



Tracing Women Pedagogues: Finding the Underrepresented in Nontraditional Sources

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Introduction

This project intends to locate information about the careers of underrepresented women pedagogues in rhetorical studies that may appear in non-traditional sources. The Linked Women Pedagogues (LWP) Project focuses on recovering information about the pedagogical legacies of women in rhetorical studies between 1890 to 1990 who taught at a post-secondary schools or through the Peace Corps. Often, the recovery of information was difficult because it is archival data. If it is available, it may be missing important details. Or the woman are underrepresented because they are not mentioned in major information resources, such as VIAF, WorldCat, Google Books, or other archive-based resources. The purpose of this research project is to explore what information could be discovered by or about women pedagogues through non-traditional sources that have been unexplored because of their unconventional nature. Non-traditional sources included sorority/organization records, university faculty lists, and archived cultural magazines. Based on my findings, I consider what LWP researchers could add to their workflow to help recover key information that may be missing from larger data discovery tools.

Definitions

- **Pedagogue:** a person who taught at the post-secondary (college) level, specifically in reading, rhetoric, composition, or literacy.
- **Traditional source:** refers to a database, data tool, or digital repository that primarily reports results from published work or stable archival collections. Traditional sources can be easily mined for accurate and meaningful data in excel sheets, records, or citations.
- **Data Discovery tools:** online sources that help verify the validity of records such as authorship and a role they played in society.
- **Workflow:** set of steps used in the reporting portion of the progress to verify if a women fits the criteria to be entered into the master datasets.
- **VIAF (Virtual International Authority File):** an online tool that combines multiple sources and authority files into one authoritative file, reporting on publications and their authors.

Methods

In this project, I focused on developing one of the LWP's four workflows, which refer to different sets of tools that researchers can use to collect data. My workflow involved pulling names of women from an already populated spreadsheet to help determine whether they meet the qualifications to be included in our data set, searching non-traditional tools for these women, and determining the use value of those non-traditional tools for finding additional subjects. The women in our data sets must fit three criteria before moving from what we call our progress and reporting documents into the master datasets: (1) must have had some teaching, publishing, administrative or mentoring role in rhetorical or literary studies; (2) fulfilled some of these roles at the post-secondary level; and (3) worked within the 1890–1990 time frame. The flow used was (1) locate non-traditional sources; (2) search those sources for pre-selected women figures; (3) use the sources to find new women we haven't already found; and (4) determine whether those sources would be useful for finding additional women figures who fit our criteria (5) discover her organization affiliations, alma mater, and any publications that she may have authored.

Example Findings

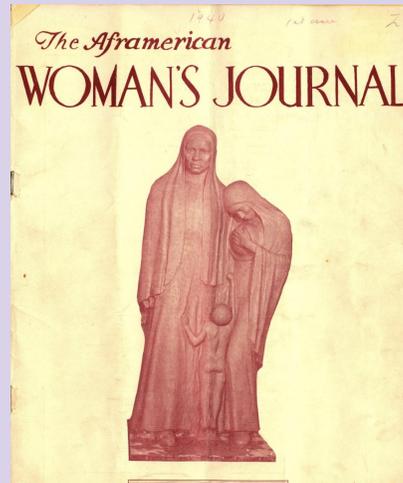


Figure 1: Dr. Ana Echegoyen de Canizares

Ana Echegoyen de Canizares received her PhD in English from the University of Havana. She worked in youth and adult education alongside the United Nations Educational, Scientific, and Cultural Organizations. She was the first Latina woman to hold the Chair of Pedagogical Methodology at the Faculty of Education of the University of Havana. **Image source:** *Semantic Scholar*



Figure 2: Dr. Eliza Pearl Shippen

Elizabeth Pearl Shippen was Professor of English and Dean of Women at University at the District of Columbia. She graduated from Howard University in 1912, received her masters in English at Columbia University, and her PhD at the University of Pennsylvania in 1944. She was a founding member of DELTA SIGMA THETA, Sorority Incorporated. **Image source:** *womens activism NYC*



Figure 3: Lucy Diggs Slowe

Lucy Diggs Slowe was the first President and one of the founders of Alpha Kappa Alpha, Sorority Incorporated. An English Professor at Howard University, she was the first Black woman in the National Association of Women's Deans, and the first African-American Dean for the College of Women at Howard University. **Image Source:** *Wikimedia Commons*

Conclusion

This work is the first in several steps toward expanding the LWP project sources used to discover women that deserve to be brought to light and recognized. By enacting this process, I was able to locate and introduce nontraditional sources. While not all nontraditional sources led us to women who fit LWP's criteria, they are still a valid pathway for the information that they can unveil. The nontraditional documents used were mainly sources that target women of color. For example ALPHA KAPPA ALPHA, Sorority Incorporated, is a historically Black sorority whose founders descended from minority backgrounds, unlike in some of the traditional sources, where we have no confirmation about the racial or ethnic representation of our subjects. While these data are valuable, they are difficult to come by in traditional sources, which have sparse representation of women of color between 1890 and 1990. Overall, this project is the first step towards diversifying the data used in my project. As many of the rows of our datasets lack women that come from a minority background, this will allow for more role models of color and representation for these communities.

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Works Cited

