- Exploring the furry fandom
 - I'm Matthew Scott, or Makyo
 - Write for [adjective][species] along with Klisoura the collie, Zik the otter, Rabbit, and the awesome JM, an Australian horse in the UK.
 - Want to talk about exploring furry through data
- Why?
- Furry is interesting
 - Growing fast
 - No membership requirements
 - Spans boundaries
- There's a lot to explore
 - Understanding individual aspects
 - Understanding change over time
 - Making sense of the fandom as a whole
- So what is exploring?
- Collection
 - First we need to collect information
 - Two main resources
 - Surveys and spelunking for outside data
 - Introspection for inside data
- Understanding
 - Looking through data
 - Searching for stories
 - Verifying against other sources
 - Deciding on interesting points
- Giving back
 - Data presentation
 - Data visualization
 - Data accessibility
 - Data description

• Dialog

- Sharing social currency
- Commenting
- Differing opinions
- What's missing

• Explore cycle

- Exploration is really a cycle
- Collect data
- Piece it together into a story
- Pull it into a presentable format
- Start a dialog
- Learn what/where/how to collect next time

• For example

- Here's a small example of a story told through data
- JM wanted to explore how furry might help one re-evaluate their sexual preference
- Collected pertinent data to work with years in the fandom correlated with sexual orientation
- Trend was visible
- Pulled into a vis (slide)
- Started dialog with article (slide)
- Learn where to go next

• What do we have to work with?

- Gerbasi et al.
- Anthropomorphic research project
- Klisoura
- [a][s]
- Some others
- Introspection, but will get into that later

• What have we learned so far?

- Quite a bit, really
- Diverse fandom in some ways, not others

- Growing fandom
- Problems with our own definition
- But that's okay, leads to looser membership "requirements"

• Before I continue...

- Want everyone to pay attention to something
- I am going to talk about the following things:
 - * sex and gender
 - * sexual orientation
 - * importance of sex
 - * age
 - * population distribution
- Pay attention to your own reaction
- What is surprising and new?
- What did you already expect was the case?
- Will explain why this is important after.

• Sex and Gender

- Wide gap here
- The 80-20 numbers are telling
- Ties in with the next slide

• Orientation

- Kind of heartening
- Oft-quoted 10%
- More even spread along kinsey scale
- Tie in with last slide: large number of same-sex relationships due to the skewed gender numbers (i.e.: many who identify as bi wind up in same-sex relationships)

• The importance of sex

- Perhaps a little surprising?
- Explain numbers:
 - * Blue: importance to respondent. Not terribly important
 - \ast Green: perceived importance to rest of fandom. More important than self
 - * Red: perceived importance to fandom by public. Big difference

- What does this say?
- Are we really crazy sexual, or are we just defensive about sexuality?

• Age

- Not too surprising that furry is young
- Still a long tail
- Does this also imply that there's a drop-out age?

• Population distribution

- US

- * This is one way to correct for population density
- * California in the lead, not too surprising, maybe
- * Doing pretty well in Colorado!

- World

- * Disclaimer: english survey, raw data
- * Even so, casual observation makes it feel as though it's relatively true
- * What about the US makes it so easy to wind up in the fandom?
- * Possibilities: access to net, access to travel, but could be as simple as having so many examples and role models in societal subconscious (Coyote up to Ratatouille)

• Doxa and Introspection

- What is doxa?
- What we accept as truth without needing proof, common belief and judgement
- What is the doxa within the fandom?
- Look at the data:
- What is intuitive?
- What is surprising?

• Where do we go from here?

- This was part of our dialog. What do we need to collect?
- Where can studies be improved?
- Where can we gain more information?

• (Open for questions)