

LIT 6934-3386

Writing, Theory, and the Colonial Difference

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Description

This course examines theoretical opportunities for the field of Writing Studies made possible by recent scholarship on 1) the various communication systems of pre-Columbian America and 2) rhetorical practices in contemporary Latin America (including the U.S.). Specifically, it examines how this work contests prevailing theoretical notions about the technology of writing itself, forming an implicit critique which in turn urges theorists in Writing Studies to reimagine the field's core concepts. As well, the course asks how Writing Studies might take part in what Walter D. Mignolo and others call "border thinking" or "delinking," the process of locating knowledge production outside of European-cum-modernist-cum-postmodernist ideological frameworks.

Texts

Damián Baca, *Mestiz@ Scripts, Digital Migrations, and the Territories of Writing*

Damián Baca and Victor Villanueva, *Rhetorics of the Americas: 3114 BCE to 2012 CE*

Elizabeth Hill Boone and Walter D. Mignolo, *Writing Without Words: Alternative Literacies in Mesoamerica and the Andes*

Christina Kirklighter, et al., *Teaching Writing with Latino/a Students: Lessons Learned at Hispanic-Serving Institutions*

Walter D. Mignolo, *The Darker Side of Western Modernity: Global Futures, Decolonial Options*

Work

Three assignments, counting equally:

Blog/Journal. A series of blog/journal entries, each at least 250 words long, responding to course readings. These needn't be as revised or polished as the other two assignments, but they should be rigorous. Three times a week, you'll post these entries to the seminar's Sakai page for the rest of the class to read.

Annotated bibliography. A document containing summaries/analyses (annotations) of scholarly articles, book chapters, and books addressing a topic of abiding interest to you.

Critical review essay. A document that presents the contents of the annotated bibliography in long-form prose, with more substantial synthesis and analysis.

Grading

A- (3.67), A (4.0)	Your writing is always clear and sometimes graceful; it attends to the complexity of its subject matter and the expectations of its readers (who we will identify). Your research is appropriate to your inquiry, and thorough.
B- (2.67), B (3.0), B+ (3.33)	Your writing is usually clear, though at times it loses control of its subject matter and/or sight of its readers. Your research is appropriate but not quite thorough.
C- (1.67), C (2.0), C+ (2.33)	Your writing struggles to be clear. Your research is cursory.

Schedule

January 8	Introduction
January 15	Baca
January 22	Baca & Villanueva
January 29	Baca & Villanueva
February 5	Kirklighter, et al.
February 12	Boone & Mignolo
February 19	Boone & Mignolo
February 26	Mignolo
March 5	<i>No class—Spring Break</i>
March 12	<i>No class—Individual conferences to discuss Annotated Bibliography (Due March 10)</i>
March 19	<i>No class—CCCC</i>
March 26	Mignolo
April 2	Mignolo
April 9	Student selections
April 16	Student selections
April 23	<i>No class—Individual conferences to discuss Critical Review Essay (Due April 21)</i>