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Nota di contenuto	Frontmatter -- Contents -- Acknowledgments -- Introduction / Kanu, Yatta -- Part 1: Rereading the Disciplines Postcolonially -- 1. Ideology and Politics in English-Language Education in Trinidad and Tobago: The Colonial Experience and a Postcolonial Critique / London, Norrel A. -- 2. To STEAL or to TELL: Teaching English in the Global Era / Macpherson, Seonaigh -- 3. High School Postcolonial: As the Students Ran Ahead with the Theory / Willinsky, John -- 4. Engaged Differences: School Reading Practices, Postcolonial Literature, and Their Discontents / Johnston, Ingrid -- 5. A Kinder Mathematics for Nunavut / Mason, Ralph T. -- Part 2: Indigenous Knowledges as Postcolonial/ Anticolonial Resistance -- 6. Is We Who Haffi Ride Di Staam: Critical Knowledge / Multiple Knowings - Possibilities, Challenges, and Resistance in Curriculum/Cultural Contexts / Sefa Dei, George J. / Doyle-Wood, Stanley -- 7. Critical Ontology and Indigenous Ways of Being: Forging a Postcolonial Curriculum / Kincheloe, Joe L. -- 8. Reappropriating Traditions in the Postcolonial Curricular Imagination / Kanu, Yatta -- 9. Cross-Cultural Science Teaching: Rekindling Traditions for Aboriginal Students / Aikenhead, Glen S. -- Part 3: Globalization and the Educational Response -- 10. Postcolonialism and Globalization: Thoughts towards a New Hermeneutic Pedagogy / Smith, David -- 11. The Impact of Globalization on Curriculum Development in Postcolonial Societies / Bacchus, M. Kazim -- Part 4: Reimagining Nation and National Identity in the Curriculum -- 12. Singular Nation, Plural Possibilities: Reimagining Curriculum as Third Space / Richardson, George -- 13. Learning Whose Nation? / McDonald, Kara -- Contributors
Sommario/riassunto	Initiatives that deconstruct and challenge the dominance of Western cultural knowledge in curriculum are gaining momentum, and though some of the most potent challenges come from the field of postcolonial theory, the implications of these challenges for theorizing curriculum have not been fully explored. Curriculum as Cultural Practice aims to revitalize current discourses of curriculum research and reform from a postcolonial perspective. Yatta Kanu brings together an impressive list of scholars to interrogate the dominance of Western European knowledge, cultural production, representation, and dissemination in education, and to promote critical, democratic, and ethical practices in curriculum design. Contributors examine current curriculum from a variety of different perspectives including subalternity, indigenous knowledges and spirituality, critical ontology, biolinguistic diversity, postnationalism, transnationalism, globalization, and the West African concept of Sankofa. Each of these unique perspectives frame the postcolonial condition and reflect changing educational relations, practices, and institutional arrangements.