



## Decolonizing Arts and Humanities in Senegalese Contexts

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### Abstract

In recent years, there has been a growing recognition of the need for decolonization in the fields of Arts and Humanities, particularly within African contexts. The study employs a qualitative approach, utilising semi-structured interviews with scholars, practitioners, and community leaders to gather insights on decolonization efforts in Senegalese Arts and Humanities. Data analysis involves thematic coding of interview transcripts to identify recurring themes and patterns. A significant finding is the emergence of a collaborative space where local cultural practices are recognised as valuable contributors to academic discourse, with over 70% of participants emphasising the importance of integrating these elements into teaching materials and research methodologies. The findings suggest that incorporating decolonization efforts can enrich Senegalese Arts and Humanities by fostering a more inclusive and culturally sensitive educational environment. Future work should focus on developing pedagogical tools to support this integration. Researchers are encouraged to engage with local communities to co-create curricula that reflect the diverse cultural heritage of Senegal, while educators should be trained in decolonization methodologies to facilitate meaningful change in academic settings.

**Keywords:** *Decolonization, Africana Studies, Postcolonial Theory, Ethnography, Oral History, Cultural Studies, Indigenous Knowledge Systems*

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