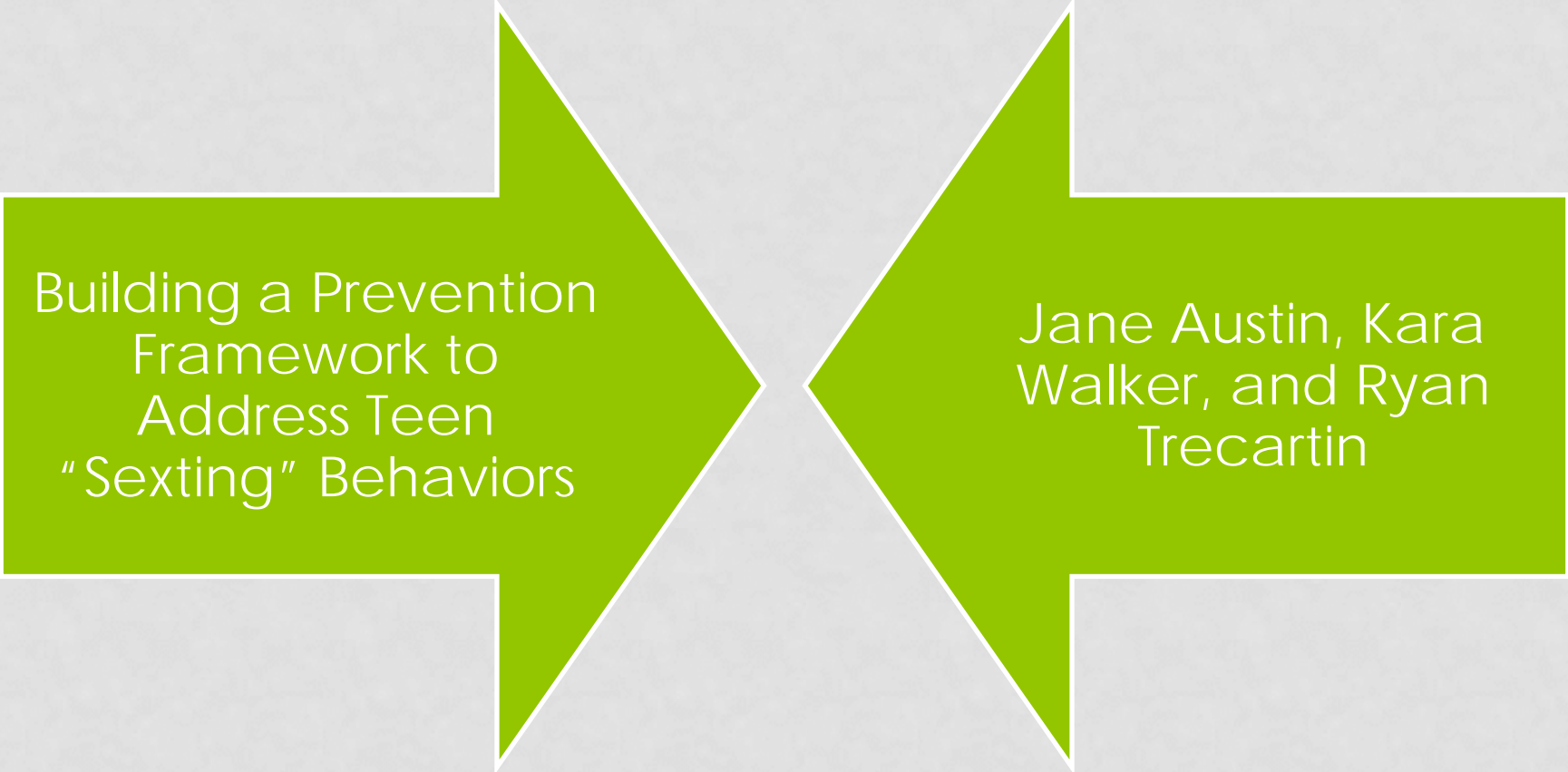
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# PROCESSING QUALITATIVE RESEARCH WITH THE ASSISTANCE OF ART



Building a Prevention  
Framework to  
Address Teen  
“Sexting” Behaviors

Jane Austin, Kara  
Walker, and Ryan  
Trecartin

# WHAT IS SEXTING?

- **Sexting** is the act of sending sexually explicit messages or photographs, primarily between mobile phones. The term was first popularized in early 21st century, and is a portmanteau of sex and texting, where the latter is meant in the wide sense of sending a text possibly with images (Wikipedia, n.d.).
- The first known published mention of the term *sexting* was in a 2005 article in the *Sunday Telegraph Magazine*.<sup>[2]</sup> (From Wikipedia 5/7/12: <http://en.wikipedia.org/wiki/Sexting>)

# SUPPORT FROM: US OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION

University of Massachusetts-Lowell	Miami University of Ohio	Medical School of the University of South Carolina
Andrew Harris, Criminal Justice/Policy	Carl Paternite, Psychology and School Mental Health	Elizabeth LeTourneau,** Psychology and Juvenile Sexual Offenders
Judith Davidson, Education and Research Methodology	Cricket Meehan, Psychology and School Mental Health	
Karin Tusinsky-Miofsky*, Criminal Justice/Youth & Bullying		
Student Research Team: Shanna Thompson (Doctoral Student); Rob Tanso (Masters Student; MaryAnn Ford & Lindsay Tucker— Undergraduates)		

Note. \*Karin Tusinsky-Miofsky is now located at the University of Hartford, Connecticut

\*\*Elizabeth LeTourneau is now located at John Hopkins University, Baltimore, MD

# GUIDING QUESTIONS

- How do teens view and conceptualize sexting behavior and its social context, causes, and consequences? How do they view adult reactions to sexting's occurrence and the efficacy of attempts to address it?
- How do concerned adults (e.g. parents, educators, law enforcement) view and conceptualize teen sexting behavior and its social context, causes, and consequences? How do these adults interpret and respond when presented with the youth perspective on these issues?
- In which areas do the youth and adult views align with one another? In which areas do they diverge?
- How can the answers to the above questions inform the development and/or modification of our interventions aimed at addressing sexting, its behavioral, social, and developmental antecedents, and its negative consequences?

# TEENS

## 20 FOCUS GROUPS; MALE & FEMALE:

### 9 LOCATIONS

State and Site		Males	Females
<b>Massachusetts</b>		19	23
	Andrews	7	9
	Gateway City	6	8
	Romney	6	6
<b>Ohio</b>		23	29
	Astro	6	9
	Native	9	9
	Norse	8	11
<b>South Carolina</b>		13	16
	Brad	5	8
	Norton	3	4
	Wes	4	2
	Make-Up Session	1	2
<b>Total</b>		55	68

# PARENTS

## 10 FOCUS GROUPS: 9 LOCATIONS

State and Site	Males	Females	Married Couples
<b>Massachusetts</b>	5	15	2
Andrews	1	11	1
Gateway City	1	3	1
Romney	3	1	
<b>Ohio</b>	9	37	7
Astro	3	9	3
Astro 2	1	12	
Native	4	7	4
Norse	1	9	
<b>South Carolina</b>	2	24	1
Brad		9	
Norton	1	8	
Wes	1	7	1
<b>Total</b>	16	76	



# OVERVIEW: EDUCATORS

State and Site	Males	Females
Massachusetts	15	38
Ohio	7	26
South Carolina	5	26
Total	27	90



FOR THE PURPOSES OF THIS PRESENTATION

FOCUS ON TEEN DATA!

# FOCUS GROUP AREAS OF DISCUSSION WITH TEENS

- What role does technology play in teens' lives?
- How do teens define sexting?
- What do teens understand about the motivations for sexting?
- How are beliefs about sexting differentiated by gender?
- Do teens understand the legal consequences of sexting? What does that understanding consist of?
- How do teens make sense of the personal and social consequences of sexting?
- How do teens relate to adults in regard to this topic? Do they?
- What are teens' perspectives on the best interventions for sexting issues?



# WHY DO TODAY'S TEENS SOUND SO MUCH LIKE JANE AUSTIN?!!



## Scenes from *PRIDE AND PREJUDICE*

A Novel by **JANE AUSTEN**

*"It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife."*

Fitzwilliam Darcy  
Sir William Lucas-Elizabeth Bennet



*"Mr Darcy, you must allow me to present this young lady to you as a very desirable partner. You cannot refuse to dance...when so much beauty is before you."*

*Jane had not been gone long before it rained hard. Her sisters were uneasy for her, but her mother was delighted.*



Jane Bennet



*Mr Darcy addressed them directly, and entreated permission to introduce his friend, Mr Wickham.*

Lydia and Kitty Bennet  
Mr Collins-Mr George Wickham-Mr Denny



Mr and Mrs Bennet

Lady Catherine and Miss de Bourgh  
Mr and Mrs Collins



*Mr Collins and Charlotte were both standing at the gate in conversation with the ladies.*

Elizabeth-Mr Darcy



*"I have been walking in the grove some time, in the hope of meeting you. Will you do me the honour of reading that letter?"*

*"I never saw any one so shocked. He could not speak a word for full ten minutes."*



Jane-Mr and Mrs Bennet



Mr Bingley-Jane-Elizabeth

*On opening the door, she perceived her sister and Bingley standing together over the hearth.*

*"You must come and make Lizzy marry Mr Collins, for she vows she will not have him; and if you do not make haste he will change his mind and not have her."*



Mrs Bennet

*"Why, Jane you never dropped a word of this - you sly thing!"*

*"Now, be sincere; did you admire me for my impertinence?"*



Elizabeth-Mr Darcy

# WHEN I THINK ABOUT JANE AUSTIN, I THINK OF...

Class: Landed  
Gentry vs...

Gender: There  
are two.

Passing Notes:  
Technologies of  
Communication

Finding a Mate

Dancing  
and Visiting

The dangers of making a bad  
choice

# BOYS AND GIRLS VIEWS OF SEXTING

Boys	Girls
Boys and girls say that boys: compete, strut, and show-off.	Girls and boys say that girls: are seeking attention, to impress, and feel wanted.
Words like competition, trophy, bragging rights, are used in relationship to boys and sexting.	Girls are always in danger of being labeled sluts or whores.
Boys can increase status through sexting.	Sexting decreases girls' status.

# QUESTIONS JANE AUSTIN RAISES FOR ME

- How are teen relationships leading them toward finding a mate?
- How is mating today still a choice related to economics and survival?
- As one of our parents said: "Boys notch the bedpost: Girls set the pace." How deeply engrained is this belief? How long has it been reinforced in our society?



# SEXTING AS A TOOL TO MANAGE SOCIAL GROUPING

...you have like the good kids who want to be cool, want to be accepted, so like you have more the popular kinds going to tell them of if you do this and that, then you can come and hang out with us, but you got to do this."

(Male, South Carolina)

And they probably might send it to other people just to try to get people on their side to hate on that person who might send it.  
(Male, Massachusetts)



# AT A PRESENTATION ON THE SEXTING PROJECT

## Comment from a colleague

I heard a really great talk recently about school bullying and the speaker was talking about how the discourse of bullying mentions individuals, but doesn't say much about groups, social inequities, power, and the ways this may be playing out among young people.

This led me to consideration  
of Kara Walker



WHEN I THINK OF KARA WALKER,  
I THINK OF...

Colonialism/Slavery

Technologies of Control:  
Rape, No Literacy

Punishment

Beauty &  
Ugliness

Black &  
White

Love &  
Hate

KARA WALKER: MY COMPLEMENT, MY  
ENEMY, MY OPPRESSOR, MY LOVE  
OCTOBER 11, 2007–FEBRUARY 3, 2008  
WHITNEY MUSEUM OF ART, NYC



# APPLICATIONS TO THE SEXTING STUDY

- How are teens using new media to practice old gender stereotypes?
- How is power at issue when teens sext?
- How are teens complicit with the oppressor?



# A CHANCE ENCOUNTER IN THE NEW YORKER

- Ryan Trecartin
- Party On
- Ryan Trecartin at P.S. 1.
- by Peter Schjeldahl  
June 27, 2011



# EXPERIENCING RYAN TRE CARTIN





# QUESTIONS TRE CARTIN RAISES FOR ME

- What does it feel like to be 15 years old and embedded in today's digital world?
- How are the discourses of consumerism, globalism, technology shaping youth?
- How do these discourses shape identity development, gender understanding, and one's sexuality?
- How are these issues present in the lives of the young people we interviewed?

# THE CONTINUUM OF SEXTING...INFORMED BY AUSTIN, WALKER, AND TRECARTIN

## Mutual Interest

- Intimate
- Caring
- Private
- Trustworthy

## Self Interest

- Curiosity, Desire
- Peer Pressure
- Self-Esteem Issues
- Ambiguous Trust

## Intent to Harm

- Untrustworthy
- Deliberate Cruelty
- Bullying & Harassment
- Violation of Trust



# SELF INTEREST: THE PERILOUS AND GENERATIVE ZONE

- This is where you are trying to meet your own needs and situate yourself socially.
- In this zone, you devise the self through exploration, testing, failing, and reorganizing.
- Multiple and ambiguous personal and social understandings exist here.
- This is where the sorting of social relationships and placement within social groups occurs.
- The work done here is contextualized by history and culture.
- New regimes are interconnected with old regimes.

# ART IS A WAY TO ASK NEW QUESTIONS OF THE DATA AND YOUR EMERGENT INTERPRETATIONS



Class, Gender,  
Economics

Activities that promote the  
hunt for a mate.

The dangers of choosing  
unwisely

What technologies promote  
the communication?

Black and White, Love and  
Hate, How do we live on the  
border? What technologies  
are used to keep power and  
to subvert power?

Race, Gender,  
Power,  
Economics

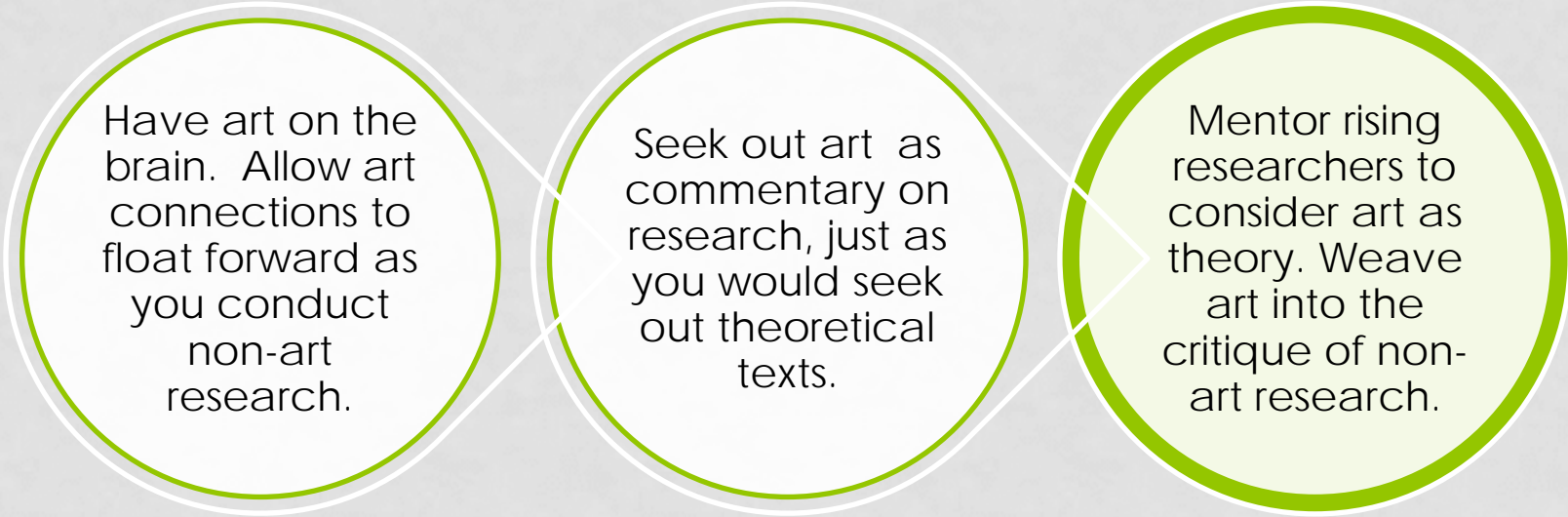


Technology,  
Globalization,  
Commercialism

What is it like to be a teen in  
this new digital world? What  
does it feel like? How is the  
experience unique...and yet  
similar to earlier times?



# HOW DO WE ADD ART TO OUR SOCIAL SCIENCE DIET?



Have art on the brain. Allow art connections to float forward as you conduct non-art research.

Seek out art as commentary on research, just as you would seek out theoretical texts.

Mentor rising researchers to consider art as theory. Weave art into the critique of non-art research.