Hermeneutics and Communications

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Professor

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Assignment

Create Developmental Readings from seminal sources and scholarly peer-reviewed

journal articles. For this course, use five of the seminal book readings in the

Course Resources folder and find at least two articles on a topic of research

interest. Review the instructions for Assignment #3, the course essential elements,

and course readings to identify selections of provided books and located journals to

create entries.

a. 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:** McLeod, M.N., Heller, D., Manze, M.G. *et al.* Police interactions and the mental health

of black americans: a systematic review. *J. Racial and Ethnic Health Disparities* 7,

10–27 (2020). https://doi.org/10.1007/s40615-019-00629-1

**Comment 1:**

**Quote/Paraphrase:**  Black Americans comprise 13% of the US population, yet data suggests that they represent 23% of those fatally shot by police officers. Data on non-lethal encounters with police in the Black community is less available but can understandably result in emotional trauma, stress responses, and depressive symptoms.

**Essential Element:**This comment is associated with interpretative methods in social research.

**Additive/Variant Analysis:**  This is an additive hermeneutic interrogatives as a path to understanding.

**Contextualization:**  America’s reaction to the murder of George Floyd ignited something in me. I believe that God was calling me to aid my community. Initially I wasn’t sure how that would look. As time progressed I noticed that numerous conversations centered around the mental health state of black men. Clearly mental health is a very broad spectrum. As I began my research journey, comments such as the one quoted resonated with me because it provides clear, concrete information. inductive study process in correlation to my job

**Source Two:**  Bor, J. Tsai. A. et el.(2018). Police killings and their spillover effects on the mental health

of the black community: a population based, quasi-experimental study. The Lancet,

392(10144). DOI:[https://doi.org/10.1016/S0140-6736(18)31130-9](https://doi.org/10.1016/S0140-6736%2818%2931130-9)

**Comment 2:**

**Quote/Paraphrase:** Each additional police killing of an unarmed black American was associated with 0·14 additional poor mental health days (95% CI 0·07–0·22; p=0·00047) among black American respondents. The largest effects on mental health occurred in the 1–2 months after exposure, with no significant effects estimated for respondents interviewed before police killings (falsification test). Mental health impacts were not observed among white respondents and resulted only from police killings of unarmed black Americans (not unarmed white Americans or armed black Americans).

**Essential Element:** This comment is related to the interpretive methods in social research.

**Additive/Variant Analysis:** This is an additive to my understanding of interpretive methods in social media. This comment quantifies the impact of police killings among different ethnic groups.

**Contextualization:** I personally do not watch any video releases of police killing black people, especially videos where they are unarmed. My fear is that it will either desensitize me to death. On the day of the George Floyd trial, there was police footage released showing the murder of Makiah Bryant. The country was so torn over the footage that I felt compelled to watch. I was silent for three days after viewing it. I think for white people to witness the murder of an unarmed person and it not have any effect is reminiscent of the parable of the good samaritan (Luke 10:25-37). There were several people who passed by and were not moved by the situation. This begs the question of whether it is a solely racial issue or if there are intersections like the lack of spiritual morals? Furthermore the death of George Floyd beckons the conversation of how black men are perceived in general. I taught middle school for 8 years. Whenever I attended professional conferences if adolescent males were the topic of discussion they were referred to as boys. However, their African American peers are referred to as men or young men. African American boys are stripped of a perceived innocence as a much younger age than other ethnicities. Why are black men and boys perceived different, and why is that difference negative?

**Comment 3:**

**Quote/Paraphrase:** Police killings of unarmed black Americans have adverse effects on mental health among black American adults in the general population. Programmes should be implemented to decrease the frequency of police killings and to mitigate adverse mental health effects within communities when such killings do occur.

**Essential Element:** This comment is related to interpretive methods in social research.

**Additive/Variant Analysis:** This is an additive to path to understanding. In social research it is the aim to consider the author’s reality, morality, and plausible solution. This comment gives the reader much of that information without having to assume or to dig further.

**Contextualization:**  Prior to the murder of George Floyd, I thought I was a deviant from the mean when it came to the last impact of police murdering unarmed black people. Every news article would resurface the fear of my six black brothers making it home safely each night. There were times I had to stop watching social media because of the anxiety it gave. There was one instance where a group of black men gathered in a parking lot to have a pillow fight at night. I could not enjoy the laughter or fun because my brain instantly spiraled to what if scenarios of the danger that could possibly ensue from simply being black. This comment is helpful because it is able to present concrete information without attaching emotion.

**Source Three:**

Pazzanese, C. (2021, May 14). *How unjust police killings damage the mental health of Black Americans*.HarvardGazette.https://news.harvard.edu/gazette/story/2021/05/how-unjust-police-killings-damage-the-mental-health-of-black-americans/

**Comment 4:**

**Quote/Paraphrase:**Some scientists use the term “accelerated aging”; in other studies, they use the term “biological weathering.” What that body of research is suggesting to us is that in the United States, African Americans are aging biologically more rapidly than whites. At the same chronological age, African Americans are 7.5 years older or 10 years older, on average, compared to their white counterparts. We think that what this more rapid aging and physiologic deterioration reflects is the accumulation of all of these negative, stressful exposures in the physical, chemical, and psychosocial environment.

**Essential Element:** This comment is related to reading for worldviews.

**Additive/Variant Analysis:** This is a variant reading to my understanding of how psychological trauma affects the body as whole. This study is aiding my understanding of the intersectionality of physical and psychological trauma.

**Contextualization:** Gathering more data on such insights would provide much needed information on mental health needs and the link between the mental and physical trauma. I read a study about how other organs suffer/deteriorate if a person does not properly weep. I am curious to know what the results would be if African Americans who are better socio-economic states were tested. I was a teacher during the pandemic and our EAP increased from 10 to 30 sessions due to the surge in anxiety and suicidal ideation. I had not considered the mental impact of the added racial tension in the country at that time.

**Source Four:** Adler, M., Van Doren, C. (1940, 2011). How to read a book: The classic guide to intelligent reading. Touchstone, Simon & Schuster.

**Comment 5:**

**Quote/Paraphrase:** Second, most educators do not seem to know how to teach the art of reading. The three R's exist in the curriculum today only in their most rudimentary form. They are regarded as belonging to the primary grades, instead of extending all the way up to the bachelor's degree. As a result, the bachelor of arts is not much more competent in reading and writing than a sixth-grader.

**Essential Element:** This comment is related to reading techniques for scholarly subject research.

**Additive/Variant Analysis:** This comment is a variant to my belief and understanding of scholarly subject research. This comment aims to discredit both the educational system and the educators.

**Contextualization:** The majority of my tenure as a student I spent in magnet programs. The first program, talented and gifted, focused on developing critical thinking skills. The majority of the program centered around reading, the ability to analyze and synthesize information. This aided me greatly when I entered the International Baccalaureate Program in high school. The IB program is a universal program and aims to expose students to other cultures and modalities of thought. I think the IB program correlates directly with my understanding thus far of general hermeneutics. Many of the questions presented in the powerpoint for faith-integrated hermeneutics were similar to questions we used. When we analyzed books such as Metamorphosis, Kiss of the Spiderwoman, or The Great Earth, to fully understand what the author was presenting to the reader. The considerations are imperative to understanding. These same practices I incorporated in my instruction when I became an educator. While the statistics regarding literacy levels are less than desired in America, I think it is gravely inaccurate and unfair to discredit an entire field.

**Source Five:** Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T.

(2016). The craft of research (4th ed.). The University Of Chicago Press.

**Comment 6:**

**Quote/Paraphrase:**  You establish your side of the relationship with your readers when you adopt one of those three roles—I have information for you; I can help you fix a problem; I can help you understand something better. You must, however, cast your readers in a complementary role by offering them a social contract:I’ll play my part if you play yours.

**Essential Element:** This comment is related to understanding of interpretative methods in social research.

**Additive/Variant Analysis:** This is an additive to my understanding of interpretative methods in social research. It provides direction and a blueprint as a scholarly writer.

**Contextualization:** I really like this comment because it offers a different more effective perspective on the nature of writing scholarly papers. It assigns both the writer and reader a role. Prior to reading through the chapter that the comment was taken from, it was my core belief that when composing an essay, that my job is prove to my professor that I handled the subject matter to their liking. I have never considered that in my research/findings that I may be an expert to some degree. I think shifting perspectives to say I have information, I have a way for you to understand a particular dilemma offers the reader immediate engagement because there is a benefit for them, and it creates a conversation.

**Comment 7:**

**Quote/Paraphrase:** I’m working on X because I want to find out Y, so that I (and you) can better understand Z (more about this in 3.4). As your projects

advance, develop an opening “elevator story,” a short summary of your

project that you could give someone on the way to a meeting. It should

include your research question, your best guess at an answer, and the kind of

evidence you expect to use to support it. The group can then follow up with

questions, responses, and suggestions.

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

**Additive/Variant Analysis:** This is an additive to my understanding of reading techniques for scholarly subject research. It provides the reader with a helpful ways to explain their projects. For example, if I were to use the model I could say; I am working on understanding mental health specifically as it pertains to collegiate African American men, so that I can create a retention program to help them have a successful college experience.

**Contextualization:** This comment was extremely helpful because I am struggling to conceptualize hermeneutics. I think it means the way in which we process information specifically when reading. I think I am struggling with this for two reasons. One, in my previous contextualization I discussed my education growing up and how we were trained to dissect text, so it seems natural. I also believe that is what may be hindering me. I don’t want to assume a concept to be rudimentary and potentially miss vital information that could be beneficial in my studies here at OGS as I develop my program for social change. I like this comment provides a structured process that I can refer to as I navigate my studies.

**Source Six:** Sire, J. W. (1988). How to read slowly: Reading for comprehension. Waterbrook

Press. [Ch. 2 General Principles of Reading World-viewishly]

**Comment 8:**

**Quote/Paraphrase:**Here are the first four primary questions. We will consider each in turn:

1. What genre (kind of writing) is McCorduck’s essay?

2. What is the thesis (main idea) of the essay?

3. What evidence or arguments does McCorduck give for her thesis, and

how is this evidence organized?

4. What objections to her thesis does McCorduck consider, and how

does she respond to these possible objections?

**Essential Element:**  This comment is related to reading techniques for scholarly subject research.

**Additive/Variant Analysis:** This is an additive to the topic of scholarly subject research. This provides a guide for analyzing scholarly texts.

**Contextualization:** This comment will serve as my reference guide when I am doing research for my developmental readings in future classes.

**Comment 9:**

**Quote/Paraphrase:** Every argument presupposes a base, explicit or implicit, something assumed that is not at the moment in question. Our ground-floor assumptions—ones that are so basic that none more basic can be conceived—compose our world view.

**Essential Element:** This comment is on reading techniques for scholarly subject research.

**Additive/Variant Analysis:additive**

**Contextualization:** In doing the developmental readings for this assignment it has caused me to consider things I had not before. I tend to think, especially in a scholarly setting, that my base, my assumptions are both correct and universal. Unveiling this belief will challenge my writing moving forward. It will make me consider my base and that of my reader. This will help shape my content.

**Source Seven:** Zimmermann, J. (2015). Hermeneutics: A very short introduction. Oxford

University Press.[Modern philosophical hermeneutics] [Found in the Hermeneutics Resources Folder

**Comment 10:**

**Quote/Paraphrase:** Hermeneutic thinkers believe that in most cases understanding as this kind of integration happens unconsciously, because we already move in a familiar cultural environment within which we perceive words and objects in a pre-established context of meaning.

**Essential Element:**This comment is related to reading techniques.

**Additive/Variant Analysis:** This is an additive to the discussion of reading techniques. It highlights preconceived notions of thinkers.

**Contextualization:**This comment perfectly describes what I was discussing in a previous comment. I think that we all inherently integrate what we are reading with our context, with our personal filters. We see this cultural environment as the same as anyone who is occupying that space. The truth is that sometimes the integration doesn’t happen unconsciously or without notice and that should guide my writing structure.

**Comment 11:**

**Quote/Paraphrase:** If hermeneutic philosophers are right in believing that this practical understanding is our primary mode of perception, then the way we

perceive the world as meaningful is closer to our experience of art than to

a science experiment.

**Essential Element:** This comment is associated with faith integrated hermeneutics.

**Additive/Variant Analysis:** This is additive to my understanding of hermeneutics. While the comment is short, it perfectly paints a picture of our perception of the world.

**Contextualization:** I like that the comment relates our perception to art instead of science. I think when one thinks of science, there are absolutes, facts, a controlled environment. Conversely, when we consider art while there is a structure it is open for discussion. Opposing or varying perceptions are welcomed. Art denotes a level of meaningful exploration. I think that is the aim of hermeneutics, to encourage meaningful exploration amongst scholars.

**Works Cited**

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