

Anti-Racist Community Engagement
Digital Companion

<https://compact.org/anti-racist-ce>

How To Be an Anti-Racist Researcher: An Example of Institutional
Change

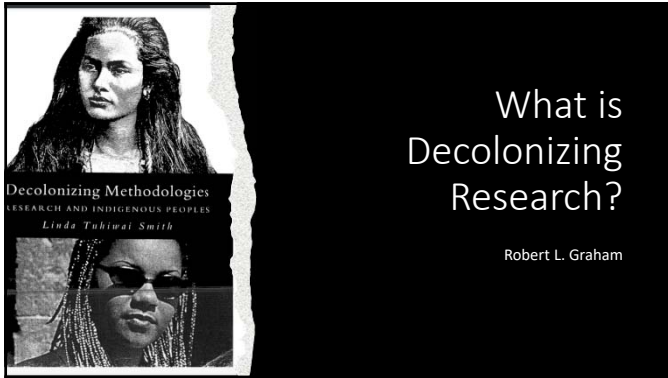
Alicia J. Cooper Ellis, Sharrell Hassell-Goodman, Robert L. Graham,
Marvin G. Powell, and Meagan Call-Cummings

Presentation: What Is Decolonizing Research?
Robert L. Graham

[Presentation commences on the next page.]



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What is Decolonizing Research?

Robert L. Graham

Tamale, S.
2020

Decolonization: A multi-pronged process of liberation from political, economic and cultural colonization. Removing the anchors of colonialism from the physical, ecological and mental processes of a nation and its people.

For the colonized, decolonization of the mind is really about returning to the annals of history to find ourselves, to become fluent in our cultural knowledge systems, to cultivate critical consciousness and to reclaim our humanity.



DuBois, Nkrumah, Kenyatta, Lorde, and more

CLASSIC REPRINT SERIES

NOTES ON THE STATE OF VIRGINIA

by Thomas Jefferson

Forgotten Books

Research Entangled With Anti-Racist Research

Racism has sustained the colonizing project, justifying the genocide and enslavement of Indigenous populations, and the trafficking and enslavement of other Indigenous populations

"Perhaps the most important historical process was the massive theft of Africa's land and resources by Euro-Americans. And the key apparatus used to justify and organize such plunder was the invention of the concept of race." Tamale, 2020

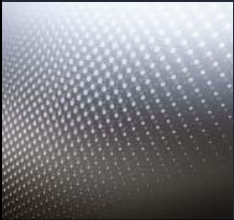
Research Entangled With Indigenous Research

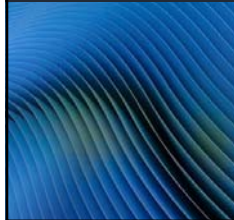
Research conducted by Indigenous peoples is Indigenous
(Dunbar, 2008; Smith, 1999; Wilson, 2008)



Indigenous research is often but not necessarily Decolonizing
(Chalmers, 2017)

Decolonizing research is not necessarily Indigenous

Paradigm Considerations

| | |
|---|---|
| <p>Makes use of and legitimates non-Western/male <u>ontologies</u></p> | <p>Theory of the nature of existence or reality. For example:</p> <p>More than one reality</p> |
|  | <p>Relationships to the natural world and each other that are not exploitive</p> <p>Humanity as a single, equal species</p> <p>The Earth as mother</p> <p>Africa as mother</p> <p>Native spirituality</p> <p>Civilization Before European Contact</p> |

| | |
|--|---|
| <p>Makes use of and legitimates non-Western/male <u>axiologies</u></p> | <p>What is worth researching & concern for the ethics of the actual pursuit. For example:</p> <p>Native experience</p> |
|  | <p>African experience, wherever they are</p> <p>Land back</p> <p>Pre-Greco/Roman civilization (Who informed Greece?)</p> <p>Patriarchy</p> <p>Relational accountability</p> <p>The On-Going Project</p> |

| | |
|--|---|
|  | <p>Makes use of and legitimates non-Western/male <u>epistemologies</u>.</p> |
|  | <p>How we learn and/or think, come to know things. For example:</p> <ul style="list-style-type: none"> • Language of instruction affects learning, spirit, self-esteem, and the nature of what is learned. (Ngũgĩ, 1986) • Community expertise/Expertise outside of the Western academy • The ancestors • The land, the water, the stars/sky • Emphasis on historical research • Women/marginalized as equals in knowledge pursuits |