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Nota di contenuto	<p>1. Introduction -- Part I Decolonizing History and Its impact on Education from K-12 and Beyond -- 2. Seafaring Africans and the Myth of Columbus: Reflecting on Fourteenth-Century Mali and the Prospect of Atlantic Voyages -- 3. Ubuntu: Social Justice Education, Governance, and Women Rights in Pre-colonial Africa -- 4. Women to Women Marriage, Social Justice and House Property System in the Precolonial Period: Implications for Educating the Youth -- 5. Back to the Roots: Reconnecting Africans in Diaspora Through Cultural Media, Education, and Personal Narratives -- 6. Ubuntu: An Educational Tool to Dismantle Patriarchy—Voices from the Women Community Elders -- Part II Identity and Ways of Knowing for the Educator and the Learner -- 7. Knowledge Production and Colonial Myths: Centring Indigenous Knowledges Through Decolonization -- 8. Seeking the African Indigenous Ways of Being in Academia: The Intersecting Journeys of Two Black Women from Different Historical Colonial Experiences—Part One -- 9. Seeking the African Indigenous Ways of Being in Academia: The Intersecting Journeys of Two Black Women from Different Historical Colonial Experiences—Part Two -- 10. Resistance, Reparation, and Education Awareness: Resurgence of African Identities -- 11. Cultural Genocide: The Miseducation of the African Child -- Part III Spirituality and Land-Based Education -- 12. Three Souls in Search for the Inner Peace and Spiritual Journey: Educational Moments -- 13. The Soul in Soul Music: Educational Tools for Decolonial Ruptures -- 14. Kumina: Kumina! Afro-Jamaican Religion, Education, and Practice: A Site Where Afrocentricity, 'Bodily Knowledge' and Spiritual Interconnection Are Activated, Negotiated, and Embodied -- 15. Land Teachings: Lessons from Keiyo Elders -- 16. Beyond Territory: Engendering Indigenous Philosophies of Land as Counter-hegemonic Resistance to Contemporary Framings of Land in Kenya -- 17. Conclusion.</p>
Sommario/riassunto	<p>In the last two decades, we have witnessed the quest for decolonization; through research, writing, teaching, and curriculum across the globe. Calls to decolonize higher education have been overwhelming in recent year. However, the goal of decolonizing has evolved past not only the need to dismantle colonial empires but all imperial structures. Today, decolonization is deemed a basis for restorative justice under the lens of the psychological, economic, and cultural spectrum. In this book, the editor and her authors confront various dimensions of decolonizing work, structural, epistemic, personal, and relational, which are entangled and equally necessary. This book illuminates other sites and dimensions of decolonizing not only from Africa but also other areas. This convergence of critical scholarship, theoretical inquiry, and empirical research is committed to questioning and redressing inequality in contemporary history and other African studies. It signals one of many steps in a bid to consultatively examine how knowledge and power have been both defined and subsequently denied through the sphere of academic practice.</p>