How do Caribbean social scientists negotiate global inequalities and colonial legacies in their practices of knowledge and career-making?

**Premise I: Social knowledge production is influenced by global Inequalities & colonial legacies**

Post-decolonial and Southern sociological perspectives over the past decades raised the critique that: (1) Knowledge production is shaped by a metropolitan perspective, (2) colonialism & colonial rule were often excluded from social thought, (3) sciences and the academic system were part of the colonial project.

- **Global Inequalities**
  - research centred around Europe and North America
  - funding opportunities, material infrastructure

- **Colonial Legacies**
  - Epistemological entanglement of sociology and colonialism: Eurocentrism
  - Institutional colonial Higher Education policies

**Premise II: Agents make social knowledge in various daily practices**

Knowledge production in the social sciences is understood as a process of situated positioning practices. Building on science studies, this perspective focuses on multi-engaged activities such as teaching, writing, applying for funding or networking. It highlights the reciprocal process of knowledge production and its evaluation and makes potential resistance or negotiations of macro-structural inequalities & colonial legacies visible.

**Research Gap**

Post-decolonial & Southern sociologies and Science & Higher Education studies all examine situated knowledge production, however, are not in a systematic dialogue. Post-decolonial & Southern sociologies study knowledge in colonial contexts they are often historical, macro-orientated, and focussed on an **eccentric** discussion. Science & Higher Ed. studies study knowledge production in socio & institutional contexts. They are often micro-sociological, focusing on practices, and techniques in the natural & life sciences. This project aims to bring to two research strands together.

**Negotiation**

“individuals as subjects identify (or do not identify) with the ‘positions’ to which they are summoned; as well as how they fashion, style, produce and perform these positions, and why they never do so completely, for once and all time, and some never do, or are in a constant, agonistic process of struggling with, resisting, negotiating and accommodating the normative or regulative rules with which they confront and regulate themselves”

(Stuart Hall, 2000, p. 27).

**Contact zones**

“social spaces where disparate cultures meet, clash, and grapple with each other, often in highly asymmetrical relations of domination and subordination — like colonialism, slavery, or their aftermaths as they are lived out across the globe today”

(Marie-Louise Pratt, 1992, p. 4).

**Case Study: Social scientists at the University of the West Indies**

- largest regional university in the anglophone Caribbean
- Founded 1948 by the British Colonial Office
- Institutional and political independence in 1962
- Located in Jamaica, Barbados, Trinidad & Antigua, founded by 17 governments

**Source Material**

- In-depth semi-structured interviews with scholars from the post-doctoral/professional level.
- Analysis of administrative documents.
- Archival research in the University archives.

**Zone 1: Public Outreach**

Social scientists in the Caribbean negotiate research criteria in terms of political and societal impact, activism, policy work and research ethics. Conducting locally and application-oriented research enables researchers in the Caribbean to develop their own research agendas, paradigms, and theorise. Caribbean social scientists understand the Caribbean as a space and active context of knowledge production: not only a space to look at the Caribbean but from the Caribbean as an entangled, situated context.

**Zone 2: Disciplines**

Epistemically, researching and theorising Caribbean societies, scholars negotiate the disciplinary order by strategically positioning their research between universal disciplinary audiences and more region-specific, ethnographic area studies. Institutionally, this zone of disciplines is negotiated in the infrastructure of qualifications and career paths: Caribbean scholars pursue interdisciplinary education and careers, teach and publish across disciplines, and build interdisciplinary institutes, programmes and associations.

**Zone 3: Publishing**

Epistemically, Southern scholars experience injustice in peer-review processes, address different (non-)academic communities, and use citation politics to challenge the underrepresentation of Southern theory. Thereby they negotiate what constitutes publishing. Institutionally, global inequalities of publishing are negotiated by the establishing processes of regional-oriented journals and the critical discussion of evaluation criteria of publishing and promotion in general.

**Zone 4: Education**

Epistemically, the existing canon reproduces a situation of North American and Western European dominance. Scholars negotiate this by creating a dialogue and conversation between regional and Northern research. Furthermore, ethics of responsibility for students who pursue leading roles in the local societies play into the design of courses, programmes and syllabi. Institutionally, over generations, the mobility toward Northern institutions declined and Southern qualifications are more and more pursued.