



SEMINAR PROGRAMME 2020

This seminar aims to bring together researchers, academics, service and field workers, and policy analysts from a range of disciplines and sectors to share knowledge, experiences, developments and learning on research approaches, guiding worldviews or contextual factors that are specific to the Caribbean region.

The seminar, organized by the Caribbean Research Methodologies (CRM) team is intended to inspire critical thinking and discourse on shifting from a decolonizing framework to an affirming approach to developing, embracing and utilizing Caribbean ways of knowing.

DATE: FRIDAY 16 OCTOBER*, 2020

3.00 – 5.30 pm

3:00 – 3.30 PM ONLINE WELCOME

Welcome: Dr. Margaret Nakhid-Chatoor (CRM Team)

Opening Remarks: Associate Professor Camille Nakhid (Seminar Chair)

Keynote Address: Dr. Kudakwashe Tuwe -African Oral Tradition of Storytelling
(15 mins)

Response: Dr. Tyehimba Salandy (5 minutes)

This online Seminar will be divided into three thematic streams:

1. Affirming pedagogies in the Caribbean: our ways of being, knowing, teaching and learning
2. Linkages and solidarities in culturally affirming research around the world: Indigenous and local research in Africa, America, the Pacific and other regions
3. Dissemination of research: ensuring access to Caribbean methodologies and research

Each of the presentations will be five minutes. A discussion follows the presentations for each theme.

3.30 – 4.00 p.m.

Theme One: Affirming pedagogies in the Caribbean: our ways of being, knowing, teaching and learning

Chair: Dr. Shakeisha Wilson-Scott

- Liming then and now: A History of Liming and its importance to Caribbean Society Today - **Josh Mosca**
- Contrapuntal reading of selected education research by Caribbean scholars using stories from “Tales of an Ashanti Father” - **Veronica Farrell**
- Mash-Up as Method: Building Community-Based Approaches to Caribbean Research - **Suzanne Narain and Ryan Persadie**

Discussion

4.00 – 4.30 p.m.

Theme Two: Linkages and solidarities in culturally affirming research around the world: Indigenous and local research in Africa, America, the Pacific and other regions

Chair: Camille Nakhid

- Applying uBuntu to better engage with African communities - **Stanton Dunn**
- Te Ao o Rongomaraeroa: Indigenous Research in a Space for Peace - **Heather Devere, Michael Ligaliga, Kelli Te Maihāroa**
- Exploring the Intersectionality between Caribbean Research Methodologies and Kaupapa Māori Research Methodologies - **Andre Poyser**

Discussion

4.30 – 5.00 p.m.

Theme Three: Dissemination of research: ensuring access to Caribbean methodologies and research

Chair: Dr. Anabel Fernandes-Santana

- Middle Managers in Secondary Schools: Advocates or Overseers? - **Heather A D Murphy**
- Vernacular use: A tool for exploring HIV positive and negative women’s breastfeeding experiences - **Marsha Brown**
- Groundings and reasoning: re-territorialising Caribbean Indigenous knowledge - **Yentyl Williams, Aleema Gray and Chevy Eugene**

Discussion

5.00 – 5.30 p.m.

Panel discussion: Applied Caribbean research

Chair: Dr. Margaret Nakhid-Chatoor

Title: Endonormativity and linguistics research in the Caribbean

Authors: Kristian Ali, Ben Braithwaite; Ryan Durgasingh; Samantha Jackson; Nicha Selvon

1. Endonormativity and "Culturally focused" linguistics research in the Caribbean - Ryan Durgasingh
2. Examining language education policy through CDA and Narrative Inquiry - Nicha-Selvon Ramkissoon
3. Caribbean language acquisition research: hybridisation as endonormative - Samantha Jackson
4. Liming methodology in research with Caribbean deaf signing communities - Kristian Ali and Ben Braithwaite

5.30 p.m.: Closing remarks - Dr. Anabel Fernandes-Santana (CRM Team)

Thank you for being part of this Online Seminar!

Times:

*** Friday 16 October, 2020 at 3 pm – Trinidad and Tobago**

Friday 16 October, 2020 at 2 pm – Jamaica

Friday 16 October, 2020 at 3 pm – New York

Friday 16 October, 2020 at 3 pm – Toronto

Friday 16 October, 2020 at 8 pm – London

Saturday 17 October, 2020 at 8 am – New Zealand

Saturday 17 October, 2020 at 6 am – Sydney, Australia

Register:

<https://www.eventbrite.co.nz/e/caribbean-research-methodologies-online-seminar-registration-93462140779>

Join Zoom Meeting:

<https://aut.zoom.us/j/94769961921>

Meeting ID: 947 6996 1921



SEMINAR ABSTRACTS

THEME: Affirming pedagogies in the Caribbean: our ways of being, knowing, teaching and learning

Liming then and now: A History of Liming and its Importance to Caribbean Society Today

Josh Mosca

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Liming is a form of social practice that stems from ‘communal society’, i.e. indigenous society. By indigenous, I mean the societies within the Caribbean that existed ‘outside’ of official, colonial society. The ideals and organising principles that underpinned indigenous society in the Caribbean came to influence a uniform, ‘creole’ culture within the region (around 1800). Central to this process of uniformity were the idea/ideals of communitarianism and republicanism: the former a social and economic organising principle that set the stage for republican political attitudes. Both helped to preserve a culture that has become synonymous with the concept of ‘Caribbean’ today. I demonstrate the ways in which liming is predicated upon an indigenous and distinctly Caribbean interpretation of these ideas, philosophies and social practices.

‘Contrapuntal’ reading of selected education research by Caribbean scholars using stories from “Tales of an Ashanti Father”

Veronica Farrell

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In this paper, I adopt contrapuntal reading (Said, 2012) as an interpretive approach to think through selected education research articles. Behind the ‘contrapuntal’ method is a “post imperial intellectual attitude” (Said, p. 34) directed at mitigating certain patterns of intellectual dominance between metropolitan and formerly colonized societies. I use meanings in folktales as devices of interrogation. Folktales normally viewed as discrepant against the totalizing code of the academic research article, when used for re-reading, leads to alternative knowledge building. Ancient Ghanaian stories, exemplar indigenous texts provide analogy and allegory for contending with blind acquiescence to research methods and theoretical assumptions that lack diversity and sensitivity to local histories and contexts. The traditional review of literature goes beyond mere paraphrase.

Mash-Up as Method: Building Community-Based Approaches to Caribbean Research

Authors: Suzanne Narain (Ontario Institute for Studies in Education, University of Toronto) and Ryan Persadie (Women and Gender Studies Institute, University of Toronto)

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Discourses of hybridity and mixture have been intrinsic to the ecological formation and distinct knowledge systems of the contemporary Caribbean. Previous scholarly discussions of Caribbean research, epistemology, and methodologies highlight such mixtures, such as the Indo-Caribbean *kala pani* narrative, and creolization and *dougl*a feminisms. However these approaches often are crafted through insular and monolithic framings such as identity politics, often devoid of the multiplicity of Caribbean subjectivity and knowledge-making found through the crossings of diaspora, queerness, class, and Indigeneity, among other vectors that shape Caribbean experience. In this presentation, we turn to the *mash-up* as a method, analytic, and politic that provides researchers with important lessons in conducting community-based Caribbean research. In particular, we will demonstrate how “mash-up” is used in the diaspora through art forms and community organizing in Toronto, Canada as a legitimate and distinctly Caribbean form of living, being, and knowing.

THEME: Linkages and solidarities in culturally affirming research around the world: Indigenous and local research in Africa, America, the Pacific and other regions

Applying uBuntu to better engage with African communities

Stanton Dunn

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As a methodology for the study, I wanted to use a framework that was culturally relevant and understood by the participants. For that reason, I chose the African worldview of *uBuntu*, which is the belief that we are interconnected with all things, living and non-living, and this is what makes us human. The method that I will use to collect my data is a *shisa nyama*, an African tradition of cooking food over a fire and engaging in conversations with family and friends. The *uBuntu* methodology has been used in some social sciences research studies conducted in parts of southern Africa in recent years, but I have not as yet, come across the *shisa nyama* method in published research.

Te Ao o Rongomaraeroa: Indigenous Research in a Space for Peace

Heather Devere, Michael Lugaliga, Kelli Te Maihāroa

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The importance of indigenous knowledge has only recently been highlighted in peace and conflict studies (PACS), although there is a growing interest in research which challenges academic institutions and Western canons from indigenous perspectives. As a discipline of study, PACS

came out of a Western European academic context. The Eurocentrism of PACS has gradually been exposed as research is being carried out by both indigenous and non-indigenous scholars, looking at peace lessons and learning in non-Eurocentric cultures. In this paper we critique the ethnocentrism of PACS scholarship and challenge Western research approaches by providing examples from the work of researchers in the field. Indigenous epistemologies, methods and methodologies are being employed to decolonize the discipline of PACS.

Exploring the Intersectionality between Caribbean Research Methodologies and Kaupapa Māori Research Methodologies

Andre Poyser

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As a nascent field in the social sciences, Caribbean Research Methodologies (CRM), as expressed through the methodology of liming and the method of ole talk, has been compared to other indigenous methodologies such as the Pacific island tradition of Talanoa and the African tradition of Storytelling. This paper extends to the comparative narrative with Kaupapa Māori research as a touch stone for comparison and seeks to map the points of intersection between it and Caribbean research methodologies. Through a comparative analysis of the seminal works which lay the foundation for Kaupapa Māori research and CRM, this paper will highlight the points of convergence and divergence with a view to open a dialogue of collaboration between the practitioners of these and other methodologies.

THEME: Dissemination of research: ensuring access to Caribbean methodologies and research

Middle Managers in Secondary Schools: Advocates or Overseers?

Heather A D Murphy

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I explored the beliefs and values that shape practices of secondary schools in Trinidad and Tobago. By middle management, I refer to Heads of Departments and Deans who are intermediaries between the Principal and Vice-Principal and staff. For the theoretical framework, I used Kamau Brathwaite's "The Inner Plantation." Educational institutions have become more homogenous and tied to global economic plans for market expansion, thus this theory has the potential to expose the ways in which middle managers are co-opted into feeding the global economy by the imposition of a market-driven model of school leadership and management. Together with the life history methodology, my study revealed four middle managers' beliefs and values that drive their decisions and actions in their daily practice as mid-level managers.

Groundings and reasoning: re-territorialising Caribbean Indigenous knowledge

Yentyl Williams, Aleema Gray, Chevy Eugene

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Walter Rodney's Groundings is an affirmative methodological tool and a critical decolonial pedagogy that can be mobilised to explore ways of knowing, teaching and learning in the Caribbean. Rooted in the Rastafari's traditions of dialogical exchange, Rodney's Groundings bridges the gap between the academy and the 'researched community'. This contribution engages with Groundings in two-ways: (i) to contextualise the call for re-territorializing our understanding by explaining Groundings and the act of reasoning, understood as a horizontal platform of exchange in a free-flowing, fluid and non-hierarchical manner; (ii), to share our experience of developing this work based on a series of Groundings, reflecting on our positionality as authors from three separate disciplines (history; law; social and political theory) who practice Groundings as a way of life.

Vernacular use: A tool for exploring HIV positive and negative women's breastfeeding experiences

Marsha Brown

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The paper is focused on the methodological use of vernacular during unstructured interviews. The use of the respondent's spoken language allows the interview process to be conducted fluently which is crucial. This reduces the stress of communication, as the use of the vernacular creates a relaxed social-connecting research space. Also, the vernacular allows for freedom of expression with words and tone that are unimposed by the researcher. The research space therefore becomes natural and a successive trusting relationship between interviewer and interviewee that enables the discussion of sensitive matters such as HIV and Jamaican women breastfeeding experiences within the Caribbean cultural context.

Panel discussion:

Endonormativity and linguistics research in the Caribbean

Kristian Ali; Ben Braithwaite; Ryan Durgasingh; Samantha Jackson; Nicha Selvon

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This panel explores endonormative methodologies used in three linguistic sub-disciplines in the Caribbean: (English) language education, language development/acquisition, and sign linguistics. Recognising and expanding on the growing endonormative nature of the region's language varieties (c.f. Schneider (2011), Deuber (2014), among others), this session first builds a case for "culturally focussed" (as opposed to "culturally sensitive" (c.f. Burnette et al (2014), and Wardale et al (2015)) research frameworks tailored to the specific needs of the Caribbean language complex. For language education practices, our second presenter details a methodology which seeks to address and remedy the ways in which exonormative ideologies are enacted and

reproduced in language education policy documents. Our third presentation deals with assessments of children's language development – long based on foreign models of European languages and their acquisition – and poses Caribbean research models more applicable to this linguistic milieu. Our final speakers discuss the application of limiting methodology in the context of deaf/deafblind Caribbean communities across the region, highlighting how different types of identities shape the practice of oral talk in different spaces.

Our discussion session will draw together the numerous ways such endonormative, culturally focused research designs can have a lasting impact on linguistic research in the Caribbean.

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