

AMERICAN UNIVERSITY
DEPARTMENT OF ANTHROPOLOGY

Anthropology of Militarism: A Public Anthropology Clinic

ANTH 640-002, Fall 2014
Tuesdays, 5:30-8:00 p.m., Ward 114

David Vine: vine@american.edu; 202-885-2923

Office Hours: Hamilton 311, Mon/Tue, 1:30-3:30 pm, and by appointment

As members of this clinic, we will approach militarism and the related phenomenon of militarization in three ways: 1) theory, 2) practice, and 3) knowledge production. This means that in addition to reading, analyzing, and discussing key theory and other literature about militarism, clinic members will engage in one of three projects opposing or building alternatives to militarism while also assisting in the completion of two books about militarism (*The Militarism Reader*, edited by the Network of Concerned Anthropologists, and my *Base Nation: How U.S. Military Bases Overseas Are Harming America and the World*). Modeled in part on a legal clinic, this public anthropology clinic seeks to both better understand militarism and reduce some of its damaging effects through theoretically informed practice and demilitarization-focused knowledge production.

The clinic revolves around three major projects. Each project provides a tool to oppose militarism and a lens to understand how militarism and militarization operate. Every clinic member will join a team supporting one of the projects. One team will work with the “Costs of War” project (costsofwar.org), a nationally recognized initiative led by anthropologist Catherine Lutz and other social scientists to document the human, economic, and other costs of the U.S. wars launched since September 11, 2001. The second team will work with Miriam Pemberton, an expert on *military conversion* at the Institute for Policy Studies, who is assisting U.S. communities attempting to convert local economies dependent on military contracting and arms manufacturing into vibrant economies providing new clean energy and transportation technologies. The third team will work with an AU legal clinic to use the UN, the courts, and the media to advance the struggle of the Chagossians, a people who were exiled from their Indian Ocean islands four decades ago during the creation of the U.S. military base on Diego Garcia and who are seeking the right of return and reparations. (In exceptional cases, a clinic member can ask to work on a preexisting project of major significance to one’s graduate studies.)

No matter one’s team, the entire class will learn about, discuss, and assist all three projects throughout the semester. The first three weeks of the semester involve relatively heavy reading designed to quickly introduce each project and the broader aspects of militarism that each project illuminates. Subsequently, I will expect clinic members to work intensively every week on their respective projects, following a work plan developed by one’s team. During class, teams will report and discuss the progress, challenges, questions, and other issues arising in their work. Most weeks, teams will also meet with me for approximately 45 minutes outside of class to discuss their progress. In total, clinic members should expect approximately 10-15 hours of work per week, including at least one project-focused piece of writing or other deliverable.

For each class after the first three weeks, we will read relatively short, key readings about militarism and the related phenomenon of militarization. We will discuss the readings in detail, reflecting on how the theory helps us understand the three projects and vice versa. Major topics will include violence, war, imperialism, the military industrial complex, the global war on terror, the U.S.-led wars in Afghanistan and Iraq, global transformations in capitalism, competition for scarce natural resources, foreign military bases, and strategies for demilitarization and peacebuilding. Several readings throughout the semester will come from *The Militarism Reader* and, to a lesser extent, *Base Nation*. Clinic members will have regular opportunities to provide feedback about and thus assist in the completion of both books. Throughout the semester, we will engage in critical self-reflection about one's own work, the projects, the clinic, and anthropology.

Together, we will run our class sessions as a participatory, discussion-based seminar. As such, I will assume energetic and thoughtful engagement and careful attention to all assigned readings from every clinic member. The classroom will be a space for passionate, engaged discussion. Everyone will be encouraged and expected to express views freely and to dissent with others, including and especially me. Everyone will also be expected to respect others' right to express themselves freely. Beginning with the syllabus and throughout the semester, clinic members will have opportunities to shape the direction of the class, choose subjects of discussion, and improve the course design through regular feedback.

PARTICIPATION AND ATTENDANCE

Careful and thoughtful reading and active participation in class, in addition to project deliverables and other written assignments, are the most important elements of this course. I expect advance notice and an explanation for any classes and team meetings you will miss.

Because this class stresses active participation in class discussions and respect for all clinic members, computers and other personal electronic devices may never be used in the classroom. If there is a legitimate reason to make an exception to this rule, please come speak to me. Thanks for your understanding.

WEEKLY DELIVERABLES

Most weeks, you should expect to turn in at least one piece of writing at the beginning of class. These deliverables will take many forms and will be determined with your team in consultation with me. Although we will have formal moments for self-reflection, I encourage you to attach to your deliverables a separate page or more of additional comments and any questions you might have about the clinic, the projects, or anything that might be confusing. This writing need not be formal and can take the form of a series of notes. Please also use these notes to offer feedback of any kind about my teaching, ways we could improve the clinic, and general frustrations or inspiration. I also welcome emailed questions and comments (call if something is urgent) as well as anonymous questions or comments placed in my mailbox in the Department of Anthropology's Hamilton Building.

ASSIGNMENTS SUMMARIZED

- 1) Weekly team project deliverables, to be determined;
- 2) Weekly informal team updates and discussion in class;
- 3) Meeting with me and team rankings, due by September 16;
- 4) Weekly team meetings with me (approx. 45 minutes), to begin *promptly* at a time TBD;
- 5) Initial team and individual work plan calendars, due in class September 23;
- 6) Public Anthropology Conference team presentation, October 5;
- 7) Mid-semester self-evaluation, due in class October 21;
- 8) 1 paragraph minimum final writing assignment proposal, due in class November 4;
- 9) 1-2 page final writing assignment outline, due in my mailbox by November 18;
- 10) Final team project presentation, December 9;
- 11) Final publishable writing assignment related to one's project of approximately 6-15 pages and self-evaluation due in my mailbox by 9:00 a.m. December 11.

WRITING REQUIREMENTS

All written assignments must be double spaced, 12-pt. font, with 1-inch margins on all sides, and comply with generally accepted rules of writing, style, and proper academic citation. For guidance, see the American Anthropological Association style guide: (http://www.aaanet.org/pubs/style_guide.htm); the *Chicago Manual of Style* (<http://library.osu.edu/sites/guides/chicagogd.php>); and the *MLA Style Manual and Guide to Scholarly Publishing* (<http://thewritesource.com/mla.htm>).

All writing assignments must be turned in on paper (i.e., *not electronically*) at the beginning of the class on which they are due, *unless indicated otherwise*. If there is a legitimate reason why you must turn in a paper late, you should contact me *more than 24 hours* before the due date to explain the problem and make other arrangements. For help with your writing beyond the classroom, visit the Writing Center, Bender Library Commons (885-2991 for appointments), the Academic Support Center Writing Lab, or feel free to see me.

ACADEMIC INTEGRITY

By registering for this class and at the university, you have acknowledged your awareness of the Academic Integrity Code (<http://www.american.edu/academics/integrity/code.htm> or see the "Student Handbook and Planner"). You are responsible for familiarizing yourself and complying with all its standards of academic conduct, including those related to plagiarism. I take plagiarism and academic dishonesty very seriously, and I am required to report cases to the Dean of the College of Arts and Sciences, whose policy is to fail students for the course. Please read the university's Academic Integrity Code closely, and be sure to ask me if you have any questions.¹

Special Note: In addition to plagiarizing others, it is possible to plagiarize oneself when using your own previously written material without proper citation. To avoid self-plagiarism and related academic dishonesty, you must cite all material that you have written for any purposes

¹ Michael Manson, Academic Affairs Administrator, College of Arts and Sciences, American University, Washington, DC, email communications, January 8, 2008, January 8, 2009.

² See "Guideline of a General Education Syllabus," online document, available at

other than this class. If you want to use material written for another class in this course, you must ask for advance permission to do so.

MY RESPONSIBILITIES

I pledge to the best of my ability to make this as enriching and exciting an academic experience as possible for everyone; to come prepared to lead engaging class sessions; to create a safe and nurturing academic environment in the classroom that encourages the free exchange of ideas; to remain open to—and encourage—all dissent, critique, suggestions about the class, and other feedback; to adapt the course as appropriate in response to feedback; to meet personally with course participants during my office hours and at other times by appointment to discuss any aspect of the course; to read carefully and return all written assignments in a timely fashion; and to be fair in my evaluation and grading.

CLASS SCHEDULE

All assignments and readings are due on the date indicated.

Notes for where to find texts

BBc=Blackboard “Course Reserves”

BBo=Blackboard “Other Readings”

If you cannot find a reading on Blackboard or if a link does not work, 1) look again on Blackboard (perhaps looking for the title or an editor’s name or looking in another folder); 2) use your research skills to try to find the text elsewhere; and 3) email the reading or a link to the rest of the class if you find it and let me know immediately if you cannot.

August 25: Introductions

September 2: Militarism’s Costs: The “Costs of War” Project and the Post-9/11 Era BY 12:00 A.M., EMAIL ME NOTES PROVIDING FEEDBACK AND CONSTRUCTIVE CRITICISM FOR IMPROVING THE WEBSITE

Lutz, Catherine. “Making War at Home in the United States: Militarization and the Current Crisis.” *American Anthropologist* 104, no. 3 (2002): 723-735. BBo

Crawford, Neta C. “Introducing Militarism and Militarization.” In *The Militarism Reader*. Network of Concerned Anthropologists eds. MS. BBo

“Costs of War Project,” Watson Institute for International Studies, Brown University, available at www.costsofwar.org.

1. Briefly review every page on the site;

2. Read the “Executive Summary” and “Latest Figures: Summaries” and at least three of the following research papers:

“U.S. Costs of War through 2014”

<http://costsofwar.org/sites/default/files/articles/20/attachments/Costs%20of%20War%20Summary%20Crawford%20June%202014.pdf>

“The War Comes Home”

<http://costsofwar.org/sites/default/files/articles/12/attachments/TheWarComesHome.pdf>

“Unaccountable: Pentagon Spending on the Post-9/11 Wars”

<http://costsofwar.org/sites/default/files/articles/39/attachments/WheelerPentagonSpending.pdf>

“The Forgotten Story: Women and Gender Relations 10 Years After

http://costsofwar.org/sites/default/files/articles/46/attachments/Women_and_Gender1.pdf

“The University at War”

<http://costsofwar.org/sites/default/files/articles/54/attachments/Gusterson%20Universities%20and%20the%20Costs%20of%20the%20Iraq%20Wars-3.pdf>

“Reconstructing Iraq”

http://costsofwar.org/sites/default/files/articles/24/attachments/The_Last_Year1.pdf

Lutz, Catherine and Sujaya Desai. “US Reconstruction Aid for Afghanistan: The Dollars and Sense.” MS. BBo

September 9: Struggling against Militarism: Diego Garcia and the Chagossians

Ali Beydoun and UNROW in class

Vine, David. “Introduction.” In *Island of Shame: The Secret History of the U.S. Military Base on Diego Garcia*. Princeton, NJ: Princeton University Press, 2009. BBo

Stealing a Nation. Pilger, John. Bullfrog Films, 2004. Available at

<http://johnpilger.com/videos/stealing-a-nation>

Lutz, Catherine. “Introduction.” In *Bases of Empire: The Global Struggle against U.S. Military Posts*, ed. Catherine Lutz, 1-44. New York: NYU Press, 2009. BBc

Robertson, Geoffrey. “Who Owns Diego Garcia? Decolonisation and Indigenous Rights in the Indian Ocean.” *University of Western Australian Law Review* 36, no. 1 (2012-2013): 1-30. BBo

UNROW Human Rights Impact Litigation Clinic. “Stealing the Islands of Chagos—Another Forgotten Story of Colonial Injustice.” American University, Washington, DC, n.d. BBo

Optional: Vine, David. "What If You Can't Protest a Base? The Chagossian Exile, the Struggle for Democracy, and the Military Base on Diego Garcia." *South Atlantic Quarterly* 111, no. 4 (2012): 847-856. BBo

September 16: The Economics of Militarism and Building Alternatives: Conversion MEETING WITH ME AND TEAM RANKINGS DUE BY THIS DATE

Pemberton, Miriam. "Demilitarizing the Economy: A Movement is Underway." Institute for Policy Studies blog, December 19, 2013. Available at http://www.ips-dc.org/demilitarizing_the_economy_a_movement_is_underway/

Miriam, and William D. Hartung. "Don't Cut Programs that Help Communities Adjust to Pentagon Spending Reductions." *Roll Call*, June 9, 2014. Available at http://www.rollcall.com/news/dont_cut_programs_that_help_communities_adjust_to_pentagon_spending-233627-1.html

Lutz, Catherine. "Militarism and Political Economy: Introduction." In *The Militarism Reader*. Network of Concerned Anthropologists eds. Manuscript. BBo

Melman, Seymour. "Does American Capitalism Need a War Economy?" In *The Permanent War Economy: American Capitalism in Decline*. New York: Simon & Schuster, 1985, 279-287. BBc

Eisenhower, Dwight D. "Military-Industrial Complex Speech, 1961." Public Papers of the Presidents, Dwight D. Eisenhower, 1960, 1035-40 excerpts. BBo

Turse, Nick. *The Complex: How the Military Invades Our Everyday Lives*. New York: Metropolitan Books, 2008, 1-18. BBc

Markusen, Ann, and Joel Yudken. *Dismantling the Cold War Economy*. New York: Basic Books, 1992, xv-xvii, 1-11, 241-260. BBc

Institute for Policy Studies. "New Tools for Defense Community Transition." Washington, DC, n.d. BBo

Pemberton, Miriam. "A Comprehensive Strategy for Defense Transition Assistance." Institute for Policy Studies, Washington, DC, n.d. BBo

September 23: Histories of Militarism and Militarization in the United States INITIAL TEAM AND INDIVIDUAL WORK PLAN CALENDAR DUE

Sherry, Michael S. *In the Shadow of War: The United States Since the 1930s*. New Haven: Yale University Press, 1995, ix-xii, 1-11. BBc

September 30: Militarism and Militarization continued
PUBLIC ANTHROPOLOGY CONFERENCE PRESENTATION PRACTICE

Bacevich, Andrew. *The New American Militarism: How Americans Are Seduced by War*. Oxford: Oxford University Press, 2005, ix-xiii, 1-33. BBc

October 4-5: Public Anthropology Conference [note 10/4 is, unfortunately, a Jewish holiday]
CONFERENCE PANEL PRESENTATIONS

October 7: The Military Industrial Complex

Brainstorming Session On Conversion with Miriam Pemberton and Other Experts

Review readings from September 16

U.S. Congress, Office of Technology Assessment. *After the Cold War: Living With Lower Defense Spending*. Washington, DC: Government Printing Office, 1992, foreword and chapter 1. Available at <http://babel.hathitrust.org/cgi/pt?id=umn.31951d003573368;view=1up;seq=27>

Bischak, Greg. "US Conversion after the Cold War, 1990-1997: Lessons for Forging a New Conversion Policy." Bonn International Center for Conversion, brief 9, July 1997.

<http://www.bicc.de/publications/publicationpage/publication/us-conversion-after-the-cold-war-1990-1997-lessons-for-forging-a-new-conversion-policy-113/>

October 14: Imperialism, Oil, and the War in Iraq

Harvey, David. *The New Imperialism*. Oxford University Press, 2005, 1-25, 137-182. BBc

October 21: A "Base Nation"?

MID-SEMESTER SELF-EVALUATION DUE IN CLASS

Vine, David. "Introduction." In *Base Nation: How U.S. Military Bases Overseas Are Harming America and the World*. New York: Metropolitan Books, forthcoming in 2015. BBo

Optional: For more background on bases and various perspectives on bases, see "Mission Creep," *Mother Jones* online. Available at:

<http://www.motherjones.com/news/feature/2008/09/mission-creep.html>.

October 28: Gender, Sexual Assault in the Military, and Child Soldiers

Susan Schepler in class

Enloe, Cynthia. "Bananas, Bases, and Patriarchy." In *Women, Militarism, and War: Essays in History, Politics, and Social Theory*, eds. Jean B. Elshtain and Sheila Tobias, 189-206. Savage, MD: Rowman & Littlefield, 1990. BBo

Gillem, Mark L. *America Town: Building the Outposts of Empire*. Minneapolis: University of Minnesota Press, 2007, 51-70. BBc

November 4: Military Humanitarianism

1-PARAGRAPH FINAL WRITING ASSIGNMENT PROPOSAL DUE IN CLASS

Catherine Besteman in Class by Skype

Besteman, Catherine. "Militarized Humanitarianism: Introduction." In *The Militarism Reader*. BBo

Barnett, Michael. "Armed for Humanity." In *Empire of Humanity*. Ithaca: Cornell University Press, 2011, 171-194 excerpts. BBo

de Waal, Alex. "Humanitarianism Unbound: The Context of the Call for Military Intervention in Africa." *Trécaire Development Review*, 1995: 29-45 excerpts. BBo

Orbinski, James. "There Is No Such Thing as Military Humanitarianism." Nobel Peace Prize 1999 Acceptance Speech by the President of Médecins Sans Frontières International. *Peace Magazine* 16, no. 1 (1999): 8-11. BBo

Mamdani, Mahmood. "The New Humanitarian Order." *The Nation*, September 10, 2008. Excerpts. BBo

November 11: Presentations on Topics Chosen in Class

SEND SHORT READING TO CLASS VIA BLACKBOARD BY 12:01 A.M., NOV. 6

Each group will have a total of 30 minutes to lead class. The format and structure of that 30 minutes is up to you but at very least you should provide a critical introduction to your topic and allow time for others to speak and ask questions in one way or another.

November 18: The Roots of Militarism

1-2 PAGE FINAL WRITING ASSIGNMENT OUTLINE DUE IN MY MAILBOX

Hodge, G. Derrick, and Merrill Singer. "Conclusion: The Political Economy and Critical Geography of the War Machine." In *The War Machine and Global Health*, eds. Merrill Singer and G. Derrick Hodge, 303-329. Lanham, MD: Alta Mira Press, 2010. BBc

November 25: NO CLASS. FRIDAY CLASSES MEET

December 2: Alternatives to Militarism [Readings after mine are all in two PDFs and are short excerpts.]

Vine, David. "Alternative to Militarism: Introduction." In *The Militarism Reader*. BBo

Mead, Margaret. "War Is Only an Invention—Not a Biological Necessity." In *Anthropologists in the Public Sphere*, ed. Roberto J. González, 26-33. Austin: University of Texas Press, 2004. BBo

Ghandi, Mohandas K. "Ahimsa, or the Way of Nonviolence." In *A Peace Reader*, eds. Joseph J. Fahey and Richard Armstrong, 171-174. New York: Paulist Press, 1992. BBo.

King, Martin Luther, Jr. "Beyond Vietnam: A Time to Break Silence, Declaration of Independence from the War in Vietnam," speech, Riverside Church, New York, April 4, 1967. Excerpts. BBo

"Resolutions Adopted by the International Congress of Women at the Hague, May 1, 1915." *Security Disarmed: Critical Perspectives on Gender, Race, and Militarization*. Eds. Barbara Sutton, Sandra Morgen, and Julie Novkov. New Brunswick, NJ: Rutgers University Press, 2008. 65-9. BBo

"Gender and Human Security Network Manifesto." Hague Appeal for Peace Conference. Hague, 1999. In *Security Disarmed*, 70-72. BBo

United Nations Development Programme. "Human Development Report 1994," Oxford, Oxford University Press, 1994, 1-6. BBo

Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on Their Destruction, 1997. Preamble (excerpt), Articles 1, 4, 5.1, 6.1-6, 8.1, 9, 10.1. BBo

Foreign Policy in Focus. "Just Security: An Alternative Foreign Policy Framework." Report. Washington, DC: Institute for Policy Studies, June 2007, 5-6, 62-62, 66-8. BBo

December 9: FINAL TEAM PRESENTATIONS AND DISCUSSION

December 11: FINAL WRITING ASSIGNMENT AND SELF-EVALUATION DUE IN MY MAILBOX BY 9:00 A.M.

SEMINAR SKILLS AND OBJECTIVES

The clinic aims to improve skills including:

- Collaboration and teamwork;
- Cross-disciplinary collaboration;
- Writing (e.g., reports, policy papers, for the web, press releases and press kits, op-eds, and for anthropologists and other academics);
- Research and investigation;
- Human rights investigation, documentation, and publicizing violations;
- Qualitative and quantitative analysis;
- Political and campaign strategizing;
- Public advocacy, public policy advocacy, and lobbying;
- Public speaking;
- Use of the media and multimedia technologies in advocacy; and
- Developing public education initiatives.

By the end of the semester, my objective is that each of us will be able to:

- Work cooperatively and constructively with other clinic participants, building a rich, thoughtful, and supportive learning environment;
- Work cooperatively and constructively with other clinic participants and others to advance a project related to militarism;
- Understand key theories, ideas, and literature about militarism and militarization;
- Analyze, critique, and discuss theory and other literature on militarism and militarization;
- Think critically about the applicability of this literature in the world outside academia;
- Think critically about how one's project illuminates theory and other literature about militarism and militarization;
- Articulate alternatives to militarism and militarization as well as strategies for addressing their ill effects;
- Improve one's writing, complete a publishable piece of writing, and publish it (or begin efforts to publish it);
- Speak more effectively in public and more effectively communicate important original ideas to others.

EVALUATION (AND, UNFORTUNATELY, GRADING)

I expect your full participation in all aspects of class sessions and the completion of all assignments. My evaluation and (what I hope you will find to be) constructive feedback on your work will primarily come in the form of written comments returned to you on your assignments. Although I wish all our classes could be pass/fail, AU requires me to assign final grades. I will do so primarily based on in-class participation and presentations (50%) and the quality of and energy devoted to your team's project and its writing assignments and other deliverables (50%). Improvement over the course of the semester and effort will also be factored into my evaluation

in addition to the prior elements. I will also consider a formal self-assessment that you will complete to review your participation and work in the course.

I will ultimately assign grades in accordance with the following distributions and AU guidelines:

- A: Superior, original, thoughtful work in completion of all course requirements;
- B: Very good work in completion of course requirements;
- C: Satisfactory work in completion of course requirements;
- D: Unsatisfactory or incomplete work in course requirements and/or a failure to meet minimum attendance requirements;
- F: Failure to meet minimum course standards for assignments, participation, attendance.²

If you have concerns or questions about grading, please come speak with me.

LEARNING AND LIFE RESOURCES

If you encounter any difficulty this semester for any reason that affects your participation in the course, please don't hesitate to speak with me. In addition to the department's assistance, the university offers a variety of learning and life resources. See:

<https://my.american.edu/content.cfm?load=includes/help.cfm> or the following:

Academic Support Center: 885-3360, MGC 243, www.american.edu/ocl/asc.

Counseling Center: 885-3500, MGC 214, www.american.edu/ocl/counseling.

Disability Support Services: 885-3315 (V/TDD), MGC 206, www.american.edu/ocl/dss.

If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can address your needs.

Gay, Lesbian, Bisexual, Transgender & Ally Resource Center: 885-3347, MGC 201, www.american.edu/ocl/glbta.

International Student and Scholar Services: 885-3340/50, Butler 410, www.american.edu/ocl/iss.

Judicial Affairs and Mediation Services: 885-3328, Butler 408, www.american.edu/ocl/jams.

Multicultural Affairs: 885-3651, MGC 204, www.american.edu/ocl/oma.

New Student Programs: 885-3303/74, Butler 407, www.american.edu/ocl/orientation.

Student Health Center: 885-3380, McCabe Hall 1st Floor, www.american.edu/healthcenter.

² See "Guideline of a General Education Syllabus," online document, available at <http://www.american.edu/academics/gened/faculty.htm>.

GENERAL SUGGESTIONS FOR ACADEMIC READING

In my opinion, detailed note taking and underlining or highlighting are essential to reading academic texts. Another useful way to ensure that you read carefully and are well prepared for class (and for academia generally) is to answer most or all of the following questions for each assigned text. I strongly suggest writing out the answers and any other thoughts inspired by a reading. These notes will later help you write papers, prepare for exams, and employ your readings in future classes and in other academic work.

Suggested Questions to Ask of Each Reading

- 1) What is(are) the main argument(s) or thesis(es) of the work? What was the author's goal or aim in writing? What was the author trying to accomplish?
- 2) What evidence does the author provide to support the main argument? What research methods did the author employ to collect evidence? What key authors or theories does the author build upon, advance, and/or critique?
- 3) Are you convinced by the author's argument? Why or why not? How is the text helpful? What, if anything, is missing from the analysis, discussion, or the presentation of data? How is the text weak or problematic? How could it be strengthened or improved (perhaps linked to the work of others)? Don't just critique! Think critically about how an analysis can be usefully improved and built upon.
- 4) What is the significance of the text—both for academic thought and the larger world? How might it help us understand related issues and phenomena?
- 5) What questions does the reading raise for you? What other thoughts, ideas, or inspiration? What parallels do you draw with other ideas or writing? Where does the work take your mind? Write down any notes, thoughts, and even glimmers of ideas, no matter where they might take you. They will likely be helpful later.

And keep the notes! They will be incredibly helpful for future papers, other classes, comprehensive exams, dissertations and theses, and teaching (I still use my notes from college).

Many also find that maintaining an organized bibliography using Endnote or another computer software program greatly assists future research and writing.