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| Nota di contenuto       | 1. Mapping the Terrain of Struggle: From Genocide, Colonization, and Resistance to Red Power and Red Pedagogy -- Critical Theory, Red Pedagogy, and Indigenous Knowledge: The Missing Links to Improving Education: Response 1 / John Tippeconnic III -- Colonialism Undone: Pedagogies of Entanglement: Response 2 / Alyosha Goldstein -- 2. Competing Moral Visions: At the Crossroads of Democracy and Sovereignty -- At the Crossroads of Constraint: Competing Moral Visions in Grande's Red Pedagogy: Response 1 / Audra Simpson -- Red Bones: Toward a Pedagogy of Common Struggle: Response 2 / Peter |

McLaren -- 3. Red Land, White Power -- Where There is No Name for Science: Response 1 / Gregory A. Cajete -- Red Land, Living Pedagogies: Re-animating Critical Pedagogy through American Indian Land Justice: Response 2 / Donna Houston -- 4. American Indian Geographies of Identity and Power -- Reframing the Geographies of Power: Indigenous Identities and Other Red Pedagogical Paradoxes: Response 1 / Jodi A. Byrd -- Situating the Grip of Identity: Response 2 / Leigh Patel -- 5. Whistream Feminism and the Colonialist Project: Toward a Theory of Indigenista -- Challenging Whistream Feminism: Response 1 / Eve Tuck -- The Indigenous Feminist Revolution: Response 2 / Andrea Smith -- 6. Better Red than Dead: Toward a Nation-Peoples and a Peoples Nation -- The Dream of Sovereignty and the Struggle for Life Itself: Response 1 / Malia Villegas -- Refusing Colonialism and Resisting White Supremacy: A Collaborative Project: Response 2 / Kevin Bruyneel -- 7. Teaching/Learning Red Pedagogy -- The Red Atlantic Dialogue: Response 1 / Robert Stam and Ella Shohat -- Mii gaa-izhiwinag: And Then I Brought Her Along: Response 2 / Mary Hermes -- Red Pedagogy: Reflections From the Field: Response 3 / Sweeney Windchief, Jeremy Garcia, and Timothy San Pedro -- Mobilizing Transgression: Red Pedagogy and Maya Migrant Positionalities: Response 4 / Floridalma Boj Lopez -- Keep Calm and Decolonize: Response 5 / Lakota Pochedly -- Teaching Red Pedagogy: Response 6 / Mary Louise Pratt.

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### Sommario/riassunto

This ground-breaking text explores the intersection between dominant modes of critical educational theory and the socio-political landscape of American Indian education. Grande asserts that, with few exceptions, the matters of Indigenous people and Indian education have been either largely ignored or indiscriminately absorbed within critical theories of education. Furthermore, American Indian scholars and educators have largely resisted engagement with critical educational theory, tending to concentrate instead on the production of historical monographs, ethnographic studies, tribally-centered curricula, and site-based research. Such a focus stems from the fact that most American Indian scholars feel compelled to address the socio-economic urgencies of their own communities, against which engagement in abstract theory appears to be a luxury of the academic elite. While the author acknowledges the dire need for practical-community based research, she maintains that the global encroachment on Indigenous lands, resources, cultures and communities points to the equally urgent need to develop transcendent theories of decolonization and to build broad-based coalitions.

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