

Teaching Writing  
as a Foreign Language:  
Achieving Proficiency in Academic Contexts

By Kevin Eubanks, Associate Professor, Naval War College

Analogy:

Writing *as* a Foreign Language

# Foreign Language Pedagogy

## Communicative Learning

- Communication
- Input/Output
- Context



# Implications for Writing Pedagogy: The Text is the World

... against a sea of ...  
conflicting ... as he sees in real life.  
He must step a pink space  
on creaking ... and a step  
creaking a pink space on the solemn floor  
a noiseless attendant ... of  
the door but slightly ... him a  
noiseless ...  
Directly, he said, creaking a so abbeit  
lingering. The beautiful in effect of  
who comes to help against ...  
one always feels that Goethe's words  
are so true. True in the larger and  
twice creakingly analysis he  
off. Bald, zealous by the door he  
his large ear <sup>all</sup> to the attendant's  
Heard them: and was gone.  
Two left.

# SAMPLE LESSON, or *Building the Essay: Creating Intentional, Unified, Coherent, Well-Developed Paragraphs*

S108

*Current Anthropology* Volume 60, Supplement 19, February 2019

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## **Bureaucratic Weaponry and the Production of Ignorance in Military Operations on Guam**

by Catherine Lutz

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Militarism is a form of life accomplished in the contemporary world through large institutions organized bureaucratically around the preparation for, and production of, violence. Bureaucracies most famously produce a diffusion of responsibility among their members, but additionally they produce both knowledge and ignorance at both the institutional and the more compartmentalized scales. This article examines the political and cultural uses of ignorance claims and performances by military bureaucracy, taking the example of the US Navy's environmental impact statement documents produced in the process of building up its presence in the nonsovereign island of Guåhan/Guam. While the documents produced in militarized bureaucratic contexts like this one appear to be claims to expertise, they are striking for how they navigate between knowledge and ignorance, that is, for how they seek some kinds of information and avoid others, how they use bureaucratic rules to set boundaries on what knowledge they will seek and quietly perform, not knowing what they at some level in fact know but do not wish to know. The goal is to understand the ignorance of militarism here not as an obstacle to knowing but as a related phenomenon with its own social shapes and effects.

“Bureaucratic Weaponry and the Production of Ignorance in Military Operations on Guam” by Catherine Lutz, *Current Anthropology* 60, no. 19 (Feb 2019): S108-121.

# Writing Paragraphs: Terms to Know

PURPOSE: Thesis-driven objective

QUALITY: Unity, coherence, development

DIRECTION: Deductive, inductive, other

CONTENT: Claim (what?) -> Evidence (how?), -> Analysis (why?)

“The work of bureaucracy is at the center of modern military practice, alongside violence itself and the labor of soldiers, contractors, and other civilians. While scholars and the general public typically pay more attention to the spectacular manifestations of the militarism that undergirds that practice— F-16 flyovers of a football game, images of an armada steaming in formation through war games, or the fiery display of missiles hitting targets in war itself—we ought to draw more attention to the quieter office work, organizational meetings, policy discussions, and document preparation and circulation involved in making war, in making wars of particular types, and in developing commitments to the idea of the primacy of force. Why? Because in both public and private arenas, the work of war preparation and of war is administered in ways that provide crucial insight into the impact and tenacity of militarism or the affective and capital investments in the use of military force, including its coexistence with both democracy and neocolonialism” (Lutz, S108).

“This article asks about the political and cultural uses of claims to, or performances of, ignorance by military bureaucracy. It takes the example of the US Navy’s documents produced in the process of building up its presence in Guam. The documents produced in militarized bureaucratic contexts like the one to be examined here are striking for how they navigate between knowledge and ignorance, that is, for how they seek some kinds of information and avoid others, how they use bureaucratic rules to set boundaries on what knowledge they will seek and quietly perform, not knowing what officials at some level in fact know but do not wish to know. While the documents and the behavior of military officials in Guam can be viewed as performances of expertise in environmental assessment and military operations or logistics, those documents also continually declare the irrelevance of certain kinds of knowledge or the acceptability of certain forms of their own ignorance or uncertainty. As performances, the documents require some collaboration between, and evidence different tactical struggles by, performer and audience (Matthews 2011). They are also examples of what Feldman (2008) sees as the daily practices in governing bureaucracies like the military that create, constitute, and legitimate the institution and its power themselves rather than simply being behavioral evidence that the military exists and performs certain functions” (Lutz, S108-9).

“Militarism bears a long and special relationship with this production process. It amplifies ignorance in several ways: (1) since the canonization of von Clausewitz, the hypervalorization of the idea that wars are more uncertain than other human activities and that the ignorance associated with that is inevitable (“War is the province of uncertainty; three-fourths of those things upon which action in war must be calculated, or hidden more or less in the clouds of great uncertainty”) [...]” (Lutz, S109).

“The relational character of the politics of knowledge and ignorance is vividly illustrated in this format. Those relations are of gross inequality, and that is evident in language choices. [...]” (Lutz, S117).

“The island of Guam is one of the most militarized places on Earth by the measure of military equipment and toxic residue, historical levels of investment, and personnel per acre. The United States acquired the island in the Western Pacific in 1898 from Spain, which had itself used the island as a crucial naval refueling site to facilitate the projection of its military and commercial power into Asia, from the era of Magellan to the dawn of the twentieth century. [...]” (Lutz, S110).

Here, the military reformulates Chamoru concerns about contemporary racism and historic land theft as a fear of not being understood by the new arrivals (Marine or civilian) to the island. This constructed fear is treated as easily manageable with cultural awareness training and understanding that requires mutual efforts; it is silent on the power differential involved” (Lutz, S119).

# Applications in the Classroom

Large Group  
Lecture or  
Seminar

Small Group  
Lecture or  
Seminar

Guided Peer  
Review

Writing,  
Teaching, or  
Learning  
Center