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Nota di contenuto	Intro -- Contents -- Preface -- Foreword by Patricia Bizzell -- 1. Composition and the Politics of Theory Building -- What is Theory? -- Big Ts and Little ts -- Anti-Foundationalism and Theory Fear -- Anti-Theory from Without -- Anti-Intellectualism and the Battle Within -- Theory, Knowledge Making, and Composition -- 2. Postmodernist Thought and the Teaching of Writing -- Toward Poststructuralist, Postmodernist Thought -- Foucault's Archaeology -- Contending with Poststructuralism in Composition -- Applying Foucault -- Finding Balance Between Theory and Praxis in Composition -- Postmodernism and Dialogic Pedagogy -- Perceiving Theory in Composition -- 3. Postprocess Theory and the Pedagogical Imperative -- New Pragmatism and Contingencies of Language -- Alternative Tools and Triangulation -- Post-Process Theory -- Postprocess and the Composition Classroom -- Postprocess Composition and Anti-Foundational Fear -- 4. Feminist Theory and Its Interaction with Composition Pedagogy -- Validating Feminist Theory -- Disrupting Composition -- Neutralizing Theory -- Writing (with) Feminisms -- Teaching Conflict -- Feminism and the "Identity" of Composition -- Feminist (Academic) Discourse -- 5. Ideology, Literacy, and Radical Pedagogy in Composition Studies -- Ideology -- False Alarm(?) -- Literacy Debates -- Cultural Literacy -- Literacy and Liberatory Learning -- Composition and Radical Pedagogy -- Getting it Right(?) -- 6. Continuing the Theory Debates -- Where are

we Going? -- Theory, Theory, Theory -- Final Thoughts -- Afterword  
by Gary A. Olson -- Notes -- 2. Postmodernist Thought and the  
Teaching of Writing -- 3. Postprocess Theory and the Pedagogical  
Imperative -- 4. Feminist Theory and Its Interaction with Composition  
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Composition Studies -- Works Cited -- Index -- A -- B -- C -- D -- E.  
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**Sommario/riassunto**

Examines the relationship between theoretical and practical knowledge, within the academy in general and composition studies in particular. In this thought-provoking and gracefully written new book, Sidney Dobrin examines current debates over the relative value of theoretical and practical knowledges, both in the academy in general and in the discipline of rhetoric and composition. He explores arguments about whether theorizing is an appropriate mode of scholarly inquiry for a field that is primarily informed by practical knowledge, whether theory-building in general speaks to local concerns, and whether the production of theory in composition leads to scholarship that is more obfuscating than illuminating. Ultimately, Dobrin argues that theoretical investigation should be an indispensable form of knowledge-making in composition and that theory and practice must necessarily inform one another. Sidney I. Dobrin is Assistant Professor of English at the University of Kansas, Lawrence. With Gary A. Olson, he co-edited *Composition Theory for the Postmodern Classroom*, published by SUNY Press, and is co-editor of *JAC: A Journal of Composition Theory*.

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