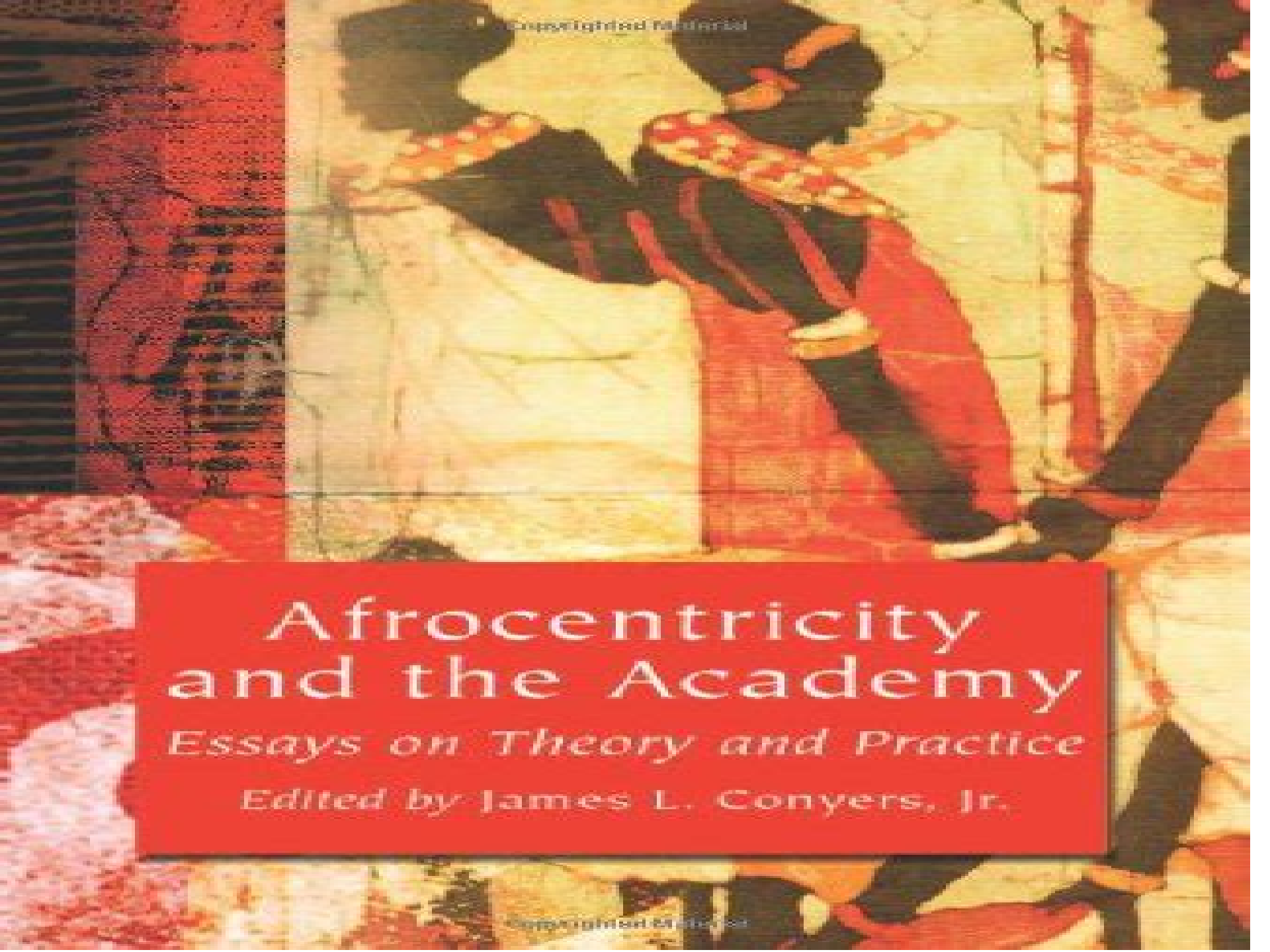




Afrocentricity and the Academy

Essays on Theory and Practice

Edited by James L. Conyers, Jr.

Afrocentricity And The Academy Essays On Theory And Practice

BM King



Afrocentricity And The Academy Essays On Theory And Practice:

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The Afrocentric Praxis of Teaching for Freedom Joyce E. King, Ellen E. Swartz,2015-08-27 The Afrocentric Praxis of Teaching for Freedom explains and illustrates how an African worldview as a platform for culture based teaching and learning helps educators to retrieve African heritage and cultural knowledge which have been historically discounted and decoupled from teaching and learning The book has three objectives To exemplify how each of the emancipatory pedagogies it delineates and demonstrates is supported by African worldview concepts and parallel knowledge general understandings values and claims that are produced by that worldview To make African Diasporan cultural connections visible in the curriculum through numerous examples of cultural continuities seen in the actions of Diasporan groups and individuals that consistently exhibit an African worldview or cultural framework To provide teachers with content drawn from Africa s legacy to humanity as a model for locating all students and the cultures and groups they represent as subjects in the curriculum and pedagogy of schooling This book expands the Afrocentric praxis presented in the authors Re membering History in Teacher and Student Learning by combining re membered democratized historical content with emancipatory pedagogies that are connected to an African cultural platform

Heritage

Knowledge in the Curriculum Joyce E. King, Ellen E. Swartz, 2018-04-27 Moving beyond the content integration approach of multicultural education this text powerfully advocates for the importance of curriculum built upon authentic knowledge construction informed by the Black intellectual tradition and an African episteme By retrieving examining and reconnecting the continuity of African Diasporan heritage with school knowledge this volume aims to repair the rupture that has silenced this cultural memory in standard historiography in general and in PK 12 curriculum content and pedagogy in particular This ethically informed curriculum approach not only allows students of African ancestry to understand where they fit in the world but also makes the accomplishments and teachings of our collective ancestors available for the benefit of all King and Swartz provide readers with a process for making overt and explicit the values actions thoughts and behaviors reflected in an African episteme that serves as the foundation for African Diasporan sociohistorical phenomenon events With such knowledge teachers can conceptualize curriculum and shape instruction that locates people in all cultures as subjects with agency whose actions embody their ongoing cultural legacy

An Afrocentric Manifesto Molefi Kete Asante, 2013-05-08 Molefi Kete Asante s Afrocentric philosophy has become one of the most persistent influences in the social sciences and humanities over the past three decades It strives to create new forms of discourse about Africa and the African Diaspora impact on education through expanding curricula to be more inclusive change the language of social institutions to reflect a more holistic universe and revitalize conversations in Africa Europe and America about an African renaissance based on commitment to fundamental ideas of agency centeredness and cultural location In An Afrocentric Manifesto Molefi Kete Asante examines and explores the cultural perspective closest to the existential reality of African people in order to present an innovative interpretation on the modern issues confronting contemporary society Thus this book engages the major critiques of Afrocentricity defends the necessity for African people to view themselves as agents instead of as objects on the fringes of Europe and proposes a more democratic framework for human relationships An Afrocentric Manifesto completes Asante s quartet on Afrocentric theory It is at the cutting edge of this new paradigm with implications for all disciplines and fields of study It will be essential reading for urban studies philosophy African and African American Studies social work sociology political science and communication

Encyclopedia of Communication Theory Stephen W. Littlejohn, Karen A. Foss, 2009-08-18 The Encyclopedia of Communication Theory provides students and researchers with a comprehensive two volume overview of contemporary communication theory Reference librarians report that students frequently approach them seeking a source that will provide them with a quick overview of a particular theory or theorist just enough to help them grasp the general concept or theory and its relation to the discipline as a whole Communication scholars and teachers also occasionally need a quick reference for theories Edited by the co authors of the best selling textbook on communication theory and drawing on the expertise of an advisory board of 10 international scholars and nearly 200 contributors from 10 countries this work finally provides such a resource More than 300 entries address topics related not only to paradigms

traditions and schools but also metatheory methodology inquiry and applications and contexts Entries cover several orientations including psycho cognitive social interactional cybernetic and systems cultural critical feminist philosophical rhetorical semiotic linguistic and discursive and non Western Concepts relate to interpersonal communication groups and organizations and media and mass communication In sum this encyclopedia offers the student of communication a sense of the history development and current status of the discipline with an emphasis on the theories that comprise it

Race, Class, Gender, and Immigrant Identities in Education Adrienne Wynn, Greg Wiggan, Marcia J. Watson-Vandiver, Annette Teasdell, 2021-10-11 This volume addresses the underlying intersections of race class and gender on immigrant girls experiences living in the US It examines the impact of acculturation and assimilation on Ethiopian girls academic achievement self identity and perception of beauty The authors employ Critical Race Theory Critical Race Feminism and Afrocentricity to situate the study and unpack the narratives shared by these newcomers as they navigate social contexts rife with racism xenophobia and other forms of oppression Lastly the authors examine the implications of Ethiopian immigrant identities and experiences within multicultural education policy development and society

Re-Membering History in Student and Teacher Learning Joyce E. King, Ellen E. Swartz, 2014-03-05 What kind of social studies knowledge can stimulate a critical and ethical dialog with the past and present Re Membering History in Student and Teacher Learning answers this question by explaining and illustrating a process of historical recovery that merges Afrocentric theory and principles of culturally informed curricular practice to reconnect multiple knowledge bases and experiences In the case studies presented K 12 practitioners teacher educators preservice teachers and parents use this praxis to produce and then study the use of democratized student texts they step outside of reproducing standard school experiences to engage in conscious inquiry about their shared present as a continuance of a shared past This volume exemplifies not only why instructional materials including most so called multicultural materials obstruct democratized knowledge but also takes the next step to construct and then study how re membered student texts can be used Case study findings reveal improved student outcomes enhanced relationships between teachers and families and teachers and students and a closer connection for children and adults to their heritage

Afrocentric Traditions James L. Conyers, Jr., 2011-12-31 Ever since the first contacts between Europe and Africa African people have operated from the fringes of Eurocentric experience in the Western mind Much of what we have studied in African history and culture or literature and linguistics or politics and economics has been orchestrated from the standpoint of Europe s interests Whether it is a matter of economics history politics geographical concepts or art Africans have been seen as peripheral This volume reviews the past in order to evaluate the present and move ahead with appropriate policies for the future The articles in this volume the first in a new serial publication in Africana studies cover a broad range of subject matter and methodology Topics range from the W E B DuBois Booker T Washington schism that led to the formation of the Niagara movement to the popular dissemination of black hip hop culture It opens with a description of

Afrocentricity by Molefi K Asante Kobi K K Kambon and Reginald Rackley discuss the construct that produces European cultural misidentification among Africans Nell Irvin Painter in discussing the Shoah and Southern history parallels the rhetoric of hate that permeated the late nineteenth and early twentieth century German diatribes against Jews with that of the Southern white supremacists against blacks Anthony B Pinn notes similarities that tie together slavery and colonialism in a bond of existential and ontological destruction Anthony J Lemelle Jr examines critical issues about black masculinity James B Stewart elaborates on the development of Africana studies Julius E Thompson explores the historical importance of the African American writer in Mississippi history Cary DeCordova Wintz the basis of the conflict between W E B DuBois and Booker T Washington in an effort to expose its underlying causes James L Conyers Jr summarizes social and cultural movements in particular the popular black hip hop culture Rounding out the presentations Lea Redmond and Charles P Henry trace the roots of black studies in the United States Afrocentric Traditions will have particular interest for scholars in the fields of American studies cultural studies historians sociologists and specialists in African American studies James L Conyers Jr is a University Professor of African American Studies and director African American studies program University of Houston

Handbook of Black Studies Molefi Kete Asante, Maulana Karenga, 2006 Publisher Description

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