**Hermeneutics and Communication**

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Professor

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Assignment

### Developmental Readings

Create Developmental Readings from seminal sources and scholarly peer-reviewed journal articles. Review the instrustions for Assignment #3, the course essential elements, and course readings, to identify selections of books and journals to create entries.

* Refer to the **“Student Guide to Developmental Readings”** in the **General Helps** folder for updated information on *sample comments*, *the grading rubric*, and *key definitions* related to developmental readings.

**Source One:** Peters, A. L. (2019). Desegregation and the (dis)integration of black school leaders: Reflections on the impact of Brown v. Board of Education on black education. *Peabody Journal of Education,* *94(5),* 521-534. <https://doi.org/10.1080/0161956X.2019.1668207>

**Comment 1:**

**Quote/Paraphrase:** This essay examines the robust body of literature that details the effects of the *Brown* decision. In addition to a careful review of *Brown* literature, the literature on urban education (undertaken because of the numbers of Black school leaders and Black children in those contexts) is examined as well. This literature is analyzed to understand the extant far-reaching and deep-seated consequences of the *Brown* decision. Desegregation closed Black schools, not White ones, and disintegrated the impact of Black educators on their students and the communities they served. The effects of this decision have significantly altered the course of education for Black educators and Black children.

**Essential Element:** This comment is associated with reading techniques for scholarly research

**Additive/Variant Analysis:** This comment is additive to the discussion of desegregation and education in the African-American community. This study shed light on the unintended perils of integration. This study discusses how integration, a seemingly great initiative on its face, had woeful consequences for African-Americans within the system. The study shows how the schools within African-American communities were closed and with those closures went African-American educators.

**Contextualization:**  Desegregation in theory was a great concept that should have led to great strides within American education but in practice it was a concept that consequences that were seemingly unaccounted for. One such consequence was the disintegration of African-American educational advances. Desegregation led to the closures of many African-American schools which caused many African-American educators to lose their jobs. With this lack of African-American educators came a faculty that did not resemble African-American students, did not sympathize with their economics, nor was able to instruct empathetically paying attention to the learning styles of these students.

**Source Two:** Shin, A. (2023). Saving affirmative action: The youth-led coalition fighting back at the Supreme Court. Asian American Policy Review, 33, 38-42. <https://www.proquest.com/scholarly-journals/saving-affirmative-action-youth-led-coalition/docview/2808680516/se-2>

**Comment 2:**

**Quote/Paraphrase: “**Headed by conservative financial adviser Ed Blum, this lawsuit is the newest addition to his lifelong career dedicated to race-blind American policy. In a duplicitous move, Blum's lawsuit claims to represent the interests of Asian prospective students, but his goal is to overturn affirmative action with the intention of reducing Black and Hispanic enrollment in our nation's universities. As the largest minority groups in America, Black and Hispanic students are already disproportionately underrepresented in the hallways of Harvard and many other universities; affirmative action is one tool that schools have used to rectify centuries of discrimination and oppression that systematically excluded these students from the chance at a college education” (pp. 38-42).

**Essential Element:** This comment is associated with the essential element of interpretive methods in social research.

**Additive/Variant Analysis:** This comment is additive to the conversation of desegregation in America, specifically its effects on education in demographic minority communities. This comment speaks to the case of *Students for Fair Admissions, Inc. v President and Fellows of Harvard College (SFFA v Harvard),* which challenges race-conscious college admissions (or affirmative action in college admissions), specifically at Harvard regarding Asian American applicants is a disingenuous move to hinder admissions of African American and Hispanic students.

**Contextualization:** The lawsuits brought about by Students for Fair Admissions, both against Harvard and the University of North Carolina, are duplicitous in that the root (and true nature) of the lawsuits have nothing to do with seeking to help Asian American students with admissions to these universities and those like them. The progenitor of the lawsuit seeks to hinder and lower the admissions of African American and Hispanic students while playing (and preying) on the intellect and emotions of the Asian American community. This case, brought to the Supreme Court on behalf of Asian American students, hinges on a policy that helps admissions of other demographic minority communities. Overall, it is not about inclusion at all. Rather, it seeks to exclude.

**Source Three:** He, Y. (2023, July). Which better promotes educational equity, affirmative action

or colorblindness-The case of SFFA V. Harvard University (2019) as an example. In

2023 2nd International Conference on Social Sciences and Humanities and Arts (SSHA

2023) (pp. 1262-1269). Atlantis Press. <https://doi.org/10.2991/978-2-38476-062-6_162>

**Comment 3:**

**Quote/Paraphrase: “**In addition, the reverse discrimination caused

by Affirmative Action is only to replace the old inequality with the new

inequality, which makes white people angry and deeply feel that they have

become victims, and further aggravate the relationship between different races.

When granting preferential policies, colleges and universities should specifically

examine the family income of applicants, rather than simply give preferential

conditions based on race” (p.1267).

**Essential Element:**  This comment is associated with the essential element of interpretive methods of social research.

**Additive/Variant Analysis:** This comment is variant to my understanding of

affirmative action concerning college admission of demographic minority

communities. The research here in this article seems to indicate the policy of

affirmative action created greater tension within the African American

community and amongst the broader racial classes. It introduces using another

parameter for granting admissions.

**Contextualization:** The author’s research suggests that race-conscious admissions, which were meant to increase African American student populations on college campuses, had a negative outcome because it caused derision within the African American community due to higher-income families benefiting while lower-income families were still overlooked. The author also contends the policy of affirmative action made White students feel like victims and further aggravated racial tension amongst them and demographic minority communities. I challenge the conclusion of this research. The research does not seem to take into account other systemic issues that play a part in lower-income African-American families not being able to benefit from affirmative action-based college admissions. Further, greater issues are at the root concerning White students’ angst over the policy.

**Comment 4:**

**Quote/Paraphrase:** “At the same time, these policy preferences should only be a stopgap measure. In the end, in order to reach the goal of educational equity, we should still solve the problem of unequal educational resources before they enter the university, rather than playing a role in the final distribution” (p. 1268).

**Essential Element:** This comment is associated with the essential element of reading techniques for scholarly research.

**Additive/Variant Analysis:** This comment is additive in my understanding of the effects of affirmative action and integration on American education especially among demographic minority communities. The author’s research suggests that the issue of equality in American education among the races should be addressed before students reach the university level.

**Contextualization:** The author’s research concludes the measures to address inequality in American education should be temporary as longer-term or even permanent solutions are researched and established. The research further concludes that the resolution to this issue is to address this issue at the pre-K-12 level of education. Attempts to provide a solution at the university level are to address the issue too late and simply apply a band-aid for a systemic issue. To provide a true remedy for the malady of educational inequality, the root cause should be addressed starting in the formative grades.

**Source Four:** Smith, A. N. (2020). A Dream Deferred? An Examination of Black Education in the United States. *Journal of Underrepresented & Minority Progress*, 4(1), 44+. https://link.gale.com/apps/doc/A641421042/AONE?u=tel\_s\_tsla&sid=bookmark-AONE&xid=3333781c

**Comment 5:**

**Quote/Paraphrase:** “While education is regarded as a means for great

equalization, history echoes the socio-historical factors that impacted formal

education for African Americans since the conception of the United States.

Nevertheless, the representation of Black education in the historical literature

is often narrow and primarily focuses on the fiscal inequalities between

segregated Black and White schools. It further characterized Black education

as deficient and dependent on outside stakeholders” (p. 44).

**Essential Element:** This comment is associated with the essential element of reading techniques for scholarly research.

**Additive/Variant Analysis:** This comment is additive to my understanding of one of the issues facing the African-American educational experience. The author’s research demonstrates that much of the literature on the subject misses the mark as it doesn’t address the predominant issues.

**Contextualization:**  The author’s research suggests that much of what has been written on African-American education seems to be narrowly focused and skim the surface of the difference between the quality of education in African-American and White communities. Too much emphasis is placed on the lack of fiscal resources while overlooking the systemic and historical causes that play into the insufficient attention and resources given to improve the standards of African-American pedagogy, the systems that develop the curriculum, and the educators thereof.

**Comment 6:**

**Quote/Paraphrase:** “As segregated public schools became available to African Americans toward the end of the 19th century, two consequences resulted: (a) public

funds were diverted to White schools, and (b) there was major opposition to African American education among many planter and White southern small farmers (J. D. Anderson, 1988). Consequently, African Americans in the South could expect little, if any, state and local support for public education. So, this often left African American schools to find alternatives to resources from state and local revenues. The alternatives were necessary because White school boards and government officials seized school funds, gerrymandered African American school districts to keep them from collecting certain local tax benefits, and double-taxed them” (p. 52).

**Essential Element:** This comment is associated with the essential element of interpretive methods in social research.

**Additive/Variant Analysis:** This comment was additive to my understanding of the lack of financial support for schools within the Black community during the Jim Crow era, which led to substandard schools and resources.

**Contextualization:** The author’s research suggests two main consequences were affecting segregated schools in Black communities brought on by the White populace. These two consequences were a lack of fiscal resources and strong opposition by those who benefited from Black laborers. The consequences led to Black schools seeking alternative sources to keep the schools operating efficiently. Many of the funds that should have been available to these schools were often hijacked by local school boards and governments operated by Whites, or they would gerrymander the districts to divert funds away from these districts. These actions caused Black schools to seek or see any support from local or state offices for educating their students.

**Source Five:** Atchison, S. K. (2019). Flashpoint: The Church and Law Enforcement in Poor Black and White Communities. *Journal of Hate Studies, 15(1),* 203+. https://link.gale.com/apps/doc/A636404167/AONE?u=tel\_s\_tsla&sid=bookmark-AONE&xid=b6746825

**Comment 7:**

**Quote/Paraphrase:** There was also a renewed interest in some communities in establishing partnerships between clergy (and, by extension, their congregations) and law enforcement agencies. Such collaborations between clergy and police were used to great effect in a number of cities in the 1990s and 2000s, and were often responsible for helping to increase police legitimacy and lower racial tensions on the one hand, while simultaneously helping to reduce youth-related violent crime, increase community safety awareness, and facilitate civic and inter-agency cooperation (Brunson et al., 2013; Trulear, 2000).

**Essential Element:** This comment is associated with reading techniques for scholarly research

**Additive/Variant Analysis:** This comment is additive to my understanding of the role the Black church and clergy played in helping to reduce juvenile delinquency and crime within the Black community.

**Contextualization:** The author’s research seems to suggest that the black church and clergy were vital to maintaining good relations between the community and law enforcement. Their influence was seen as pivotal in helping reduce juvenile delinquency and youth**-**related crimes within the Black community.

**Works Cited**

Atchison, S. K. (2019). Flashpoint: The Church and Law Enforcement in Poor Black and White Communities. *Journal of Hate Studies, 15(1),* 203+. <https://link.gale.com/apps/doc/A636404167/AONE?u=tel_s_tsla&sid=bookmark-AONE&xid=b6746825>

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