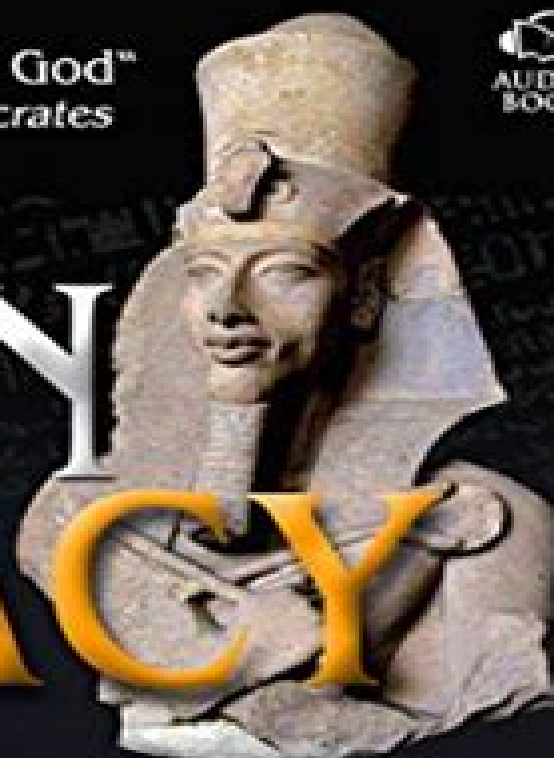


"Man KNOW THYSELF, that you may know God"
An Ancient African proverb wrongly attributed to Socrates



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Stolen Legacy George G. M. James, 2013-04-08 For centuries the world has been misled about the original source of the Arts and Sciences for centuries Socrates Plato and Aristotle have been falsely idolized as models of intellectual greatness and for centuries the African continent has been called the Dark Continent because Europe coveted the honor of transmitting to the world the Arts and Sciences It is indeed surprising how for centuries the Greeks have been praised by the Western World for intellectual accomplishments which belong without a doubt to the Egyptians or the peoples of North Africa Stolen Legacy George G. M. James, 1989-06-01 *By George G. M. James Stolen Legacy: Greek Philosophy is Stolen Egyptian Philosophy* George G. M. James, 2019-05-24 Stolen Legacy by George G M James refutes the Euro centric myth that the origin of Western philosophy is Greek First published in 1954 this book was seminal in leading to a radical reappraisal of a philosophical system long thought to be of European origin It is an essential work in the syllabus for the study of Western philosophy *Stolen Legacy* George J. M. James, 2022-09-15 First published in 1954 Stolen Legacy by George J M James is a bold and uncompromising book James argues that the Greek philosophy in which nearly all of the Western culture has its roots actually originated in ancient Egypt Drawing on careful historical research and a radical rethinking of the conventional narrative of Greek history He asserts that our celebration of the ancient Greeks as the creators of Western civilization and philosophy is misattributed Furthermore this massive intellectual and cultural theft have helped lend credence to the damaging notion that the entire continent of Africa has contributed nothing to world civilization It is indeed surprising how for centuries the Greeks have been praised by the Western World for intellectual accomplishments which belong without a doubt to the Egyptians or the peoples of North Africa An important book for understanding the history of philosophy culture and race in the modern world this book is not to be missed Stolen Legacy George G. M. James, 1954 *Stolen Legacy: Greek Philosophy Was the Offspring of the Egyptian Mystery System* George G. M. James, 2013-12-12 Greeks were not the authors of Greek philosophy but the people of North Africa commonly called the Egyptians were Cover Stolen Legacy. Illustrated George G. M. James, 2021-05-28 George Granville Monah James introduced the original and rather scandalous theory that the ancient Greeks borrowed their philosophical ideas from the Egyptians In the book Stolen Legacy James claims that Aristotle s ideas originated from books that were stolen when Alexander the Great looted the library in Alexandria James refers to Greek sources such as Herodotus who described Greece s cultural debt to Egypt He also mentions prominent Greek philosophers such as Pythagoras and Plato who are said to have studied in Egypt For example he attributes the use of the term atom which means an indivisible particle as having originated from the name of the Egyptian deity Atum a god who symbolizes completeness and indivisibility The book further draws from masonic writings to support his claim that Greco Roman mystical religion originates from the Egyptian mystical system **Stolen Legacy** George G. M. James, 2016-11-04 Stolen Legacy by George G M James refutes the Euro centric myth that the origin of Western philosophy is Greek First

published in 1954 this book was seminal in leading to a radical reappraisal of a philosophical system long thought to be of European origin It is an essential work in the syllabus for the study of Western philosophy **An American Health**

Dilemma W. Michael Byrd, Linda A. Clayton, 2012-10-02 At times mirroring and at times shockingly disparate to the rise of traditional white American medicine the history of African American health care is a story of traditional healers root doctors granny midwives underappreciated and overworked African American physicians scrupulous and unscrupulous white doctors and scientists governmental support and neglect epidemics and poverty Virtually every part of this story revolves around race More than 50 years after the publication of *An American Dilemma* Gunnar Myrdal's 1944 classic about race relations in the USA *An American Health Dilemma* presents a comprehensive and groundbreaking history and social analysis of race race relations and the African American medical and public health experience Beginning with the origins of western medicine and science in Egypt Greece and Rome the authors explore the relationship between race medicine and health care from the precursors of American science and medicine through the days of the slave trade with the harrowing middle passage and equally deadly breaking in period through the Civil War and the gains of reconstruction and the reversals caused by Jim Crow laws It offers an extensive examination of the history of intellectual and scientific racism that evolved to give sanction to the mistreatment medical abuse and neglect of African Americans and other non white people Also included are biographical portraits of black medical pioneers like James McCune Smith the first African American to earn a degree from a European university and anecdotal vignettes like the tragic story of the Hottentot Venus which illustrate larger themes *An American Health Dilemma* promises to become an irreplaceable and essential look at African American and medical history and will provide an invaluable baseline for future exploration of race and racism in the American health system *Symbolic*

Blackness and Ethnic Difference in Early Christian Literature Gay L Byron, 2003-10-04 There has been growing interest in recent years in the presence and image of blacks and blackness in classical antiquity However this pioneering and much needed work is the first to survey and theorise the black as seen by early Christian writers *Afrocentricity and the*

Academy James L. Conyers, Jr., 2015-09-01 Afrocentricity is a philosophical and theoretical perspective that emphasizes the study of Africans as subjects not as objects and is opposed to perspectives that attempt to marginalize African thought and experience Afrocentricity became popular in the 1980s as scores of African American and African scholars adopted an Afrocentric orientation to information The editor of this collection argues that as scholars embark upon the 21st century they can no longer be myopic in their perceptions and analyses of race The seventeen essays examine a wide range of variations on the Afrocentric paradigm in the areas of history literature political science philosophy economics women's studies cultural studies ethnic studies and social policy The essays written by professors librarians students and others in higher education who have embraced the Afrocentric perspective are divided into four sections Pedagogy and Implementation Theoretical Assessment Critical Analysis and Pan Africanist Thought **Decolonising the University: The Emerging Quest for**

Non-Eurocentric Paradigms (Penerbit USM) Claude Alvares, Shad Saleem Faruqi, 2014-11-25 This book of essays is a sequel to the International Conference on Decolonising Our Universities held in Penang Malaysia from June 27 to 29 2011. The Conference was jointly organised by the Universiti Sains Malaysia and Citizens International in cooperation with the Higher Education Leadership Academy of the Malaysian Ministry of Higher Education. At the Conference speaker after speaker pointed out that education in Asia and Africa is too Westcentric. It blindly apes European universities, European curricula and European paradigms. The papers in this volume examine possible ways of overcoming this problem of intellectual enslavement in Asian and African citadels of learning. It must be pointed out at the very outset that this book is not meant to be a tirade against the West. Its aim is not to ask Asian and African universities to shut out Europe and North America or to be insular or to wear blinds. Its aim is positive: to make Asian and African tertiary education truly global and at the same time socially relevant. This cannot be done unless the intellectual monopoly of the West is broken and European knowledge is made to make way for the review, teaching and expansion of the vast knowledge of other societies and cultures. European knowledge may supplement but never replace other valid knowledge systems and traditions. The book is divided into eight parts. Part I creates the setting, provides an overview of the state of our universities, reflects on decolonisation of our intellectual heritage and explains how colonial education was used to assault our cultures. Part II contains a wish list of the decolonised university. There are essays on the philosophical basis of an African university and about how the sacred and the secular can be integrated and how the community can be brought back into the university. Part III critically examines the promise and performance of UNESCO in decolonisation of Asian and African institutions of higher learning. Part IV discusses eurocentrism in social sciences, in mathematics and in science curricula. Part V highlights the state of social sciences and the law today and provides an alternative discourse in social theory, history, psychotherapy, psychology, law and language education. Part VI discusses regional decolonising initiatives in the Philippines, Taiwan, Turkey and Iran. Part VII provides insights into some experiments in transforming academic pedagogy. Finally, Part VIII contains some personal journeys in decolonisation of the self. This book of essays is meant to coincide with Malaysia's Independence Day on August 31 1957. The hope is that the timing will underline the point that the stains of cultural and intellectual imperialism do not end with the attainment of political freedom. Freedom is a state of the mind and regrettably throughout Asia and Africa the enslavement of the mind has continued long after the coloniser has gone back home. This humiliating state of affairs must end not only to give meaning to political independence but also to improve the quality of our education by giving to our students a better panorama of world knowledge and thereby to increase their choices. Decolonisation of our universities is not an exercise in flag waving nationalism. Its aim is ameliorative. Diversity and pluralism of knowledge systems are vital for meeting many of the moral, social and economic challenges of the times and for avoiding the frightening economic, educational and cultural consequences of Europe's near total intellectual and educational monopoly over Asia, Africa and Latin America. For example

Western models of development have proved to be a nightmare and have not served Asia and Africa well. Economic theories from the West have brought the whole world to the brink of an environmental catastrophe. Asian universities should offer a critique of the ethnocentrism of Western scholarship by pointing out that a middle class Western lifestyle and what that entails in terms of the nuclear family, the consumer society, living in suburbia and extensive private space may neither be workable nor desirable on a fragile planet. The humiliating story of intellectual enslavement in each field and in each region is best told in the words of the authors. What must be noted is the ways in which this subservience manifests itself. Our university courses reflect the false belief that Western knowledge is the sum total of all human knowledge. The books prescribed and the icons and godfathers of knowledge are overwhelmingly from the North Atlantic countries. Titles written by scholars and thinkers from Asia and Africa are rarely included in the book list. This may indicate a pervasive inferiority complex or ignorance of the contribution of the East to world civilisation. Any evaluation of right and wrong, of justice and fairness, of poverty and development and of what is wholesome and worthy of celebration tends to be based on Western perceptions. Eastern ideas and institutions are viewed through Western prisms and invariably regarded as primitive and in need of change. Despite decades of political independence, the framework assumptions of our law, politics, economics, education, history, science, art and culture remain dictated by our former colonial masters. Our concept of the good life and our views on human rights have very tenuous links to our indigenous traditions. Our cultural values, domestic relations, music, food and dressing indeed, our whole *Weltanschauung* is constructed on a Western edifice of knowledge. Our concept of beauty has been socially constructed by Hollywood media. In our professions, most of the icons we look up to are Western. In our universities, the syllabi we draft, the books we prescribe, the theories we blindly ape, the new abodes of the sacred we worship have very little connection with our own intellectual and moral heritage. It is fashionable in Asian universities to import expatriate lecturers, external examiners and guest speakers exclusively from North Atlantic countries. Asian scholars are generally not regarded as fit for such recognition. The underlying assumption is that Asians and Africans matter little and in all aspects of existence we need civilisational guidance from the overlords of humankind in Europe and America. How did we fall into such depths of enslavement and reverse racism? An essay in the volume points out that the colonisers conquered our mind by dismissing and deriding our cultures, alienating us from our roots and putting us in awe of the culture of the masters. They used the colonial education system for the production of a competent but submissive class. They replaced local languages with the English language, extinguishing along with local languages the cultural and moral nuances and perspectives that surround a language. The colonisers falsified and obliterated historical records of intellectual achievements by Asian and African scholars and inventors. They borrowed extensively from the East but shamelessly failed to acknowledge that debt. In many cases they Latinised Eastern names to make them sound European. The world does not know that during the European Dark Ages, scintillating educational developments were taking place in Asia and Africa. While Europe slept

China India Persia and Egypt practised science invented algebra furthered mathematics metallurgy law and logic They conducted complex medical operations invented rockets wrote treatises in philosophy sociology and astronomy A more recent form of Western hegemony is the yearly university ranking lists Western education Western science and Western achievements are subjected to evaluation on criteria that are rigged in their favour A host of Western consultants and experts unabashedly glorify American and European achievements and certify and celebrate the unique quality of their education system A recent claim was made that American society symbolised the end of history implying thereby that no further human progress was necessary anywhere else The book's ultimate aim is to discover what needs to be done to liberate our minds and our souls to end this academic colonialism to restore our dignity and independence We must shed the slavish mentality of blindly aping Western paradigms We must stop sucking up to the Western academic system We need to send Columbus packing back home Not only the Columbus outside but also the Columbus within We need to rediscover the suppressed knowledge of our civilisations and to reconnect with our rich heritage We must embark on a voyage of discovery of our ancestors intellectual wanderings and rediscover the wonders and heritage of China India Persia Mesopotamia Egypt and other Eastern and African civilisations We must combat the many fabrications and plagiarisms of Western innovators and we must give credit where credit is due to those in Asia and Africa who pioneered the ideas It must be clarified that it is not part of our agenda to ask European and American universities to include the treasures of the East in their syllabi Whether their world views should be enriched by the insights and reflections of the East or whether they should remain insular and wear blinds is their own problem Further it is not our aim to shut out the West but to end blind and exclusive reliance on it We need to root our education in our own soil to tap our own intellectual resources first and to make our education relevant to our societal conditions No amount of imported academics or theories can do this only us We are aware that our endeavour will be mocked by many in the West We will also be opposed by many elites in the East who believe that West is best and whose capitulation to Europe perpetuates Western intellectual hegemony Such opposition to the basic thesis of this book will only serve to confirm the phenomenon of legitimation and false consciousness whereby the oppressed are so brainwashed that they cooperate with their oppressors It is the final triumph of a system of domination when the dominated start singing its virtues In preparing this volume we received invaluable help from many individuals and institutions Universiti Sains Malaysia and Citizens International provided the funds for publication Ayesha Bilimoria helped with the editing of the bulk of the pieces Jenessey Dias performed brisk transcription of the presentations from the DVDs Shafeeq Sameera and Noor Aini Masri gave secretarial assistance Professor Dato Dr Md Salleh Yaapar and his team from the USM Press did everything else with great courtesy speed and professionalism Citizens International's S M Mohamed Idris and Uma Ramaswamy assisted with the printing To all of them we owe a debt of gratitude We hope that this book will highlight what is on any measure a shameful condition and that it will inspire at least some Asian educators to think afresh to chart new directions to search for

the best in their indigenous traditions yet to keep the windows of their mind open to the world *Black Women's Liberatory Pedagogies* Olivia N. Perlow, Durene I. Wheeler, Sharon L. Bethea, Barbara M. Scott, 2017-11-27 This interdisciplinary anthology sheds light on the frameworks and lived experiences of Black women educators Contributors for this anthology submitted works from an array of academic disciplines and learning environments inviting readers to bear witness to Black women faculty's classroom experiences as well as their pedagogical approaches both inside and outside of the higher education classroom that have fostered transformative teaching learning environments Through this multidimensional lens the editors and contributors view instruction and learning as a political endeavor aimed at changing the way we think about teaching learning and praxis **Not Out of Africa Revisited** Aylmer von Fleischer, This book has systematically demolished many of Mary Lefkowitz's myths This book proves that Socrates Cleopatra Terence Aesop and other ancient personalities were indeed Blacks that Alexandria was built on the site of an ancient Egyptian city known as Rhacotis where a town existed with its own library before the Library of Alexandria was built This book also proves that Pythagoras Plato and indeed many Greeks studied in Egypt This is an important book that proves that the so called Afrocentric claims are rooted in historical reality **Development Perspectives from the South** Munyaradzi Mawere, 2016-12-14 Not so long ago the Economist Newspaper described Africa as a hopeless continent This damning description specifically referred to the development status of Africa While the debate on the political and socio economic under development of Africa had been raging on prior to the Economist's daring but controversial pronouncements it intensified from thereon Many concerned people from within the continent and elsewhere have reproved the proclamation but mainly in newspapers and the broadcast media Not enough has been done by development scholars to critically reflect on the description and status of Africa's development condition in a nuanced and systematic fashion Yet it is through incisive reflections and systematic engagements with Africa's situations and circumstances that directions and solutions to the African development predicament could be forged The present volume is an attempt to open up a constructive dialogue between the Global North and the Global South on the African under development conundrum The book is an eye opener to African governments social scientists policy makers and development scholars concerned with the urgent need to rethink reimagine and retheorise Africa's development gridlock *Contemporary Black Thinkers in the Diaspora and Their Conceptualizations of Africa* Abdul Karim Bangura, 2024-08-24 This book contends that Afrocentricity and other ideas birthed by major contemporary Black thinkers in the Diaspora are wellsprings for helping to build a new Africa This book examines these ideas which have given rise to the Africanist Perspective on the Motherland to place Africa at the center of all intellectual discourses pertaining to African people everywhere while at the same time challenging the pervasive and pernicious Eurocentric myth of African people being inactive agents in history These contributions from a global range of scholars across disciplines examine the work of contemporary great Black thinkers as sources that can be employed to help in the construction of a new Africa Each chapter

examines how these thinkers conceptualized Africa in their works with the main objective of delineating their conceptualizations to generate suggestions on how to rebuild the continent

The Failure of Leadership in Africa's Development Ike Okonta, 2020-02-13 The Failure of Leadership in Africa's Development examines the dominant scholarly theories about the cause of Africa's underdevelopment and argues that none of the traditionally invoked causes—an alleged black racial inferiority, the colonial and neo-colonial expropriation of Africa's purported natural defects in Africa's geography—is plausible as the explanation of the main cause of the continent's underdevelopment. Rather, the book argues that the chief cause of the continent's lag is the failure of leadership of Africa's ruling classes. This failure of leadership, the book shows, is most evident in the historically traceable indifference of a long succession of Africa's ruling classes to the scientific and technological advances that were emerging from Europe and Asia during the most critical periods of Africa's history. It was this indifference, the book argues, that set the stage for the subsequent conquest, expropriation, and technological stagnation of Africa. The book recommends a blueprint for the continent's future development.

Teaching Native America Across the Curriculum Curry Malott, Lisa Waukau, Lauren Waukau-Villagomez, 2009 This book examines the multiple ways that concepts associated with Native North American indigeneity can contribute to creative and critical approaches to the process of teaching and learning. A must read for all pre-service and in-service teachers, the book illustrates how applying these new perspectives to the process of teacher education can shed light on new possibilities for curricular reform. This text will be especially useful to social studies educators interested in interdisciplinary approaches to critical curriculum development.

White Athena Walter Slack, 2015-06-26 Return to the fray of the Afrocentrist movement in the second volume of White Athena. Walter Slack follows up his first volume which took to task those who claim that the Greeks and others stole their philosophy, science, and culture from black Africans, arguing that the world needs to give credit to the right people. This volume is much less a comparison of diverse philosophies and cosmologies and much more an evaluation of claims regarding imagined imports of technical, cultural, religious, and practical artifacts. Slack examines numerous Afrocentrist claims, including that cultural tutors from black Africa roamed early Europe, Muslim Spain, and pre-Columbian Mesoamerica, and even traveled to ancient China with all sorts of cultural, intellectual, and scientific contributions. The author concludes that most damaging to the credibility of Afrocentrists is their willingness to adopt any and every theory that supports their ideological thesis of African cultural supremacy, overtly or covertly based upon race. Open your mind to an honest and impartial view of world history with White Athena, Volume 2.

From Kush to Cairo Justice Seutloali, 2025-07-18 From Kush to Cairo: Tracing the Black Legacy of Ancient Egypt is a powerful exploration of Africa's forgotten past, reconnecting the historical and cultural ties between the Nubian Kingdom of Kush and ancient Egypt. This book reclaims the Black identity of Egypt's earliest civilizations, showing how Kushite rulers, priests, and builders helped shape one of the most influential empires in human history. Drawing on archaeology, oral traditions, and ancient records, Justice Seutloali dismantles colonial

distortions and restores Africa to its rightful place at the heart of the Nile Valley story More than a historical study From Kush to Cairo is a cultural and political awakening a call for Pan African pride unity and the revival of Africa s stolen legacy By tracing the rise of African kingship spiritual traditions monumental architecture and resistance from Kush to imperial Egypt the book reveals a continuous legacy of greatness and resilience It reminds readers that Africa was not a silent spectator in history but a force that defined it Ancient Egypt was a Black civilization Cheikh Anta Diop

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