

1. Record Nr.	UNINA9910136846803321
Titolo	Decolonizing Rhetoric and Composition Studies : New Latinx Keywords for Theory and Pedagogy // edited by Iris D. Ruiz, Raúl Sánchez
Pubbl/distr/stampa	New York : , : Palgrave Macmillan US : , : Imprint : Palgrave Macmillan, , 2016
ISBN	1-137-52724-2
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (XX, 195 p. 4 illus.)
Disciplina	410
Soggetti	Applied linguistics Language and education Education and state Literacy International education Comparative education Applied Linguistics Language Education English language - Rhetoric - Spanish influences English language - Composition - Spanish influences English language - Study and teaching - United States English language - Rhetoric - Study and teaching English language - Composition and exercises - Study and teaching Education Policy International and Comparative Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Foreword -- Introduction: Delinking -- Part 1: Basics -- 1. Race -- 2. Literacy -- 3. Citizen -- Part II: Making Texts -- 4. History -- 5. Code Switching -- 6. Writing -- Part III: Self-(Re)Definitions -- 7. Pocho -- 8. Mestizaje -- 9. Éxito (Success) -- 10. Chicana Feminism -- Part IV: Political Rhetoric -- 11. Illegal -- 12. Mojado. .
Sommario/riassunto	This book brings together Latinx scholars in rhetoric and composition to discuss important conceptual terms that have been misused or

appropriated by forces working against the interests of minority students. In educational and political forums, rhetorics of identity and civil rights have been used to justify ideas and policies that reaffirm the myth of a normative US culture that is white, Eurocentric, and monolingually English. These attempts amount to a de facto project of neo-colonization, if “colonization” is understood to include not only the taking of land but also the taking of culture, of which language is a crucial part. The authors introduce the concept of epistemic delinking and argue for its use in conceptualizing the kind of rhetorical and discursive “decolonization” we have in mind, and offer examples of this decolonization in action through detailed work on specific terms. Contributors to this volume will draw on their training in rhetoric and on their own experiences as people of color to reset the rhetorical agenda for the future. They theorize new key terms to shed light on the great varieties of Latinx writing, rhetoric, and literacies that continue to emerge and circulate in the culture at large in the hopes that the field will feel more urgently the need to recognize, theorize, and teach the intersections of writing, pedagogy, and politics.
