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# Faculty of Humanities and Education



Vector Illustration By Chrysalis Communications



# Caribbean Institute of Media and Communications (CARIMAC)

Barnes, Corine See 167

140. **de Bruin, Marjan.** “Communication and Behaviour Change As Defined by Caribbean Policy Makers.” UWI/HARP 3rd Scientific and Business Meeting: (Sherbourne Conference Centre, Barbados: May 6, 2005).

Looks at communication as defined by national and regional policy documents: national strategic plans; its scope, assumptions and defined key players and the media : their range, scope and approaches.

141. ——. “Communication and HIV/AIDS : The Need to Go Beyond Traditional Media Coverage.” My Brother, My Sister, My Friend: The Many Faces of HIV/AIDS: Building Bridges Conference: (Kingston, Jamaica: October 18-19, 2005). <http://www.chartcaribbean.org/MybrotherMysisiter/Presentation/Marjan%20%20deBruin.ppt>.

Explores media coverage of HIV/AIDS and explores new approaches to communication on this matter by looking at the extent of the media’s involvement, current communication policies and journalists views on coverage of the pandemic. A comparison of the coverage given in the 1990’s versus the present is offered.

142. ——. “Communication Approaches in the Caribbean.” International Association of Media and Communication Research (IAMCR): (Porto Alegre, Brazil: July 20- 26, 2004).

Up to a few years ago, research on quantity and quality of media coverage of HIV/AIDS in Jamaica and other Caribbean countries indicated that this coverage was almost entirely-driven. Most media did not attempt to translate the jargon of experts into more ordinary language to make the topics comprehensible to the larger audience. These days, some of these shortcomings have disappeared, media have begun to cover the topic more frequently and in a greater variety of formats. In spite of these changes for the better, media still seem to be underutilized as important agents for change. Research data show that simply increasing knowledge is not sufficient. For instance vulnerable groups such as adolescents all know that risky sexual behaviour could lead STIs to such as HIV. They all know what HIV involves, and the fatal consequences such an infection can have. However, this knowledge does not seem to lead to behaviour changes. The presentation focuses on the following questions: How do we utilize what seems to be the unused potential of media in effective communication on the HIV/AIDS question? What are common practices in the Caribbean and what can we learn for the next five years?

143. ——. “Communication’s Role As Understood in HIV/AIDS Regional and National Policy.” International Association of Media and Communication Research (IAMCR): (Taipei, Taiwan: July 26- 28, 2005).

Policy references to social and behaviour change in relation to HIV/ AIDs are fraught with problems. First, it remains unclear what exactly is referred to by communication. It often seems to be used as a synonym, or perhaps a euphemism for using mass media. Second, communication regularly seems to be equated with the transfer of knowledge and assumes that this should lead to a necessary change in behaviour. This is so, in spite of the fact that research in various countries has shown that a general high level of knowledge on HIV/AIDS transmission may exist without change in behaviour or without as much or great a change as needed. In addition, there seems to be a disconnect between the multi-faceted analysis of HIV/AIDS as a social and individual problem on the one hand and the focus of communication efforts on the other. Several of the guiding principles or central strategies in each country’s national strategic plan refer, although implicitly, to the role of communication and or/ media. This paper identifies the basis, assumptions and expectations of and about these national communication efforts in relation to HIV/AIDS. It analyses the national strategic plans of seven Caribbean countries and their underlying, often implicit



assumptions about what communication entails and where its focus should be. In its conclusions, it will attempt to explain why a more comprehensive understanding and approach of communication in relation to HIV/AIDs is necessary.

144. —. “Communication Strategies in HIV/AIDS Prevention : Challenges in the Caribbean.” The Bi-Annual Scientific Meeting of the International Association of Media and Communication Research : (Port Alegre, Brazil: July 25-30, 2004).

145. —. “Gender Politics and Media Production.” Gender in the 21st Century , Caribbean Perspectives, Visions and Possibilities. Editors Barbara Bailey and Elsa A. Leo-Rhynie. Kingston. Jamaica: Ian Randle, 2004. 217-36.

Explores the role gender plays in the dynamics of media production in two Caribbean countries-Jamaica and Trinidad and Tobago. It aims to explore the concepts of gender, organizational and professional identity. The author conducted in-depth interviews with nineteen female and male journalists working in newsrooms in Caribbean media. The interpretation of the findings focused on recognizing indications for identities at work: the shifting of identifications; the preference for certain identities; the rejection of others; denying, asserting, ignoring identities.

146. —. “Health Communication in the Caribbean .” Regional Seminar : Reproductive Health in the Area of HIV/AIDS : Developing Integrated and Effective Health Promotion For Women in the Caribbean Context: (Puerto Rico: May 28-30, 2003).

147. —. “Jamaican Adolescents’ Sexual Behaviour Analyzed From a Gender Perspective.” Regional Symposium on Gender, Sexuality and Implications for HIV/AIDS, Centre for Gender and Development Studies: (St. Augustine , Trinidad and Tobago: March 10-13, 2004).

148. —. “Media and the HIV/AIDS Epidemic: Mirrors, Channels or Partners in Change?” Regional Conference on Media and HIV/AIDS: (Kingston, Jamaica: June 5-6, 2003).

149. —. “Pressions Dans La Salle Redactio.” Le Journaliste Face a Son Metier Le Journalisme Dans La Caribe. Editors Marjan de Bruin and Edwige Balutansky. Kingston, 2002. 59-80.

150. —. “Teenagers at Risk: Jamaican Adolescents and High Risk Sexual Behaviour: Observations and Impressions.” Planning Workshop for the Future Group International : (Port Royal, Jamaica: June 21, 2001). [www.futuresgroup.com/Documents/3142TEENAGERS.pdf](http://www.futuresgroup.com/Documents/3142TEENAGERS.pdf).

Concerned solely with behaviour leading to (hetero-) sexual intercourse mainly between young people (10- 19 years olds). This paper focuses especially on high risk sexual behaviour between women/girls and men/boys that could lead to unwanted effects (mistimed or unwanted pregnancies, and/ or sexually transmitted disease/ infections)

151. **de Bruin, Marjan, and Karen Ross**, Editor. Gender and Newsroom Cultures: Identities at Work. New Jersey: Hampton Press, 2004.

This book offers a series of engagements with those shifting dialectics of gender and newsroom culture, bringing a feminist analysis to the contours of those strange and often strained relations. Importantly, for a text which aims to bring coherence and insights to a still relatively under-researched topic, the contributors draw inspiration for their work from an impressively diverse stereotyping in Spanish newsrooms, to self -perception of women journalists in India; from women’s activism in Estonia to knowledge hierarchies in the US and hostile media culture in Africa. Together, the 14 essays contained in these pages provide a timely intervention in the debates around gender and journalism, extending the traditional Anglo-centred analysis to produce a genuinely East-West, North-South set of analyses on this important subject.



152. **Dunn, Hopeton S.** “Negotiating Identity : Globalizations, WTO and Caribbean Cultures.” LIAJA Annual General Meeting: January 2000).

Looks at the role of the still-emerging information and communication technologies as they affect people’s cultures, lives and livelihoods, on a global basis. It places special emphasis on the consequences of these processes for the peoples of the global south, with particular reference to the Caribbean area. It argues that while the existing global technology policy and the prevailing practices by the World Trade Organization (WTO), as well as the IMF and the World Bank, militate against the economic, social and cultural development of peoples in the global South, there remains some scope for adapting our strategies in relation to the technologies as tools in the struggle and for improved information flow and better networking by people. Use of appropriate technology and creative adaptation of tools and content can form a potent counter-process of globalization from below.

153. —. “Struggle, Innovation and Cultural Resistance.” Intermedia: England 32.3 (2004): 6-11.

This article presents a report on the media and communications sector in the Caribbean. The history of the media and telecommunications infrastructures in the Caribbean is intertwined with the region’s tryst with British colonialism. Print media preceded the electronic networks by well over two centuries. Although there have been notable government-owned daily newspapers in the region, that sector continues to be dominated by private capital. The leading regional private sector newspaper publishers operate on-line editions and Web sites, with the most well established being the Gleaner’s Go-Jamaica site. On-line editions also provide channels through which the companies reach the disparate global Caribbean diaspora and are also the means by which on-line readers respond via published letters and comments. Without policy planning, regulation and private investments, indigenous regional interests in the Caribbean television sector are in danger of making large concessions to external corporate investors and programme providers.

**Dunn, Hopeton S.** See also 1547

154. **Moore, Kendall, and Nancy Muturi.** “The Real Face of AIDS: Obstacles for Producing Television Public Service Announcements Involving People Living With AIDS in Jamaica.” International Association of Media and Communication Research (IAMCR): (Taipei, Taiwan: July 26- 28, 2005).

This presentation draws on the author’s experience learned in the classroom setting at the University of the West Indies using television as a public education tool, featuring people with AIDS (PWAs). It focuses specifically on the ways in which PWA experience vulnerability, stigma and discrimination, when they participate in television broadcasts. Participant-PWAs helped advance the understanding of the obstacles they confront when their images are used in a testimonial format for television. Additional methodologies used for this research include: interviews, focus groups, and discussion with perspectives heard from Journalists, PWAs, researchers, students, civilians, and clergy. Key findings in the following topical areas discussed are: perception of non-fiction uses vs, contrived message making; comparison of radio, television and print journalism to address HIV/AIDS featuring PWAs ; lack of media technology training in the public sector ; homophobia and the implications that it has on HIV/AIDS education; and protection mechanisms for PWAs. Though focus group research indicates that the use of non-fiction narratives is an effective way to build public awareness, PWAs say there is little advantage for them in the exchange. Findings show that disclosure of sero- positive status has led to: loss of job, exclusion from churches, schools, and other public institutions, and has led to violence and perhaps murder and suicide.

155. **Muturi, Nancy.** “Behaviour Change Communication for HIV/AIDS Prevention in Rural Africa - the Role of Faith Based Organization.” Annual Conference of the American Public Health Association : (San Francisco: November 15-19, 2003).

Explores the role of faith-based organisation in the HIV/AIDS communication and prevention in rural Africa. Applying elements of various theoretical models in health communication, the author contends that religious leaders are credible and trusted role models in their communities who would be effective in information dissemination and behaviour change communication. In HIV/AIDS communication, they would reinforce the media messages and





support health professionals while condemning risky sexual behaviour and practices that put people at risk of HIV/AIDS infection. Data for this study were gathered qualitatively through focus groups and in-depth interviews among rural men and women in Kenya. Key findings indicate that religious leaders influence people's values, beliefs, behaviours, and practices and they serve as a major and sometimes the only reliable sources of information for some people. They are capable and have the opportunity to communicate about sensitive issues like HIV/AIDS in their communities. They are willing to participate in HIV/AIDS campaigns but they require training and support from the health professionals in performing this role.

156. —. "Challenges for Reproductive Health Communication in Jamaica." Annual Conference, the Feminist Scholarship Division of the International Communication Association: (New Orleans: May 27-31, 2004).

157. —. "Communication for HIV/AIDS Prevention in Kenya: Social-Cultural Considerations." Journal of Health Communication 10.1 (2005): 77-99.

Explores the use of the mass media and other communication interventions in Kenya to inform the public about AIDS epidemic and to promote behaviour change and healthy sexual practices. The author examines the discrepancy between awareness and behavioural change among Kenyans of reproductive age from a communication perspective by addressing social cultural and related factors contributing to the lack of change in behaviour and sexual practices. The article draws on the theoretical framework of Gunig's model of excellence in communication, the importance of understanding and relationship-building between programmes and their stakeholders. Data were gathered qualitatively using focus groups and in-depth interviews among men and women in rural Kenya. Key findings indicate that although awareness of Sexually Transmitted Disease, HIV/AIDS is high in Kenya, a majority of the population, particularly those in the rural communities, fail to understand methods of transmission, particularly among those not sexually involved. The author concludes that successful behaviour change communication must include strategies that focus on increasing understanding of the communicated messages and understanding of the audience through application of appropriate methodologies. Building a relationship with the audience or stakeholder through dialogues and two-way symmetrical communication contributes toward this understanding and the maintenance of the newly adopted behaviours and practices.

158. —. "Gender-Based Violence and Women's Reproductive Health in Jamaica: A Communications Perspective ." International Communication Association : (New Orleans: May 27-31, 2004).

(Also presented as "Gender-based violence and women's reproductive health : the situation in Jamaica" at the 18th Conference on Health Promotion and Health Education, April 26-30, 2004 in Melbourne, Australia.)

Violence against women, whether physical, mental, sexual or otherwise, is widespread world wide and has been commonplace throughout history and spans all ages, classes and racial groups. In the Caribbean, the most prevalent forms of gender-based violence include wife beating, rape and incest all of which have dire consequences on women, regardless of age. These consequences include the risk of sexually transmitted infections including HIV/AIDS, unplanned pregnancies and other complications that affect their physical and psychological well-being. This study explores the situation, impact of gender-based violence on reproductive health in Jamaica and the existing gaps in addressing the problem in this age of HIV/AIDS epidemic. Data for this study are gathered qualitatively through naturalistic inquiry including participant observation, in-depth interviews, note taking and review of existing documents published and unpublished. Key findings indicate that a combination of social, cultural, economic and political factors contribute to the existing violence. Reproductive health programs have also not addressed men as an important stakeholder in women's health. These factors are reinforced by the lack of policies, legal or administrative system that condemns or punishes gender-based violence.



159. —. “Implications of Sexual Violence to Women’s Reproductive Health in Jamaica: A Naturalistic Inquiry .” The 132nd Annual Meeting of the American Public Health Association : (Washington, DC: November 6-10, 2004).

(APHA Committee on Women’s Rights Poster Session )

Explores the impact of gender-based violence on reproductive health in Jamaica and the shortcomings in the application of the USAID’s ABC model of behaviour change in terms of addressing gender-related violence. Naturalistic inquiry was the method used for data collection which includes a combination of various qualitative methodologies. Key findings indicate that a combination of environmental, social, cultural, economic and political factors contribute to the problem and are reinforced by the lack of policies, legal or administrative system to condemn or punish gender-based violence. Reproductive health programmes have not focused on men’s behaviours that trigger violence against women and therefore lack a complete integration of recommendations in the Cairo plan of Action.

160. —. “Sexual Violence and Women’s Reproductive Health in Jamaica.” Regional Symposium on Gender, Sexuality and Implications for HIV/AIDS: (St. Augustine, Trinidad and Tobago: March 10-13, 2004).

161. —. “Women’s Status in Reproductive Health Decision Making: A Communications Perspective.” Journal of Development Communication (2003 ): 32-50. **Refereed**

Investigates the relationship between the communication approaches used by reproductive health programmes and the reproductive health decision-making of women in Kenya. Provides information on the excellence in communication theory; solutions offered by feminists and women’s health advocates to the discrepancy between awareness and change in reproductive health; details on the reproductive health situation in Kenya.

162. **Muturi, Nancy, Sanjana A. Bhardwaj , Hope Ramsay, and Brendan C. Bain.** “Curriculum Development Across Discipline As Part of a Comprehensive Response to the HIV/AIDS Crisis in the Caribbean.” 131st Annual Meeting of American Public Health Association : (San Francisco: Nov 15-19, 2003).

The Caribbean region is today the world’s second most affected region by the HIV/AIDS epidemic. It has been well recognized that a multi sectoral approach is needed to effectively combat this epidemic. Education can be used purposefully as a channel for prevention and care and support issues surrounding HIV infection. There must be a wholehearted effort to mainstream HIV/AIDS, sexual and reproductive health, and life skills education into the curriculum of every learning institution. The objective being to empower participants to live sexually responsible and healthy lives. This paper describes the curriculum planning process undertaken by a tertiary level institution across campuses, across disciplines and at all levels of education as part of the comprehensive response to the HIV/AIDS crisis. The barriers and facilitators to this process are identified. It is also important for the subject area to be professionalised. A core group of educators and teachers with the necessary skills to deal with sensitive issues needs to be created. As part of the curriculum development process, a macro and micro curriculum matrix was designed. This is a useful tool which can be used to fully integrate HIV/AIDS, sexual and reproductive health and life skill education across the disciplines and at undergraduate, graduate and postgraduate courses. This approach has the potential to bridge the boundary between the insides of an institution and the outside world.

163. **Muturi, Nancy, and Maxine Ruddock.** “Risk Perception and HIV/AIDS Prevention: The Role of Faith Based Organizations in Jamaica.” UWI/HARP 3rd Annual Scientific and Business Conference: (Sherbourne Conference Centre, Barbados: May 2005).

In the case of HIV/AIDS, risk perception influences changes in behaviour or practices to avoid infection. Religious teaching for example links sexually transmitted diseases to immorality and sin while HIV infection becomes the consequence - death. Such beliefs exempt the faithful from risk perception and therefore diminish the need for taking precautions against HIV/AIDS. Married women, for example, the majority of whom are church



members and in stable relationships, have little concerns about infection and prevention based on their sexual behaviours and practices. In the Caribbean, however, current data indicate that HIV/AIDS is now becoming a woman's issue with more older and married women becoming infected, however, this considerably low-risk group receives less focus from HIV/AIDS interventions. Reporting data from 12 focus group discussions with members and 30 in-depth interviews with FBO leaders this study examined their risk perception, concerns and steps towards HIV/AIDS prevention among members of Faith-Based Organizations in two most affected parishes in Jamaica. Overall, respondents indicated low risk perception within faith communities associating HIV/AIDS with sexual immorality therefore blaming people living with AIDS for spreading it. Stigma and discrimination prevails within FBOs to an extent of advocating violent actions against PLWAs. Main concerns about HIV/AIDS include sharing of the communion, baptism pool and physical interaction with PLWAs. Whereas older women are expected to be more religious and therefore less active sexually, men's sexual virility (often tested on younger women) is expected regardless of age. Proposed strategies for ensuring their communities was virus free included emphasis on abstinence, mandatory testing of young couples before marriage and excommunication of those suspected to have HIV/AIDS to avoid infecting others. These views however vary with age and level of education among respondents.

164. **Muturi, Nancy, Maxine Ruddock, and Brendan C. Bain.** "Health Education and Communication for HIV/AIDS Prevention in the Caribbean: A Participatory Approach." International Association of Media and Communication Research : (Porto Alegre, Brazil: July 20-26, 2004).

Changing behaviour and sexual practices through various education and communication strategies has been one of the challenges of HIV/AIDS programmes world wide. It has been a much greater challenger among the youth who, are an AIDS generation who do not know a world without HIV or AIDS. Their age, biological and emotional development, financial dependence and lack of knowledge and understanding puts them at a greater risk of contracting HIV/AIDS. Health Education and Behaviour change communication have been singled out as the most effective strategies in fighting the epidemic in the Caribbean region. A combination of these strategies not only increases awareness but also understanding that is geared toward behaviour and attitude change. The education element increases understanding and empowers them to make informed decisions regarding sex and sexuality enabling them to lead a safe life without the fear of HIV/AIDS

**Muturi, Nancy** See also 654

165. **Rowe, Yvette.** "Lovermen and Trailer Load of Gal: Messages, Music and Video. A Content Analysis of Sexual Messages in Popular Jamaican Music Videos." International Association of Media and Communication Research : (Porto Alegre, Brazil: July 20- 26, 2004).

Jamaica has one of the highest levels of teenage pregnancy in the Caribbean. In 2001 an estimated 20,000 people were living with HIV/AIDS. Choices that teenagers make in relation to reproduction health are motivated by a number of variables. Research also indicates that information about sex and sexuality can be a factor in helping teens make positive decisions regarding their reproductive health. Research also points to the influence that music can have on the behaviour of teenagers. Against this background, this research project aims to assess and identify the messages contained in Jamaican popular music videos that relate to sexual behaviour particularly risky sexual activity. In order to do this we must first define the popular Jamaican music video, sexual messages in lyrics and images in music videos. This research will seek to identify themes of sexual imagery, including movements, dress, sex roles and the actions of male and females in the videos. The lyrics and images will be scrutinised to look at their relationship to risky sexual behaviour, related to HIV and AIDS, looking particularly at issues of choice of sexual partner, multiple partners, early sexual activity and the roles assigned to women and men.

166. **White, Livingston A.** "Caribbean Health - Examining Participatory Approaches to Promoting Healthy Lifestyles in Jamaica." 18th Conference on Health Promotion and Health Education in Melbourne: (Australia: April 26-30, 2004).



167. **White, Livingston A., and Corinne Barnes.** “Report on Youth Now Media Advocacy Workshop.” (Kingston, Jamaica: Hotel Four Seasons: March 8-9, 2004)

[http://www.dec.org/pdf\\_docs/PNACY185.pdf](http://www.dec.org/pdf_docs/PNACY185.pdf).

Jointly organized by the Caribbean Institute of Media and Communication of the University of the West Indies and Youth.Now, a project of Jamaica’s Ministry of Health funded by the United States Agency for International Development and implemented by Futures Group International. Workshop was designed to sensitize the Adolescent Reproductive Health advocates to the operation of the print and electronic media so as to enable them to access these media with their messages aimed at social and behaviour change.

## Department of History and Archaeology

168. **Afroz, Sultana.** “Interfaith Dialogue in Jamaica : The Jamaican Muslims.” 3rd Assembly of World Council of Muslims Interfaith Relations and 4th Parliament of the World Religions Conference: (Barcelona, Spain: 2004).

Examines interfaith dialogue in Jamaica at various levels and in various forms, the involvement of Jamaican Muslims in the interfaith dialogue and the strategies to be pursued for a better understanding and projection of Islam.

169. —. “The Invincibility of Islam in Jamaica.” Conference on Slavery, Islam and Diaspora: (Harriet Tubman Resource Centre on African Diaspora, York University: October 24-26, 2003). [www.yorku.ca/nhp/conferences/2003](http://www.yorku.ca/nhp/conferences/2003).

Examines the Islamic heritage of the Jamaicans from al-Andalusia and West Africa. The paper deals with the inadequacies in traditional West Indian historiography and suggests new research methodology. The work further investigates the vestiges of Islamic practices.

170. —. “The Invisible Yet Invincible: The Muslim Ummah in Jamaica.” Journal of Muslim Minority Affairs 23.1 (2003): 211-123.

The splendid past of the Muslim Ummah serves as a source of spiritual inspiration to maintain its Islamic identity in the multicultural and religiously diverse society of Jamaica. Currently, numbering about 4000, the Muslims in Jamaica form 0.15% of the estimated total population of 2,590,400 persons. Approximately 50% of the Muslim population of Jamaica’s resides in the Kingston Metropolitan Region, where some 43.3 % of Jamaica’s population lives. Islam made its first appearance in the home of the Tainos, Jamaica, with the undaunted Andalusian mariners who played the dominant role in navigating Columbus’ discovery voyage through the rough waters of the Atlantic Ocean into the Caribbean Sea in 1494. The seed of Islam sown by the mu’minun from al-andalus, West Africa and Sub-Saharan Africa and subsequently watered by those from Moghul India have the potential of germinating into a dominant faith by winning the ground inch by inch against all kinds of resistance and inertia. Through intellectual discourse and research work revealing the Islamic heritage of the invincible Maroons, the indomitable African slaves and the determined Muslims from the Subcontinent, the present day multi-ethnic society can once again manifest the Divine Unity of Allah, reminiscing the unity among people during the heydays of the Great Maroons.

171. —. “Islam: The Eternal Message.” (Dhaka, Bangladesh: 2004).

A pictorial presentation on the fundamentals of Islam based on the Holy Qur’an and Ahadith

172. —. “The Jamaican Muslim Community Since 9/11.” 4th Parliament of World Religions Conference: (Barcelona, Spain: July 7-13, 2004).

Examines the position of Jamaican Muslims and their contributions to the Jamaican society since 9/11.





175. **Allsworth-Jones, Philip.** “Experimental Archaeology in the Tropics: The International Institute of Tropical Agriculture Ibadan, the Village of Adesina Oja, and Abandoned House No. 2.” *Azania* XXXIX (2004): 125-45.

When he was at the University of Ibadan in Nigeria in the 1970's, Professor Thurstan Shaw established an experimental archaeological reserve at Adesina Oja, an abandoned village in the International Institute of Tropical Agriculture on the outskirts of the city. Various tests were devised, including a bank and ditch experiment, and differential vertical transport and decay experiments. In another experiment, beads were set in the walls of a house structure, so that the way in which this house fell into decay over the years could be examined. Annual excavations at IITA directed by the author took place between 1980 and 1986, during which particular attention was devoted to this house (which had been recorded as No. 2). The paper summarises the progress made so far with the experiments at IITA, especially in regard to the house. A plan and table of finds is provided. The way in which the walls collapsed was noted and the conclusion was reached that, on the basis of the material remaining, it was possible to reconstruct the activities which had been carried out in different parts of the house.

176. —. “The Szeletian Revisited.” *Anthropologie* XLII.3 (2004): 281-96.

The Szeletian is a well known palaeolithic entity in Central Europe which has been studied and defined in different ways over the past 100 years. In this paper, recent dating and other evidence is examined in order to determine whether the author's previously stated hypothesis about it can still be regarded as correct. The present situation (contrary to what obtained before) is one in which the partial contemporaneity of Neanderthal and anatomically modern man in Central Europe is generally admitted. The hominids' association with the Szeletian (and the Middle Palaeolithic) and the Aurignacian (and the Upper Palaeolithic) respectively is still valid. Therefore, it is maintained, an acculturation model to explain the characteristics of the Szeletian is still tenable. But, it is agreed, more research is needed to clarify many outstanding issues relating to the Initial Upper Palaeolithic in this part of the world.

177. **Allsworth-Jones, Philip, D. Gray, and S. Walters.** “The Neveh Shalom Synagogue Site in Spanish Town, Jamaica.” *Toward an Archaeology of Buildings : Contexts and Concepts*. Editor Gunilla Malm. Oxford: 2003. 77-88.

The Neveh Shalom synagogue stood on land at the corner of Monk and Adelaide Streets which has belonged to the Sephardim Jewish community since 1704. The building was severely damaged by the earthquake of 1907 and practically passed out of use at that time. At the suggestion of Mr Ainsley Henriques, excavations at the site were conducted jointly by UWI and the JNHT in 1998 and 1999. A plan of the area was made, on which the main foundations of the synagogue are indicated, as well as an external staircase which was excavated on its south side. 14,850 artefacts were recovered, both from the surface and from the excavated squares. Most belong to the 18<sup>th</sup> and 19<sup>th</sup> centuries, although some material was also dumped on the site in the 20<sup>th</sup> century. The earlier material includes smoking pipes, glass vessels, European and Afro-Jamaican ceramics, and some metal objects.

178. **Allsworth-Jones, Philip, and Esther Rodriques.** “The James W. Lee Arawak Collection, UWI, Kingston, Jamaica: Facts and Figures.” *Proceedings of the 20<sup>th</sup> Congress of the International Association for Caribbean Archaeology: Arevalo*. (Santo Domingo: 2003). 295-305.

The Lee Collection contains over 28,000 artifacts as well as, shells, animal and human bones. This paper summarises the basic facts of the collection as they have been compiled and presented in a CD-ROM, which will accompany a book to be published on the same subject. The principles whereby the collection has been studied are explained and attention is drawn to some of its salient features. The cultural material belongs to one of four stylistic variants, named after Little River, Montego Bay, Port Morant, and White Marl respectively. Following Dr. Lee's indications, the positions of all these sites are recorded on the map of Jamaica using standard co-ordinates. The Collection is abundantly illustrated both by digital photographs and by some specially commissioned drawings. Commentaries explain the significance of the individual sites and also the inventories of which 191 are represented in the Collection.



179. **Allsworth-Jones, Philip, A. L Santos, and Esther Rodrigues.** “Pathological Evidence in the Pre-Columbian Human Remains From the Lee Collection (Jamaica).” Antropologia Portuguesa 19 (2002): 121-38. **Refereed**

The Lee Collection, housed in the Archaeology Laboratory of the Department of History and Archaeology at UWI, Mona, contains evidence from 265 Pre-Columbian sites. Eight caves and 16 open-air sites produced human remains, which form part of the Collection, representing a minimum number of 46 individuals. The paper focuses on the palaeopathological evidence. Two skulls were artificially modified. Three long bones from one site had signs of treponematosi. Signs of degenerative joint diseases were detected in several bones from two sites, and one juvenile mandible from another site had a congenital abnormality, defined as agenesis of the right incisor.

180. **Allsworth-Jones, Philip, and Kit Wesler.** “Excavations at Green Castle, Jamaica, 1999-2001.” Proceedings of the XIX International Congress for Caribbean Archaeology: Publications of the Archaeological Museum Aruba. (Aruba: 2001):186-93.

Excavations were conducted at the Pre-Columbian site of Green Castle in St Mary parish by a joint team from UWI and the Wickliffe Mounds Research Center (Murray State University) in 1999-2001. This paper describes the preliminary results. Six trenches were excavated, the most important being the mid and the southernmost trenches on the eastern side. The latter produced the most complete stratigraphy, to a maximum depth of 1.5 metres. Nine radiocarbon dates were obtained, of which one can be regarded as contaminated. Calibrating the results, the occupation can be said to have extended from about AD 1075 to the arrival of the Spanish, although there are no signs of Spanish presence at the site. Two burials, one an adult and the other a child, were recovered, as well as large quantities of artifacts, with faunal remains (mainly fish) and shells (mainly marine). The archaeological material is of White Marl type.

181. **Augier, Roy.** “Caribbean Governance Systems: The Historical Legacy.” Governance in the Age of Globalization. Editors Kenneth O. Hall and Denis Benn. Kingston: Ian Randle, 2003. 213-28.

An attempt to trace the historical legacy of governance in the Caribbean. Discusses the political institutions of crown colony government and the mindset of those who worked them in support of the author’s claim that contemporary legislatures, despite the hiatus of the crown colony period, are legatees of the 17th and 18th century form first created and then modified in response to West Indian circumstances.

182. —. “The Historical Antecedents of Modern West Indian Government.” Department of History and Archaeology Staff/Postgraduate Seminar: (Kingston, Jamaica: March 14, 2003).

183. **Beckles, Hilary, and Verene Shepherd .** Liberties Lost: Caribbean Indigenous Societies and Slave Systems. CUP: Cambridge, 2004.

Breaks down the history of the Caribbean during the slavery era for a young audience. It explores the processes of conquest, colonization and resistance and the impact of colonialism and anti-colonial sentiments on the history of the Caribbean.

184. **Bryan, Patrick E.** “Aiding Imperialism : White Baptists in Nineteenth Century Jamaica. Review of Catherine Hall’s Civilising Subjects : Metropole and Colony in the English Imagination 1830-1867. Chicago : University of Chicago Press, 2002.” Small Axe: A Caribbean Journal of Criticism 7.2 (2003): 137-49.

185. —. “Augusta Zelia Fraser in Jamaica: The Case for Racial Separation.” Caribbean Quarterly (2002): 12-26. **Refereed**

Examines the themes in the novel and short stories of Alice Spinner, pseudonym of Augusta Zelia Fraser, and looks at how she depicts Jamaican society at the end of the 19th c., and highlights the relations between whites, blacks,



and mixed bloods. Author explains that underlying the descriptions were Spinner's views about race and culture, which differed from Social-Darwinism and pseudo-scientific racism viewing blacks as inferior, and her dismissal of imperialist goals of civilizing blacks toward European norms. He discusses how Spinner describes, from a metropolitan, outside position, the white upper strata on the fictional San José (but clearly Jamaica), and how she satirizes their lives and views as the supposedly "civilized". He then discusses how she describes the mixed population, and the black population, which she describes as culturally, inherently different from whites. Author points out that Spinner, who saw the races as fundamentally different, calls for separate development of races, but did not present this in terms of racial superiority or inferiority. Augusta Zelia Fraser, who accompanied her railroad engineer husband to Jamaica in the 1890s, wrote a number of short stories and a full-length novel that reflected her perceptions of "creole" life in Jamaica. Published under the pseudonym, Alice Spinner her novels and essays gained some popularity in Jamaica. Her work embraces the style of the people of the island, and the social and sexual interaction between ethnic groups. To some extent her work is also a critique of imperial trusteeship, which she rejected in favour of separate development of the races.

186. —. "Foreword ." With the Sound of the Steam Korchie: A Jamaican Community's Struggle for Survival As Part of Their Heritage. Lennie Ruddock. Kingston: Arawak Press, 2002. vii-xii. Summarises Ruddock's work and sets it within the context of the post-1944 period in Jamaica's history

188. —. Jamaica: The Aviation Story. Kingston: Arawak, 2003.

An attempt to examine the strategic, institutional, organizational, human and economic framework of aviation in Jamaica where it was from the early days of seaplanes and small fabric-clad aircrafts using dirt track 'runways', to the current era of modern 'fly by wire' wide-body jets using some of the finest runways in the Caribbean and ends its chronology just after 2001.

189. —. The Legacy of a Goldsmith: A History of Wolmer's Schools:1729-2003. Kingston, Jamaica: Arawak, 2004.

Wolmers Free School opened with 10 boys in 1736 and by the year 2003, 275 years after the endowment of Wolmer, the trinity of schools that constitute the legacy of John Wolmer have over 4000 boys and girls ranging from two to eighteen years. The author has sought to explain this evolution by referring to the broader context of the history of education in Jamaica and the history of Jamaica itself.

190. —. "Proletarian Movements (1940-1990)." General History of the Caribbean. Editor Bridget Brereton, Teresita Martinez-Vergne, Rene A. Romer, and Blanca G Silvestrini. Paris: Unesco , 2004. 141-73.

Sketches the historical development of proletarian movements, especially trade unions in the Caribbean. Describes how modern Caribbean movement emerged out of the upheavals of the 1930's in the region and how prodemocratization conditions during World War II favoured the development of viable trade unions with an international focus throughout the Caribbean. Further outlines how since the 1940s trade unions fluctuated in growth, and were influenced by different ideologies in the course of time. Author shows how World War II also stimulated nationalism, resulting in alliances between trade unions and middle class nationalist political parties and discusses the effects of the cold war and anticommunism since 1947, which, along with postwar prosperity, limited revolutionary labour directions. Also the economic "developmentalist" approach since the late 1950s in some countries subdued trade unions' influence in order to attract foreign investment. Further, the author relates how more stringent policies against trade unions as economic prosperity declined since the 1970s, decreased alliances between trade unions and political parties. Attention is paid to specific national contexts including how certain authoritarian regimes, such as in the Dominican Republic and Haiti, repressed labour activities, while in some countries, like Trinidad and Tobago and Guyana, ethnicity caused divisions in the labour movement.

191. —. "The Settlement of the Chinese in Jamaica : 1854 - C.1970." Caribbean Quarterly 50.2 (2004): 15-25. **Refereed**

The first wave of Chinese migration occurred between 1854 and 1886 when Chinese labourers were imported for



plantation work, the second wave came between 1900 and 1940 and were mostly business men and the third wave since the 1980's. One hundred and fifty years later, the Chinese community remains a racially distinct minority, and despite a significant adaptation to western culture in Jamaica, has not gone the path of full assimilation. Chinese occupations, still often linked to business and business administration, have become far more varied during the twentieth century.

192. **Bryan, Patrick E, Michael J. Gronow, and Felix Oviedo Moral**, Translator. Spanish Jamaica. Kingston, Jamaica : Ian Randle , 2003.

(Translated from the original : Morales Padrón, Francisco. Jamaica Española. Seville, Spain. 1952) Brings to light Spain's contribution to Jamaica's history and reveals how this history subsequently affected Spain's colonial fortunes in the Western Hemisphere.

193. **Bryan, Patrick E, and Karl Watson**, Editor. Not for Wages Alone : Eyewitnesses Summaries of the 1938 Labour Rebellion in Jamaica. Kingston, Jamaica: Social History Project, Department of History, University of the West Indies, 2003.

194. **Campbell, Carl C**, ed. Caribbean Quarterly : Haiti - Essays in Honour of the Bicentenary of Independence 1804 - 2004. Vol. 50.2004. **Refereed**

(Special issue)

The editor's introduction is the speech given by him on the occasion of the bicentenary celebrations of Haitian independence (2nd January, 2004 ) at the undercroft of Senate House, University of the West Indies, Mona, Jamaica. The speech recounts selected historical highlights and flashpoints in the evolution of the Republic of Haiti.

195. —. "Conversations or History? How to Write a Student-Friendly History of Education in the Wider Caribbean From Columbus to Castro." Social History Project Symposium: April 21, 2001).

A concise survey of the history of education in the Caribbean from 1500 to the 1990's. A unique feature of this paper is that it takes the form of a discussion among two university lecturers and three graduate students.

196. —. "Education and Society in Haiti 1804 - 1843." Caribbean Quarterly 50.4 (2004): 14-24. **Refereed**

This paper takes the form of an imaginary discussion among two university teachers and three postgraduate students from different faculties of the University of the West Indies. The discussion follows lines designed to elucidate the history of education in Haiti between 1804 and 1842 and is similar to what might well take place in a small graduate seminar after a paper has been presented. The conversational form hopefully will make the substance of the paper easier to grasp by both specialist and the general reader, and more attractive to historians and educationists who find the history of the Caribbean education systems an unfashionable product in the history and education industries. Another advantage is that it seems to make possible a quicker coverage of long periods.

197. —. "Education in the Caribbean, 1930-1990." General History of the Caribbean. Editors Bridget Brereton, Teresita Martinez-Vergne, Rene A. Romer, and Blanca G. Silvestrini. Vol. 5. Paris : Unesco, 2004. 606-25.

The author shows in this chapter that a strong input of 'American' education was made in the education systems of Cuba, Haiti, the Dominican Republic and Puerto Rico in the first thirty years of the twentieth century, but that this 'Americanization' was resisted and checked by Creole influence. This did not mean the end of the spread of United States influence in Caribbean education; if not imposed by the military, it has been negotiated in aid agreements, or voluntarily adopted by Caribbean leaders who studied in the United States or simply admired American civilization. Education in the twentieth century has worked relentlessly in the direction of the Europeanization or Americanization of the Caribbean societies, and their separation culturally from ancestral roots in Africa or Asia, although nobody would seriously propose that the Caribbean populations with black majorities learn African languages, although a higher percentage of Blacks live there than in South Africa. Apart from the extraordinary Cuban experience, the most revolutionary development in Caribbean education from 1930 to 1990 has been the





tremendous growth of the education industries. In this way the Caribbean joined the Western world in one of the most remarkable movements of the twentieth century, the institutionalization of education for the masses.

198. ——. “Explorations in the Social History of Tobago, 1889-1956.” Panel 4: Historical Perspective on Tobago and Trinidad: (The University of the West Indies, St. Augustine: 16-18 October 1998).

199. **Campbell, John F.** “Rethinking Job Specialization and the Limits of Modernity on 18th Century Jamaican Estates.” Social History Project Symposium: (The University of the West Indies, Mona, Jamaica: April 21, 2001).

Examines the possible contexts within which trade/job occupational skills were fostered on the estates in light of the evidence of the sugar estate’s ‘slave rolls’ and registration on returns. The main question to be tackled concerns the nature of specialist skills required on the estate and the extent to which, de facto, the sugar planters considered these specialist skills within their bonded labour force. Through our analysis it is hoped that insights can be advanced concerning the modernising limits of the complex task of human resource management during the period of Caribbean enslavement.

200. ——. “Textualising Slavery : From ‘Slave’ to ‘Enslaved People’ in Caribbean Historiography.” Beyond the Blood, the Beach and the Banana : New Perspectives in Caribbean Studies. Editor Sandra Courtman. Kingston, Jamaica: Ian Randle, 2004. 34-45.

Traces the origin of the term ‘slave’ in Caribbean history, and shows how, for the users of the term, notions of cultural and biological inferiority were intimately woven into it. Author bases himself mainly on the plantation letters and books, prominent Jamaican planter/manager Simon Taylor, with correspondences from 1781 to 1783, and the use of the term ‘slave’ in them. He demonstrates how Taylor specifically used the word ‘slave(s)’, to denote a working commodity and as an animal/subhuman referent, devoid of personhood. Author argues that the term slave is not defined by contemporary usage, but by these historical, derogatory connotations, as used by slave owners. Therefore, he considers its continued use in Caribbean studies immoral and inappropriate, because it in essence negates the term slaves with ‘enslaved people.’

201. **Dalby, Jonathan.** “Buckra Justice: Judges, Juries, and the Working of the Court System in Post-Emancipation Jamaica.” Social History Project Symposium: 2003).

Attempts to answer questions by focusing, in particular, on the judicial system in post- emancipation Jamaica. The consensus seems to be that the courts were biased, inaccessible, dismissive of the rights of the black majority and dispensed a ‘justice’ skewed overwhelmingly in favour of the white planter elite. The role in the system by judges and juries with reference to a number of a specific criminal cases which came before the superior courts in the three decades after emancipation.

202. **Gigliotti, Simone L.** “[Biographies].” Holocaust Literature: An Encyclopedia of Writers and Their Work. Editor Lillian Kremer. Vol. 1. New York: Routledge, 2002

Featuring 300 alphabetically organized bio-critical essays on writers of memoirs, novels, poetry, short stories, and drama, ranging in length from 1,500 to 7,000 words. Presents a broad spectrum of voices remembering, interpreting, and reinterpreting one of the twentieth century’s most politically and emotionally charged events. Including writers whose works first appeared in Czech, Dutch, English, French, German, Hebrew, Hungarian, Italian, Portuguese, Russian, Spanish, and Yiddish, this reference provides wide international coverage, though its focus will be on writers whose work is available in English.

203. ——. “Detained and Destitute: Italian Enemy Aliens in Jamaica (1940- 1945).” Social History Project Symposium: (University of the West Indies (Mona, Jamaica): 2003).

Provides a cursory interpretation of documents concerning one numerically and ethnically prominent group of civilian enemy aliens, namely 325 Italians who arrived in Kingston in early December 1940 from Accra, Gold Coast



- British West Africa. The author uses this fiscally destitute situations and the correspondence with authorities that was intended to remedy it to illuminate some themes of self- representation in terms of the displacement of individual and communal group identity in what was perceived by the internees as an alien and foreign culture. The reason is to show the strategic military importance of Jamaica to the British Empire during World War II. Shows the role of Jamaica as the intersecting point for colonial British Caribbean, West African and European political and Jewish refugees, prisoners of war and civilian enemy aliens from British West Africa, the Caribbean and Europe between the years 1940-1945.

204. —. “Unspeakable Pasts As Limit Events: the Holocaust Genocide and the Stolen Generations.” Australian Journal of Politics and History 49.2 (2003): 164-81. **Refereed**

206 **Gosse, Dave St A.** “Economic Diversification in Early Nineteenth Century Jamaica .” Conference of Caribbean Historians : (Puerto Rico: April 27, 2004).

207. —. “Gobel, Eric. A Guide to Sources for the History of the Danish West Indies (US Virgin Islands), 1671-1917.” The International History Review XXVI. No 4. Dec. 2004.

208. —. “The Haitian Revolution and Planter Paranoia in Jamaica: A Discourse on Plantation Management, Race and Security.” Association of Caribbean Historians Conference: (Barbados: May 2004).

209. —. “The Haitian Revolution Race & Plantation Management in Early Nineteenth Century Jamaica.” Caribbean Quarterly 50.4 (2004): 1-13. **Refereed**

Argues that the paranoia among many of the Jamaican planters to the Haitian revolution, indirectly, contributed to further socio-economic and political decay in early 19th century Jamaican slave society. Author contends that the planters’ hysteria and repression towards their enslaved Africans were racially motivated and resulted in their vigorous resistance and sabotage of amelioration that was being recommended by the metropolitan authorities. Secondly, the paper refutes Eric Williams’ argument that racism was a result of the economic forces existent in British West Indian slave society. Author shows that both racism and economics operated simultaneously from the very beginning of British West Indian slave society. Thus, racial and economic motives were not in opposition to each other but were mutual partners.

210. —. The Impact of the Haitian Revolution on the Emancipation of Slavery in Jamaica. Churches Emancipation Lecture 2004. Kingston, Jamaica: Emancipation Commemoration Committee, 2004.

Argues that the un-warranted paranoia among many of the Jamaican planters to the Haitian revolution, indirectly, contributed to further socio-economic and political decay in early 19th century Jamaican slave society. The planters’ hysteria and repression towards their enslaved Africans were racially motivated and resulted in their vigorous resistance and sabotage of amelioration that was being recommended by the metropolitan authorities. The Jamaican planters were fearful of its implications. Given the economic context, such planter resistance to amelioration was counter-productive to efficient plantation management. Secondly, this paper refutes Eric Williams’ argument that racism was a result of the economic forces existent in British West Indian slave society. The author shows that both racism and economics operated simultaneously from the very beginning of British West Indian slave society. Thus, racial and economic motives were not in opposition to each other but were mutual partners.

**Johnson, Michelle A.** See 218, 219



211. **Josephs, Aleric.** “Beautiful & Dangerous: Women’s Depiction of Eighteenth Century Caribbean.” 33rd Annual Conference of the Association of Caribbean Historians: (University of the West Indies, St. Augustine, Trinidad & Tobago: April 2-6, 2001).

The Caribbean has often been depicted in contradictory terms as both beautiful and dangerous. Travelogues, journals, diaries of visitors to and residents in the Caribbean paint contrasting pictures of the region - it was alluring and, especially during the heyday of the plantation system, provided a lavish and attractive lifestyle. In contrast was the hostile environment which, with its malignant fevers and poisonous air, took the lives of unsuspecting Europeans. This paper examines women’s depictions of the Caribbean as penned in their texts; it deals with the details of the Caribbean landscape, built environment and the ethnographic material provided in their letters to friends and family. The letters allow an exploration of the relationship between women’s depictions and their decision to establish long-term residence in the region.

212. —. “Becoming and Being Mothers: Childbearing in Eighteenth and Nineteenth Century Caribbean.” Social History Project Symposium: (Mona, Jamaica: April 12, 2003).

213. —. “Caribbean Connections: Network Patterns in the Experience of Women 1700-1899.” Social History Project Symposium: (Mona, Jamaica: April 21, 2001).

Women, through their letters written to or from the Caribbean in the eighteenth and nineteenth centuries, testify of strong social and other networks which were forged across the Atlantic and within British America. They tell a story of inter-connectedness among groups of individuals maintained through correspondence. This paper examines the nature of those networks forged by women associated with the Caribbean from 1700- 1899 and evaluates the relative importance of such networks in the lives of women of the region.

214. —. “In and Out of the Caribbean: Migrating Women, 1700 - 1899.” European Social Science History Conference: (Amsterdam, Netherlands: April 12 - 15, 2000).

Examines the accounts of visitors, long-term residents and native/creole women, who moved in and out of the Caribbean region in the eighteenth and nineteenth centuries. The accounts are of women who migrated voluntarily. The paper does not focus, beyond any reference made in women’s accounts, on the vast majority of black women who were forcibly dispersed in the Caribbean or on Asiatic indentured women who came in the nineteenth century.

215. **Monteith, Kathleen E. A.** “Financing Agriculture and Trade: Barclays Bank ( Dominion, Colonial and Overseas) in the British West Indies, 1926-1945.” Association of Caribbean Historians 37th Annual Conference: (Cartagena, Colombia: May 9-13, 2005).

216. —. “Flexibility and Conservatism: Barclays Bank (DCO)’s Lending Policy in the West Indies in the 1920’s and the 1930’s .” XIII Congress of the International Economic History Association: (Argentina: July 22-26, 2002).

217. —. “Regulation of the Commercial Banking Sector in The British West Indies, 1837-1961.” Journal of Caribbean History 37.2 (2003): 204-32. **Refereed**

(Also presented at the 27th Annual Conference of the Caribbean Studies Association, Coping with challenges, contending with change, Nassau, Bahamas, May 27th - June 1 2002)

The regulation of commercial banking in the British West Indies was well established in the nineteenth century, and certainly by the early twentieth century had all the modern features that we now associate with it. It is evident that the authorities were concerned about financial stability, probity and the protection of depositors. Nevertheless, some inconsistencies existed in bank regulation as a whole, and also a prejudice against indigenous commercial banking which contributed to a lack of uniformity and comprehensiveness in the regulation of the sector for much of the period under review.

**Monteith, Kathleen E. A.** See also 285



218. **Moore, Brian L., and Michele A Johnson.** “Challenging the “Civilizing Mission”: Cricket As a Field of Socio-Cultural Contestation in Jamaica, 1865-1920.” In the Shadow of the Plantation: Caribbean History and Legacy. Editors Brian L. Moore and Alvin O. Thompson. Kingston: Ian Randle, 2002. 351-75.

Cricket, as a prominent item of the imported Victorian culture of the nineteenth century, provides an important window through which to view the attempts at the ‘civilising mission.’ As bearers of the ‘high culture’ which British culture constituted, the Jamaican and expatriate elite strove to impart the ideals of ‘gentlemanly’ behaviour that cricket was supposed to teach, develop and stimulate. Through the clubs, churches and schools, the cultural elite sought to demonstrate their superiority by excluding ‘unworthies’ from their clubs, and from their social space. At the same time, however, they sought to ‘evaluate’ the masses by teaching them the fundamentals of a game which would inculcate discipline, team-work and an absolute respect for authority - characteristics which they agreed the Jamaican people sadly lacked. Not only were sports, and cricket in particular, expected to help to civilise the children of the exslaves, but there was every belief that an abiding sense of ‘Britishness,’ and a prevailing respect for the empire would be natural outgrowths of the process. What the cultural elite had not counted on, however, was that the Jamaican people would adopt their game, but not the entire cultural package that accompanied it.

219. —. Neither Led nor Driven : Contesting British Cultural Imperialism in Jamaica, 1865-1920. Kingston, Jamaica: University of the West Indies Press, 2004.

Study of the efforts of the Jamaican and British social elites to impose a new, alternative sociocultural religious and moral order, based on British imperial ideologies and middle-class Victorian values, on the Jamaican people. Authors argue that Afro-Jamaican creole culture, while utilizing several cultural items from the dominant British system, was the mainstream culture. They analyse how the Afro-Jamaicans fought for self-determination in the face of the efforts to transform them into model British imperial subjects. They highlight those elements that dominated the cultural policies of the period: belief systems, sexuality, marriage and family, morality, and behaviour.

220. **Richards, Glen.** “Kamau Brathwaite and the Creolisation of Caribbean History.” 2nd Conference on Caribbean Culture and Festival of the Word: (Mona, Jamaica: January 10, 2002).

Examines the place and impact of Brathwaite’s historical writing on Caribbean historiography with particular focus on the Commonwealth Caribbean. It argues that Brathwaite’s theoretical approach has made a critical breakthrough in the study of the region, building on the work of earlier scholars including C.L.R. James, Elsa Goveia and Lloyd Brathwaite, and has brought us a culturally and life affirming orientation which presents the Caribbean not merely as the ‘cockpit of Europe’, and subsequently the United States, but as centres of cultural creativity which involved European buccaneer and carib warrior, white slave owner and black slaves, Asian indentured and coloured creole in a tortuous and ongoing dance of life.

221. —. “Race, Labour and the Colonial State in St. Kitts-Nevis, 1897- 1922.” Beyond Walls: Multi- Disciplinary Respective. A St. Kitts & Nevis Conference: (Basseterre, St. Kitts: May 3, 2000). <http://www.uwichill.edu.bb/bnvvde/sk&n/conference/papers/GRichards.html>.

Examines the evolution of work cultures and labour relations in the region of the Commonwealth Caribbean. The focus is the period after emancipation in which labour problem in the British Caribbean was shaped by racial perceptions on the capacity of non-European and in particular African populations to operate with a modern capitalist industrial system. With its prime focus on race and marginalisation of labour, the paper examines the implication race had on work cultures and labour relations.

222. **Robertson, James.** “Architectures of Confidence?” Articulating British Classicism: New Approaches to Eighteenth-Century Architecture. Editors Barbara Arciszewska and Elizabeth McKellar. London: Ashgate, 2004. 227-58.

Examines the place and impact of Brathwaite’s historical writing on Caribbean historiography with particular focus on the Commonwealth Caribbean. It argues that Brathwaite’s theoretical approach has made a critical breakthrough in the study of the region, building on the work of earlier scholars including C.L.R. James, Elsa Goveia and Lloyd





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223. —. “As the John Crow Flies: Aerial Photographic Resources Available to Jamaican Archaeologists’.” Archeological Society of Jamaica 2nd Symposium: (Kingston, Jamaica: 2003).

Aerial photography has at least a sixty year history in Jamaica. It is an impressive history as Jamaica has offered ‘marvellous’ opportunities for flying... The accumulation of photographs and satellite images held on the island has the potential to provide archaeologists, architectural historians, historical geographers and historians, with an important visual resource. This paper surveys some of the sixty years’ accumulated material held in Jamaican collections; discusses why these photographs and surveys were made and offers some initial suggestions on how archaeologists and historians may draw the resulting corpus of images.

224. —. “British Colonies: The Caribbean.” Europe 1450 - 1789 : Encyclopedia of the Early Modern World Vol. 1. Editor Jonathon Dewald. New York: Scribner’s, 2003. 316-20.

The British Empire that ended in the twentieth century began at the very end of the sixteenth century with chartered commercial ventures in the East Indies to secure tropical spices and cotton cloth. Peace then allowed further private ventures into the Caribbean (which was called the West Indies) in the early seventeenth century; these expanded into settlements to grow further high-value tropical crops, initially tobacco, later cotton and indigo and then, from the 1640’s, sugar cane. With the spread of the plantation economy in the Caribbean after about 1650, the need for cheap labor helped support a booming slave trade. England’s new North American colonies then found a ready market for their lumber and foodstuffs. This paper traces these development.

225. —. “‘Butting and Bounding, South on a Street in Front of Sarah Rodrigues Deleon’: Finding Directions in Spanish Town, Jamaica 1757- 1840.” First Geography Department Seminar: (University of the West Indies : March, 2005).

In 1999 the “Parade” or “King’s House Square” at the centre of Spanish Town, the former capital of Jamaica, was renamed “Emancipation Square.” Driving the thirteen miles out to Spanish Town from Kingston travelers use the Mandela Highway and, depending on their route, they may well reach that highway via Washington Boulevard. The impulse to give politically resonant names to squares, highways and streets remains alive and well in modern Jamaica. This paper examines names and naming as elements within the “mental maps” employed by earlier generations of townspeople. Today scholars seeking to interrogate “the spatial forms and fantasies through which a culture declares its presence”, recognize that in urban contexts these can include the names and nicknames given to streets. Examining the answers that earlier generations of townspeople gave when they responded to requests for directions in eighteenth- and early nineteenth-century Spanish Town highlights which landmarks shaped residents’ comprehension of its distinctive urban spaces.

226. —. “Changing Landscapes Described: Jamaica 1655-1770.” Archaeological Society of Jamaica 4th Symposium: (Kingston, Jamaica: April 2005).

The scale of changes imposed on Jamaica during the first long century of English rule is remarkable. When the invaders seized the island in 1655 its economy was predominantly pastoral, with only seven sugar mills in operation, since then there have been subsequent changes a-plenty, with new crops like coffee, bananas and cinchona and during the twentieth century, citrus and perhaps, marijuana ... with the rural landscapes of lowland Jamaica continuing to bear the imprint of the late eighteen-century sugar era. This essay addresses the changing landscapes as impacted by English rule and an African Caribbean population.



227. —. “Creole Politics and Political Principals in English Jamaica’s Second Generation; Lord Alexander Hamilton’s Troubled Stay in Jamaica.” History Department Seminar: (Oxford , Brooks University: November 6, 2003).

228. —. “Cromwell and the Conquest of Jamaica.” History Today 55.5 (2005): 15-22.  
(Correspondence in *History Today*, June 2005 )

Investigates the ambitious plans of English Lord Protector Oliver Cromwell for war with Spain in the Caribbean. Also looks at Cromwell’s policy of attacking Spain’s trade and treasure routes, the role of Puritan minister John Cotton in the decision of Cromwell to launch the English conquest of Jamaica and sheds insight on how Spain resisted the English presence

229. —. Gone Is the Ancient Glory: Spanish Town, Jamaica, 1554-2000. Kingston, Jamaica: Ian Randle, 2005.

Traces the history of former capital of Jamaica Spanish Town, from its foundations in the Spanish period in 1534 up to 2000. Author describes the town’s structure and main buildings since the early Spanish settlement, changes herein and social and political transitions, and inhabitants in the following centuries. He sketches how Spanish Town, lying at a strategic crossroads, remained an important town after the English capture of Jamaica in 1655, but that it was, while prospering, in the course of the 17th and 18th century, outmatched in commercial activities by Port Royal, and later Kingston. He further recounts the rebuilding of Jamaica’s main towns after the 1692 earthquake with Spanish Town maintaining its own, more archaic architecture, and a competition that developed since the later 18th century with thriving Kingston, that became capital/administrative centre of Jamaica in 1872, although Spanish Town maintained administrative functions. In 8 chronological chapters the author highlights the Spanish period; the English building on Spanish foundations; Spanish Town as seat of government amidst social and economic changes, as the slave-based plantation economy expanded in the 18th century, and later new religious denominations came to Spanish Town, and how Spanish Town became a diverse, Creole town. In final chapters he discusses developments since 1838, including tourism, and new economic functions since the 20th century, influenced by the fact that it was a railway junction.

230. —. “Incomprehension and Creole Architecture, or, on Not Thinking About Spanish Town.” Faculty Graduate Seminar: (Department of History and Archaeology, University of the West Indies: 18 March, 2005).

How far have inherited buildings been significant in shaping the old capital’s identity? The question can be rephrased through asking why successive visitors have found Spanish Town not just alien but incomprehensible. Looking at the descriptive categories applied in descriptions of the old capital offers insights into the ways that metropolitan travelers and the town’s residents responded to its distinctive architecture and townscape.

231. —. “Inherited Cityscapes: Spanish Town, Jamaica.” Towards an Archaeology of Buildings: Contexts and Concepts. Editor Gunilla Malm. Oxford, 2003. 89-104.

232. —. “Kingston, Jamaica, 1748: The Humble Petition of the Innocent Distressed Sons of Christ (Commonly Called Negro Slaves).” City Life in Caribbean History : Text and Testimony Conference,\_ (University of the West Indies, Cave Hill, Barbados: December 11, 2003).

233. —. “The Last Cromwellian Victory : Rio Nuevo, June 15-17 1658 .” Jamaica Historical Society Bulletin (2002): 285-94.

Details three days of fighting in which the English Troops seized the Spanish fort at Rio Nuevo, a battle which made a decisive turning point in the history of Jamaica



234. —. “Re-Imagining Public Space: Redefining and Reshaping Spanish Town’s Main Square 1543- 2001.” 33rd Savannah Architectural History Symposium: (Mona, Jamaica: April 12, 2003). Examines the main transformations of an inherited Spanish Town between Jamaica’s conquest by the English in 1655 and its present status. Examines three shifts: that between 1655 and 1670 from a Spanish to an English space, then the architectural commissions between 1760 and 1820 that still shape the square today, and finally the square’s re-establishment as a local showpiece in the late 1880s, just before the banana fleets transported a new wave of tourists to Jamaica
235. —. “Re-Inventing the English Conquest of Jamaica in the Late Seventeenth Century.” English Historical Review 117 (2002): 813-39. **Refereed**
236. —. “Sufficient on Our Bare Word (As We Know Not the Meaning of Another) : Ventriloquising Jamaica’s Slaves and the Early Politics of Anti-Slavery .” Tenth Annual Atlantic World Conference: (Harvard University : August 2005).  
A reassessment of attitudes towards slavery and slaveholding in mid-eighteenth century Jamaica and across the wider Atlantic World, some twenty years ahead of the start of any metropolitan campaign to reform slavery.
237. —. “Thinking About Spanish Town.” Friends of the Jamaican Georgian Society: (London: November 19, 2003).  
(Paper also given at the Jamaica Georgian Society, November 11, 2004)  
Author considers what role successive legacies of old buildings have played in shaping Spanish Town’s identity and examines the claim that Spanish Town’s old buildings have been central in defining outsiders’ understanding of a town that has remained a very public place.
238. —. “What Was the Western Design?” (John Carter Brown Library, Brown University, Rhode Island: March 3, 2004).  
For historians today the only thing worse than an exercise in imperialist aggression is an unsuccessful exercise in imperialist aggression. In such a chilly context the 350th anniversary of Oliver Cromwell’s Western Design in 2005 looks all-too-likely to pass unmarked, swamped in the backwash from the celebrations for the 200th anniversary of the Battle of Trafalgar. The Western Design’s significance lies in its long term consequences - including inadvertent consequences-as much as in the ambition of its intentions. England was late in pressing into the Caribbean. The fleet that Oliver Cromwell directed to the West Indies was the first such imperial assault that the English state sent into the Caribbean. Britain would then continue to sustain such naval expeditions for a hundred and fifty years - up until Trafalgar. Looked at from the West Indies, the events of 1655 and 1805 mark two ends of a significant phase in Britain’s engagement with the region. The author concludes that the Western Design fell short of all the dreams that it carried with it; for the army, the navy and for a white settlement. The potency of these hopes at Cromwell’s own court sustained the expedition, even when it degenerated into the interminable guerilla war of the English conquest of Jamaica.
239. **Satchell, Veront M.** “Estate Ruins As Loci for Industrial Archaeology in Jamaica.” Industrial Archaeology Review 26.1 (2004): 37-44.  
This paper, through an examination of industrially related artefacts, physical remains or above ground exposed structures and machinery on sites of selected former slave sugar estates in Jamaica, argues that there are excellent loci for industrial archaeology in the island. The recording, study, interpretation and possible preservation of these sites within their social and historical contexts will invariably indicate not only the rich industrial heritage, but also the technological capabilities of the sugar industry during slavery. By providing technical information on infrastructure and equipment, industrial archaeology will enable the economic historian better to discuss the generally held view that slavery and planter conservatism retarded qualitative change



240. —. “The Hope, St. Andrew Palimpsest: A History of the Hope Landscape.” 3rd Annual Symposium of the Archaeological Society of Jamaica: (Mona, Jamaica: April 15, 2004).

241. —. “Religion and Protest in Jamaica: Alexander Bedward and the Jamaican Native Baptist Free Church in August Town, Jamaica 1889-1921.” 2nd Conference on Caribbean Culture and the Festival of the Word: (Mona, Jamaica: January 2002).

The Jamaican Native Free Baptist Church/Bedwardism was one of Jamaica’s most profound yet most harassed revivalist sects to have emerged in the island. Although Alexander Bedward was not the founder of this church, it was he who transformed it from just another revivalist church to its final position as a mass movement, the prototype of nationalist movement, and as such a forerunner to the Pan-Caribbean nationalist movement of the early twentieth century. To most Jamaicans, however, the name Alexander Bedward, the religious leader of this church is remembered only as a fanatic, schemer and lunatic from August Town, who encouraged his followers to sell all their possessions and journey to August Town, the headquarters of his Jamaica Native Baptist Free Church, to witness his ‘flying off to heaven’. In reality, however, thousands of rural and urban lower class Jamaicans came under his influence. To them he was a prophet, shepherd, healer and most importantly their deliverer from racial, political and economic injustice and inequality. Consequently his church flourished throughout Jamaica and abroad, much to the disgust of the government, established churches and the upper classes. It is contended in this paper that Bedwardism, was much more than a religious denomination. It was a political movement taking a religious form and Bedward, its leader, rather than a lunatic was a politico-religious nationalist, who in a society marked by racism, economic oppression and social and political inequality for the black majority, dared to challenge the status quo on behalf of the oppressed. It was in order to quell him and to undermine this mass movement that he was branded a lunatic and confined to an asylum.

242. —. “The Rise and Fall of Railways in Jamaica, 1845-1975.” Journal of Transport History 24.1 (2003).

Examines the relationship between railway transport and economic growth in Jamaica between 1845-1975. Socio-economic conditions responsible for the introduction of railways in Jamaica; background information on Jamaica Railway Co; provisions of Railway Extension Law of 1889; role of citrus and banana industry in improving railway’s fortune; role of natural calamities and mismanagement by the government in the failure of railways.

243. **Shelford, April G.** “A Civilian’s View: Governor Edward Trelawny and the War of Jenkins’ Ear (1739- 1742).” Programme and Papers Presented at the 33rd Annual Conference of the Association of Caribbean Historians: (University of the West Indies, St. Augustine, Trinidad & Tobago: 2-6 April, 2001).

The Walpole ministry finally submitted to the public pressure, initiating The War of Jenkins Ear against Spain reluctantly. The disastrous results bore out its worst fears. Not only did the British Navy and Army humiliate themselves, but nearly 10,000 of the 14,000 men who took part in the mission died, the vast majority from disease, not in action. Richard Hardin has intelligently analyzed and revised the causes usually given for this failure in Amphibious Warfare in the Eighteenth Century. But in Hardin’s account, as in others, one voice is notably absent: that of Governor Edward Trelawny, the third member of the Council of War which, with Admiral Vernon and General Wentworth, planned the military operations. A cache of letters in Jamaica’s National Library tells us Trelawny’s side of the story. Beyond insights into the war itself, the letters reveal Trelawny’s construction of the role of colonial governor; his conception of British interests in the Caribbean and the “civilizing” mission; and his surprisingly early views on the abolition of slavery.

244. —. “Introduction, Journal of a Cruise to North America and the Caribbean in 1756 and 1757.” Social History Project Symposium: (Mona, Jamaica: April 21, 2001).

Provides a window into the experiences and general mindset of Georgian sailors. It focuses on three themes: 1) the wider historical context of the *Sterling Castle’s* voyage, with a brief description of living conditions aboard ship; 2)





the nature of the journal itself and its relationship with Thompson's letters; 3) the discourse of liberty and tyranny that characterizes it and how that discourse shaped our sailor's interpretation of Caribbean slave society.

245. **Shepherd, Verene.** "Africa in the Caribbean : History, Identity and Public Discourses." Roundtable Representation: Association for the Study of the World Wide African Diaspora : (Northwestern University, Illinois: October 1-5, 2003).

Offers some perspectives on the still contentious issue, at least from the perspective of the Caribbean, of the impact of Africa on Caribbean diasporic identity, imagination and consciousness. It is located overwhelmingly in the period of slavery since the issue of African identity and consciousness during slavery has not been subjected to sufficient microscopic scrutiny.

246. —. "Apprenticeship and Indentureship: Re/Placing Slavery in the British-Colonized Caribbean." Keynote Address : Post-Emancipation Conference: (Mahatma Ghandi Centre, Mauritius: 23 June 1999).

A comparative assessment of emancipation in the BWI and Mauritius, both under similar imperial powers in the 19<sup>th</sup> century. Shows how a period of neo-slavery was played out under the Apprenticeship system as the former enslaved people rejected any recreation of the slave relations of production.

247. —. "Bearing Witness to the Past : Research Ethics in History." The Research Ethics Conference: (University of the West Indies, Mona Jamaica : April 28-29, 2005).

Graduate and Undergraduate students in the Humanities at the UWI are exposed to varying amounts of ethical principles and standards in research in their disciplines, even if the Departments have no dedicated ethics courses or formal document titled "Ethical Codes in Research". Some make use of codes of ethics in their discipline but developed overseas. Some examples of disciplinary ethical concerns of students and faculty researchers and the local efforts to address them are discussed in this paper; but the focus is on why ethics is important in History and how the concern with ethics is addressed.

248. —. "Belonging and Unbelonging: The Impact of Migration on Discourses of Identity in Jamaican History." Journal of Caribbean History 39.1 (2005): 1-18.

Revisits the social impact of the migration and settlement of different ethnicities in colonial Jamaica, manifested in interethnic interaction based on social "ranking" on who was truly Jamaican. Specifically, the author pays attention to the tensions that developed between the "Creole" Afro-Jamaicans and the Indians, in the 1940s and 1950s. She explains how these tensions related in part to the economic crisis and high unemployment in the period, fuelling job competition, and how some Afro-Jamaicans viewed themselves as more Creole, or Jamaican, than the Indians, who they saw as newcomers after slavery, and ranked their own Western-influenced culture above the Indian one. She points out that these conflicts did not arise until the mid-20th century, despite the Indian presence since 1845, because the Indians only then began to pose a real economic threat to Afro-Jamaicans. The author further describes how relations between African and Chinese Jamaicans also became more strained.

249. —. "Beside Every Successful Man: The Unsung Rebels of the 1831/1832 Emancipation War." Slavery Conference: (University of Nottingham. Centre for the Study of Slavery: September 8-9, 2003).

Rehearses the outlines of the 1831/32 emancipation war and engages with the issue of how the historiography represents this heroic struggle. The lecture also argues that Sharpe alone could not have executed this war; therefore a more balanced view of the participants is needed with a view to honouring all those who fought beside Sharpe.

250. —. "Blacks in the White Imagination." 2nd TTC Conference: (Dartmouth College, New Hampshire: Nov. 2002).

The role of ethnicity and racism in the perpetration and investigation of cases of shipboard rape has attracted



increasing attention from historians. This paper intervenes in these debates, focusing on rape aboard 19<sup>th</sup> century immigrant ships. From the literature available, it would seem that White men were the principal perpetrators of the sexploitation endured by subaltern women whether on their journeys on slavers or on 19<sup>th</sup> century emigrant ships to the colonial Caribbean. Yet, in the case of Indian labor migration, as this paper, extracted from a larger work highlights, (and based on ships' records and Immigration Reports), the impression was given that Black men were the main culprits in the sexual exploitation of women; that indentured labor migration did not reflect only White, but also Black and Indian masculinity in action.

251. —. “‘Coolitude’: The Diasporic India’s Response to Creolization, Negritude and the Ranking Game?” International Indian Diasporic Conference on “East Indians in the Caribbean: Reflections on the Past, Charting the Way Forward”: (Trinidad and Tobago: 28-29 May, 2005).

‘Creole’ as a description of specific New World or Indian Ocean cultures and societies has not found favour with some sections of African and Indian diasporic communities affected by the forced migration through the trade in African captives and the alleged voluntary migration and settlement of Indians respectively. For example, the potential of cultural imperialism and creolisation to mask the Africanness of most Caribbean societies has caused many people of African descent to be more supportive of the négritude movement than of creolité or antillanité, rejecting even the compromise of Afro-Creole. The seemingly dichotomous relationship of négritude vs. creolisation/Creole, créolité vs. indianité and négritude vs. indianité caused Khal Torabully to search for a mediating theoretical construct and to eventually offer the concept of ‘Coolitude’ in 1992. ‘Coolitude’ first redefines and re-appropriates the image of the “coolie”, an image distorted in many literary and historical writings. It revalorizes the hitherto pejorative word ‘coolie,’ using it not so much to describe a people (therefore not essentializing it), but an economic condition and human situation, involving multi-ethnic groups (Indians, Chinese, Africans. The paper revisits ‘Coolitude’ and discusses its likely reception in the Caribbean.

252. —. “The Emancipation Proclamation and August 1, 1838: Text and Context.” Emancipation Plaque Unveiling, Ceremony: (Old King’s House, Spanish Town Square: October 19, 2001).

Reviews how the governor came to read a proclamation from the steps of King’s House and challenges the audience and those in charge of heritage preservation to ensure the completion of the emancipation project.

253. —. “Ethnicity, Colour and Gender in the Experiences of Enslaved Women in Non-Sugar Properties in Jamaica.” Trans-Atlantic Dimensions of Ethnicity in African Diaspora. Editors Paul Lovejoy and David Trotman. London: Continuum, 2003. 195-217.

This work not only highlights the experiences of African enslaved women in Jamaica, but focuses on non sugar properties in the island, an area often overlooked by scholars. In so doing, comparisons are made possible between these issues on the dominant sugar producing properties in Jamaica.

254. —. Eudell, Demetrius. The Political Languages of Emancipation . North Carolina: University of North Carolina Press, 2002.

255. —. “From Contract Workers to Entrepreneurs: The Historical Roots of Indian Settlement and Socio-Economic Transformation in Jamaica.” Indian Diasporic Conference: (Trinidad: May 28-29 2005).

Traces the evolution of the Indian community in Jamaica and examines the socio-economic experiences of Indians as they made the transition from transient indentured workers to citizens of Jamaica who carved out niches in the economy.

256. —. “From Redemption Song to Remembrance Walls.” UNESCO Slave Route’s Project Committee and Youth Workshop: (Barbados: December 2, 2003).

Presents an overview of resistance struggles in the Caribbean, examines the rationale for characterizing the



revolutionary activities of the enslaved as ‘wars’ and suggests an alternative memorial project to the ones currently existing in the Caribbean and the African diaspora, such as Redemption Song in Kingston’s Emancipation Park. The tendency has been to build monuments to heroic figures, to individuals who have been singled out as leaders of emancipation movements. In the process, the African diaspora has failed to memorialize the unsung rebels of Emancipation Wars.

257. ——. “Gender, History Education & Development in Jamaica.” Gender in the 21st Century : Caribbean Perspectives, Visions and Possibilities. Editors Barbara Bailey and Elsa A. Leo-Rhynie. Kingston, Jamaica: Ian Randle, 2004. 61-81.

Article intervenes in the discussion about masculinity, suggesting that whatever may be the reasons articulated for Caribbean males’ insecure masculinity, history education is not one of those contributing factors. In fact history education, as viewed through the main textbooks, bolsters hegemonic masculinity. The essay’s proposal for the future echoes that made by Olwen Hufton, that the historical assumption regarding the two sexes should be incorporated in some way into the school curriculum so that the emergent 18-year-old has as part of his /her intellectual package a cognizance of exclusions and arbitrary categorisation attendant upon sexual identity in the past and consequently the significance and value of some hard-won victories.

258. —, Presenter. “Grounding With Tacky on History, Heritage and Culture.” (Tacky Day Commemoration Lecture in Port Maria, Jamaica, 2005)

Lecture in the form of a letter to Tacky, rehearsing the ways in which the people of St. Mary have kept the memory of his heroic struggles before the public gaze and showcasing his wonderful life of agency. Demonstrates that others carried on the culture of resistance to which he contributed and called for him to be declared a National hero. Looks at what he and other Africans in St. Mary endured and accomplished.

259. ——. “Groundings With Walter Rodney on History, Heritage and Activism.” (Address given at Emancipation Park, Kingston, Jamaica, 2004.)

In this letter to Rodney, the author underscores his impact on her life, his contribution to intellectual thought and the ways in which his life of activism has affected the work of the historians who now occupy the Department of History at the Mona campus.

260. ——. “The Haitian Revolution and Security Fears in Jamaica: Evidence From Lady Nugent’s Journal.” 4th TTC Conference: (Limon, Costa Rica: 27th August 2004).

Explores the issue of the impact of the Haitian revolution on security measures in Jamaica and the way in which developments in Haiti led to what scholars have referred to as the ‘terrified consciousness’ of whites in the island. Slavery and its systematic brutalities had long engendered a deep-seated insecurity among whites in the Caribbean, but such fears intensified after 1791 and the news of violence against the white population in Haiti during the emancipation and independence struggles. Such fears and the actions taken to quell them are evident in the 1801-1805 entries in Maria Nugent’s Journal.

261. ——. “Image and Representation : Black Women in Historical Accounts of Colonial Jamaica.” Stepping Forward: Black Women in Africa and the Americas. Editor Catherine Higgs, Barbara A. Moss, and Earline Rae Ferguson. Ohio: Ohio University Press, 2002. 44-56 .

This article surveys the stereotypical representations of Caribbean people and the ways in which such representations still linger in post-colonial Caribbean. It suggests ways in which history education can help to overturn such a legacy and in the process explain why history has an active cultural meaning and role



262. —. “Indians in Jamaica: From Indentured Labourers to Respectable Citizens.” Indian Perspectives. Vol. 16. 2003. 36-40.

Traces the development of Indians in Jamaica by showing the processes of transformation from indentured servants to settled members of a multi-ethnic society. It includes analysis according to gender and locates Indo-Jamaicans in the social, political and economic happenings of the colony.

263. —. “Knowledge Production in the Caribbean: Contemporary Writings, the Construction of ‘Africa(n)’ and the Task of Reconstruction.” Centre for African Renaissance Studies Conference on “African Renaissance Studies: Multi-, Inter- and Trans-Disciplinary Paradigm”: (University of South Africa, Pretoria: Jun 13- 16 2005).

The Caribbean has been affected by a historically constructed image that still influences self-knowledge as well as global attitudes towards its citizens. This image, paraded as ‘truth’ and ‘knowledge,’ was the product of the minds and pens of generations of writers from the North Atlantic System, from Christopher Columbus through Edward Long to Lowell J. Ragatz and beyond. They appropriated the project of producing knowledge on the Caribbean for overseas consumption, introducing the Caribbean and its people to a wider public. What colonial writers presented as knowledge about Africa and diasporic Africans was not allowed to go unchallenged. On the contrary, as this paper shows, Caribbean scholars have engaged in an opposite project of reconstruction, constructing indigenous interpretations of the Caribbean experience, fashioned by explicit formulations and theoretical constructs and offering the antithesis to the imperialist view of the Caribbean world.

264. —. “Locating Enslaved Women’s Voices in the Colonial Caribbean: The Promises and Pitfalls of Ventriloquism.” Text and Testimony Workshop: (Dartmouth College, 2002).

Taking off from Spivak’s question, “Can the subaltern speak?”, the paper examines the reasons for the silencing of women’s voices as well as discusses the ways in which this problem has been solved, in the process problematizing the issue of ventriloquism.

265. —. “Locating the Subaltern Woman’s Voice.” 2nd Conference on Caribbean Culture and Festival of the Word: (University of the West Indies (Mona, Jamaica : August 2002).

Examines the issue of finding appropriate methodologies and sources to find women’s voices. The main question is how did working class women represent their own experiences as opposed to how others have chosen to represent them.

266. —. “Migration, the Ranking Game and Discourse of Belonging in Jamaican History.” 36th Annual Conference of the Association of Caribbean Historians: (Barbados: May- 17- 21 2004).

On February 3, 1950, the Jamaica Times published a letter from the Organizer- General of the Afro- West Indian League in which he stated that “simply being born in Jamaica does not make one a Jamaican.....in the same way that a chicken hatched in an oven cannot be called bread”. This was a completely constructed metaphor for the claims and right of citizenship, to be read as a distinctive production of antagonistic cultural designs in mid- 20th century Jamaica. It spoke to who had the right of appropriate social space and to benefit from the material resources of that space; who had cultural legitimacy in a multi-cultural society that rested on the ideology of racial and ethnic inequality. It also showed clearly that while ‘Creole’ in the sense of being ‘Jamaican’ could imply unity and solidarity, ‘Creole’ as Percy Hintzen has observed, could also be inserted into a discourse of exclusion. This paper explores the context of the above statement, showing that it was rooted in the migration experiences of Indians in Jamaica; but it will also examine the historical roots of racial and cultural hierarchizing in Jamaica and the ways in which such a ‘ranking game’ was manifested in discourse surrounding “belonging” even during the slavery era when Jamaican population displayed multi-ethnic features.

267. —. “My Feet Is [Sic] My Only Carriage’: Gender and Labour Mobility in the British-Colonised Caribbean in the Post-Slavery Period .” Lecture: (Sarah Lawrence College, Bronxville, New York: November 2000).





Examines the impact of emancipation on women's mobility. Shows why and how they moved; where this mobility took them and the benefits that they reaped from emigration.

268. —. "Narratives of Resistance." Liberty Hall/IOJ Symposium: (Feb, 25 2005).

Uses a selection of trial narratives to examine how the enslaved experienced the 1831/32 emancipation war. Also uses the narratives to find trends in the subjects they cover; family relationships; gender; occupations

269. —. "Poverty, Exploitation and Agency Among Indians in Jamaica: Evidence From 20th Century Letters." 6th Annual Conference of the Association of Puerto Rican Historians: (Universidad de Turabo, Caguas: Nov 1998).

(Also presented as an article in the Special Issue of *Journal of Caribbean Studies*, Vol. 14, Nos. 1 & 2 (Fall 1999 & Spring 2000), pp. 93-115)

Uses letters written by Indian indentureds to portray indenture in Jamaica. According to the author, the letters convey a sense of despair but also of resilience as the workers did not 'resign' themselves to poverty and marginalization but instead sought solutions to their conditions. Appendix includes facsimiles of several letters.

270. —. "Resisting Representation: The Problem of Locating the Subaltern Woman's Voice." 2nd Conference on Caribbean Culture and Festival of the Word: (Mona, Jamaica: January 2002).

Representations of the history and experiences of enslaved and indentured women abound in the Caribbean historiography; for the Caribbean has a long and established historiographical and literary tradition. This paper used a sample of novels, historical narratives and testimonies from a 19th century Commission of Enquiry to illustrate the problems inherent in any attempt to locate subaltern women's voices. The structure is chronological with discussion focused first on enslaved African women and then on an Indian immigrant woman bound for colonial Guyana on the ship *Allanshaw*. Both cases demonstrate that despite the exploitation and sexploitation that characterised enslaved and indentured women's experiences in the colonial Caribbean, neither group was completely silenced but used body and voice in an effort to resist and destabilise systems of domination. However, it is seen that sources used are more "ventriloquized" accounts than first person narratives and thus need to be problematized.

271. —. "Roots of Routes: Intra-Caribbean Trade Links Since the 15th Century." The Socio-Economic and Cultural Impact of Migration Between the Anglophone Caribbean and the Republic of Columbia: (5th Intra-Caribbean migration seminar : University of the West Indies. Latin-America Caribbean Centre, 2004).

272. —. "Sharpe, Jenny. *Ghosts of Slavery: A Literary Archaeology of Black Women's Lives*. Minneapolis: U of Minnesota P, 2003." Biography: An Interdisciplinary Quarterly 27.4 (2004): 864, 3p.

273. —, Editor. Slavery Without Sugar: Diversity in Caribbean Economy and Society Since the 17th Century. Gainesville: University Press of Florida, 2002.

The rationale of this edited collection is that Caribbean socio-economic history needs to be reproblematised and its history of economic diversity explored in more detail. It contains articles on indigo, cotton, timber, livestock and coffee. The importance of this work lies in the new direction it points its readers, towards a broader understanding of the varieties of slavery that existed, and in its truly Pan-Caribbean approach. By crossing colonial boundaries, the reader is drawn to see the many similarities as well as the differences that varied European masters made.



275. —. “Terrified Consciousness: Haiti and Haitians in Lady Nugent’s Journal.” The Haiti-Jamaica Connection. Proceedings of the 6<sup>th</sup> Intra-Caribbean Migration Seminar : (University of the West Indies. Latin American Caribbean Centre: 3rd April 2004).

Contributes to the growing body of works that explore the way in which political developments in Haiti led to what scholars have referred to as the ‘terrified consciousness’ Such fears and the actions taken to quell them are evident in the 1801-1805 entries in Maria Nugent’s Journal on which the paper is based.

276. —. “Unity and Disunity, Creolization & Marronage in the Atlantic World.” Atlantic Studies 1.1 (2004): 49-65.refereed

Since the emergence of Atlantic Studies, scholars have engaged in a rigorous theorizing of the field. The ideological perspectives have not been unified. Debates have ebbed and flowed, for example, around the issue of identity, an essential question posed : was there a discrete Atlantic identity that was distinguishable from a burgeoning imperialist mentality? This essay comments on the concept of a “unified Atlantic World,” showing that great instability and difference characterized this world. The essay observes the suggestion of fractured or fragmented identities and unstable relationships in the Atlantic World during the colonial era, specifically during the period of African enslavement.

277. —. “Urban Voices, Urban Spaces: Inter-Ethnic Relations in Kingston & St. Andrew, Jamaica in the Early Mid-20th Century.” Text and Testimony Collective Conference: (Cave Hill, Barbados: December 10-12, 2003).

The paucity of race relations studies that are not located within the Black-White dichotomy, has masked the importance of broader inter-ethnic studies in Jamaica’s social history. This paper represents an attempt to trace the historical roots of Indian-African-Jamaica relationships, shedding light on the reasons for the escalation in animosity between them in the mid-to late-20<sup>th</sup> century, especially in Kingston and St. Andrew in the aftermath of the labour rebellions of 1938.

278. —. UWI and the Decolonization Project. 2002.

(Commemoration day, University of the West Indies, Feb 17 2002.)

Shows how Caribbean historians, many trained at the UWI are seeking to contest the imperialist history they inherited, in the process participating in new sociologies of knowledge.

279. —. “War Memorials for Anti-Slavery Rebels.” UNESCO Reparation Symposium: (UTECH: 4th Sept 2004).

280. —. “Women, Gender and Sexuality in the Discourse on Asian Labour Migration.” Women’s History Conference: (Queens University, Belfast, Northern Ireland: August 13, 2003).

Even though enslaved women’s sexuality has occupied a more central role in studies on Caribbean women, beginning in the 1980s and expanding in the 1990s, scholars, conscious that the presence of Indian women in the region had to alter the epistemological foundations of Caribbean women’s history, began to explore the intersection of colonialism, sex, sexuality and power in the historical experiences of Indian women. This lecture explores how colonialist writers and modern scholars have treated this intimate connection between power, imperialism and sex in discourses on Asian labour migration, primarily for the British-colonized Caribbean. The emphasis is on women, as writers hardly ever targeted or problematized Indian men’s sexuality in their discourses, except where they suggested that there was competition for Indian women (who showed a preference, the argument goes) for the stereotypically constructed ‘more virile Black men.’ It seeks to grapple with the question of what combinations of power and ideology legitimized the behaviour of empowered men in charge of the subaltern on emigrant ships and on Caribbean plantations even though there were checks and balances on the abuse of Indian women’s sexuality.

281. —. “Women in an *Encyclopaedia of Caribbean Thought*.” Caribbean Studies Association Conference: May 30- June 5, 2005).



This paper makes some interventions relating to the inclusion of women and women's ideas in the proposed Encyclopedia of Caribbean Thought to be edited by Brian Meeks. Argues that women's right to be included is impatient of debate, suggests the names of some of those to be included and provides a synopsis of some of the areas of intellectual thought.

282. —. "Women's History in the Caribbean." CODESRIA Workshop: (Senegal: September 18-20, 2002).

Caribbean historians, cognizant of the benefits of a gendered approach to historical investigation, have consistently argued, especially since the 1980s, that the discipline of history must accommodate gender analysis. History, after all, is a participant in the production of knowledge about sexual difference and records changes in the social organization of the sexes. Therefore, as Joan Scott observes, "history's representations of the past help construct gender for the present." Historians, then, have to pay attention to the assumptions, practices, rhetoric and methodologies of the discipline of history to realize its full potential to construct gender for the present. In summary, the discipline of history provides a means for understanding and contributing to the process by which gender knowledge is produced.

284. **Shepherd, Verene, Paul Lovejoy, and David Trotman**, Editors. Busha's Mistress or Catherine the Fugitive: A Stirring Romance of the Days of Slavery in Jamaica. By Cyrus Francis Perkins. Kingston, Jamaica: Ian Randle, 2003. [Revised version]

This was, arguably, the first novel about Jamaica written by someone with links to Canada. Set on Greenside Estate in Trelawny during slavery, it offers insights into the daily lives of the enslaved and their relationship with enslavers. It was never previously published; and the editors have not only helped to give it new visibility but have provided the readers with rich historical context.

285. **Shepherd, Verene, and Kathleen E. A Monteith**. "Penkeepers and Coffee Farmers in a Plantation Society." Slavery Without Sugar: Diversity in Caribbean Economy and Society Since the 17th Century. Editor Verene Shepherd. Gainesville: University Press of Florida, 2002. 82-101. Describes the marginal role of coffee and the rearing of animals in 18th and 19th century Jamaica. Authors conclude that owners of non-sugar producing units seemed to have been relegated to secondary roles and social positions in a plantation society dominated by the sugar sector. Non-sugar proprietors who were not directly linked to the export sector were even more marginalized.

286. **Shepherd, Verene, and Carleen Payne**. "Comparisons: The Caribbean." Anthology: A Companion to Colonial America. Editor Daniel Vickers. Garland Publishers, 2003. 425-50. Surveys the scholarship and prevailing interpretations in the Caribbean historiography, discussing the differing arguments and assessing their merits.

287. **Shepherd, Verene, and Ahmed Reid**. "Rebel Voices: Confessions, Testimonies and Trial Transcripts From the 1831-32 Emancipation War in Jamaica." Jamaica Journal 28.2-3 (2004): 59-64.

Presents the largely unedited depositions, testimonies and confessions of fifteen enslaved men, continuing the project of exposing the more unfamiliar 'voices' of those who witnessed or participated in the 1831-1832 war.

288. —. "Rebel Voices: Testimonies From the 1831-32 Emancipation War in Jamaica." Jamaica Journal 27.2-3 (2004): 54-63. **Refereed**

Features eyewitness accounts of eight enslaved men who were caught, imprisoned, tried and found guilty by the colonial government of participating in the Emancipation War that would hasten the passing of the British Abolition Act in 1833

**Shepherd, Verene** See also 183, 685



291. **Smith, Matthew.** “History, Myth and Meaning in Haiti’s Second Revolution: Re-Interpreting the Revolutionary Movement of 1946.” Conference on Re-Interpreting the Haitian Revolution and Its Cultural Aftershocks, 1804-2004: (St. Augustine , Trinidad: June 16-18, 2004).

292. —. “These Unfortunate Exiles: Haitian Migration to Jamaica.” 29th Annual Meeting of the Caribbean Studies Association: (Basseterre, St. Kitts: May 31-June5, 2004 ).

293. —. “Vive 1804! : The Haitian Revolution and the Revolutionary Generation of 1946.” Caribbean Quarterly 50.4 (2004): 25-41. **Refereed**

Essay addresses among other issues, the significance of the year 1804 to the Haitian radicals in 1946, through careful explorations of the emergence of various ideological strains of radical nationalism in Haiti during the 1946 movement and the role the Haitian Revolution played in the political rhetoric of various radicals. The essay draws heavily on the Haitian press of 1946, a large and under exploited source. Special attention is given to the traditional power structure. Along the way, the essay offers several correctives to the complicated and often misunderstood narrative of this important period in modern Haitian history.

294. —. “White, Black and Red All Over; the United States and the Haitian General Elections of 1956.” Southern Historical Association: (Texas: November 9-11, 2003).

295. **Wariboko, Waibinte E.** “I Really Cannot Make Africa My Home: Black West Indian Missionaries and the CMS Niger Mission , 1895-1925.” 2nd Conference on Caribbean Culture and Festival of the Word: (Mona, Jamaica: January 2002).

Looks at the compelling socioeconomic considerations which persuaded the West Indian missionaries to Africa to reject the offer to settle in Africa as colonists. Part one of the paper is an overview of the remote social and ideological issues that informed the demand for West Indian missionaries by the CMS Niger Mission, including the controversial requirement for them to settle as “colonists” in West Africa. It is intended to provide a background for appreciating incompatibility between the ideological assumptions of the CMS Niger Mission and the socioeconomic interests of the West Indian missionaries. The socioeconomic interests are discussed in part two. The conclusion revisits the meaning of Africa to these missionaries in the context of the CMS Niger Mission scheme.

296. — “I Really Cannot Make Africa My Home: West Indian Missionaries As Outsiders in the Church Missionary Society Civilizing Mission to Southern Nigeria 1898-1925.” Journal of African History 45.2 (2004): 122-38.

Analyzes how the pursuit of socioeconomic self-interest affected the construction and representation of race and identity among the West Indians in the Niger Mission. Issues discussed included : the European managers of the Church Missionary Society Niger Mission requirement that all black West Indians in their employ make Africa their home; West Indians’ demand to be treated and perceived as foreigner on the same footing as Europeans; Denial of parity with Europeans in the allocation of scarce benefits on the basis of racial considerations; Unresolved tensions over the redistribution of scarce resources that led to the pre-mature collapse of the West scheme.

297. —. “James Norris Cheetham and the CMS Civilizing Mission to Igboland : An Examination of His Letters to the Southport Visitor.” Nigerian Academic Forum. 6.3 (2004): 15-30.

298. **Wilmot, Swithin.** “Black Land” and Brown Creole Politics in Free Jamaica.” Conference on History and Rural Economic Development in the Caribbean: (Library of Congress, Washington, D.C.: April 14-15, 2000).

299. —. “The Historians and George William Gordon.” 2nd International Conference on Caribbean Culture and Festival of the Word: (University of the West Indies, Mona, Jamaica: January 2002).





George William Gordon, the coloured member of the Assembly who was executed after the Morant Bay rebellion in 1865, features in several established accounts of the immediate post slavery period in Jamaica. Generally, the historiography focuses on Gordon's political and religious activities in St. Thomas-in-the-East in the 1860's, reflecting a reliance on sources and interpretations that link Gordon to the leadership of the rebellion. The accounts pay little attention to the stages and trajectory of his earlier political career and there is strong suggestion that Gordon's involvement in Jamaica's public affairs before the 1860's was minimal and unimportant.

Yet, Gordon had been involved at various levels in the island's post slavery politics for 21 years before the rebellion. The general neglect of Gordon's "political life" before the 1860's fits a pattern in the historiography that has generally under-represented, or even mis-represented, elements of the freepeople's struggles for civil rights and political empowerment before the 1860's. This paper will begin to close the gap by elucidating the "politics from below", focusing on how Gordon's early political activities either obstructed or facilitated the Blacks' and Coloureds' pursuits of political inclusion in post slavery Jamaica.

300. ——. "A Stake in the Soil: Land and Creole Politics in Free Jamaica, the 1849 Election." In the Shadow of the Plantation: Caribbean History and Legacy. Editor Alvin O. Thompson. Kingston, Jamaica: Ian Randle, 2002 . 314-34.

Explores the 1849 elections in the Jamaican parishes St. Thomas-in-the-East and Westmoreland, to underscore how class, colour, and ethnicity influenced creole politics in post-slavery Jamaica. Author demonstrates how, although the male property franchise excluded the majority of the Blacks and Coloureds, the new class of (freed) black and coloured smallholders was able to influence the outcome of the 1849 elections, and ensured the success of coloured politicians and nonplanter candidates, against planters' dominance and interests. He reconstructs the elections in the said parishes, how the Black builder and carpenter Charles Price gained a seat in the parish of St. John in the 1849 general elections, and how Jewish retailers championing freed smallholders's interests gained seats in some parishes, replacing planters. Author describes how social linkages between free Blacks and Coloureds and freed people provided a network of support for the coloured candidates, entailing significant inroads into traditional planter strongholds, and political shifts. Small freeholders's political inroads, however, were later thwarted with the planter-backed 1858 amendments in the electoral law.



## Department of Language, Linguistics and Philosophy

301. **Bamikole, Lawrence.** “African Existentialism: Reflections on Chinua Achebe’s Things Fall Apart.” Uncovering Connection VI: Cultural Endurance Between Africa, the Americas and the Caribbean. (Medgar Evers College of the City University of New York: March 3-5, 2005)

From birth to death, human life is marked by questions about the nature and purpose of human existence. Such questions do not normally agitate the mind of the unreflective person. However, human beings cannot afford to live at the level of an unexamined life, for as Socrates said long ago, “the unexamined life is not worth living”. Therefore, human beings cannot but ask questions as these; Who I am? Why do I exist? Who created me? For which purpose was I created? These are universal existential questions. However, the ways in which each culture reflects on these questions vary from one to another. In this paper, the author illustrates the African responses to these questions by focusing on Chinua Achebe’s seminal novel, *Things Fall Apart*. In illustrating the African position on these questions, it is pointed out that in *Things Fall Apart*, there are some African beliefs, practices and norms which are worthy of retention and transmission to other African societies in the Diaspora.

302. —. “Creolisation and the Search for Identity in Caribbean Philosophy.” Caribbean Philosophical Association Meeting : Shifting the Geography of Reason. (University of the West Indies, Cave Hill, Barbados: May 19-22, 2004).

The motivation for this paper stems from the dearth of systematic philosophical treatises on Caribbean Philosophy. It is true, as Paget Henry pointed, out that Caribbean philosophy has been carefully embedded in the practices of non-philosophical discourses almost to the point of concealment. This paper will attempt a philosophical examination of one category, that of creolization, which has been used to interrogate the question of identity in the Caribbean space by non-philosophers. The question to be raised and to which answers will be attempted is this: To what extent can the category of creolization be used to interrogate the question of identity in Caribbean philosophy?

303. —. “Culture and Agency in Yoruba (African) Metaphysics: Implications for Cultural Retention and Transmission in Africa and in the Diaspora.” Journal of Philosophy and Logic 2.2 (2004): 97-115.

The questions to be posed and to which answers are to be attempted in this paper are: Given in the fact that human beings are cultural entities, does it mean that individual agents can be absolved of moral responsibility? Similarly, does it mean that human agents are crushed under cultural norms, to the extent that they lose their autonomy and individuality? In other words, are cultural impediments excuses for moral culpability? These questions become relevant on two levels - on a general philosophical (metaphysical) level which conceives of a conflict between determinism and freedom, and on a cultural level with a tradition which seems to have a deterministic ontology (African conceptual scheme is an example of this). Western philosophy is replete with examples of bi-polar concepts of which the meanings and interpretations are antithetical to one another. The suggestion in this paper is that there should be a conscious effort at rediscovering virtues that were prevalent in traditional societies in Africa and, in the spirit of a renaissance, make use of them to transform relationships among human beings and non-human beings in contemporary African societies and Africa in the Diaspora.

304. —. “Culture and Development in Africa.” 4th Annual Uncovering Connections: Cultural Endurance Between Africa, the Americas and the Caribbean. (New York: March 14-15, 2003).

Attempts to identify those cultural behaviours, attitudes and norms which have survived the phenomena of colonization and globalization in the African society. The Yoruba of South Western Nigeria shall be the point of reference. Attention shall be focused on such things as ways of knowing like proverbs and wise-sayings; customs



like greetings, weddings, family relationships; ethical values like altruisms and respect for elders; political values like the use of dialogue and the elder forum to settle political disputes. It shall be suggested in the paper that these elements have contributed and have potentialities of contributing to peace, cohesion and development in Africa. Furthermore, by means of cross-cultural dialogue, the West may have something to learn from Africa towards promoting and maintaining world peace, which is a sine qua non to development.

305. —. “Globalisation and Terrorism Discourse.” 10th Annual Conference of the International Society for African Philosophy and Studies: (UWI, Mona: April 2-4, 2004).

Social and political concepts, such as globalization and terrorism have been referred to as essentially contested concepts. This is because such concepts are always value laden and as Popper has suggested, issues of values do not admit of scientific adjudication. However, despite the contestability of these concepts, there is usually a way to begin inquiry into them. One way is to select, among the diversity of meanings, the one/ones that are essential and relevant to the project which a particular investigator wants to undertake. What the author wants to do in this paper is not to engage in the act of analysis alone but also to adopt a position by means of which substantive issues can be raised and addressed with respect to the concepts of globalization and terrorism.

306. —. “Metaphysics.” Introduction to Philosophy and Logic. Editor O. R. Adeniyi. Lagos, Nigeria: Newsletter Ltd, 2004. 69-82.

This chapter discusses the meaning of metaphysics, its major divisions, its subject matter and the criticisms of it as a branch of philosophy. It also examines how metaphysics is related to other disciplines as well as, it examines the issues of metaphysics in Africa.

307. —. “Philosophy As Mirror of Socio-Cultural Realities: A Critique of Dancehall Culture.” Conversation 1: Conceptualizing Philosophy. Cave Hill Philosophy Symposium. (University of the West Indies (Cave Hill) : March 31- April 1, 2005).

One of the functions of philosophy is to analyze situations and events in such a way that there is coherence where it seems not to be one. This function becomes so important especially in African and Caribbean societies where philosophers are often called upon to justify the relevance of their profession. It behooves the practitioners of philosophy to take the bull by the horn by making sure that their activities reflect and are reflective of the events and activities that take place around them. It is in light of these observations that the paper wants to critique the dancehall culture. Dancehall culture has been the subject of debate as to whether it impacts negatively or positively on the Jamaican (Caribbean) society. This paper examines three of the issues raised by dancehall, namely, that of violence, sex and sexuality and justice. It is hoped that when violence is examined from a philosophical perspective, there is the possibility that the critics of dancehall may have a better understanding of the relationship between dancehall culture and violence and how issues raised in the debate as to the relationship between the two phenomena can be addressed to the satisfaction of themselves and other stakeholders in the society. It is the belief of this author that when violence is re-conceptualized, there is going to be a better understanding of the relationship between dancehall and violence and this may help policy makers to develop a better strategy towards dealing with the type of violence that has been identified with dancehall in particular and the issue of violence in society in general.

308. —. “Prolegomenon to a Caribbean Philosophy.” Department of Language, Linguistics and Philosophy Seminar Series: April 3, 2003).

Addresses the need for Caribbean philosophy in the academic and professional sense.

309. **Bamikole, Lawrence, and Roxan Burton**. “Globalization, Cross-Cultural Relativism and the Jamaican Women.” 15th All African Students Conference: Pan Africanism at the Beginning of the 21st Century: (Mona, Jamaica: May 22-24, 2003).

Cross-cultural relativism has come to constitute a great challenge to globalization. The thesis of cross-cultural relativism is that there are internal norms that are used to arbitrate the values of a given culture and, as such, the attempt to evaluate or judge a culture by some external norms or standards is tantamount to ethnocentrism. It is



against this background that the authors want to examine the feminist ideology of women's liberation and empowerment. Their thesis is that, there cannot be, strictly speaking, a universal conception of woman which transcends cultural perspectives. This being the case, the feminist project, which places emphasis on trans-cultural woman seems to be misplaced. The authors illustrate their position with the Jamaican woman and argue that what constitutes any ideology about the Jamaican woman is informed by Jamaican culture.

314. ——. "Language, Culture, Science, Technology and Philosophy." Journal on African Philosophy 1.1 (2002): 29p.

Author examined arguments by some scholars who have held very derogatory and even pernicious opinions concerning African languages and their suitability for critical, scientific, technological, mathematical, educational, philosophical discourse. He showed that such views lack serious empirical, logical or intuitive foundation and have adduced historical, factual, logical, epistemic, metaphysical and scientific evidence to exhibit the unacceptability of such hasty, puerile and unwarranted conclusions about the nature of African languages. In the final analysis, the debate has been thrown open to language experts to seek out and develop, beyond the level of ignorance, to show that as a human tool, all living languages are dynamic enough to accommodate and express new phenomena. If African predecessors were not bemused by confrontation with novel phenomena, one should not be cowed into submission in this century to unwarranted silence where-of one can express one's perceptions, thoughts, feelings, ideas, etc.

310. **Bewaji, John A. I.** "African Languages and Critical Discourse." The Third Way in African Philosophy - Essays in Honour of Kwasi Wiredu. Editor Olusegun Oladip. Nigeria: Hope , 2002. 271-95.

311. ——. Beauty and Culture: Perspective in Black Aesthetics. Ibadan, Nigeria : Spectrum Book, 2004.

Discourse on whether thought, reason and intellectual inquiry are alien to the African experience which is supposedly rooted in myth, feeling and imagination. That reason and feeling are not mutually exclusive in the history of human development is the clear argument of the author's thesis explored in this volume, targeting African artistic expression as 'a function of African philosophy' the tenor, spirit and direction of which is influenced by such expression.

312. ——. "Ethics and Morality - Critical Exploration of Western and African Diaspora Intellectual and Practical Perspectives." Department of Management Studies Colloquium on Ethics and Business: (Mona, Jamaica: February 2003).

313. ——. "Ethics and Morality in Yoruba Culture." A Companion to African Philosophy. Editor Kwasi Wiredu. New York: Blackwell , 2004. 396-403.

314. ——. "Language, Culture, Science, Technology and Philosophy." Journal on African Philosophy 1.1 (2002): 29p.

Author examined arguments by some scholars who have held very derogatory and even pernicious opinions concerning African languages and their suitability for critical, scientific, technological, mathematical, educational, philosophical discourse. He showed that such views lack serious empirical, logical or intuitive foundation and have adduced historical, factual, logical, epistemic, metaphysical and scientific evidence to exhibit the unacceptability of such hasty, puerile and unwarranted conclusions about the nature of African languages. In the final analysis, the debate has been thrown open to language experts to seek out and develop, beyond the level of ignorance, to show that as a human tool, all living languages are dynamic enough to accommodate and express new phenomena. If African predecessors were not bemused by confrontation with novel phenomena, one should not be cowed into submission in this century to unwarranted silence where-of one can express one's perceptions, thoughts, feelings, ideas, etc.





315. —. “Symbols, Images and Stereotypes in Contemporary Cultures.” 2nd Conference on Caribbean Culture and Festival of the Word: (University of the West Indies (Mona, Jamaica): 9-12 January, 2002).

(Paper also presented as “Symbols, images and stereotypes in contemporary human societies” at the Philosophical Society of Southern Africa Conference, Republic of South Africa, February 2003.)

Explores the relationship between the word, as the vehicle for communication in language, and human consciousness- how it serves to register meaning, purvey fears, underscore associations, indicate comprehension, codify hopes, manage knowledge, cloak ignorance, represent our humanity, prevent possibilities, etc. In doing this the author selected for his exploration the aspects of symbolism, imagery and stereotyping as deliberate and at times compulsive instruments of language. Argues that the patterns of language usage of yesteryears have not ceased to have power even in the light of technological transcendence of the cognitive, epistemic and methodological presuppositions of these linguistic practices. He contends that even today some of the codes employed in the academic in the form of multiculturalism, pluralism, libertarianism, modernism, post-modernism are general rubrics that often serve to mask the real issues and prevent frankness. Adverts the attention of the academe to the dangers inherent, especially those operating on the fringes, in following uncritically the use of popular codes and jargons that are least understood or whose overall goals are asymmetrical with the ultimate interests as humans with a peculiar historio-genesis.

316. **Bewaji, John A. I., and M. B. Ramose.** “The Bewaji, Van Binsbergen and Ramose Debate on Ubuntu.” South African Journal of Philosophy 22.4 (2003).

What follows is a discussion , in three parts, of the African concepts of ubuntu and related issues. In the first part of the discussion J. A. I Bewaji assesses an essay by W. M. J van Binsbergen on Ubuntu and the Globalisation of Southern African Thought and Society (2001). In the second part Bewaji reviews M. B. Ramose’s *African Philosophy Through Ubuntu* (2002). And in the third part Ramose responds to both Bewaji and Van Binsbergen. Although Ramose disagrees with some of Bewaji’s comments and interpretations -especially with regard to the thesis on which ubuntu is, according to the former, founded. (i.e. “that ontology proper is a rheology”) - both Bewaji and Ramose agree that Van Binsbergen’s critique of ubuntu philosophy, and specifically of Ramose’s explication thereof, is untenable.

317. **Devonish, Hubert.** “Caribbean Creoles.” Germanic Standardizations: Past to Present. Editors Ana Deumert and W Vandenbussche. JOBEP, 2003. 41-67.

318. —. “Language Advocacy and ‘Conquest’ Diglossia in the ‘Anglophone’ Caribbean.” The Politics of English As a World Language: New Horizons in Postcolonial Cultural Studies. Editor Christian Mair. New York: Rodopi , 2003. 257-77.

The linguist in the role of language rights advocate can rarely function simply as a technician or as a detached and objective expert. Yet, when invited to participate in discussions about language-related policy by institutions of the state, linguists are being brought in for precisely what is perceived as detached technical expertise. This essay represents an attempt at retrospective reflection on the two pieces of language advocacy involving Caribbean English-lexicon creole languages that the author has been involved in. It tries to cover the theoretical perspective that informed the interventions, the political and social issues at stake and the way in which the desire for a particular outcome fashioned the nature of these interventions.

319. —. “On the Writing of Normative Grammars for Caribbean Creole Languages : The Case of Guyanese Creole in Action.” Language, Blacks and Gypsies: Languages Without a Written Tradition and Their Role in Education. Editors Thomas Acton and Morgan Dalphinis. London: Whiting and Birch, 2004



320. —. “Reduplication As Lexical and Syntactic Aspect Marking: The Case of Guyanese Creole.” Twice As Meaningful: Reduplication in Pidgins, Creole and Other Contact Languages. Editor Silvia Kouwenburg. London: Battlebridge Publications, 2003.

321. —. “Reduplication in Guyanese Creole.” Twice As Meaningful. Reduplication in Contact Languages. Editor Silvia Kouwenburg. London: Battlebridge Publications, 2003

322. —. “The Syntax to Simple Sentences in Garifuna.” 14th Biennial Conference of the Society for Caribbean Linguistics: (Trinidad and Tobago: August 2002).

323. —. Talking Rhythm, Stressing Tone: Prominence in Anglo-West African Creole Languages. Kingston: Arawak, 2002.

Using an original concept of how prominence works in the phonology, this book makes a systematic comparison of the suprasegmental systems of the Anglo-West African creole languages spoken in the Caribbean, South America and West Africa. The original nature of the theoretical approach produces new and revealing analyses of the hybrid suprasegmental systems of these languages. These analyses point to the origins of these systems, emerging as they did out of situations of language contact. The author examines how enslaved speakers of West African languages modified the tonal systems they originally used in their native languages to accommodate the mass of new vocabulary, mainly from English, with which they were faced in plantation societies in the Americas. The work demonstrates the processes by which this happened and explores in detail the end point of these processes, i.e the combined systems of tone and stress typical of modern Anglo-West African creole languages.

324. —. “When Form Becomes Substance: Discourse on Discourse in Two Calypsos.” 2nd Conference on Caribbean Culture and Festival of the Word: (University of the West Indies, Mona: January 7, 2002).

Analyses the performance speech, examining the relationship between form and context using two calypsos: “This melody” and “Judgment” sung by the 2001 Pic-O-De-Crop Calypso Monarch for Barbados, Adrian Clarke to win the calypso competition.

325. **Kouwenburg, Silvia**. “Atlas of the Languages of Suriname, Edited by Carlin, Eithne and Arends, Jacques. Kingston, Jamaica: Ian Randle, 2002. “ The Gleaner (2003): p.F3, F5.

326. —. “Baptista, Marlyse: The Syntax of Cape Verdean Creole: The Sotavento Varieties [Linguistik Aktuell/Linguistics Today, 54] Amsterdam: John Benjamins, 2002.” Studies in Languages 29.1 (2002): 299-303.

327. —. “The Grammatical Function of Papiamentu Tone.” Journal of Portuguese Linguistics 3 (2004): 55-69.

The author proposes that tone in Papiamentu is a marker of the morphosyntactic category of a given form. Its primary function, therefore is grammatical. This account of Papiamentu tone differs from previously proposed accounts, which treat tone in Papiamentu as a lexical property or as a purely phonological property.

328. —. “Identifying the African Sources of Jamaican Creole.” 35th Annual Conference on African American Studies: (Harvard University, Cambridge, MA: April, 2-4, 2004).

Sets out a research programme which hopes to meet similar standards in respect of the substratist view of the genesis of Jamaican Creole. It has been an unquestioned assumption for the past several decades that JC owes much of its non-English derived grammar and vocabulary to Akan. As the author shows, the basis for this claim is shaky, both in respect of the historical context, i.e. placing Akan speakers in Jamaica at a time of relevance, and in respect of the linguistic evidence.



329. —, Editor. Twice As Meaningful. Reduplication in Pidgins, Creoles and Other Contact Languages. London: Battlebridge Publications, 2003.

330. **Kouwenberg, Silvia, and Darlene LaCharite.** “Echoes of Africa. Reduplication in Caribbean Creole and Niger-Congo Languages.” Journal of Pidgin and Creole Languages 19.2: 285-331.

Considers whether specific reduplication processes in the English-lexified Creole languages of Jamaica and Suriname are due to substrate transfer by exploring the extent to which their formal, functional and selectional characteristics in those languages can be related to Niger-Congo. The issue is discussed in the context of a theory of markedness and proposes that formal and semantic iconicity are among the criteria for evaluating markedness in reduplication.

331. —. “Less Is More: Evidence From Diminutive Reduplication in Caribbean Creole Languages.” Studies on Reduplication. Editor Bernard Hurch. Berlin: Mouton de Gruyter, 2005. 533-45.

Focuses on reduplications that are associated with a diminutive or approximate interpretation. Examples of this type of reduplication are taken from the Caribbean Creole languages Jamaican, Ndyuka and Sranan. These reduplications denote either a property or an activity that is not present to the same extent as is true of its simpler counterpart. The question that this paper addresses is how reduplications such as those mentioned bear on the observation that “the most outstanding single concept that reduplicative constructions recurrently express in various languages is the concept of increased quantity.”

332. —. “The Meaning of “More of the Same”. Iconicity in Reduplication and the Evidence for Substrate Transfer in the Genesis of Caribbean Creole Languages .” Twice As Meaningful: Reduplication in Pidgins, Creoles, and Other Contact Languages. Editor Silvia Kouwenberg. London: Battlebridge Publication, 2003. 7-18.

333. **Kouwenberg, Silvia, Darlene LaCharite , and Shelome Gooden.** “Reduplication in Jamaican Creole.” Twice As Meaningful: Reduplication in Pidgins, Creoles and Other Contact Languages. Editor Silvia Kouwenberg. London: Battlebridge Publications , 2003. 105-10.

334. **Kouwenberg, Silvia, and Peter Patrick.** “Introduction [to Current Issue of SSLA].” Studies in Second Language Acquisition 25 (2003): 175-84. **Refereed**

(Papers from the colloquium on “Second language acquisition and pidginization/creolization.)

This volume aims to rekindle interest in the question of whether insights from the study of second language acquisition can usefully be called on to provide explanations for pidgin and creole genesis, providing (mainly) creolist perspectives. The focus of several contributions is on transfer in pidginization, creolization and L2 acquisition.

335. **McKenzie, Earl.** “Fanon on National Culture.” 2nd Conference on Caribbean Culture and Festival of the Word: (University of the West Indies (Mona, Jamaica): January 9-12, 2002).

Frantz Fanon’s *Wretched of the Earth* is widely regarded as one of the most important books written on Third World development, with an entire chapter devoted to national culture. Other works of similar nature do not refer to national culture so the author queries whether national development is an important part of both the process and conditions of development. His essay is an examination of this question with special reference to Fanon’s arguments. In the end the writer agrees with Fanon that national culture is important but indicates some limitations of such a view.



336. — “Glissant on Time and History.” Caribbean Quarterly 48.4 (2002 ): 62-70. **Refereed** (Also presented at (Re)thinking Caribbean Culture Conference, Cave Hill, Barbados, July 2001) A response to Glissant’s essay titled “History-Histories-Stories” which is published in his book *Caribbean Discourse*.

337. **McLaren, Ingrid.** “Student Learning in Higher Education : Meeting the Demands of Globalization.” Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

338. **Milson-Whyte, Vivette.** “Language, Culture, and the Modern Language Teacher.” Caribbean Journal of Education 24.1 (2002): 41-62.

Many teachers in the Caribbean region recognize the importance of including the cultures of the languages they teach but admit that they neither consciously nor deliberately incorporate culture in language teaching. With constraints related to a long syllabus, an exam-oriented system, an exam that “appears” not to emphasize cultural awareness, lack of knowledge and personal exposure, and limited equipment or training in using new technologies, many modern language teachers give scant regard to the “target culture.” Despite these constraints, teachers of modern languages should regard language and culture as intricately linked and should therefore teach language and culture in a manner that speaks to integration. Accordingly, they should have a clear definition of culture, be guided by cogent principles, and avoid certain emergent pitfalls in their attempt to incorporate culture in their modern language programme in a challenging Caribbean environment.

339. **Moore, Schontal.** “Multimedia in the Writing Classroom at the University of the West Indies, Mona.” Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

340. **Ramsay, Paulette A.** Alles Libe, Deine Sunshine. [Aunt Jen]. Translator Christine Holliger. Zurich: Baobab Publishers, 2005.

German translation of *Aunt Jen*, the story of Sunshine, a young Jamaican girl desperate to know and understand her identity.

341. —. “History, Violence and Self-Glorification in Afro-Mexican *Corridos*.” Bulletin of Latin American Research 23.3 (2004): 62-66.

(Also presented at the College Language Association conference in Baltimore, Maryland in November 2000)

The *Corridos* which will be analysed in this essay, have been confirmed by anthropologist and specialist in Afro-Mexican cultural expressions, Miguel Angel Gutierrez, as part of the rich repertoire of Afro-Mexican *Corridos* from the Costa Chica de Guerrero region. These *corridos* were collected and recorded by the musical band “*Los Cimarrones*,” an acclaimed group of Afro-Mexican musicians who maintained their distinctive characteristics, presenting them as “a poetic medium of expression,” under the title, *Traigo una flor hermosa y mortal*. Gutierrez is definitive in his explication of the prominence and popularity of the *corrido* in this region of Mexico which is populated by people of African descent.

342. —. “The Politics of Resistance and Agency in Jesus Cos Causse’s and Shirley Campbell’s Homage to Nicolas Guillen.” College Language Association, Howard University: (Washington, D. C.: April 2003).

Essay draws from the broad theoretical context of post-colonial criticism by arguing that while Jesus Cos Causse’s *Homenaje a Guillen* and Shirley Campbell’s *A Nicolas Guillen* express admiration and adulation of the poet and his





literary works. They also reveal inner politics of resistance and agency, aimed at establishing a new concept of self and a liberated identity.

343. ——. “Soy Una Feminista Negra: The Liberatory Poetics of Shirley Campbell.” 9th International Conference of Caribbean Women Writers and Scholars: (Santa Domingo, 2004) Examines the works of Shirley Campbell, a fourth generation Afro-Costa Rican of West Indian descent, who is among the small group of Afro-Costa Rican female writers, who have emerged during the last three decades. Campbell’s liberatory poetics allow her the boldness to speak, rather than remain silent and become an accomplice in the continued pretence about the invisibility of blacks in general, and of black women in particular in Costa Rica. Her proclamatory works allow her to express ideas about blackness that are important to herself as well as to other Afro-Costa Ricans of West Indian descent. Writing this proclamatory poetry is empowering for Campbell in her quest to redress the construction of race, gender and class in Costa Rica. However, Campbell is obviously not only interested in self-empowerment, but also in creating an identity which is empowering to other Afro-Costa Rican women of West Indian descent. Her unique poetics draw from black feminist and other Afro-Centric womanist agenda, as well as the concern for humanity, undoubtedly “provide mental, emotional and spiritual liberation.” Without a doubt, she joins the many black female writers in Latin America who endeavour to create a type of black female discourse which is all encompassing in its forms.

344. ——. “Teaching Spanish in an Anglophone Creole Context.” The Centre for the Interdisciplinary Study of Languages and Cultures in Africa and the African Diaspora, Inc: (University of Washington D. C.: October 2003).

Traditional, as well as more recent communicative approaches to the teaching of Spanish as a foreign language in Jamaica, do not give sufficient attention to the specificities of the language/linguistic context of the Jamaican student. Rather, the same approaches which are used to teach students in North Atlantic situations are adopted. In other words, very little if any consideration is given to the fact that the linguistic skills of many Jamaican students are not English skills in the same way that they may be for many North American or British students. Spanish is therefore taught on the assumption/pretence that English is the only language of all Jamaican students, and this misguided approach may very well account for some of the frustrations encountered in Spanish classes in Jamaica. The author believes that teachers of L2 classes in Spanish in Jamaica should make a conscious effort to reduce the perceived psychological distance between the Jamaican creole and Spanish, by highlighting and using the similarities for the pedagogical advantages to be derived from the positive cross - linguistic influences.

345. ——. “Two Tributes to Nicolas Guillen.” Afro- Hispanic Review 23.1 (2004): 41-44. Author translates two poems *A Nicolas Guillen* (1994) by Shirley Campbell and *Homenaje a Guillen* (1975) by Jesus Cos Causse which were written as tribute to honour Cuba’s National poet Nicolas Guillen. There is more than a twenty-year time lapse between both poems, but both poems share a common celebratory tone aimed at highlighting the colonial impact and prodigious scope of Guillen’s poetic works and underscore some of the reasons he is acclaimed as one of the Caribbean’s most revered and pre-eminent poets.

346. **Ramsay, Paulette A., and Anne-Maria Y. Bankay**, Editor and Translator. Between Two Silences. Caribbean Short Stories. Kingston, Jamaica: Arawak , 2004.

A translation of Hilma Contreras’ collection of short stories, *Entre dos silencios*. In these stories, non-Spanish speakers experience other dimensions of Caribbean life as well as other issues which pre-occupy Caribbean women writers, from the perspective of a female writer from the Dominican Republic.

**Ramsay, Paulette A.** See also 420, 421, 422

347. **Shields-Brodber, Kathryn.** “A Riizn Wi a Riizn: Nation Language and Media Discourse in Contemporary Jamaica.” 2nd Conference on Caribbean Culture and Festival of the Word: (University of the West Indies (Mona, Jamaica): January 9, 2002).



Discusses uses of Nation Language by native and non-native speakers in various discourse situations in contemporary Jamaica. The situations examined include advice programs, interviews and talk shows aired on radio and television. The focus is on what speakers/presenters do, as well as on the responses they elicit or evoke from those with whom they communicate: on intra and interpersonal uses of Nation Language. Nation Language or Jamaica Creole has been relegated, traditionally, to informal, non-public domains, and to uneducated speakers. However, in the past three decades, it has been increasingly used by educated speakers in a range of contexts- most noticeably, the context of radio discussion - where the host and callers code-switch extensively for a range of pragmatic purposes. The thesis of this paper is that widespread use of Nation Language in this forum, not only by native speakers but also by those who are non-native, is an indication of its pervasiveness in a public-formal discourse oriented towards enhanced and effective broad-based communication.

349. **Taylor, Monica.** "Ecology of the English Language Classroom." Journal of Education and Development in the Caribbean 6.1&2 (2002): 1-35. **Refereed**

Discusses the ecology of the Jamaican English language classroom based on data drawn from an English language class-size survey and a subsequent ethnographic study of a number of English language classrooms. Situating class size considerations within the broader framework of classroom ecology, the paper reviews the extensive literature on class size and then explores how key elements of the language-external ecology affect the quality of the teaching/learning interaction in English language classrooms. Seen in the context of Lazear's economic theory of class size, the Jamaican English language classroom exhibits an abundance of 'negative externality' that can subvert learning for everyone. As teachers and students interact in generally crowded and noisy classrooms, they construct a kind of ecology of social and cognitive relations reflected in the essentially monologic patterns of interaction that were in evidence. These patterns in turn generate different opportunities to use and master English.

350. —. "Pragmatic Devoicing: Silence in the Classroom Even Amidst the Din." 14th Biennial Conference of the Society for Caribbean Linguistics: (University of the West Indies (St. Augustine, Trinidad): August 1-17, 2002).

Based on data gathered from a multi-case, multi-site qualitative study of verbal interaction in English language classrooms in Jamaica. The study was conceptualised in a context of growing concern about the performance in English language and an equally compelling awareness of the importance of getting inside classrooms and more specifically inside verbal interaction in order to find answers to the problems of teaching and learning. Using the notion of scripts to characterise the patterns of interaction most commonly found, the paper explores elements of the encountered pseudo-responsive and recitation/CCP scripts which support a theory of what this writer calls a pragmatic devoicing: teachers effectively monopolise the interaction space in a classroom epistemology in ways that appear to subvert the goals of English language teaching.

351. —. "Using Collateral Material to Improve Writing Performance." ELT Journal 57.2 (2003): 149-57. **Refereed**

Examines the extent to which the provision of selected collateral material can enhance students' enjoyment of their writing tasks, and their performance, in a context where although English is the official language, it is little used, and much resisted by students for whom the language of choice for social interaction is the local Creole. Working with a group of 40 undergraduate students of a university campus in the English-speaking Caribbean, the author used a controlled access 'Resource Centre' to supplement the regular lecture-seminar course booklet package. Indications are that the use of such resources can have positive affective as well as academic impact.

352. —. "Walking a Cultural Tightrope in the Classroom: Does Affirming the Home Language Imply 'Ghettoizing the Bilingual Learner'?" 2nd Conference on Caribbean Culture and Festival of the Word: (University of the West Indies (Mona, Jamaica): January 9-12, 2002).

Examines the dilemma faced by English language educators in post-colonial societies such as Jamaica where the pedagogically sound notion of affirming students' home language must contend with the uncertainties of educators as well as the deep seated fears of a society seeking desperately to erase the reminders of a humiliating past. This is a situation that results in the society viewing the home language of the majority of the students (and teachers) in



pathological terms. But there is also the real danger of good intentions resulting in what Brumfit refers to as “ghettoizing the bilingual learner”? Against this background, the paper examines the extent to which the language of the Jamaican classroom limits or facilitates social access given the interplay of the socio-linguistic and economic realities that produce teachers for the classroom and the social stratification of the schools themselves. A radical programme of critical language awareness is proposed for educators as well as students in order to engender a critical consciousness of the power of the word in the classroom and reduce the levels of scholastic morality experienced.

## Department of Library and Information Studies

353. **Durrant, C. Fay.** “Assessing Digital Library Software: With Special Reference to the Greenstone Digital Library Software.” Electronic Information Resources in the Caribbean : Trends and Issues. Proceedings of the 34th Conference of the Association of Caribbean and Research University Institutional Libraries: (Port of Spain, Trinidad: May 23-29, 2004) Editors Shamin Renwick and Jaishree Kochhar. Trinidad and Tobago: University of the West Indies (St. Augustine), 2005.

The development of digital libraries present many opportunities and challenges for the establishment of focused collections of digital objects. As librarians in the Caribbean seek to evaluate the existing software and systems, and to identify the most appropriate technology and methods of building digital libraries, several research issues emerge for study and analysis. These include, internet-based distribution, the capacity to provide coherent and consistent views of the resources held, metadata development, representation of multimedia and hypermedia documents, interoperability, portability, data exchange, and the performance of the human-computer interface. This paper identifies types of digital libraries - full digital libraries, special and “hybrid” collections. Open-source and commercial software are briefly examined, as well as generic and specific library applications.

The situation of Caribbean libraries is summarized and issues considered to be desirable for Caribbean libraries are examined in relation to the features of the Greenstone Digital Library Software

354. ——. “Developments in E-Government: Efforts of Knowledge Communities of Practice in the Caribbean.” Development of Learning and Knowledge Communities in the Caribbean : An Experience Without Frontiers. 33rd Annual Conference of the Association of Caribbean University Research, and Institutional Libraries: (Inter Continental Resort and Casino, Isla Verde, Puerto Rico.: June 1-7, 2003)15p.

Examines the results of global studies of Internet application used in e-government, and assesses the present and potential capacity of some of the outstanding examples to contribute to the development of knowledge communities. Also examines Caribbean and other initiatives which demonstrate some of the major features of e-government including government portals or gateways, privacy and security policies and protection, clearly stated onsite identification of organisations, access to online databases and publications, links to government and non-government web sites, audio and video clips, service delivery and promotion of services and products.

355. ——. “Expanding Horizons : Knowledge Management and the Implications for Caribbean Librarians.” The New Librarian.Com: Developing Skills in Knowledge Management, Information Literacy, Market Issues and Community Development. 32nd Annual Conference of the Association of Caribbean University Research and Institutional Libraries: (Jamaica Grande Hotel, Ocho Rios: May, 2002).

Looks at knowledge management initiatives which are being introduced in the Caribbean by librarians and other people of various professions.



356. —. “Gender Equity, Information and Communications Technology and Connectivity.” Gender in the 21st Century: Perspectives Visions and Possibilities, Bridging Epistemologies Constructing Paradigms. Editors Barbara Bailey and Elsa A. Leo-Rhynie. Kingston, Jamaica: Ian Randle, 2004. 733.

Reviews briefly the potential contribution of information and communication technologies to the development of the information society; the scope and expansion of these technologies; the state of research analysis in some of the major areas - education, household and small business application, employment and governance; and the facilities which exist for providing access to the general public. As new opportunities and directions emerge, there is a need to pay special attention to the impact of the current process of information and communication technological change on gender equity. Some changes will be required to strengthen the potential for social development in a gender equitable manner. It is argued that such an approach should avoid some of the weaknesses that have been noticed in the traditional media with respect to gender equity.

357. —. “Telecommunications Policies in the Caribbean: Facilitating Effective National Information Policies.” 30th Annual Conference of the Association of Caribbean University, Research and Institutional Libraries.: (Nassau, Bahamas: June 9, 2000)18p.

The concept of national information policies has been constantly evolving since the mid-seventies. Initially aimed at rationalizing the scope and function of libraries and documentation centres, national information policies must now be recognised as involving a range of information sources systems and services, and to be increasingly influenced by the many advances in information and communication technologies. The building of the national information infrastructure has now become the responsibility of a range of stakeholders, with libraries having the potential to play a key role as the principal institutions of access to information. To determine the impact and potential impact of the existing telecommunications policies on national information policies, the paper analyses some recent telecommunications legislation as well as the de facto policies evidenced in the operation and activities of governments and service providers. The paper will also make comparisons among the telecommunications acts to determine the ways in which these pieces of legislation can facilitate the development of effective national information policies.

358. —. “The World Wide Web Enhancing E-Government in the Caribbean.” Libraries : A Voyage of Discovery. Proceedings of the World Library and Information Congress : 71st IFLA General Conference and Council : (Oslo, Norway: August 14 - 18th, 2005).

Caribbean governments have established portal or gateway sites on the World Wide Web to facilitate the delivery of e-government information and services. E-government via the Internet is seen as aiming to provide all citizens with an efficient and alternative medium for accessing public services and for interacting with public sector providers. This paper examines the results of global studies of Internet applications used in e-government, and the potential of these websites to contribute to the effectiveness of e-government activities. The research also assesses more closely a number of Caribbean web sites which facilitate e-government and identifies roles of libraries in enhancing citizens’ access to e-government information.

359. **Gordon, Barbara.** “Internet Access, Filters and Intellectual Freedom .” Jamaica Library Association Bulletin (2004): 15-20.**Refereed**

The provision of public Internet access services in libraries and the moral, ethical and legal issues that are associated with this type of service have resulted in the development of library policies to guide both staff and users in the management and use of the Internet as an information resource. In spite of many benefits, there have been problems related to intellectual property, privacy/security and cyber-crime. Many information professionals in Jamaica also share these concerns although there is yet no widespread public debate on the quality of the information content. This paper discusses primarily, the major issues associated with public access in Jamaican libraries and the need to revisit our professional stance on intellectual freedom, given technological developments such as filtering.





360. —-. “The Training of the Information Professional in the Cyberspace Era.” Library and Non-Library Information Services : Merging in Cyberspace. 29th Annual Conference of the Association of Caribbean University, Research and Institutional Libraries: (Wyndham Aruba Beach Resort - Palm Beach - Aruba: June 6-9, 1999).

Examines the role of the practitioner, the curriculum and the library school in the education and training of information professionals for the cyberspace era. The changing work environment of the information professional is discussed with some examples of change factors at the societal and organizational levels and in the content of the practitioner’s work, and the new roles of instructing, designing-publishing of cyber-products, navigating, interpreting, advising and marketing are mentioned. The importance of maintaining a balance between theory and practice is emphasized as it is the main contention that it is professional knowledge provided by the core curriculum that distinguishes the information professional from other players in the information market-place and therefore makes the competitive difference. A clearly-defined mission for the library school, faculty retooling and the use of appropriate teaching methods that encourage appropriate attitudes for cyberwork such as teamwork and self-directed learning are also mentioned. A vibrant partnership between practitioners and educators is suggested as a means of complementing the work of the library school in preparing professionals for the cyberspace era that can take the form of field-work attachments, mentorship and continuing education programmes.

361. **Mohamedali, Ownali.** “Adapting to Changes: DLIS Experiences in the Caribbean.” Journal of Education for Library and Information Science 45.2 (2004): 98-110. **Refereed**

Discusses how British, American, and local influences have affected the evolution and strengthening of the teaching programs in the regional library school (Department of Library and Information Studies) at the University of the West Indies in Jamaica. It also discusses how international trends in library education and manpower requirements of the countries in the English-speaking Caribbean have influenced the upgrading and restructuring of its programmes.

362. **Shelley-Robinson, Cherrell.** “Finding a Place in the Sun : The Immigrant Experience in Caribbean Youth Literature.” Children and Libraries 3.1 (2005): 14-20 & 62.

(Presented at the IBBY Congress 2004 in Cape Town, South Africa)

Focuses on the search for an identity in the lives of Caribbean people and its close connection to the immigrant experience, which is a recurrent theme in many early works from outstanding Caribbean authors of adult fiction. While books for young people are fewer in numbers, this same theme also appears in their literature, providing valuable insights into how young people cope with the many challenges relating to finding a place in the sun in a new and strange society. Her discussion is confined to the literature describing the experiences of persons belonging to the English-speaking or Commonwealth Caribbean countries. This decision is based on the fact that, besides the English language, Spanish, French, and Dutch are also spoken in the Caribbean, and the literature in these other languages remains largely inaccessible to the writer. Another limitation is that the immigrant experience relates only to Britain and North America because prior to the 1970s, for historical reasons, England was the choice destination; however, since then, for geographical as well as political reasons, the pendulum has swung towards the United States and, to a lesser extent, Canada. A final rationalization for this restriction is the nature of the literature itself, since most of what has been written emanates from either Britain or North America.

363. —-. Jojo’s Treasure Hunt. Kingston, Jamaica: Carlong, 2003.

Twelve-year-old Jojo is worried when he learns that his family will lose their home because they can not pay the landlord. He is determined to find a Spanish jar full of treasure which he believes is hidden at the root of a cotton tree in his rural area. But, he has to visit the tree at midnight, and there are ghosts guarding the treasure.

364. **Sookraj, Ramnauth.** “Multimedia Training for Caribbean Librarians : A Socio-Economic and Cultural Imperative.” Identify Information Needs to Provide Public Access to Knowledge. 35th Annual Conference of the Association of Caribbean University and Research Institutional Libraries : (Hotel Kalenda Resort, Martinique: June 6-11, 2005).



Multimedia technology represents a unique opportunity for Caribbean librarians to play a meaningful role in efforts to combat the socio-economic ills facing the Caribbean. To a large extent, its effectiveness will depend on the degree to which librarians are willing and able to embrace new roles which beckon to them. This article looks at the value of multimedia, the employment of multimedia technology in appropriate ways and the efforts of the Department of Library and Information Studies in providing state of the art multimedia training.

## Department of Literatures in English

365. **Bucknor, Michael A**, ed. **Journal of West Indian Literature : West Indian Literature Since 1950**. Vol. 11. Kingston, Jamaica: UWI Press, 2002.

(Special issue : Guest editor - Michael Bucknor )

An evaluation of what has gone on in West Indian literature over the past half century and the impact of changes on the role the arts have played in the seismic shifts in the political, economical and socio-cultural terrain of the West Indies over these years.

366. ——. “Staging Seduction: Masculine Performance or the Art of Sex in Colin Channer’s Reggae Romance Waiting in Vain?” Intervention: International Journal of Postcolonial Studies 6.1 (2004): 67-81. **Refereed**

*Waiting in Vain*, Colin Channer’s reggae romance, opens up a space for examining the performance of Caribbean masculinities abroad and, more significantly, the possibilities for rewriting the script for masculine identity performance by way of the radical aesthetics of reggae. Using Kwame Dawes’s examination of Channer’s engagement with textual seduction in *Natural Mysticism* as his point of departure, the author argues that the very strategies of textual seduction - the authorial excess in the aesthetic use of language, the super-idealized construction of the main character and the staging of audience reception - reinforce rather than rewrite ‘the troubling representations of Caribbean masculinities abroad.’ Furthermore, situating Channer’s novel within the romance genre which aestheticizes romance, and within Dawes’s reggae aesthetics which romanticizes the erotic, compromises the attempt at a radical gender politics. If anything, textual self-reflexivity, not textual seduction, provides the space for radical politics in this novel. In the end, though, the question still remains: is reggae’s limited revolutionary potential regarding questions of gender and sexuality indicative of its own roots in conventional masculinities?

367. ——. “‘Voices Under the Window’ of Representation : Austin Clarke’s Poetics of (Body)-Memory in The Meeting Point.” Journal of West Indian Literature 13.1 & 2 (2005): 141-75.

Austin Clarke’s reputation as the first major Caribbean/Canadian writer is well established. For 40 years of his publishing career he produced over 20 publications. The history of early Clarke criticism exposes a critical enterprise limited to representationalist assumptions of mimeticism and aestheticism. A review of the critical reception of his *The Meeting Point*, for example, shows that, generally Clarke’s work has been limited to readings addressing the authenticity of representation in it. These readings are often legitimised by assumptions of mimeticism or oranicism. In this regard, ‘Meeting’ is viewed as a novel of excess in which distortions of the real or disruptions of order are dismissed as aesthetic flaws. Consequently, very little attention has been given to Clarke’s semiological refractions or to the fact that ‘represented content’ that is treated as history is a function of memory. This author’s intention is to propose a reading strategy centered on a poetics of (body)-memory as an alternative to early Clarke criticism predicated on either representations of the real or of harmonious design.

368. ——. “Writing Performance Criticism.” 23rd Annual Conference on West Indian Literature: (St. George’s University, Grenada, March 8-11, 2004)

In her inaugural professorial lecture at the University of the West Indies, Mona, Carolyn Cooper acknowledged Barbara Lalla as the critic who labeled her work: “Performance Criticism.” Lalla’s naming of the critical practice that assesses the ways in which Caribbean performance traditions inform literary works as “performance criticism” points to the fact that not much work has been done outlining this Caribbean critical and cultural practice. Although Lalla’s christening of the field seems recent, there are a number of literary and cultural critics who have been



practicing performance criticism for some time now. However, what Lalla's recent framing of Cooper's *Noises in the Blood* in terms of performance does is to draw attention to that tradition of criticism that has contended with the crossings in Caribbean literature between verbal reference and verbal rhythm, the scribal and oral traditions, print and performance. The author traces, in this paper, the conceptual connections and disconnections among a number of key cultural critics of the Anglophone Caribbean a way of teasing out some of the issues that arise from these critical constructs. What critical purchase can be derived from such terms as "nation language" (Brathwaite), "voice print" (Morris, Rohlehr), "verbal riddim" (Habekost), "verbal dance" (Cooper) or "reggae aesthetics" (Dawes) used in performance criticism? This paper will begin to identify key figures, outline key concepts and trace key issues as a way to begin to write a history of Caribbean literary criticism around performance.

369. **Chang, Victor L.**, Editor. **The Chinese in the Caribbean.** (Special issue of Caribbean Quarterly Vol. 50. 2004). **Refereed**

Seeks to examine and celebrate something of the history and achievement of the Chinese in Jamaica while at the same time, places the phenomenon of Chinese immigration to Jamaica in a pan-Caribbean context. It includes material that expands the scope of inquiry to the neighbouring island of Cuba.

370. **Chang, Victor L.** "The Coming of the Chinese to the West Indies: Living the Heritage in a New Homeland: The Jamaican Experience." Groundings. Editor Winnie O. P. McGarry. Kingston, Jamaica: St. Michael's Theological College, 2004

(Papers given at the seminar on Caribbean spirituality: Contribution of Chinese religion cultural and spiritual experience).

371. **Cooper, Carolyn J.** "Branding Jamaica: Popular Culture in 'Postcolonial' Context." 23rd Annual Conference on West Indian Literature: (St Georges' University, Grenada: March 8-11, 2004).

Focusing on competing conceptions of the Jamaican nation state and the brand, "Jamaica," the paper interrogates the euphemistic "out of many, one" definition of identity promulgated by the Jamaican elite. It argues that popular culture is the primary site in which pan/africanist definitions of the nation are valorized. Using the example of the contestations around the celebration of Emancipation Day, which was erased from the national calendar at Independence, the paper documents the ways in which popular discourse affirms the salience of memorializing Emancipation. It documents the controversy surrounding the provocative monument to Emancipation from slavery, 1838 that currently reposes in Emancipation Park, and argues that the monument, with its consolidation of the myth of mindless African physicality, may be read as a metaphor for the reparations that were paid to the plantocracy for the loss of slave labour. The paper raises fundamental issues about the role of popular culture in the critique of elitist constructions of 'post-colonial' nation state.

372. —. "Enslaved in Stereotypes: Race and Representation in Post-Independence Jamaica." Small Axe. 16 (2004): 154-69.

Author documents and reproduces her contributions to the public debate about the meaning of the (concept of the) public monument "Redemption Song", in Jamaica, by Laura Facey Cooper, to commemorate the 1838 emancipation of slaves, revealed in 2003, in Emancipation Park. She explains how this monument won the prize, and further gives an account of her reservations regarding the monument, which consists of a naked man and woman, standing, with heads up, and closed eyes. She criticizes several aspects of the prize-winning image. While the debate focused on the author's more trivial remark on the penis size, she explains how this was only an appendix to her essential criticism of the nakedness, as it confirms the colonial stereotype of black people's hypersexuality. She also criticizes the absence of lower legs and strange hands, which confirms old racist images of dismembered African bodies. She further indicates that, contrary to common ideas, slaves did wear clothes, and that clothes were, in fact, often important for slaves' identity. In addition, her criticism relates to the passivity of the black figures and lack of grandeur of the monument, and to the undemocratic deciding by a select jury of the winning concept for a monument meant to be public, and paid for by taxpayers. She also discusses artist Facey Cooper's view on the Emancipation as incomplete, and to the often dismissive view of other Jamaicans on the monument.



373. —. “Erotic Disguise : (Un)Dressing the Body in Jamaican Dancehall Culture .”  
(The Annual Walter Rodney Lecture given at Warwick University. November 2002)

374. —. . “Mama, Is That You?: Erotic Disguise in the Films *Dancehall Queen* and *Babymother* .”  
Gender in the 21st Century: Caribbean Perspectives, Visions and Possibilities . Editors Barbara  
Bailey and Elsa A. Leo-Rhynie. Kingston, Jamaica: Ian Randle , 2004. 262-79.

This paper posits dancehall culture, not as demoralizing to women, but instead, as a liberating space in which women are able to play out eroticized roles that may not be available to them in everyday life. The author explores this liberation and erotic disguise with specific reference to the films, *Dancehall Queen* and *Babymother*. Also provides an analysis of skin bleaching; dress and the re-eroticisation of motherhood.

375. —. “Mix Up the Indian With All the Patwa”: Ragamuffin Sounds in ‘Cool’ Britianna.” 4th Annual Conference of the International Association for Language and Intercultural Communication: (Lancaster University: December, 2003).

Apache Indian’s spectacular performance of the identity of ‘Jamaican’ dancehall DJ exemplifies the problematic politics of acculturation in ‘postcolonial’ Britain. Born in the Handsworth district of Birmingham, a major centre of Caribbean and South Asian migration, this multilingual, border-crossing, urban youth appropriates the ‘patwa’ language of Jamaicans and mixes this with his own Punjabi. What results is a polyvocal, ragamuffin sound that illustrates the ways in which the creolisation process, more familiarly studied in the context of the colonies of Britain, assumes new dynamics in the very belly of the beast of Empire. Apache Indian declares: ‘Me a push reggae music to a different body/A next nation and a next country.’ The DJ’s ‘nation’ encompasses an expansive body of South Asian/West Indian diasporic communities and others far beyond his country of birth. Having discovered at home in Handsworth, models of performative excellence within a distinctly Caribbean idiom, Apache Indian, like Nahki in Japan, Snow in Canada, Bigga Haitian in New York, Admiral T in Guadeloupe and Gentleman in Germany, crisscrosses cultural borders, demonstrating the infinite capacity for adaptation of transnational Jamaican popular culture as it accommodates local needs in its global spread.

376. —. “‘Nah Vote Again’: Representations of Governance in Jamaican Popular Culture.”  
Governance in the Age of Globalisation: Caribbean Perspectives. Editors Denis Benn and Kenneth  
O. Hall. Kingston, Jamaica: Ian Randle, 2003. 249-59.

Examines the attitudes towards political participation in Jamaica reflected in popular music which generally conveys a negative view of the political process. The author cautions that failure to listen to the dissonant voices of the youth as they ‘cry down’ damnation on what they perceive to be an exploitative system, then they may be forever alienated from full participation in the affairs of the state, or worse, conditions will be set up for a group that is bent on destroying the state.

377. —. “Professing Slackness : Language Authority and Power Within the Academy and Without.”.

(Inaugural Professorial lecture at the University of the West Indies (Mona, Jamaica). September 2003)

378. —. “Rasta Castle: Subversive Word-Play in the Lyrics of Peter Tosh.” 2nd Conference on Caribbean Culture and Festival of the Word: (University of the West Indies (Mona, Jamaica): January 9 - 12, 2002).

There has emerged in recent popular discourse in Jamaica a revisionist reading of Peter Tosh’s wordology that attempts to contain the potency of his subversive use of ‘bad words’ within the narrow ambit of political correctness. Tosh’s deliberately provocative use of profanity is thus adulterated. Conversely, the paper argues that Tosh’s ‘bad words’ can be read metonymically as signifiers of the griots’s contestation of the downpressive discourses of the ruling elite in Jamaica. Profanity, for Tosh, lay not so much in the word as in the politics of exclusion which the





legal system perpetuates. Indeed, Tosh, in performance, often transformed 'bad words' in order to keep the pretence of peace. For example, the neologism 'rasta castle' contains the damning power of its unspeakable 'bad word' progenitor, 'r\*\*s klaat.' This process of euphemistification allowed Tosh the freedom to chant down Babylon in words that simultaneously concealed and revealed his critique of the hypocrisy encoded in a legal system that dares not truly name the obscenities it prescribes.

379. —-. Sound Clash: Jamaican Dancehall Culture at Large. New York: Palgrave Macmillan, 2004. 348p.

Study of Jamaican dancehall culture, analysing lyrics and performances of artists, and their relation to Jamaican society, as well as wider Caribbean and global society. The author focuses on two types of lyrics, the erotic and sexually explicit "slackness", and those expressing social commentary. She argues that slackness is not merely sexual and politically conservative, but that it is a radical, underground, popular confrontation with patriarchal gender ideology, as well as with elitist morality or "respectability" and consists of an alternative culture. Through 10 essays she focuses on different aspects of dancehall culture in Jamaica, the British Caribbean, the US, and in Britain. She demonstrates how slackness is not necessarily male-centred sexism, as female sexual agency and power is often asserted in dancehall lyrics and performances. The author argues that dancehall culture contains aspects of Jamaican Creole language, expresses rebellion against elitist English in Jamaica, and contributes to an international Jamaican identity. Also, she discusses the negative and positive receptions of Jamaican dancehall in Barbados, the US, Britain, and elsewhere, where dancehall lyrics are criticized by some as nasty and violent, and sometimes homophobic, as cultural values clash with those outside of Jamaica.

**Cooper, Carolyn** See also 395, 1410

380. **Edwards, Norval R.** "Diaspora, Difference, and Black Internationalisms." Small Axe : A Caribbean Journal of Criticism 17 (2005): 120-28.

A critique of Brent Hayes Edward's The Practice of Diaspora: Literature, Translation, and the Rise of Black Internationalism.

381. —-. "Man Is a Question That the Beast Ask Himself: George Lamming's Radical Humanism." Conference: The Sovereignty of the Imagination: University of the West Indies, Mona, Jamaica. June 5-7, 2003.

382. —-. "Towards that Distant Eye Land of Sound: Kamau Brathwaite's Representations of Diaspora." 2nd Conference on Caribbean Culture and Festival of the Word: (University of the West Indies Mona, Jamaica: January 9-12, 2002).

Author argues that Brathwaite represents diaspora as an orchestra of multiple sounds, voices, and musical styles that perform what Gordon Rohlehr calls the task of "rehumanizing" the histories of catastrophe, displacement, and psychic mutilation that mark both sides of the Middle Passage. This rehumanizing involves the recovery of submerged sounds that function as modes of cultural transmission. He examines selected essays rather than poetry because he is interested in the conceptual rather than the compositional use of sound. His argument unfolds in two stages: firstly, he attempts to place Braithwaite's approach to sound within the context of three theoretical formulations on the relationship between sound and meaning: and secondly, he outlines the theoretical evolution of Brathwaite's sonic reading of diaspora and Caribbean aesthetics.

383. —-. "What Does Hybridity Do?" 23rd Annual Conference on West Indian Literature: (Grenada: March 8-11, 2004).



384. **Forbes, Curdella.** “The End of Nationalism? Performing the Question in Benitez Rojo’s *The Repeating Island* and Glissant’s Poetics of Relation.” Journal of West Indian Literature 11.1 (2002): 4-23 .Refereed

Looks at two works of theory in which the author’s views belong to this new paradigm that problematises nationalism in Caribbean thinking: Antonio Benitez-Rojo’s *The Repeating Island: The Caribbean and the Postmodern Perspective*, and Edouard Glissant’s *Poetics of Relation*. She argues that together these texts erase or refigure a number of nationalist paradigms by which the Caribbean and Caribbean texts have been read: opposition and reply; creolisation as heterogeneous synthesis; the gendered nation as masculine; the concept of nation itself. At the same time they reinforce the very paradigms they implicitly or explicitly bring into question. She reads these texts not only as examples, but also as performances of paradox, arguing that the aesthetic shape of each becomes the embodiment of its paradoxical discourse. Further, she argues that these recombinations of paradox, and the nature of the texts as performance, identify them as uniquely Caribbean texts, part of a tradition as old as Caribbean literature itself, despite their globalized discourses.

385. —. Flying With Icarus and Other Stories. New York: Walker Books, 2003.

386. —. From Nation to Diaspora : Samuel Selvon, George Lamming and the Cultural Performance of Gender. Kingston, Jamaica: UWI Press, 2005. 305p.

Comprehensive treatment of gender in the fictions of Samuel Selvon and George Lamming, two West Indian writers who are rarely analysed together. Demystifies discourses of creolization and nationalism, showing that these have marked complexities of gender in West Indian society, and that the maskings are in turn part of a larger masking of neocolonial threads within the nationalist project. Situating Selvon’s and Lamming’s work within the wider field of West Indian social thought and practice, Forbes demonstrates that gender is foundational within West Indian revolutionary action from slavery onwards and that these writers’ treatment of gender belongs to a revolutionary poetics compromised by the nationalist engagements of the 1950s-1970s.

387. —. “Redeeming the Word: Religious Experience As Liberation in Erna Brodber’s Fiction.” 2nd Conference on Caribbean Culture and Festival of the Word: (University of the West Indies (Mona, Jamaica): January 9-12, 2002).

Looks at Erna Brodber’s novels *Myal* and *Louisiana*, which to varying degrees exhibit a concern with religious experience. The author argues that *Louisiana* in particular, can be read as a two-fold shift in the traditional approach to religious experience in Caribbean literature. Firstly, it re-creates religious experience as the organising dynamic of liberation, and secondly, it recasts religious experience within a language and etymology radically removed from those which characterise the rhetoric of nationalist liberation. In the latter, *Louisiana* is regarded as an extremely important novel in the tradition of Caribbean thinking about language and the word. In using a different language to conceptualise liberation, Brodber shows resonances with the nationalist concept of language as central to Caribbean identity. She also breaks with the humanism of a nationalist epistemology of the world and the word.

388. —. “Religious Experience As Liberation: Redeeming the Word in Erna Brodber’s Fiction.” 2nd Conference on Caribbean Culture and Festival of the Word: (University of the West Indies (Mona, Jamaica): 2002).

The sociological literature of the Caribbean indicates that religion, both Christian and syncretic, has played a positive role in the liberation movements of the region, and that it continues to play a role, albeit in less overtly public ways, in the Caribbean’s continuing construction of itself. The literary criticism and creative literature of the Anglophone Caribbean have, by and large, downplayed this positive aspect of religion. The focus has been predominantly on its historically negative aspects as a tool of oppression, deprivation and misdirected heroism, and, simultaneously and alternatively, on its presence as a diffuse strand in a larger matrix of cultural manifestation. In the latter type of representation, religion has been subsumed under folk culture, which in its turn has been subsumed under nationalism, the rubric which directed Anglophone Caribbean writing and criticism up to the 1980’s. The paper examines the fiction of Erna Brodber, which seem to represent a shift away from this perspective. Brodber not



only re-creates religious experience as the organizing dynamic of liberation, but also recasts religious experience within a language and etymology radically removed from those which characterize the rhetoric of nationalist liberation. The author proposes possible explanations for this shift, and for the fact that it has not been focused in the critical literature. She suggests that Brodber's epistemology is one of several new paradigms replacing nationalism.

389. —. "Selling That Caribbean Woman Down the River: Travel Narratives and the Global Economy." Annual Conference of Association of Caribbean Women Writers and Scholars: (Santo Domingo, Dominican Republic: April 26-30, 2004).

390. —. "Slater Minnie and the Beat Boy Machine." Survivor and Other Stories. Editor Vivian French. London: Walker Books, 2002

391. —. "Writing the Autobiography of My Father. Review of: Kincaid, Jamaica. Mr. Potter. New York: Farrar, Strauss and Giroux, 2002." Small Axe 7.1 (2003): 172-76. **Refereed**

392. **Moseley-Wood, Rachael**. "'Bad Man Fi Who?' Constructing Identity in Jamaican Film and Documentary." 23rd Annual Conference on West Indian Literature: (Grenada: March 8-11, 2004).

393. —. "Watching the Hurricane Roar : Jamaica's Emerging Tradition in Film." 2nd Conference on Caribbean Culture and Festival of the Word: (University of the West Indies (Mona, Jamaica): January 9-12, 2002).

While as a poet, Braithwaite emphasized the importance of rhythm, in the cinema, one does not only listen to the roar of the hurricane, one watches it as well. So that, the attempt to create a Caribbean filmic language and vocabulary is concerned largely with the look of the film, as it is primarily a visual medium: the movement, the landscape, the use of light etc. The paper does not allow for an analysis of all these areas, instead it focuses on the attempt of one film, *Dancehall Queen* to break new ground in Caribbean cinema. Although the author argues that *Dancehall Queen* is beset by theoretical difficulties and is not always successful in achieving what it sets out to do, she sees this simply as part of the process of growth and development and of creating a tradition and body of work.

394. **Warner-Lewis, Maureen**. "Jamaica's Central African Heritage." Jamaica Journal 28 (2004): 24-35.

Looks at the heritage of West Central African ethnic groups brought to Jamaica as enslaved or indentured persons. The author explores such influences as religion, place names, music, dance, vocabulary and idiom, food culture and basketry. This exploration has shown that numerically small population cohorts can nurture their cultural forms and then diffuse them into the wider community or otherwise carve out a niche within the national identity and its allocation of sectional roles.

395. **Wint, Eleanor, and Carolyn J Cooper**, Editors Bob Marley: The Man and His Music. Kingston, Jamaica: Arawak, 2003. 111p.

Examines the attitudes towards political participation in Jamaica reflected in popular music which generally conveys a negative view of the political process. The author cautions that failure to listen to the dissonant voices of the youth as they 'cry down' damnation on what they perceive to be an exploitative system, then they may be forever alienated from full participation in the affairs of the state, or worse, conditions will be set up for a group that is bent on destroying the state.



## Department of Modern Languages and Literature

396. **Barnaby, Lillith, and Hugues M. Peters.** “Teaching a Reading Course in French As a Foreign Language Requirement.” Researching Change in Caribbean : Education Curriculum Teaching and Administration. Editors Tony Bastick and Austin Ezenne. Kingston, Jamaica: Department of Educational Studies, UWI, 2003. 195-216.

Authors’ assessment of the reading course in French at the first level at the University of the West Indies. Based on a critical review of the objectives of the course and on a survey administered to the students. The students’ reaction to the course and some of the problems they encountered are examined.

397. **Cévaër, Françoise.** “Educational Policies in the English-Speaking Caribbean: The Case of CAPE French in Jamaica.” Caribbean Journal of Education 24.2 (2002): 151-85.

This study is limited to the CAPE French examinations, namely, Functional French and French Units 1 and 2. On the eve of the general implementation of the CAPE by the English-speaking Caribbean the organizers thought that it would be interesting to conduct a study on the CAPE in order to assess its validity and determine the likelihood of its integration into existing education systems. In light of the fact that the CAPE is justified, first and foremost, by its regional character, the first part of this study focuses on this aspect. The CAPE French examinations are explored from a Jamaican perspective and an attempt is made to identify how their integration into the Jamaican education.

398. **Cévaër, Françoise, and Hugues M Peters.** “Stratégie De Politique Educative Pour Une Meilleure Intégration Régionale : Évaluation Du Nouvel Examen De Français De Pays Anglophone De La Caraïbe, Le CAPE.” Le Monde Caraïbe : Défis Et Dynamiques. Tome 2 : Géopolitique, Intégration Régionale, Enjeux Économiques. Pessac: Maison des Sciences de l’Homme d’Aquitaine, 2005. 227-39.

(Actes du Colloque International, Bordeaux, 3-7 juin 2003)

The article undertakes an analysis of the CAPE syllabus and examinations within the stated goal of developing a Caribbean citizen. It discusses the Jamaican situation with respect to the teaching of French. The authors conclude that there are some deficiencies. There is a disparity between the Caribbean Secondary Education Certificate and the CAPE. In addition there is the absence of textbooks on the literature texts to be studied as well as a lack of material on the French Caribbean. Finally, they appeal for collaboration to produce these texts.

399. **N’Zengou-Tayo, Marie-Jose.** “Alexis, Jacques Stephen. In the Flicker of an Eyelid. Translated From the French by Carrol F. Coates and Edwidge Danticat. Charlottesville: University Press of Virginia, 2002.” Callaloo 27.2 (2004): 563-65.

400. —. “‘Bay You Bkiye, Pote Mak Sonjé: La Représentation Littéraire du Massacre de 1937 dans les Romans Haïtiens de 1937 à 2001.’” Le Monde Caraïbe : Défis Et Dynamiques. Tome 1. Visions Identitaires, Diasporas, Configurations Culturelles. Pessac : Maison des Sciences de l’Homme d’Aquitaine, 2005. 393-403.

( Actes du Colloque International, Bordeaux, 3-7 juin 2003 )

Haitian migration to Cuba and the Dominican Republic during the twentieth century can be divided into three main periods. These are: the myth of “Viejo”, the 1937 massacre and the neo-slavery of the 1960s. This article investigates the presentation of the 1937 massacre in Haitian literature. The Creole proverb in the title loosely translated means “The torturers forget. It is their victims who remember.” This is used to differentiate the divergent





points of view of the Haitian and Dominican authors. The article examines this theme in the works of several authors, among them: Anthony Lespes, Yannick Lahens, Suzy Castor, Jacques Stephen Alexis, Pierre Clitandre, Edwidge Danticat and Micheline Dusseck. The authors have filled a void created by the official silence on the topic.

401. —. “Haitian Literature: Origin and Development.” Wadabagei 2 (2002): 77-102 .

This article presents an overview of Haitian literature. Firstly, it establishes broad historical periods and secondly, it brings forth particular features, with a focus on genres.

402. —. “Kamau Brathwaite and the Haitian Boat People: Dream Haiti or the Nightmare of the Caribbean Intellectual.” 2nd Conference on Caribbean Culture and Festival of the Word : (University of the West Indies (Mona, Jamaica): January 9-12, 2002).

Braithwaite’s interest in the French-speaking Caribbean island of Haiti is for both historical and political reasons since that Caribbean country has witnessed the first successful slave revolution and in which remnants of African culture were evident. His interest in the Haitian “boat people” developed in the 1990s and at the most tragic period of Haitian illegal migration towards Florida (1991-1992) after the coup against President Jean-Bertrand Aristide. In addition, Braithwaite’s personal experience mingled with that of the Haitian illegal migrants gives a particular significance to the poem *Dream Haiti*. The author has a closer look at the poem, trying to see how the poet’s experience could draw from the Haitian experience or shed new light on it and how the principle of dream (in a Freudian approach) could shape the symbolic representation of both experiences.

403. —. “The Martinican Writers of the Créolité Movement and History: Giving Back a Voice to the Disenfranchised.” The Francophone Caribbean Today: Literature, Language, Culture. Editors Gertrud Buscher and Beverly Ormerod. Jamaica: The Press, 2003. 125-36.

Examines how two contemporary Martinican writers, Patrick Chamoiseau and Raphael Confiant, leading figures of the *Créolité* movement, achieve in their fiction the goal (the search for collective memory) set out in their political agenda. How does this choice affect their narrative techniques? Is it finally possible to give a voice to those forgotten by History or to express it differently? How do Chamoiseau and Confiant inscribe within a text the life and the speech of the ordinary Martinican people whose culture is slowly disappearing due to the cultural blandishments resulting from being a French Department in the Americas?

404. —. “La Migration Populaire Haitienne Au Theatre: Pelin Tet De Franketienne Et D.P.M. Kannte De Jean Mapou.” Les Theatres Francophone Et Creolophones De La Caraibe. Editor Alvina Ruprecht. Paris: L’Harmattan, 2003. 111-34.

405. —. “Review of Georges Woke Up Laughing: Long Distant Nationalism and the Search for Home.” Caribbean Quarterly 48.2&3 (2002): 128-32. **Refereed**

406. —. “The Tree That Does Not Hide the Forest: Raoul Peck’s Aesthetical and Political Approach to Cinema.” Caribbean Quarterly 50.4 (2004): 63-71. **Refereed**

Examines Raoul Peck’s three fiction movies: *Haitian Corner*, *L’homme sur les quais* and *Lumumba*, in search of recurring features with a view to characterizing his cinematographic style, and also to try to assess his action in support of Haitian and South emerging cinema.

**Peters, Hugues M.** See 396, 398



407. **Williams, Claudette M.** “Oh Lord I Want to Be White: The Ambivalence of Mulatez in Carmen Colon Pellot’s *Ambar Mulato*.” *Daughters of the Diaspora : Afro-Hispanic Writers*. Editor Miriam De Costa-Willis. Kingston, Jamaica: Ian Randle, 2003. 32-41.

(Also published in: *Bulletin of Latin America Research*. 22. 4 (2003): 465-74)

Author reviews “Ambar mulatto (Ritmos)” a collection of 32 poems written by Carmen Colón Pellot. She looks at the rhetorical treatment of mulatez as metaphor, the characterization of the Mulata and her White counterpart in her poems and details Colón Pellot’s discrimination between Mulatto and Black.

408. ——. “Re-Writing the History of the Afro-Cuban Woman : Nancy Morejon’s “Mujer Negra”.” *Afro-Hispanic Review* 21.1-2 (2002): 154-60.

Focuses on a poem about the Afro-Caribbean woman which departs from the discourses of aesthetic, sexual or mythic portraiture, and which defines her in the context of history. The author highlights the methods by which the black female persona subverts these established discourses and creates a counter-discourse to re-define herself and her New World experience. The ideological underpinnings of this counter-discourse will also be disclosed in the process.

409. ——. “Salum, Rose Mary. *Entre Los Espacios* [Between the Spaces]. Mexico :Editorial Terra Firme, 2002.” *Caribbean Quarterly* 50.3 (2004): 74-77. **Refereed**

410. ——. “Translation of Carmen Colon Pellot’s *Ay Señor, Que Yo Quiero Ser Blanca, Motivos De Envidia Mulata, La Tierra Es Una Mulata*.” *Daughters of the Diaspora : Afro-Hispanic Writers*. Editor Miriam De Costa-Willis. Kingston, Jamaica: Ian Randle , 2003. 27-31.

Three poems translated in English: *Oh Lord I want to be white (Mulatto prayer)*; *Roots of mulata envy* and *The land is a Mulatto woman*

## Department of Educational Studies

411. **Anderson, Susan R.** “Attention Deficit Hyperactive Disorders: Tips for Teachers - Ideas for Attention Deficit Students.” *Workshop Paper* : (Windward Road Primary and Junior High School: 31 September, 2005).

This workshop presentation allowed teachers to understand the nature of the disorder in children and how to strategise as they work together in the class. Teachers were able to give their views on the subject, to give instances where they were faced in ignorance with dealing with these students and to highlight some of the efforts made on their part in order to serve such students.

412. ——. “Critical Issues Affecting the Provision of Education of Persons With Disabilities in Jamaica.” *Conference and Prospects of Education in Developing Countries*: ( Barbados: March 23-25, 2002).

While early intervention strategies for the education of persons with disabilities seem to have been consensually agreed, there are various issues affecting the actual implementation of these interventions. Such implementation strategies require serious consideration and emphasis. Issues here include personal considerations, i.e. degree of disability, home support, self motivation, as well as external ones, which relate to matters of policy and the school curriculum at the level of both content and strategies. This paper discussed some issues in the provision of education as well as criticized strategies employed which were not likely to achieve the desired results. Also argued for new and functional strategies. The underlying assumptions of this research are that (i) persons with disabilities have a right to equal opportunities for participation in the life of society, and (ii) disabled persons such as those under review can maximise their potential and strive for personal excellence in the academic and personal spheres as confirmed by the numerous studies conducted.



413. —. “Dealing With Child Abuse and Neglect.” .

(Speech given at the Lion’s Club of Kingston monthly meeting in celebration of child’s month at the Le Meridien Jamaica Pegasus Hotel on March 14, 2003.)

Focuses on sexual abuse with specific emphasis on issues involved in treatment. Understanding the nature and causes of child abuse and neglect has challenged the Jamaican society for decades. Emerging from a plethora of studies is the fact that there is no single cause of child abuse. Additionally, child abuse and neglect can occur across all socio-economic, religious, and ethnic groups. Child maltreatment occurs as a result of multiple forces that impact on the family, interact and reinforce each other and eventually result in child abuse. This, however, by no means justifies the behavior. It is noted that similar factors occur in homes where there is no evidence of abuse. The important issue here is treating the situation and to prevent as much as possible such deviant and crippling acts.

414. —. “Dealing With Violence and Aggression in the Classroom.” Journal of Education and Development in the Caribbean 8.1 ( 2004).

(Paper also presented at the 7th Biennial Conference of the School of Education, University of the West Indies, Mona at the Jamaica Grande, Ocho Rios, 2004 March 15-17.)

This paper was designed for educators who wish to grapple with the problem of violence and aggression in the classroom. Its focus is specifically geared towards helping students in the Department of Educational Studies to acquire basic skills and knowledge necessary to design and implement effective instructional and classroom management practices which will address the needs of the student in a holistic manner. The pro-social aspects of the students’ training is the subject of considerable attention and the humanistic approach/aspect must be meaningfully dealt with. The provision of opportunities to learn and practice conflict resolution strategies is of paramount importance. These include: social skills strategies; practicing new skills; instructional consequences; teacher behaviour; verbal intervention and physical intervention.

415. —. “Emotionally Disturbed Children: Products of Troubled Adults?” Seminar for UWI Community: (New Education Lecture Theatre, University of the West Indies (Mona): April 22, 2005).

The focus is to draw attention to the interaction between and among emotional disturbance in children and adults with behavioural problems who are themselves the result of the troubled system/ agencies of socialization. Three of the major characteristics of these adults are: 1. Inappropriate type of behaviours or feelings under normal circumstances; 2. General pervasive mood of unhappiness or free floating depression; 3. Extremely poor interpersonal relation. It is argued that these adults due to their poor interpersonal skills cause distress to children who in turn have to find “adjustive” responses. The result of such “adjustive” responses is later labeled as emotional disturbances based on psychological assessments. Explanations and treatment are offered with regard to the behaviours of the adults using the Freudian perspective. The writer feels that people who are considered troubled are the result of “failure-to-match” the interplay between the adult and the systems of which he is a part. It is the feeling of disconnect which result in the troubled behaviour.

416. —. “Perceptions of Classroom Accommodations Among University Students With Disabilities.” Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

Assesses the perceptions of the accommodation process for students with different types of disabilities at a Caribbean university. Identifies aspects of the accommodation process that could be dealt with though the development of training programmes as well as other methods of dissemination. This would ultimately result in addressing the need for greater support services and facilitate the service students with disabilities.



417. —. “Taking Action for a More Effective Teaching Ministry.”  
(Presented to the Boulevard Baptist Church teacher trainers, 2002.)

In this presentation the teachers were told that they can take several actions in the quest for a more effective teaching ministry. Before implementing any change, however, there must be prayerful considerations with a view to local applications. While universal principles for Christian teaching do exist, there is no single right action for every teaching situation. They were treated to and participated in several exercises/projects with a view to increasing their service input and outreach activities to the surrounding communities.

418. **Bankay, Anne-Maria Y.** Grandpa’s St. Elizabeth Stories : Growing Up in Round Hill, Big Woods and Flaganon. Conch-Shell Paperback. Kinston, Jamaica: Arawak, 2005.

A collection of short stories about the life of a rural Jamaican family in south St. Elizabeth. Told in a unique story-telling style, these stories originated from recorded oral accounts and present aspects of Jamaican culture and traditions in the 1940’s, as for example : bammie making, riding a donkey bareback, going to school without shoes, Spanish wall houses and the lime kiln.

419. **Bankay, Anne-Maria Y., and Susan Hitchener.** Cuentos y Actividades. Kingston, Jamaica: Arawak , 2004.

A richly illustrated addition to the young student’s collection in the next generation series. Presents a challenging bilingual (Spanish/English) approach to learning and teaching, understanding and use of the Spanish language. It introduces and offers continuous exposure to different but exciting and new dimensions in second language acquisition.

420. **Bankay, Anne-Maria Y., Ingrid Kemchand, and Paulette A Ramsay.** Chévere! : Spanish for Caribbean Secondary Schools : Students’ Book 2. Series editor Elaine Watson-Grant. London: Pearson Longman, 2005.

Chévere! is a 4-level full-colour Spanish course written specifically for Caribbean secondary schools. It covers the curriculum up to CSEC, using a communicative approach. The characters are Caribbean and will appeal to the children of the region. Each text book is accompanied by a Teacher’s guide, an audio CD, Activity Book and a companion website.

421. —. Chévere! : Spanish for Caribbean Secondary Schools : Teacher’s Guide 1. Series editor Elaine Watson-Grant. London: Pearson Longman, 2005.

Teacher’s guide 1 provides guidance on how to deliver comprehensive, varied and fun lessons, whatever the abilities of the class. The free audio CD contains authentic listening exercise that integrate fully with the lessons in the Students’ activity book 1.

422. **Bankay, Anne-Maria Y., Ingrid Kemchand, Paulette A. Ramsay, and Elaine Watson-Grant.** Chévere! : Spanish for Caribbean Secondary Schools : Activity Book 1. London: Pearson Longman, 2005.

Activity book 1 reinforces and expands the themes covered in Chévere! Students Book 1 using a variety of fun and absorbing activities including listening exercises and word games.

**Bankay, Anne-Maria Y.** See also 346

423. **Bastick, Tony.** “Alignment Assessment: Battling Grade Inflation in the English Speaking Caribbean.” Researching Change in the Caribbean Education : Curriculum, Teaching and Administration. Editors Tony Bastick and Austin Ezenne. Kingston, Jamaica: Department of Educational Studies, UWI, 2003. 277-96.





Acknowledges the impact of traditional student evaluations of teaching on the devaluation of grade standards in North American Universities and warns that, as the English-speaking Caribbean adopts the US grading system, the same devaluation of standards is set to happen in the Caribbean, unless among other precautions, an alternative system for evaluating university teaching can be put in place. The paper then suggests an alignment method of using student evaluations of teaching that has been tested in the Caribbean, as a way of avoiding a similar devaluation of Caribbean degrees in universities that will use the common US GPA system. The paper also describes how the Alignment Method (i) decouples the assessment of teaching from the grading of students (ii) protects the lecturer from unrealistic student and institutional expectations and (iii) maintains high standards of teaching and learning whilst protecting the institution from grade inflation.

424. —. “Commonwealth Degrees, From Class to Equivalence : Changing to GPAs in the Caribbean.” Journal of Studies in International Education 7.10 (2003): 1-19. **Refereed**

425. —. “Does Disruptive Classroom Behaviour Make Adolescent Caribbean Students More Popular or Less Popular With Their Peers?” Teaching Caribbean Students: Research on Social Issues in the Caribbean and Abroad. Editors Tony Bastick and Austin Ezenne. Kingston, Jamaica : Department of Educational Studies, UWI, 2003. 387-402.

Considers the inter-group dynamics related to self-regulatory behaviour of adolescents in classroom. It investigates whether this ‘problem’ behaviour is being socially promoted by making the perpetrators more popular with their peers or whether it is being socially inhibited by making the perpetrators less popular with their peers. To answer these questions three sub-scales of Humphrey’s *Children’s Perceived Self-Control Scale* were administered to 18 classes of Jamaican adolescent students (N=17). In addition, same-sex popularity and opposite-sex popularity were assessed for each student using in-class sociometric nominations and ratings. Results showed that females had significantly higher self-regulatory control than males ( $p < 0.005$ ) and that those students, both male and female, who resisted aggression and stayed on task were more popular with the opposite sex ( $p < 0.005$ ). The utility of these results is that peer-popularity and sexual attractiveness are strong modifiers of adolescent behaviour that may be utilised to promote pro-social behaviours.

426. —, Editor. Education Theory and Practice : Caribbean Perspectives. 2nd ed. Kingston, Jamaica: Department of Educational Studies, UWI, 2003.

(First edition published in 2002. Authors’ contributions are repeated in this edition.)

A collection of articles on Caribbean education covering areas including professional development, language education, science education, educational administration, philosophy of education, psychology of education and assessment and evaluation.

427. —. “A for Average B for Bad and P for Paid : Grade Inflation Prospects for the Caribbean.” Researching Change in Caribbean Education : Curriculum Teaching and Administration. Editors Tony Bastick and Austin Ezenne. Kingston, Jamaica: Department of Educational Studies, UWI, 2003. 253-76.

Describes the American system of Grade Point Averages that universities in the English speaking Caribbean are soon to adopt. It draws attention to possible problems of equivalence due to differing standards on which GPAs are calculated. It also explains the problem of rampant grade inflation associated with GPAs in North American Universities and identifies customer-oriented expectations of university teaching as a major cause of this problem that could spread to assessment in Caribbean universities. The paper shows how the institutional use of student evaluations of teaching, as used in both the US and in the Caribbean, significantly contributes to this problem in North American Universities and warns that if Caribbean Universities move to the US GPA system and continue this practice of student evaluations of teaching, then Caribbean degree qualifications are very likely to be equated with the devalued grades awarded by many North American universities.



428. —. Intuition: Evaluating the Construct and Its Impact on Creativity. Kingston, Jamaica: Stoneman and Lang, 2003.

The interdisciplinary study of intuition and creativity poses considerable challenges to the integrity of scientific understanding. This book suggests interdisciplinary answers to some of the most difficult questions in the study of intuition and creativity in the hope of stimulating useful research in those contributing disciplines while advancing an understanding of intuition and creativity.

429. —. “Material Culture and Teachers Attrition in the Caribbean: Motivational Differences Between Novice and Experienced Jamaican Teacher Trainers .” 2nd Conference of Caribbean Culture and Festival of the Word: (University of the West Indies, Mona, Jamaica: 9-12 January 2002).

Uses an Extrinsic, Intrinsic, Altruistic factor model, specially developed to assess the motivations of Jamaican teachers, and to compare the current motivations of novice and experienced teachers who have equivalent training. This synchronous research design avoids problems of economic and developmental change usually confounded in longitudinal studies. The purpose of the synchronous comparison design used here was to find the motivation components responsible for the retention of the experienced Jamaican teachers. Using a stratified sample (n=1027) of Jamaican teachers in training, the motivations for teaching of 821 novices were compared with the motivations of 206 teachers who had more than three years’ teaching experience. Results show higher all-round motivation of these experienced Jamaican teachers and the lesser influence of materialism on their motivations for teaching.

430. —. “Situated Attainment: Measuring Under Achievement in Jamaica.” Teaching Caribbean Students: Research on Social Issues in the Caribbean and Abroad. Editors Tony Bastick and Austin Ezenne. Kingston, Jamaica: Department of Educational Studies, UWI, 2003. 89-116

Under-achievement, particularly among Caribbean male students, is a current concern for teachers throughout the Caribbean and abroad. This chapter operationally defines ‘under-achievement’ so as to distinguish it from low ability. This allows under-achievement to be identified and measured, even in high performing students. It allows social, personal and educational factors influencing under-achievement to be identified, and permits the effects resulting from under-achievement to be more objectively researched in new and helpful ways in the Caribbean and abroad. The chapter reports research with nine classes of Grade 9 students in Jamaica (N=321) that validates the basic assumptions of the concept. It also reports the empirical results showing how teachers’ attitudes contribute to underachievement in Jamaica and how chronic under-achievement socially and emotionally affects their students.

431. **Bastick, Tony, and Austin Ezenne**, Editors. Research Change in Caribbean Education: Curriculum, Teaching and Administration. Kingston, Jamaica : Department of Educational Studies, UWI, 2003.

A collection of essays which speak to the diversity of challenges facing persons at all levels of the educational systems in the region and provides a backdrop against which there can be some reflection on the direction in which educators should be going in the 21st century.

432. —, Editors. Teaching Caribbean Students: Research on Social Issues in the Caribbean and Abroad. Kingston, Jamaica: Department of Educational Studies, UWI, 2003.

Identifies characteristics that define teaching and learning of Caribbean students both within the Caribbean region and throughout the Diaspora. The research presents results from experts’ analyses of experiences, data, policy and programmes concerning education of Caribbean students studying in Caribbean centres around the world. It speaks to both the many difficulties and successes experienced by students, teachers and policy makers. It is intended primarily for educators, researchers and administrators who are seeking new perspectives on the difficult and competing necessities of educating for both cultural relevance and international accreditation, for integration and identity, for both globalisation and the maintenance of national values and for both social assimilation and appreciation of our social differences. The purpose is to inform good practice and future policies and to guide



educational research on the continuing challenges of teaching and learning to develop the full potential of Caribbean students.

**Bastick, Tony** See also 442

433. **Blair-Walters, S., and Kola Soyibo.** “Correlations Among Five Variables and the Biology Performance of a Sample of Jamaican High School Students.” Journal of Science and Mathematics in Southeast Asia 27.1 (2004): 117-38.

This study investigates whether or not (a) 252 Jamaican high school students (168 boy, 84 girls, 177 grade 10 and 81 grade 11 students) had favourable attitudes to biology, (b) their level of biology performance was satisfactory, (c) there were significant differences in their performance based on their gender, grade level, school-type, socio-economic background (SEB), and attitude to biology, and if there were significant correlations among the five variables and the students' performance in biology. The subjects were selected from four traditional high schools: two all-boys', one all-girls', and one coeducational school, all in Kingston, Jamaica. Two instruments- an attitude to biology questionnaire and a biology performance test- were used for data collection. The findings indicated that many of the students had highly favourable attitudes to biology: their level of biology performance was fairly good and satisfactory; there were statistically significant differences in their performance related to their (a) gender in favour of the boys, (b) grade level in favour of the 11th graders, (c) school-type in favour of all-girls' school, and (d) attitudes to biology, in favour of students with highly favourable attitudes to biology; and there were positive, statistically significant but weak correlations among the student's gender, grade level, and attitudes to biology and their biology performance.

434. **Bryan, Beverley A.** “Language Variation and Language Use amongst Dominican Teachers” Beyond Walls: Multi-Disciplinary Perspectives: Dominica Country Conference Series: (Fort Young, Roseau, Dominica: January 8-10, 2001).

Investigates the language varieties used by a group of teachers in Dominica and their knowledge of, and attitude towards these varieties in Dominica. The sample consisted of eighty (80) teachers from different parts of the island who were pursuing certification at the local teachers' college. The study showed that the teachers' background reflects much of the variation evident in the country and their use of the varieties suggests positive attitudes towards the vernacular languages. Kweyol is still the language most available, but other varieties such as Dominica Creolised English have increased in use. In the classroom, the study found that English was accepted as the dominant language that every teacher used and wanted to share with their children. Additionally, the other languages of Kokoy and DCE were now more openly recognised. There was, in fact, a kind of diglossia within the classroom with English being reserved for formal, prestige occasions and local languages being employed in informal situations. A high level of language awareness is acknowledged as being needed by teachers in Dominica.

435. ——. “Gender, Literacy and Language Learning in Jamaica: Considerations From the Literature.” Caribbean Journal of Education 24.1 (2002): 23-40. **Refereed**

The purpose of this paper is to review recent relevant Caribbean research literature in order to present a brief gender-focused survey of literacy levels in Jamaica; to investigate some of the causes presented for boys' underachievement in literacy; to examine the relationship between gender and attitude to English; to report on a small piece of recent research that has investigated gender differences in attitude toward English in Jamaica and to generate a clearer understanding from the research of the role, if any, of gender in language and literacy learning in Jamaica.

436. ——. “Homesickness As a Construct of the Migrant Experience.” Changing English 12.1 (2005): 43-52.



An exploration of the concept of homesickness and the migrant's relation to the idea of home. Draws on the writer's personal experience of Caribbean migration—discussing different phases and facets in the evolution of the construct that includes notions of essence and hybridity. It suggests how a return to 'home' and roots can broaden the understanding of what it means to inhabit the modern world—and also help in the continuous process of reconstructing identity.

437. —. "Jamaican Creole: in the Process of Becoming." Ethnic and Racial Studies 27.4 (2004): 641-59. **Refereed**

Questions of attitudes and identity are foregrounded in this discussion of Jamaican Creole [JC] as a language of the diaspora. It is presented as a language that challenges the standardizing impulses of modernity, resisting homogeneity in a variable and multi-layered process of change. The article follows the evolutionary path of the language through Africa and the Caribbean to London and America and shows how its speakers see, use and connect through a vernacular that mirrors and embodies the social forces, experienced. The key sites are Jamaica and urban London. Through a review of the literature, documentary analysis, interviews and classroom observations this essay examines the ways in which Jamaican Creole could be said to exemplify the diasporic predicament and the ways in which it has managed to gain dominance in (a) Caribbean society, (b) the wider movement of the Caribbean diaspora.

438. —. "Language and Literacy in a Creole-Speaking Environment: A Study of Primary Schools." Language, Culture & Curriculum 17.2 (2004): 87-96. **Refereed**

Jamaica is a Creole-speaking environment, where children enter school with a range of varieties, some of which are closely related to English. The expectation is that they will learn English in school. The appropriate language teaching approach, it is argued, is not English as a mother tongue, English as a Second Language or English as a Foreign Language. The paper explores the most appropriate principles and practice for this setting, based on a study of good practice in a selected number of primary schools. The principles of: (1) Immersion; (2) Practice; (3) Scaffolding; and (4) Contrasts are highlighted as particularly relevant. It is hoped that the discussion will be useful to teachers working with Jamaican children in other settings, and will also have relevance for all those who teach children with a language variety different from that of the school.

439. —. "Reconciling Contradictions and Moving for Change: Towards a Language Education Policy for Jamaica." Transforming the Educational Landscape Through Curriculum. Kingston, Jamaica: University of the West Indies. Institute of Education, 2004

The Language Education Policy was approved by the Jamaica Ministry of Education, Youth and Culture in 2001. The purpose of the paper is to trace the path to the coalescence of ideas found in the 2001 document, and to focus on the evolution of the agreed "set of principles" over the years, considering their history as incipient policy and practice of the anglophone Caribbean, in this case Jamaica. The article look at those policies, in whatever form they have existed, changed and re-formed in light of changing attitudes towards language use at all levels of society; to see the extent to which policy has mirrored, forged or followed the society's views about what must be done with language varieties available in Jamaica, in a bid to grow and develop as a nation.

440. —. "Towards a Learning Society: Emerging Issues in Developing a Policy and Plan for Literacy in Four OECS Countries." Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

In the OECS Reform Strategy, initiated and agreed by the Ministers of Education in Dominica in 1991 and later confirmed in Pillars for Partnership and Progress (2000), there is embedded the need for the Eastern Caribbean to work collectively for regional development. The UN Decade for Literacy has launched and re-energised initiatives that place the goal of raising literacy levels as a core strategy in that focus. Four OECS countries (St. Vincent, St. Lucia, Grenada and Dominica) have collectively begun to formulate policies and plans to achieve these ends. Using documentary analysis, questionnaires and interviews with stakeholders across the region, this paper will highlight





some of the main issues arising from a renewed literacy thrust such as the problems of adolescent literacy, use of the vernacular and teacher preparation. It will also explicate some policy proposals being put in place, to deal with these issues.

441. **Bryan, Beverley A., and Rosalind Burnette.** "Language Variation and Language Use Among Teachers in Dominica." Contact Englishes of the Eastern Caribbean. Editors Michael Aceto and Jeffrey Williams. Amsterdam: John Benjamins, 2003. 141-53.

This paper is an investigation of the language varieties used by a group of teachers in Dominica and their knowledge of and attitude towards these varieties. The rationale for such work is the fact that the school has been recognized as an arena of language contact (Edwards 1994) and therefore a variable in language maintenance. Central to the process of language shift within the school setting must be the role of the teacher. Information about the language background of teachers in speech communities with dynamic variation needs to be made available to those concerned with bi- and multilingual issues. Such data would be useful in indicating the variety of languages in the possession of teachers who are usually called on to inculcate a target language, and their role in the maintenance of other varieties. The data in this paper is certainly one source of information about language shift, the impetus behind the changes in use, and the norms of language behaviour operating at a given time. The language situation in Dominica, especially with respect to teachers and schooling, is one such source of study.

442. **Cook, Lorraine, and Tony Bastick.** "Improving Teaching Quality: An Examination of Two Locus of Control Instruments for Monitoring Internality Training." Journal of Education and Development in the Caribbean 7.1 & 2 (2003): 43-57.

Considers the validity and reliability of two commonly used measures of teachers' locus of control orientation for use within a Caribbean and particularly, a Jamaican, educational context. Teachers (N=183) from ten high schools in Jamaica agreed to be tested and retested with these instruments. The structure of each instrument was analysed, as well as the construct validity of their scoring methods for measuring teacher LOC. This research supported criticisms of LOC from the literature by finding moderate to high reliabilities for the two instruments and low concurrent validity of both instruments with this sample. Consequently, a scoring modification was designed with higher scoring construct validity to improve test-retest reliabilities of LOC instruments. The research demonstrated improved reliabilities of LOC instruments. The research and these results indicate that the LOC construct and its measures can and should be improved for the proposed

443. **Daley-Morris, Paula.** "Engaging Social Studies Students in Reflective Inquiry Using Internet Tools." Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

Based on constructivist principles, this paper reports on a pilot study of a teacher's use of multiple Internet resources to teach Social Studies in an urban high school classroom, and examines the learning gains that this innovation generated. Some findings have pointed to a need to conduct a closer study of the processes of Internet-driven reflective inquiry. In general, the findings of this study have implications for how a teacher facilitates Social Studies inquiry and the tools of the Internet that will best accommodate richer experiences at all stages of reflective inquiry.

444. —. "The Role of the Spoken Word in Classroom Discourse." Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. Seventh Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

Analyses two examples of classroom discourse from a video transcript, which belong to the genre of "conversational analysis." Based on some observable contrasts between teacher-talk and student-action, the author will raise some theoretical questions about the kind of verbal interaction between students and a teacher that allows students to learn from their engagement with adults and competent peers. The researcher believes that the study of classroom talk has



implications for the supervision of pre-service teachers' initial classroom practice. An invitation is offered to teacher educators to consider the use of discourse analysis in examining teaching practice from those that are negative and exclusionary.

445. **Edwards, L, and Kola Soyibo.** "Relationships Among Selected Jamaican Ninth-Graders' Variables and Knowledge Matter." International Journal of Science and Mathematics Education 1.3 (2003): 259-81.

446. **Ellis-Hall, N, and Kola Soyibo.** "Relationships Among Four Learner Variables and the Performance of Selected Jamaican 11th-Graders on Structured Questions on the Mole Concept ." Journal of Science and Mathematics in Southeast Asia 27.2 (2004): 1-22.

This study sought to find out if (a) the performance of 113 Jamaican 11th-graders on a mole concept test was satisfactory or not; (b) if there were significant differences in their performance linked to their chemical and mathematical abilities, gender and socio-economic background; and , (c) if there were significant relationship among the four independent variables and their performance on the test. The participants, comprising 66 boys and 47 girls, were selected from three traditional high schools in Kingston, Jamaica. Nine structured questions were used to assess their performance. The result revealed that the students' performance was unsatisfactory as their mean score (10.65 or 23. 67 %) was far below the conventional 50 % pass mark; there were significant differences in their performance based on their chemical and mathematical abilities in favour of students with high abilities in both case; and, there was a positive, statistically significant and 'substantially reliable' correlation (Miller, 1991) between the students' chemical abilities and test performance (  $r = .58, p < .001$ ), mathematical abilities and performance ( $r = .56, p < .001$ ) all in favour of students with high abilities in each case, while the correlation between their (a) gender and performance ( $r = .37, p < .01$ ), and (b) SEB and performance ( $r = .27, p < .01$ ) was positive, statistically significant but weak in each case.

447. **Ezenne, Austin.** "Accountability in Jamaican Education : The Role of the Stakeholders in Secondary Education." Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

448. ——. "Current Issues on Professionalization of Education in Jamaica." Professionalism and Teacher Education : 12th World Congress of Comparative Education Societies: (Havana, Cuba: 2004).

In this paper, the criteria of fully established professions are stated and then education in Jamaica is described and analysed with respect to those criteria of fully established professions. Crucial subjects such as status, autonomy, certification and license, general objectives of Jamaican education, salary, hours of work, promotions and other factors are discussed. The problems of professionalizing education have been compared with similar problems in other occupations particularly those in the established professions such as medicine and law. There are wide gaps and discrepancies between what Jamaican education promises, for example, in the 2001 White Paper on Education and its achievements and also between the popular acknowledgement of the importance of education and the socio economic status of educators in general. Educational personnel, administrators, teachers, students, and school librarians as an occupational group must understand the conditions for the professionalization of education, play an active role in meeting those conditions and all must work together to make education a fully established profession in Jamaica.

449. ——. "The Double Shift System of Schooling in Jamaica." Researching Change in Caribbean Education : Curriculum Teaching and Administration. Editors Tony Bastick and Austin Ezenne.



Kingston, Jamaica: Department of Educational Studies, UWI, 2003. 313-27.

The author maintains that the double shift system may have reduced teaching time, compressed activities, caused tense school days, leaving both children and teachers tired. Nevertheless it has achieved the national objective of mass education, that of educating all the nation's children, which outweighs the disadvantages of the shift system in Jamaica.

450. —. "Enhancing Learning Through Technology Innovations: Lessons Learned From Online and Face-to-Face Learning in Postgraduate Education at the School of Education." Technology and Teacher Education : 12th World Congress on Comparative Education Societies: (Havana, Cuba: October 25-29, 2004).

A case study of the academic performance of two groups of post-graduate students, Group A was taught by online mode and Group B taught by face-to-face method, by the same lecturer in a masters degree programme in educational administration, at the University of the West Indies, Kingston. The course-Theories of Organizations, is a one semester course usually offered in the first semester every academic session. The performances of the two groups of post-graduate students were compared in the mid-semester, end of semester and in the overall assessments. It was found that the online students performed better than face to face students in the mid semester assessment while face to face students performed better than online students in the final assessment. The final overall results of the course indicated a significant difference in the performance of both groups of student with Group B (face to face) having a better overall performance than Group A (online) in the end of semester and in the overall assessment. This paper also discussed the problems encountered by both groups of students, other problems identified by the course lecturer and the implications of all the findings

451. —. "Management of Students' Disruptive Behaviours in Jamaican Secondary Schools." Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. Seventh Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

452. —. "Models and Mechanisms of Educational Supervision Used in Jamaica Schools." 40th Anniversary of the Joint Board for Teacher Education and the Institute of Education, UWI Mona: (Hilton Hotel, Jamaica: August 25-26, 2005).

Supervision is an important field of study for educational organizations and the primary purpose of supervision is to support and sustain teachers in their goals of career-long growth and development and improvement in the quality of instructions. Educational supervision has three important perspectives as organizational, people and instructional perspectives. In Jamaican schools today, the following models of supervision are used in one form or the other: clinical, developmental, collegial and collaborative supervision, including coaching and mentoring models. In the Jamaican school system supervisory positions may include but are not limited to that of the Directors of education, Education officers, Principals, Vice Principals, Heads of departments. Senior teachers, Grade coordinators, Guidance Counselors and Classroom teachers. Supervisors regardless of their titles, must have essential leadership qualities and usually are being called up to perform the following roles as leaders, planners, facilitators, appraisers, motivators, communicators, decision makers, change agents and coach/mentors. Understanding the models and mechanics of Educational Supervision by both the supervisors and the supervisees is important and crucial to the promotion of effective teaching and the career-long development of teachers in our schools.

453. —. "The Practicum : A Critical Component in the Programmes for the Training of Educational Administrators." 40th Anniversary of the Joint Board for Teacher Education (JBTE) and the Institute of Education, UWI, Mona: (Hilton Hotel, Jamaica: August 25-26, 2005).

The practicum in educational administration is a critical component in the training of educational administrators for Jamaican schools. The main aim is to foster leadership and professional development of teachers, which will later lead to school improvement. During the practicum, students are expected to translate theoretical principles to practical activities in the school or in the school communities. The practicum provides leadership training for



students and community services for the school and its communities. Both local and specialist supervisors visit the site of the practicum project to facilitate the student effort. At the end of the project, it is assessed by two supervisors using set criteria. The practicum in educational administration is a project which provides an opportunity for students to practice dealing with a school or community related problem or need. It has clear implications for school and community improvement and school management.

454. —. “Use of Cases and Case Method in Teaching and Learning of Educational Administration.” Teaching Caribbean Students Research on Social Issues in the Caribbean and Abroad . Editors Tony Bastick and Austin Ezenne. Mona, Jamaica: University of the West Indies. Department of Educational Studies, 2003. 71-88.

A case as it is used in educational administration consists of an educational event, a person, a situation, a problem or an administrative scenario. A case is usually presented with enough contextual details to help a reader to develop an understanding of the situation depicted in an educational setting or scene. The case analysis procedures emphasize critical thinking and the use of theories from the foundation disciplines of philosophy, psychology, sociology and educational administration in making decisions on issues raised. The use of cases and case method in the study and practice of educational administration is a method of organising subject matter so that students can better understand the issues involved in the cases. Issues raised in the cases are similar to the issues which occur in real-life situations in educational administration. The study of cases helps students learn the skill of decision-making, which is vital to the study, and the practice of educational administration.

455. **Ezenne, Austin, and Lorraine Cook.** “Virtual U: Online Teaching and Learning in Higher Education.” Caribbean Journal of Education 24 .1: 63-73. **Refereed**

This is a case study of the experiences of graduate students in the course ED63A, Introduction to Educational administration in the Caribbean, taught online for the first time at the University of the West Indies, Mona Campus, Jamaica, using Virtual University software. The study examines students’ experiences with the Virtual U campus, highlighting their use of computers and information technology in accessing lectures and contributing to online conferences. Students’ participation in conferences in the course units was low. This paper discusses the problems students encountered, the benefits obtained by taking the course online as perceived by students, the problems identified by the course lecturer, and the implications of all the findings.

**Ezenne, Austin** See also 427, 431, 432

456. **Feraria, Paulette J.** “Language Curriculum Discourse on the Treatment of Jamaican Creole by Education Planners and Practitioners: Reform or Retreat?” Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

Revisits the old adage “Creole in the classroom” and registers a shift in focus from generalized public debates to an investigation of the offerings in the objectives, activities and approaches and methods in language curricula documents from the Early Childhood Readiness Programme through to CAPE. The research focus is on relationship between what education planners think and articulate about the Jamaican creole in language curricula documents and what practitioners do in classrooms. The findings are beginning to indicate that although there have been changes in attitudes to Jamaican creole, there is need for sustained curriculum support mechanism which facilitates curriculum retreat as practitioners engage in teacher-teacher conversations and in-service education about teaching English in a creole speaking environment.

457. —. “Prospero’s Course and Caliban’s Curse: Current Lessons in Teacher Education and Training.” Transforming the Educational Landscape Through Curriculum Change. Editors Monica M. Brown and Clement T. M. Lambert. Kingston, Jamaica: Institute of Education, University of





the West Indies, 2004. 13-32 .

Looks at the issue of relating theory to practice. The author notes that one of the major difficulties faced in making the transition from college to classroom is using the knowledge acquired during training to cope appropriately with real life situations. Consequently, the author endorses a shift in perspective from emphasis on “teaching as craft” towards a teacher education model characterised by approaches that engage the teacher in developing theories of teaching, understanding the nature of lesson-making, and devising strategies of critical self-awareness and self-evaluation to become a truly reflective practitioner.

458. **Feraria Paulette J., and Watts Kerith .** “Cable in the Classroom : Training Solution for in-Service Teacher Education.” Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona. (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

Outlines the impact of a collaborative initiative between the Department of Educational Studies and Reggae Sun Television to enhance the quality of learning at the secondary level via local cable network. The “CXC English B Lecture Series” was primarily intended to assist students preparing for the examinations but teachers’ responses to the programme provide insights for local cable network as an alternative training solution for in-service teacher-education.

459. **Grant, Jodi, and Lambert Clement T. M.** “Providing Education Access to at Risk Jamaican Youth Through Radio Literacy Programmes.” Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona. (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

The presentation explores the processes involved in creating literacy materials for Jamaican radio and face-to-face interaction primarily for young adults in correctional facilities and depressed communities.

**Grant, Jodi** See also 496

460. **Harris, Myrtle E.** “Creating Partnerships for Information Literacy in Jamaica Schools.” IASL Reports 2003: School Libraries Breaking Down Barriers: Selected Papers From the 32nd Annual Conference of the International Association of School Librarianship: (Durban, South Africa: July 7-11, 2003) Seattle, Washington, USA: International Association of School Librarianship, 2003. Looks at the collaboration between teachers and school libraries necessary for the effective teaching of information literacy skills in schools with specific reference to secondary schools in Jamaica. It discusses the barriers that school librarians sometimes face in seeking to teach collaboratively as a result of perceptions held of their role in the delivery of the curriculum. It argues that, if the goal of information literacy is to be achieved, school librarians will need to forge strategic partnerships with stakeholders who can help to influence change.

461. ——. “Information Literacy for the Information Age.” The New Librarian.Com: Developing Skills in Knowledge Management, Information Literacy, Market Issues and Community Development. 32nd Annual Conference of the Association of Caribbean University Research and Institutional Libraries: (Renaissance Jamaica Grande, Ocho Rios, Jamaica: May 27-June 1, 2002). Aims to promote cooperation and collaboration in preparing students who are information literate. Objectives are to introduce participants to the concept of information literacy; explain the value of information literacy skills and to identify possibilities for, and the benefits of, cooperation and collaboration in developing students’ information literacy skills. The workshop introduced participants to the concept of information literacy. Its value in the context of the school curriculum was discussed with examples from the Jamaican situation. Some of issues that need to be considered in order to facilitate the teaching of information literacy skills as an integral part of the curriculum were explored.



463. **Henningham, Helen.** “Integrating Early Childhood Stimulation into Existing Nutrition and Health Services in Jamaica.” Mini-Symposium on Nutrition and the Brain. (England: September 16-19, 2002).

The objective of this study is to integrate psychosocial stimulation into existing nutrition and health services for undernourished children in Jamaica and to determine the effect on the children’s growth and development and on the mother’s child-rearing knowledge and practices and frequency of depressive symptoms. The study was a randomized controlled trial in which 18 government health centres in the parishes of Kingston, St. Andrew and St. Catherine were randomly assigned to an intervention or control group. 139 undernourished children (WAZ < -1.5z scores) aged 9 to 30 months were recruited into the study from the centres. At the beginning and end of the study all children had their development assessed on the Griffiths developmental scales, and their weight and length measured. Also the mother’s child-rearing knowledge, practices and frequency of depressive symptoms were assessed with a questionnaire and scores calculated. The study concluded that integrating psychosocial stimulation into primary care services was both feasible and effective and improved undernourished children’s development sustainability (0.93 of a standard deviation for DQ). Intervention improved all subscales except motor development. Mothers’ parenting knowledge and practices and frequency of depressive symptoms also improved.

464. ——. “Review of the Jamaican Literature on Early Childhood Education.” Caribbean Childhood : From Research to Action (2004).

There are two general approaches to the provision of early childhood education in Jamaica: home based services and centre-based approaches. This paper provides a brief overview of early childhood education in Jamaica, followed by a review of the literature relating to each of these approaches and a description of current initiatives in the early childhood sector. In the final section the strengths of the literature to date are highlighted and suggestions for future research are given.

465. **Henningham, Helen, Christine A. Powell, Susan P. Walker, and Sally M. Grantham-McGregor.** “The Effect of a Parent-Focused Early Childhood Stimulation Programme on Maternal Depression: A Randomised Controlled Trial.” 49th Scientific Meeting of the Caribbean Health Research Council Conference. (Grenada: April 21-24, 2004).

466. ——. “The Effect of Early Stimulation on Maternal Depression : A Cluster Randomised Controlled Trial.” Archives of Diseases in Childhood 90.12 (2005): 1230-4.

This study aims to determine the effect of early childhood stimulation with undernourished children and their mothers on maternal depression. Mothers of 139 undernourished children (weight for age < -1.5 z-scores) aged 9-30 months were recruited from 18 government health centres in the parishes of Kingston, St. Andrew, and St. Catherine, Jamaica. They received weekly home visits by community health aides for one year. Mothers were shown play activities in which to engage with their child using home made materials, and parenting issues were discussed. Frequency of maternal depressive symptoms was assessed by questionnaire. Child development was also measured. Study concluded that a home visiting intervention with mothers of undernourished children, with a primary aim of improving child development, had significant benefits for maternal depression. Higher levels of maternal depression were associated with poorer developmental levels for boys only.

467. **Henningham, Helen, Christine A. Powell, Susan P. Walker, and Sally M Grantham-McGregor.** “Mothers of Undernourished Jamaican Children Have Poor Psychological Functioning and This Is Associated With Stimulation Provided in the Home.” European Journal of Clinical Nutrition 57.6(2003): 786-92. **Refereed**

468. **Henningham, Helen, Christine A. Powell, Susan P. Walker, and Sally M. Grantham-McGregor.** “Parenting Self-Esteem and Frequency of Depressive Symptoms of Mothers of Undernourished Jamaican Children.” Medical Sciences Annual Conference : (Kingston, Jamaica: November 13, 2003).



469. **Henningham, Helen, Christine A. Powell, Susan P. Walker, Jacqueline Gernay, and Sally M. Grantham-McGregor.** "Psychological Stimulation Integrated into Primary Health Care Services Improves the Development of Undernourished Children." 49<sup>th</sup> Scientific Meeting of the Caribbean Health Research Council Conference. (Grenada: April 21-24, 2004).

470. **Henningham, Helen, Susan P. Walker, Susan Chang-Lopez, Maureen E. Samms-Vaughan, and Hilary Robertson-Hickling.** Special Education Needs Study : Phase 1 : Interim Report. 2005.

Determines the numbers of children who are experiencing learning difficulties in primary schools in Region 6 (St.Catherine and Clarendon) and to investigate factors that affect student performance in primary school. Reports on the preliminary results from phase 1. Informs that further details of the analysis will be provided in the end of phase 1 report which will be submitted in December, 2005.

471. **Henningham, Helen, Susan P. Walker, Christine A. Powell, and Sally M. Grantham-McGregor.** Temperament Characteristics of Undernourished and Term Low Birth Weight Jamaican Children. (14<sup>th</sup> Annual Research Conference and Workshop on Clinical Trials: Building Capacity and Competence. UWI Mona. Nov 16, 2005 )

The objective of this research was to compare the temperament of children at nutritional risk with non-risk children and to determine if temperament predicts child development. Two case control studies were conducted. In study one, 139 undernourished children (WAZ <-1.5z scores) and 71 adequately nourished children (WAZ >-1z scores) aged 9 and 30 months were recruited from 18 health centres in the parishes of Kingston, St. Andrew and St.Catherine. In study two, 131 term, low birth weight (LBW) (<37 weeks, <2,500g) infants and 93 normal birth weight (NBW) (>2,500g) infants, recruited from the main maternity hospital in Kingston, were compared at 15 months of age. Child temperament was measured through maternal questionnaire. Child development was measured for all children in study 2 and undernourished children in study 1. The temperament questionnaire consisted of seven subscales : activity, positive emotionality, negative emotionality, sociability fear, manageability and soothability. Factor analysis of subscale scores yielded two factors. Scores for each subscale were standardized and factor analysis of subscale scores computed to give an unmanageable (activity + negative emotionality - manageability - soothability) and an approach factor (positive emotionality + sociability - fear). There were no differences between undernourished and adequately nourished children or LBW and NBW children on either factor. The approach factor independently predicted child development quotient in both studies (study 1: B = 0.78, 95% confidence interval: .21, 1.35; study 2: B = 0.39, 95% CI: .02, .77). Under-nutrition in utero or in early childhood was not associated with child temperament. Temperament in early childhood predicted child development.

472. **Jackson, Carole, and Kola Soyibo.** "Effects of Instruction on Performance in Chemical Energetics: A Study of Selected "A" Level Students in Kingston, Jamaica." Caribbean Journal of Education 24.2 (2002): 186-99.

This study investigated whether or not selected Jamaican 'A' level students' understanding of chemical energetics composed of higher-order cognitive skills and lower-order cognitive skills. Items would be significantly better statistically if they were taught using an eclectic approach than those of their counterparts taught with the lecture and teacher demonstration methods. The sample comprised 132 grades 12 and 13 chemistry students consisting of 30 males and 102 females from five randomly selected schools in Kingston, Jamaica (4 high schools and 1 community college). Data were collected with a chemical energetics test. Results indicated that the eclectic approach used statistically significantly improved the experimental students' post-test performance in the CET on the whole, and on the HOCS and LOCS items, in relation to that of the comparison students.

473. **Jennings-Craig, Zellynne.** "Evans, Hyacinth. Inside Jamaican Schools. Kingston, Jamaica : UWI Press, 2001." Caribbean Journal of Education 24.1 (2002): 74-76. **Refereed**



474. —. Labba and Creek Water: Stories From the Caribbean. Cheltenham: Nelson Thornes, 2004. Comprises ten short stories which should appeal to the target audience not only in the Caribbean but in other parts of the world. There are many young people of West Indian origin living in North America, Europe and elsewhere who want to read original stories that enable them to identify with their roots. The stories are set in Guyana - the largest country in the English-speaking Caribbean; a country of awesome beauty with its vast expanse of virgin rainforest (which forms the backdrop of some of these stories) and the folklore, mystery and almost magical experiences that charm the lives of its indigenous peoples, the Amerindians. The book takes the young reader inside the lives of young people like themselves to experience vicariously their hopes, their fears and their dreams. The fact that the country in which the stories are set is something of a mystery to many, adds to the appeal of the book.

475. —. “Perspectives on Curriculum Change in the Caribbean.” Journal of Education and Development in the Caribbean 6.1 &2 (2002): 105-35. **Refereed**

Examines three attempts at curriculum change in education systems that span the Caribbean. These attempts all took place in the 1970s and 1980s. They are: (i) the Guyana Mathematics Project (ii) the Grade 10-11 Programme in New Secondary Schools in Jamaica, and (iii) the UWI/USAID Primary Education Project across several Caribbean countries. Important aspects of these projects are analysed with a view to suggesting the lessons they can provide for subsequent attempts at curriculum development. The conclusions from this analysis are then used as a basis for comparing the latter projects with a current major change in Jamaica’s education system, ROSE. This comparison seeks to ascertain the extent to which this current attempt at curriculum change has been informed by experiences from some two or more decades ago. It concludes that there are significant lessons still to be heeded.

476. **Lewis-Smikle, Jossett**. “An Evaluation of the Literature-Based Language Arts Project in Three Urban Schools.” Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

477. —. “Improving Reading Comprehension Across the Curriculum.” Journal of Education and Development in the Caribbean 7.1&2 (2003): 72-87. **Refereed**

Draws on a study designed to ascertain from students how they thought their teachers, parents and they themselves could improve their reading comprehension. The suggestions made by students were classified under classroom and out of classroom processes and these in turn were divided into cognitive and non-cognitive areas. Generally, in the teaching/learning situation both teachers and parents place great emphasis on the knowledge that students gain while the affective aspects are not given much attention. In many cases suggestions relative to parents and teachers are organised to reflect interaction where students expect to share responsibility for improving their reading comprehension or domination where parents and teachers are seen as responsible for implementing ways of helping them to improve their reading comprehension. There was a tendency for males to feel that improving their reading comprehension was out of their control. The author highlights strategies which could be used to foster a classroom environment that motivates students to read.

478. —. “Reading Comprehension, Attitudes to Reading and Locus of Control Beliefs of Jamaican Children in Primary and Secondary Schools.” Teaching Caribbean Students: Research on Social Issues in the Caribbean and Abroad. Editors Tony Bastick and Austin Ezenne. Kingston, Jamaica: Department of Educational Studies, UWI, 2003.:403-28.

A study of groups of pupils in Kingston and St. Andrew, Jamaica was employed in this research. The aims were to examine the patterns of relationship between reading comprehension and attitudes and motivation to reading in relationship to age related variables and gender. The study sought to describe pupils’ performance on various instruments. Specifically, it sought to identify relationships between demographic variables and factors amenable to change that can help to improve pupils’ reading comprehension and develop positive attitudes and a high motivation to reading. It also sought to illuminate important similarities and differences between the genders and levels of schooling that would enable implications for development in pedagogy to be considered.





479. —. “Using Children’s Literature to Improve Literacy in the Early Primary Grades: Preparation and Performance .” Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

480. **Lewis-Smikle, Jossett, Tony Walters, and Sunanon Paula Webster.** “Diverse Children’s Literature for Literacy: Learners-Teachers-Researchers.” Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

The purpose of this interactive presentation is to integrate insights from research on: the influence of read alouds on the literacy development of first graders in a classroom in the United States; literature-based instruction for children in selected primary grades in Jamaica; and the influence of teachers’ author/illustrator knowledge based on the literature experiences they can provide for children in a global society. It includes collaborative activities between the United States and Jamaican educators and promotes literacy connections through the works of selected African American and Caribbean authors

**Lewis-Smikle, Jossett** See also 496

481. **McCallum, Dian.** “Practicum Again! : Interrogating the General Response of College Educated Teachers to Professional Development.” Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

**McCallum Dian** See also 505

482. **McCulloch, Sonia, and Kola Soyibo.** “Relationships Among Selected Learner Variables and a Sample of Jamaican Primary and Secondary Science Teachers’ Knowledge of Plant Biology.” Journal of Science and Mathematics Education in Southeast Asia 26.1(2003): 44-59.

Investigated whether there were significant differences in 479 Jamaican Preservice Primary and Secondary teachers’ knowledge of plant biology linked to their gender, attitudes to plant biology, programme option (primary or secondary- double or single), entry qualifications, and college location. Data were collected with the attitudes to plant biology questionnaire and plant biology knowledge test that the authors developed. Results indicated that the student-teachers’ knowledge of plant biology was considered as “not good”; students who passed biology as a part of their entry qualifications significantly outscored those who did not pass biology; the secondary double option students did significantly better than their single option counterparts, while the primary option students recorded the lowest performance.

483. **Palmer, Dorothy M.** “Electronic Information Resources: Challenges of Collection Development for Small Academic Libraries.” Electronic Information Resources in the Caribbean : Trends and Issues. Proceedings of the 34th Conference of the Association of Caribbean and Research University Institutional Libraries: (Port of Spain, Trinidad and Tobago: May 23-29,



2004)Trinidad and Tobago: University of the West Indies ( St. Augustine), 2005.

As the plethora of information increases and the dynamism of the e-collection increases, the challenges faced by libraries and librarians are diverse. Librarians will have to grapple with the increasing number and expanding range of electronic resources. These resources form a crucial part of any academic library and offer both an opportunity and a challenge for the library as it relates to specific activities such as selection, storage and cost. Concomitant with this development is the networking of the environment to provide increased resources and access such as twenty-four hour a day access. With the varied and diverse types of materials, such as print and non-print in the collection it is important for the collection to be properly organized and managed so that there can be a level of cohesiveness within the collection as well as accessibility. Electronic resources such as commercial databases and web-based resources are for the most part replacing the traditional print resources or databases which are accessed annually. The challenges while not insurmountable are many and must be addressed with some level of efficiency; there is the unstructured nature of the web, the insufficiency of proper guidelines or precedents and the sometimes alarming disappearance of or radical changes in some resources. The building of electronic resources in an academic library while having various pitfalls is a necessity if the library is to serve the needs of all its clients and to remain relevant. Libraries must therefore show a willingness to respond to these changes in the international community and the knowledge age society.

484. —. “Knowledge Management and the Changing Role of the Librarian: A Jamaican Perspective.” The New Librarian.Com: Developing Skills in Knowledge Management, Information Literacy, Market Issues and Community Development. 32nd Annual Conference of the Association of Caribbean University Research and Institutional Libraries : (Jamaica Grande Hotel, Ocho Rios: May 2002).

Looks at the threats and challenges faced by librarians operating in this changing global environment. It examines the synergy between librarians and knowledge management and identifies ways in which librarians need to adapt to this dynamic process. The paper presents a Jamaican perspective and draws on the experience and knowledge gained in attending two recent training workshops by OCLC, the first “On Creating a New Reference Librarian, the second “Introduction to Knowledge Management.” and also engaging the literature. It addresses the professional and personal competencies that librarians must acquire in the knowledge management process.

485. —. “Learning Communities: Gateways to Lifelong Education: Opportunities and Challenges Faced by the Libraries in the Caribbean.” 33rd Annual Conference of the Association of Caribbean University, Research, and Institutional Libraries: (Inter Continental Resort and Casino, Isla Verde, Puerto Rico: June 1-7 2003).

Knowledge and learning are now considered two of the most important strategic initiatives in any organisation or corporation. Tacit knowledge which entails the vast wealth of experience and know-how residing in an individual is usually only tapped in a learning experience. Knowledge is no longer regarded as power to be isolated but must be part of the communities that create, use and transform it. If these communities are to function effectively there must be knowledge sharing and collaboration, so that learning takes place among persons of common interest for problem solving or the sharing of ideas. The combination of practitioners across physical boundaries and disciplines into informal groups are called communities of practice. These are now seen as effective vehicles for sharing information across all boundaries and then adapting them to a local situation. Learning communities can be seen as supportive in that the various goals may be pursued. Learning communities create substantive changes in individual learners by engaging all the participants in the learning process as full partners with the participants assuming primary responsibility for their own choices. Do these learning communities exist in the university? What methods can be used for the formation and nurturing of new ones? Does the culture facilitate effective learning? Is there a role for libraries? Libraries and information professionals within the Caribbean must be a part of this response and therefore must re-strategise and retool and make available all the facilities to ensure that there can be effective learning communities.



486. —. “Lifelong Learning and Higher Education : Libraries As Partners.” Celebrating Achievements in Caribbean Education : Transformation Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

Examines the concept of lifelong learning in this rapidly changing information age, where persons are free to create, share and utilize information and knowledge for their personal, economic, social and cultural development. The case is made for a central place for libraries and resource centres which will have to restructure their way of operation to incorporate the usage of the Internet, and the expectations of 24 hour access to resources. The function of the Information Literacy specialist who serves in an adjunct role as a librarian is examined; especially her/his role of providing necessary training to the learner so that the information, being accessed, can be evaluated critically and used effectively.

487. **Pollard, Velma.** “Sound and Power: Artistry in the Language of the Rastafari.” 2nd Conference on Caribbean Culture and Festival of the Word: (University of the West Indies (Mona, Jamaica): January 9-12, 2002).

Focuses on the creation of words within the lexicon (wordology) of *Dread Talk* particularly on the importance of word SOUND in that language. It comments as well on the movement of the word/the philosophy/the way of life that Rastafari and the part the sound of Reggae music has played in its spread from Jamaica to the ‘round earth’s imagined corners’.

488. **Rainford, Marcia J.** “Assessing Classroom Learning in an Integrated Science Classroom: Insight into the Practices of a Grade 7 Teacher.” Journal of Education and Development in the Caribbean 6 (2002): 58-80. **Refereed**

The Jamaican ROSE curriculum is based on a constructivist understanding of teaching and learning. This has implications for how classroom assessment is conducted so as to help students to learn. This qualitative case study describes one teacher’s use of oral, written and hands-on classroom assessment tasks to assess students’ understanding of the Jamaican, grade 7 integrated science curriculum. The study revealed that in assessing students’ learning, the teacher encountered several dilemmas relating to the theoretical framework for assessment, the students’ performance and the use of the curriculum. The social, physical and educational context in which she taught contributed to these dilemmas. The results also show that the teacher’s training, understanding of the curriculum, knowledge of assessment procedures, ability to reflect-on-action and reflect-in-action and her access to resources and the school administration helped her to address some of these difficulties. It identifies issues related to policy and classroom practice that are necessary to successfully conduct classroom assessment and facilitate learning.

489. **Rodney, Y, and Kola Soyibo.** “Effects of Lecture, Teacher Demonstrations, Practical Work and Discussion on Jamaican Fourth-Graders’ Attitude to Science and Knowledge of Machines and Water.” Journal of Education and Development in the Caribbean 7.1&2 (2003): 27-42.

Investigates whether or not the involvement of some primary school students in practical work, to supplement their being taught by a combination of the lecture method, teacher’s demonstrations and class discussions significantly improved their attitudes to science and their knowledge of machines and water. The sample comprised 180 Jamaican 4th- graders in two urban primary schools. Attitudes to science questionnaire and knowledge of machines and water test were used to collect data. The results showed that there was no statistically significant difference in the students’ post-test mean scores on their attitude to science linked to treatment, but treatment resulted in about 14 % and 20 % improvement in the experimental and comparison students’ attitude to science, respectively: and, there were no significant gender differences in their KMWTscores. Nevertheless, the post-test KMWT performance of the experimental students linked to treatment and attitudes to science; and there was a positive, statistically significant but weak relationship between the subjects’ (a) treatment, and (b) post-test attitudes to science and their post-test KMWT scores.



491. **Soyibo, Kola, and Lolet Edwards.** “Relationships Among Selected Jamaican Ninth-Graders’ Variables and Knowledge of Matter.” International Journal of Science and Mathematics Education 1.3 (2004): 259-81. **Refereed**

Investigated Jamaican 9th graders’ attitudes towards science to see if there were statistically significant differences in their conceptual knowledge of matter linked to their gender, attitudes towards science, school-type, and socio-economic background (SEB). The 216 participating students comprised 109 males and 107 females; 65, 98 and 53 (25%) students had highly favourable, moderate and low attitudes towards science respectively; 73 boys were from two all-boys’ schools, 71 girls from two all-girls’ schools, 36 boys and 36 girls were from two coeducational schools; 108 students each were from a high and a low SEB, all in Kingston. Attitudes to science questionnaire and the knowledge of matter test were used to collect data. The results showed that most of the students exhibited favourable attitudes to science; there were statistically significant differences in the students’ knowledge of matter linked to attitudes to science, and school-type in favour of the boys, students with highly favourable attitudes to science, and students in all-boys’ schools respectively. There was a positive, statistically significant but weak relationship between the students’ (a) attitudes to science, and (b) school-type and their knowledge of matter, while there was no relationship between their (c) gender, and (d) SEB and their knowledge of matter.

492. **Soyibo, Kola, and Hermel G. Evans.** “Effects of Co-Operative Learning Strategy on Ninth-Graders’ Understanding of Human Nutrition.” Australian Science Teachers Journal 48.2 (2002): 34-34. **Refereed**

Authors discuss the effects of teaching strategies on a group’s attitudes towards biology and understanding of human nutrition. They discover that the two group’s attitudes are not significantly different.

493. **Soyibo, Kola, and James Thomas.** “An Analysis of Jamaican Technical High School Students’ Attitudes to Technical and Vocational Education.” Teaching Caribbean Students: Research on Social Issues in the Caribbean and Abroad. Editors Tony Bastick and Austin. Ezenne. Kingston, Jamaica: Department of Educational Studies, UWI, 2003. 433-55.

**Soyibo, Kola** See also 433, 445, 446, 472, 482, 489, 494, 495

494. **Stockhausen, N., and Kola Soyibo.** “Relationships Among Jamaican Ninth-Graders’ Variables and Performance in Integrated Science.” Journal of Science and Mathematics Education in Southeast Asia 27.2 (2004): 22-80.

Assessed the level of integrated science performance of 200 Jamaican ninth-graders (100 boy, 100 girls), and determined if there were significant differences in their performance linked to their gender, attitudes to science, school location and student-type. A science achievement test and attitude to science questionnaire were used for data collection. The subjects were selected from two rural and two urban schools in Jamaica. The results indicated that the students’ level of science performance was barely ‘average’; there were significant differences in their science performance based on the four variables in favour of female, students with highly positive attitude to science, urban students and students in the Reform of Secondary Education (ROSE) schools; while the relationship between their science performance and gender ( $r = .30$ ,  $p < .01$ ) and school location ( $r = .13$ ,  $p < .05$ ), was positive, statistically significant but weak respectively, the relationship between their performance and their attitudes to science ( $r = .70$ ), and student- type ( $r = .64$ ) was positive, statistically significant and ‘strong’.

495. **Ugwu, Okechukwu, and Kola Soyibo.** “The Effects of Concept and Vee Mappings Under Three Learning Modes on Jamaican Eight Graders’ Knowledge of Nutrition and Plant Reproduction .” Research in Science & Technology Education 22.1 (2004): 41-58.

The first objective of this study was to investigate if the experimental students’ post-test knowledge of nutrition and





plant reproduction would be improved more significantly than that of their control group counterparts based on their treatment, attitudes to science, self-esteem, gender and socio-economic background. Treatment involved teaching the experimental students under three learning modes—using concept and vee mappings and the lecture method. The control groups received the same treatment but were not exposed to concept and vee mappings. The second objective was to determine which of the three learning modes would produce the highest post-test mean gain in the subjects' knowledge of the two biology concepts. The study's sample comprised 932 eighth graders (12-13-years-old) in 14 co-educational comprehensive high schools randomly selected from two Jamaican parishes. An integrated science performance test, an attitudes to science questionnaire and a self-esteem questionnaire were used to collect data. The results indicated that the experimental students (a) under the three learning modes (b) with high, moderate, and low attitudes to science and (c) with moderate and low self-esteem, performed significantly better than their control group counterparts. The individualist whole class learning mode engendered the highest mean gain on the experimental students' knowledge, while the cooperative-competitive learning mode generated the highest mean gain for the control group students.

496. **Wilson, Donald, Jodi Grant, and Jossett Lewis-Smikle.** "Using Children's Literature to Improve Literacy in the Early Primary Grades : Preparation and Performances." Celebrating Achievements in Caribbean Education : Transformation, Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

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497. **Ashby, Penny, Hyacinth L. Evans, and Marigold Thorburn.** "Pre-Primary to Primary Transitions Pilot Project." Caribbean Journal of Education 25.2 (2005): 156-64.

This pilot project was initiated in 2002 as part of UNICEF's support for Jamaica's Basic Education and Early Childhood Education and Development Programme (BEECD). The overall aim of the BEECD programme is to support those goals of the Government of Jamaica's five-year education plan that seek to improve the quality of basic education, particularly for poor children from birth to 12 years. The Transitions Pilot Project was designed to address the needs of young children who attend basic schools, and to facilitate their transition from pre-primary to primary-level schools. The Project is designed to improve the readiness of children entering grade 1 and to ensure the developmental appropriateness of teaching methodologies and learning environments from basic school through grades 1 and 2. This research, conducted in the summer of 2004, is an assessment of the project after two weeks.

498. **Collins-Figueroa, Marceline L.** "A Case Study of the Adoption of Environmental Education in a Jamaican Teachers College." Celebrating Achievements in Caribbean Education : Transformation, Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

Report of a case study on the adoption of environmental education for sustainable development in a Jamaican teachers' college. Based on interviews, discussions, document analyses and observations, this paper describes the role of various sectors of the college, and especially the principal, in implementing whole-college change within an institutional context characterized by boundary maintenance. Article analyses some of the changing practices and tensions within the college community; gives some thoughts on resolving tensions identified and considers the implications of the study for promoting environmental education for sustainable development in other teacher education institutions.



499. **Davies, Rose.** “Developing Children in Jamaica : Public Primary Schools: Experiences at Grade One.” Caribbean Childhoods: From Research to Action; Vol.1: Contemporary Issues in Early Childhood. Journal of the Children’s Issues Coalition. Kingston, Jamaica: Ian Randle, 2003  
The purpose of this paper is to examine the extent to which existing primary school Grade One classrooms are organised and equipped to support and promote children’s holistic development. The paper draws data from three research studies involving Grade One classrooms. The findings of these studies are discussed within the framework of developmentally appropriate practices for the early primary grades.
500. —. “Exploring the Pedagogical Practices of Grade 1 Primary Teachers From Two Pre-Service Programmes: A Qualitative Narrative Case Study.” Caribbean Journal of Education 25.2 (2003): 165-79.  
This research looks at the pedagogical orientations and strategies evident in the teachers’ grade 1 classroom practices; the sources of influence in the teachers’ classroom practices; how the primary and early childhood trained teachers differ in their classroom practices and how the school environment affects the teachers’ actual classroom practice.
501. **Davies, Rose, Monica M. Brown, J. Evans, and Joan M. Tucker.** “Orientation of the Beginning Teacher Educator in Jamaica : An Essential Process?” Curriculum and Teaching Dialogue 4.2 (2002): 123-35.

**Davies, Rose** See also 526

502. **Davis-Morrison, Vileitha.** “Citizenship Education and the Reform of the Primary Teacher Education Social Studies Curriculum in Jamaica.” Transforming the Educational Landscape Through Curriculum Change. Editors Monica M. Brown and Clement T. M. Lambert. 2004. 65-83.  
The article deals with education for citizenship in a democratic society and the inculcation of desirable values and attitudes. The content comprises an analysis and assessment of an attempt in Jamaica to revise the Social Studies course for primary teachers to better reflect the emphases in the newly revised primary school curriculum. The conclusions and recommendations focus on the need for pre-service and in-service teacher training to emphasize techniques of analysing values and attitudes; methods of assessment; mentoring; conflict resolution; skills development; and on-line conferencing. The development of support materials as well as monitoring and evaluation of programmes are also suggested as an integral part of the reform process in citizenship education.
503. —. “The Place of HIV/AIDS in the Teachers College Curriculum: Challenges and Possibilities.” Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona. (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).  
Latin American and Caribbean Ministers of Education have indicated that HIV/AIDS should be an integral part of the curriculum at all levels of the education system. To achieve this, the preparation of teachers needs to involve the development of knowledge and skills; the analysis and clarification of beliefs and attitudes towards HIV/AIDS; the use of appropriate methodologies, strategies, assessment techniques; community participation and service learning. Using qualitative data gathering techniques, this paper identifies the place of HIV/AIDS in the teachers colleges’ formal, informal and non-formal curricula. It analyses how teachers are prepared to teach HIV/AIDS and discusses the challenges faced by teacher educators and student teachers in the teaching of HIV/AIDS and related issues.



504. **Davis-Morrison, Vileitha, and Lambert Clement T. M.** “The Revised Jamaican Teacher Education Curriculum: Stakeholders’ Response to Language Arts and Social Studies Components.” Institute of Education Annual: Perspectives on Education in the Caribbean. Editors Ruby King and Halden A Morris. Vol. 4 (2003): 105-19.

Examines stakeholders’ responses to the revised Jamaican Primary Teacher Education Programme. They point to the key role of the Joint Board of Teacher Education in the renewal and revision of curricula for teacher education. The methodology included an analysis of the curriculum documents. Data were collected by means of interviews and observations. They discuss a number of important issues which surfaced. The study showed that far greater resources had been allocated to design than to implementation. The authors call for greater emphasis on support for implementation and for the conduct of further studies on the curriculum implementation process. This examination of curriculum process and implementation is of particular interest to curriculum developers.

505. **Davis-Morrison, Vileitha, and Dian McCallum.** “Educating for Values, Attitudes and Character Development : Policy and Practice in the Formal Curriculum in Social Studies and History.” Caribbean Journal of Education 25.2 (2005): 103-28.

Examines the extent to which values, attitudes and character development are included in the programmes for preparing teachers in Jamaica. The authors investigate the constraints that student teachers face in their attempt to teach values, attitudes and character development via the social studies and history curricula. They also investigate the teacher education curricula in the teachers colleges and at the University of the West Indies, citing the views and experiences of the student teachers.

506. **Down, Lorna.** “Hybridity As Resistance to the Homogenizing Pulse of Western Culture in Earl Lovelace’s *The Wine of Astonishment*.” Journal of West Indian Literature 11.2 (2003): 58-71.

Author examines Earl Lovelace’s *The Wine of Astonishment*, as it presents the hybrid culture as a creative and energizing one. Set in a colonial society, Earl Lovelace’s *The Wine of Astonishment* draws attention to a community of people who not only emblemizes the creative energy of a creole group but also the loss of spirit attendant on relinquishing that hybridity for a specious unity with Western cultural forms.

507. ——. “Infusing Key Issues of Sustainability in the Teaching of Literature.” Institute of Education Annual. Editor Ruby King. Vol. 1. 2002. 90-104.

Examines “the value of literature as a means of ensuring a sustainable world—sustainable not only in terms of basic existence but also in terms of the quality of our lives.” Demonstrates a general approach of infusing sustainable development education into the curriculum. The paper discusses a project in progress in Jamaica, which has as an objective the infusion of key issues of sustainability in the teaching of literature. It identifies aspects of the literary engagement which are necessary for the development of insights and for the reform in thinking which our existence now demands. The objectives of the project and the texts used are discussed. Ends with an evaluation of the project and concludes that it has demonstrated the potential of literature as a tool for raising students’ consciousness about sustainability

508. ——. “Infusing Key Issues of Sustainable Development Education at Mico Teachers College.” UNESCO International Network of Teacher Educators: (South Africa: August 2002).

509. ——. “Literature - A Classroom Tool for Transformation and Sustainability.” Caribbean Journal of Education 25.2 (2005): 91-102.

(Paper also presented at the 7th Biennial Conference of the School of Education, University of the West Indies, Mona, Renaissance Grande Hotel, Ocho Rios, Jamaica, April 15-17, 2004)

At the heart of the high levels of violence in schools is the problem of identity, of a difficulty to interpret the world in a way that makes sense. Living on the ‘street corner’, in other words, on the margins, economically, socially and physically, many young people are challenged to construct an identity that is coherent.



510. —. “Literature and Education for Sustainable Development.” “Learning to Change Our World,” International Consultation on Education for Sustainable Development: (Goteborg Concert Hall, Goteborg, Sweden: May 2004).

511. —. “The Nature and Prevalence of Violence in Jamaican Schools With Special Reference to the Change From Within Project.”  
(Prime Minister’s Task Force on Education. June 23, 2004)

512. —. “Navigating the Web of Place : Trapped Identities in Donna Hemans’ “River Woman”.” Anthurium : Journal of Caribbean Literary Studies 2.1 (2004). **Refereed**

<http://scholar.library.miami.edu/anthurium>.

(Paper also presented at the XXII Annual West Indian Literature Conference, University of Miami, March 20-22, 2003)

The author’s reading of Hemans’ novel is a reflection on place and on identities that are constructed by place, and the extent to which such identities remain fixed in place.

513. —. “New Hegemonies- -The Critical Tradition and the Fiction of Earl Lovelace.” Twenty-Third Annual Conference on West Indian Literature: (St. George’s University, Grenada: March 2004).

514. —. “Peace Education for Sustainable Communities.” Sustainable Communities Conference: (Burlington, Vermont, USA: July 2004).

515. —. “Towards an Infusion Model : Literature and Education for Sustainable Development.” North American Association for Environmental Education, 33rd Annual Conference: (Biloxi: November 6 - 10, 2004).

516. —. “Writing Aids in Jamaica Kincaid’s “My Brother”.” 24th Annual West Indian Literature Conference: (University of Rio Piedras, Puerto Rico: March 29 - April 1, 2005).

517. **Down, Lorna, Charles Hopkins, and Rosalyn McKeown.** “UN Decade of Education for Sustainable Development : Engaging Teacher Education Institutions.” United Nations Decade of Education for Sustainable Development : (United Nations, New York: April 2004).

518. **Down, Lorna, and Clement T. M Lambert.** “Towards a Profile of the Jamaica Literacy Specialist .” The Literacy Research and Development Centres : (Golden Seas Hotel, Oracabessa, Jamaica: January 7-9, 2003).

519. **Down, Lorna, and Karen Morgan.** “Collaboration in Teacher Education : Reflections on the UNESCO/Mico College/IOE Literature for Sustainable Development Project.” Edu Vision : Enhancing Teaching and Learning Through Partnership and Technology Innovation. Editors Errol L. Miller, Joan M. Tucker, and Halden A Morris. Vol. 1. Kingston, Jamaica: University of the West Indies. Institute of Education, 2005. 84-97.

Speaks to a type of partnership as the authors examine benefits and models of collaboration. This project is one of several that have emerged from the UNESCO Network for Reorienting Teacher Education to Address Sustainability. Through the study of West Indian Literature, the project examined key aspects of sustainable development in the environment, the economy and the society. In reflecting on the lessons learned from their collaboration, the writers





open doors to what is a relatively unexamined area of professional life, and by sharing their insights, point the way for others embarking on collaboration.

520. —. “Establishing Networks of Co-Operation for Peace : Reflections on the UNESCO/Mico/IOE Literature for Sustainable Development Project.” EduVision 2003, International Conference on Teacher Education and Technology: (Montego Bay, Jamaica: November 4-7, 2003).

**Down, Lorna** See also 530

521. **Evans, Hyacinth L.** “Accountability in Education.” Fortieth Jamaica Teachers Association Conference: (Ocho Rios, Jamaica: April 2004).

522. —. “Gender Issues in Education: Creating Girl-Friendly Schools in the Jamaican Context.” Symposium on Girls Education: (Washington, D. C.: May 17-18, 2000).

Argues that although in Jamaica there exist no barriers to equal educational opportunities and although the academic achievement of girls surpasses that of boys at all levels of the Jamaican educational systems, there is nevertheless an urgent need to address the quality of the schooling environment for girls as well as boys. Paper outlines background information to the situation in Jamaica, provides some research evidence for the position taken, offers some suggestions for creating this environment and explores some policy and practice implications.

523. —. “Implementing Student-Centred Teaching on a School-Wide Basis.” Educational Practice and Theory 24.1 (2002): 23-38.

Discusses a case study, based on two elementary schools, where teachers were adopting the new national curriculum and the Primary Education Improvement Programme. The article examines the way teachers are influenced by the child-centred curriculum, the new integrated curriculum, and the organizational and individual factors that affect the implementation of innovation.

524. —. “Issues in Gender and Gender Equality in the Caribbean.” Gender Equality in Basic Education in Latin America and the Caribbean. 7th Meeting of the Regional Intergovernmental Committee of the Major Project: (Cochabamba, Bolivia: March 5-7, 2001).

Presents a general overview on basic education with special reference to gender issues, policy responses and trends in the past ten years and suggested strategies for realization of gender equality in basic education.

525. —. “Teacher Education and Teaching Quality in Cuban Schools.” Institute of Education: Annual Perspectives on Education in the Caribbean. Editors Ruby King and Halden A Morris. Vol. 4 (2003). 71-89.

Looked at Cuba to examine the relationship between teacher education and teacher quality in schools in that country. Author sought to find an explanation for the relatively high level of performance of Cuban children when the country received no international funding for education and had been experiencing an economic blockade for decades. She identified those features of the Cuban education system, in particular the teacher education programme, which contribute to the quality teaching and the outstanding performance of Cuban children. Of particular significance is the fact that in Cuba the practicum has a central place in the over-all programme and is integrated with all other aspects of the teacher education programme—with research, education theory, subject matter and pedagogy.

526. **Evans, Hyacinth L., Rose Davies, and Joan M Tucker.** “A Framework for the Preparation of New Teacher Educators.” Caribbean Journal of Education 24.2 (2002): 83-102.



Assumes that the preparation, orientation and induction of new teacher educators who teach prospective teachers is as important as the preparation of prospective teachers and is thus worthy of careful scrutiny and analysis. Drawing on the literature on new faculty development, an analysis of the task and role of being a teacher educator, knowledge of the contextual features of teacher education institutions, as well as a longitudinal study of new college lecturers at the University of the West Indies, the paper lays out a framework for conceptualizing the preparation of teacher educators and the various factors that need to be considered when new persons assume such a role.

527. **Evans, Hyacinth L., and Joan M. Tucker** . “Collaboration Between University and College Lecturers: Issues to Face.” World Council of Comparative and International Educational Societies: (Cape Town, South Africa: July 1998).

Collaboration between researchers (usually located at the university) and teachers has generated renewed interest among researchers and educators. This collaboration in the service of research has been undertaken for a variety of purposes - to let theory inform practice, to help teachers pay more attention to their work, or to test or develop teaching learning materials. In 1996 lecturers at the University of the West Indies embarked on a collaborative research project to improve college teaching making it more reflective of the principles of teaching and learning which lecturers advocated. As a preparation for this collaboration, lecturers at the University also had to learn to collaborate and agree on fundamental issues of the project. Their effort to collaborate is the subject of this paper.

**Evans, Hyacinth** See also 497

528. **Granston, Carol, and Clement T. M. Lambert**. “Strategies for Integrating Computers in the Jamaican Language Arts Curriculum.” Transforming the Educational Landscape Through Curriculum Change. Editors Monica M Brown and Clement T. M Lambert. Kingston, Jamaica: Institute of Education, University of the West Indies. 129-47.

Computers and other technological devices have found their way into many classrooms across Jamaica and teachers now have access to machines that can “revolutionize” the way they teach. The authors point out that finding the best ways of using these devices is one of the challenges all teachers face. However, the Jamaican language arts teacher is even more challenged, as the predominant use of Jamaican Creole in the society further complicates the issue of teaching standard English. Granston and Lambert present a brief background of the Jamaican language situation; examine the role of computers in language learning by addressing two topics: “Computer Assisted Language Learning” and “Computer-Mediated Communication”; discuss potential barriers to effective integration of computers in language learning ; and propose a number of computer-based activities that the Language Arts teacher can use to enhance language learning.

529. **King, Ruby, and Halden A. Morris**, Editors. Institute of Education Annual : Perspectives on Education in the Caribbean. Vol. 4. Kingston, Jamaica: Institute of Education, University of the West Indies, 2003.

(Fortieth Anniversary Year)

Journal showcases the research and development interests and work of the academic staff of the Institute and includes contribution from other educators. This issue features articles on wide-ranging areas of education by leading researchers in their respective fields.

530. **Lambert, Clement T. M., and Lorna Down**. “Towards a Profile of the Jamaican Literacy Specialist .” Caribbean Journal of Education 25.1 (2004): 64-87.

(Paper also presented at the Literacy Research and Development Centres Conference, Golden Seas Hotel, Oracabessa, Jamaica, January 7-9, 2003)

Looks at the role of the literacy specialist within the Jamaican context and compares this person to the reading specialist in other countries. Similarities and differences are noted and suggestions are put forward for creating a “literacy specialist profile” which will best suit the country’s needs.



531. **Lambert, Clement T. M., and Carol Granston.** “Strategies for Integrating Computers in Jamaican Language Arts Curriculum.” Changing the Caribbean Educational Landscape Through Curricular Reform. Editor Clement T. M. Lambert and Monica M Brown. Institute of Education, 2003

**Lambert, Clement T. M.** See also 459, 504, 518, 528

532. **McPherson-Kerr, Ceva.** “Using Contemporary Methods in the Teaching of Mathematics.” 2nd Annual Institute for Mathematical Pedagogy: (Oxford: August 2002).

533. **Miller, Errol L.** “The Caribbean Centre of Excellence for Teacher Training.” USAID Conference on Centres of Excellence for Teacher Training in Latin America and the Caribbean: (Texas: April 28, 2003).

534. —. “Employing Information and Community Technologies in the Caribbean .” Virtual EDUCO 2003: (Barcelona, Spain: June 2004).

535. —. “The Introduction of Computers in Secondary Schools in Jamaica: A Case of Bottom Up Reform.” Adapting Technology for School Improvement : A Global Perspective. Editor David Chapman and Lars O. Mahlck. Paris: International Institute for Educational Planning, 2004. 101-21.

In the 1980s a few Jamaican high schools - the equivalent of secondary schools in other developing countries began installing computers for use by selected students and grades. The vision at that time was quite restricted. In the 1990s the situation changed dramatically as computers became more powerful and affordable, and as the Internet opened previously unknown vistas of communication. This chapter describes and discusses the initiatives that made it possible for Jamaica to provide all secondary schools with at least one computer laboratory by the year 2000. This achievement represents a case of bottom-up educational reform that raises questions beyond the confines of information and communications technology applied to education.

536. —. “Making Changes: Utilising the CCETT As a Catalyst for Regional Reform of Teacher Education Policies and Practice.” Comparative Education Studies Society Conference: (Salt Lake City: March 2004).

537. —. “Male Marginalisation Revisited.” Gender in the 21st Century: Caribbean Perspective, Visions and Possibilities. Editors Barbara Bailey and Elsa A. Leo-Rhynie. Kingston, Jamaica: Ian Randle, 2004. 99-133.

Focuses on expanding and refining the explanation of the phenomenon of male marginalization first advanced by the author over a decade ago. Male domination and male marginalization are not mutually exclusive phenomena; nor are female marginalization and male marginalization. These phenomena are interrelated and are outcomes of the process of domination and subordination resulting from the contest, conflict, competition and confrontation between groups in society for power, resources and social advantage. In these conflicts and confrontations gender is never the primary axis of solidarity between groups. Men and women of particular groups strive to obtain or retain dominance in society hence, men and women are complicit in the marginalization of members of their own gender. Further, much of the manifestation of male marginalization in contemporary society is related to the transformation of patriarchy within the framework of a rights-based nation state premised on equality, social justice, democracy and the individual as the fundamental unit of the social organization.



538. —. The Prophet and the Virgin: The Masculine and Feminine Roots of Teaching. Kingston: Ian Randle, 2003. 436p.

Traces the evolution of the demography of the teaching population from one comprised largely of males to one that is predominantly female. The author links this change to religion by arguing that schooling was invented to serve the purposes of religion and that teaching was, initially, a masculine occupation because of the patriarchy inherent in the early religions of Christianity, Islam and Judaism. Likewise he believes religion to be the cause of more women entering the profession at a later date. The book also illustrates how the masculine and feminine roots of teaching, have left a social legacy of the profession as one of integrity and one concerned with the construction of a healthy society. It closes with an examination of the challenges faced by the profession today.

539. —. “Schools, Teachers and the Construction of the Future.” Keynote Address, UNESCO Conference of Ministers of Education of Latin America and the Caribbean: (Cuba: November 14, 2002).

540. —. “Spirituality and Materiality: A Reflection Surveying the Development of Civilization.” Keynote Address The Pan African Studies Seminar on Poverty and Religion: (Kingston, Jamaica: July 14, 2003).

541. —. “Teacher Education and Information and Communication Technology.” EduVision: Enhancing Teaching and Learning Through Partnership and Technology Innovation 1 (2005): 17-43. **Refereed**

Paper is presented from the perspective of personal knowledge gathered during author’s engagement with teacher education for over 30 years, and from involvements in efforts over the past 20 years to apply information and communication technology (ICT) to different aspects of teacher education in Jamaica and the Caribbean. It is presented, not from the perspective of the textbook, but from the lessons learned from actual experiences, some of them painful and highly frustrating. Secondly, the paper is premised on the basis that the imperatives and real problems encountered in delivering teacher education are what should drive the application of ICT to teacher education, and not the other way around. Technology can be applied in endless ways. The imperatives and challenges of teacher education are what give ICT focus and purpose in its application to this field. Thirdly, it is not written from the perspective of an ICT advocate, but rather from that of a single-minded teacher educator determined to find more effective and appropriate ways to initiate and develop teachers. With this orientation and bias, the nature of teaching and teacher education are discussed first, before proceeding to the more problematic subject of applying ICT to this sector of the educational enterprise.

542. —. “Teacher Education and Training Policies in the Commonwealth Caribbean.” Teacher Training Policies in the Discussion - Some Caribbean Experiences (UNESCO). Chile, 2003. 15-32.

543. —. “Teacher Education in Belize: Challenge and Change.” The Belize Education Summit: (Belize City: May 2004).

544. —. “Teacher Turnover in Schools in the Reform of Secondary Education Project, 1993-1997.” Institute of Education Annual, 40th Anniversary Year : Perspectives on Education in the Caribbean 4 (2003): 33-51.

Looks at the ROSE Project in Jamaica between 1993 and 1998, examining teacher attrition from the project schools as well as the re-deployment of teachers within the project schools. The purpose was to understand why, although the number of teachers trained to teach the five subjects in grades 7 to 9 in the 124 project schools almost equaled the number of teachers deployed to carry out these instructional responsibilities in those schools, after four years





40.2 per cent of the teachers remained untrained. The study found that attrition from the schools was relatively low and that it is re-development of teachers within the schools and not attrition from the schools that account for the turnover of teachers teaching the five subjects in which they had been trained by the project. This paper should be of particular interest to school supervisors and administrators

545.—. “Technology and the Professional Development of the Teacher.” Edu Vision 2003 : (Montego Bay, Jamaica: November 2003).

546. —. “Values and Attitudes in Education: A Critical Comment.” School of Business Symposium on Values and Attitudes: (Kingston, Jamaica: March 20, 2003).

547. **Miller, Errol L., Joan M. Tucker, and Halden A Morris** . Editors. EduVision: Enhancing Teaching and Learning Through Partnership and Technology Innovation. Vol. 1. Kingston, Jamaica: Institute of Education, University of the West Indies, 2005. **Refereed**

These articles were first presented as papers at Edu Vision 2003 an international conference on teacher education and technology. Some issues discussed directly relate to the inclusion and use of technology in education; others focus on innovations that are being shared and discussed across a world in which technology has strengthened. The articles are wide ranging but they all speak to issues, concerns and practices that have or can be addressed through partnerships. Whether that partnership is between teachers or between teacher educators and student teachers or between decisions makers and teachers, there are essential similarities. While the focus may be on different aspects of education, the underlying message remains the same - partnership is an imperative.

548. **Morris, Halden A.** “Critical Ingredients for Integrating Information Technology into the Education System.” Institute of Education Annual: Perspectives on Education in the Caribbean. Editors Ruby King and Halden A Morris. Vol. 4. 2004. 15-29.

Identifies and describes the elements and their ingredients that are considered critical for integrating information technology into the education system. These are: motivated people, adequate hardware, appropriate software, an informative website and an efficient Internet service provider. He identifies planning as a key factor in the successful integrating of information technology in schools. This paper is important for policy-makers, planners, and school administrators who wish to introduce information technology.

549. —. “How to Effectively Integrate Technology into Teacher Education.” Eduvision : Enhancing Teaching and Learning Through Partnership and Technology Innovation 1 (2005): 128-37.

It is evident that lecturers have to use technology in delivering course material in the teachers colleges. However, to effectively integrate “technology” into teacher education, lecturers must consider several major issues, such as justification, and long- and short-term plans, as well as purchasing , safety and equipment accommodation. This paper presents several issues to be considered in the process of integrating technology into the curriculum of the teachers colleges. Attempts are also made to alleviate fears associated with using technology in the classroom.

550. —. “The Nuts and Bolts of Leadership in Technical and Vocational Education 2004.” Celebrating Achievements in Caribbean Education : Transformation Diversity and Collaboration. 7th Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: April 15-17, 2004).

The quality of technical and vocational education is as good as the quality of the educational leadership that is provided. To provide high quality leadership, it is imperative that leaders comprehend the scope and complexities involved in this field. This paper will outline some of the complexities of technical and vocational education



leadership and bring together some of the key elements of leadership in this aspect of education. The content should be useful to educational administrators such as principals, deans, department heads, education officers and others who have overall responsibility for technical and/or vocational education at various levels of the education system.

551. —. “Reforming Technical/Vocational Education Curricula Through Interaction With Industrial and Commercial Organizations.” Transforming the Educational Landscape Through Curriculum Change. Editors Monica M. Brown and Clement T. M. Lambert. 2004. 148-62.

Reports on a study recently carried out in Jamaica to determine the extent and nature of the interaction between industrial/commercial organizations and technical/vocational training institutions. The study concluded that technical and vocational programmes would lose their effectiveness without that interaction. The author maintains, therefore, that technical and vocational curriculum development is fast becoming a shared responsibility between industry, commerce and education; and that collaboration between all parties is indispensable to establishing relevance and accountability in the curriculum development and implementation process.

552. **Peart, Moses.** “Infusion of Technology in Education: Issues and Challenges for the Caribbean .” Human Resource Development and Workplace Governance in the Caribbean. Editors Noel M. Cowell and Clement Branche. Kingston, Jamaica: Ian Randle, 2002: 70-85

Examines some of the challenges posed by the infusion of technology into Caribbean educational systems. Identifies some of the “critical success factors” that must be considered. Presents three models for the introduction of ICT into education against which evaluation of the current efforts may be undertaken. Explores issues suggested by the Caribbean and wider experiences. Comments on the role of ICT in Caribbean education.

553. **Scott, Nadine.** “Practicing What We Preach: Testing Accelerated Learning Methodologies and Brain Research Philosophies in the Teaching of the Visual Arts.” EduVision Conference 2003: (Montego Bay, Jamaica: November 2003).

**Scott, Nadine** See also 555

554. **Stewart, Marcia A.** “Quality Assurance in Teacher Education : Rationalization of Internal and External Interface.” EduVision : Enhancing Teaching and Learning Through Partnership and Technology Innovation 1 (2005): 138-49. **Refereed**

Looks at issues related to ownership and control of the quality assurance process in higher education. In particular it looks at the tensions between external or bureaucratic structures and internal, collegial processes, evaluating the strengths and weaknesses of both systems. Examples of the different models are described and assessed. Finally suggestions are made for an interface which balances the axis of control so as to encourage willing engagement in, and use of, the process by institutions, while ensuring transparency and reliability through the role of an external body.

555. **Thompson, Beverley, Lena Buckle-Scott , Cecile Walden, Nadine Scott, Ian Andrews, and Marvin Wideen.** “The Professional Development Protocol.” EduVision: Enhancing Teaching and Learning Through Partnership and Technology Innovation 1 (2005): 151-73. **Refereed**

Describes the context in which the protocol is being developed in Jamaica. A conceptual framework is provided, followed by an overview of the Protocol’s structure as well as a definition of professional development. The paper then outlines the paths to Pro-D, standards and legal issues, and finally concludes with some comments about the next steps required for sustainability.



556. **Tucker, Joan M.** “Starting From Scratch: CXC Music Examinations for Caribbean Schools.” Institute of Education Annual: Perspectives on Education in the Caribbean 4 (2003): 52-68.

**Refereed**

Focuses on the issues that emerged during the process of development of the Caribbean Examinations Council examinations in music. Author looks first at the challenges and issues concerning the standard of the syllabus. In the second section she examines issues related to cultural pluralism. The third part looks at the scope and structure of the syllabus, identifying the changes that occurred after the pilot. The music panel was concerned that the syllabus should equate with the standard of music syllabuses outside of the Caribbean. Like some other syllabuses developed by the CXC, the CXC music syllabus was expected to facilitate changes in practice and result in improvements in music education. Of particular interest is the section dealing with the challenges of delivering a pluralistic curriculum

**Tucker, Joan M.** See also 501, 526, 527, 547

