

**HRS 210: Gender & Religion**  
**Questions to address for “brainstorming report”**  
(preparation stage of reading analyses)

The three areas below could be addressed separately, but could also be effectively interwoven.

1. Representation:

(a) specifics: people, times, places/spaces, objects, words

--> Dubois' \$0.02: “divide & conquer” your reading into 3-4 sections, and then highlight at least some key points or details from each section to ensure even distribution

(b) writer's intention – thesis statement, “what's at stake”

--> Dubois' \$0.02: using the following formula will greatly increase your chances of identifying a precise claim: “X argues/emphasizes/implies that...” This is distinct from “X surveys/talks about/describes,” which can also be productively used to give a big picture of the reading, but *not as a substitute* for a claim.

(c) “quote passages if you're going to say something about them”

--> Dubois' \$0.02: what you say could be evaluation, but also simply explaining where a point fits in to the overall argument; ideally contextualize what happens before and after a passage or passages using condensed paraphrase.

2. Evaluation (-- > include quotes here too)

(a) [what seems to be the] intended audience?

(b) how well/fairly does the author make their case?

(c) how well/fairly did they represent people, times, places/spaces, objects, words they are representing?

(d) [to what extent & how effectively] does the author explain/expose their bias

--> Dubois' \$0.02: the word “perspective” allows for a more balanced analysis in that it assumes (i) every perspective provides some view of truth, even if it is narrow/distorted & (ii) the best way to get closer to truth is to gather and compare as many perspectives as possible. Things to consider in assessing perspective include subtle emphases, emotional tone, implied approval/disapproval, and unstated assumptions.

(e) what impact did the reading have on the reader?

3. Wider Relevance

(a) how does this reading connect with other readings?

(b) how is it useful, in light of primary course questions and objectives?

Re: #2 & 3 generally: how can I as reader “complicate the argument”-- adding, thinking critically, form own opinions?