

Political Economy: Bridge to WAC's Fourth-Stage Future?

Table 1.1 Cross-Curricular Literacy Paradigms (adapted from Jablonski 186).

Model	Missionary	Anthropological	Critical
Stage	Stage One (1970s and 1980s)	Stage Two (1980s and 1990s)	Stage Three (late 1990s – 2000s)
Historical conditions	Writing considered subordinate to other disciplines, focus on writing instruction, service ethos, public/private funding	Less funding, WAC needs to stay relevant, rhetorical research into disciplines becomes popular	Composition Studies focuses on cultural studies and critical pedagogy
Philosophies/perspectives	Missionary zeal, expressivism, values self-discovery, process-based pedagogy, writing to learn techniques	Focus on observation and disciplinary research, social-constructionism, values enculturation, discipline-based pedagogy, learning to write techniques	Focus on critique, social-epistemic, values student agency, critical pedagogy, revision of disciplinary discourse/ knowledge through writing
Compositionists' goal for CCL work	Convert faculty to WAC philosophies and techniques	Understand disciplinary discourse	Critique disciplinary discourses, conventions, and pedagogies on political and ideological bases
Relationship	Compositionists are missionaries and faculty are natives	Compositionists are anthropologists studying the natives	Compositionists are cultural critics and faculty are either collaborators or resisters

Table 1. Tarabochia, Sandra L. *A Revisionary Approach to Cross-Curricular Literacy Work*. Diss. U of Nebraska, 2010. Lincoln, Digital Commons. Web. 17.

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