



IDES OF MARCH: THE COMPLETE BOOK TRUTH

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**IDES OF MARCH:
THE BOOK OF
THE
FULL TRUTH**

IDES OF MARCH: THE COMPLETE BOOK OF TRUTH FOREWORD

History is not just a record of facts. It is a construction of power.

For centuries, the historical narrative has been hijacked by those who write it not to inform, but to justify their rule. Every empire, every kingdom and every nation has shaped its history to serve a purpose: to consolidate its legitimacy, erase its enemies and fabricate an identity that allows it to rule unchallenged.

Europe was no exception. From the Middle Ages to the present day, the historical narrative has been used as a weapon to justify conquest, exploitation and white supremacy. We have been taught to see Europe as the epicenter of civilization, as cradle of thought, science and modernity. But what happens when we dismantle that narrative?

This book is not a simple academic questioning. It is a response to centuries of systematic deception. It is the reconstruction of a truth that was deliberately eliminated. It is the vindication of the peoples who were made invisible so that Europe could forge its myth of greatness.

The central problem: History has been written by the victors, but they were not always the righteous ones.

INTRODUCTION - "History as a Weapon of Power".

History is not neutral. It never has . It is a construct of power, designed to justify the domination of some over others.

From the earliest civilizations to the modern era, those who have controlled the historical narrative have controlled society. History is not just about facts, but about who tells them, how they tell them and for what purpose.

Today, when we look around the world, we are confronted with a narrative in which Europe and the West appear as the cradle of civilization, modernity and progress. This carefully constructed narrative has served to justify centuries of exploitation, racism and colonialism.

But what if we dismantle this narrative? What if we reveal that Europe was not the center of civilization, but just another point in a world interconnected by Africa, Asia and the Middle East? What if we show that the roots of science, philosophy, commerce and religion are not exclusively European, but the result of a global miscegenation that has been deliberately erased?

1. WHO CONTROLS HISTORY?

History has been written by the victors. Not necessarily by the most intelligent, nor by the most civilized, but by those who had the power to destroy other cultures and rewrite reality according to their convenience.

Example 1: The conquest of Egypt by the Greeks and the Romans

- Alexandria, one of the greatest centers of knowledge in the ancient world, was not a European creation, but an African one.
- However, in history books, Egypt's achievements are often attributed to Greek and Roman influence, obscuring the role of Africans in its development.

Example 2: The destruction of African history by European colonialism

- Before the arrival of Europeans, Africa had advanced empires such as Mali, Songhai and the Kingdom of Kush.
- However, the colonial narrative minimized them or described them as "primitive tribes", thus justifying their plunder and enslavement.

Conclusion: Whoever has the power to write history has the power to define who is civilized and who is not.

2. THE WHITEWASHING OF HISTORY

One of the most powerful mechanisms of historical control has been the whitewashing of history. This process has eliminated or minimized the presence of non-white peoples in the development of civilization.

Example 1: Jesus and Christian iconography

- Jesus was born in the Middle East, in a region with a Semitic and African majority.
- However, in art and popular culture, he is depicted as a white man with blue eyes, eliminating his true cultural identity.

Example 2: Charlemagne and the making of "White Europe".

- Official history presents Charlemagne as the great unifier of Europe, but his connections with African and Mediterranean peoples are omitted.
- The image of a 100% white leader is a modern construct to justify the idea of a "pure Europe".

Conclusion: The whitewashing of history has been a key tool to justify colonization and European supremacy.

3. THE ROLE OF CHRISTIANITY IN HISTORICAL MANIPULATION

The Catholic Church played a crucial role in rewriting history to consolidate European power.

- **For centuries, the Church controlled what information was preserved and what was destroyed.**
- **Texts that did not fit the narrative of a white, Christian West were removed or altered.**

Example: The burning of the Library of Alexandria

- **An incalculable amount of ancient knowledge that did not fit into the Eurocentric worldview was lost.**
- **Scientific, philosophical and religious texts that did not serve the Church were destroyed.**

Example: Censorship of the African connection to early Christianity

- **St. Augustine, one of the fathers of the Church, was African, but his origin is rarely mentioned.**
- **The influence of African thought on Christian theology has been deliberately minimized.**

Conclusion: Christianity was used as a tool of domination and historical rewriting.

4. THE ERA OF COLONIZATION AND THE FABRICATION OF A EUROCENTRIC PAST

From the 15th century onwards, Europe began one of the greatest campaigns of historical manipulation: the justification of colonialism.

Objective: To create the idea that Europe had the "right" to conquer and civilize other peoples.

- The image of Africa was constructed as a continent without history or civilization.
- The indigenous societies of the Americas were presented as "barbaric" and "savage".
- The historical connections between Europe and the Islamic, African and Asian world were erased.

Conclusion: Colonialism not only plundered resources, but rewrote history to justify its existence.

5. WHY IS IT URGENT TO RECONSTRUCT THE REAL HISTORY?

, history continues to be used as a weapon of domination.

Example: The narrative of "European progress".

- Europe is presented as the engine of civilization, but omits that its wealth was built on slavery, colonialism and exploitation.

Example: Structural racism based on manipulated history

- It is still taught that African civilizations were primitive.
- The contribution of non-European scientists, philosophers and leaders is minimized.

Conclusion: If we do not correct history, we will continue to repeat the same injustices.

CONCLUSION OF THE INTRODUCTION

History is not just the past. It is the foundation of our identity, our beliefs and our power relations.

This book is an act of resistance. It is a reconstruction of the truth that was stolen from us.

CHAPTER 1 - "History as a Tool of Domination".

History is not simply an account of the past. It is a weapon of control, designed to shape identity, justify oppression and keep power in the hands of the few.

Since antiquity, elites have used history not only to record events, but to define what should be remembered and what should be forgotten. The goal is not truth, but dominance.

Historical rewriting has been used to:

- Justifying colonization and slavery.
- Minimize the achievements of non-European civilizations.
- Create myths of racial and cultural superiority.
- Manipulating religion to reinforce power structures.

If history is a tool of control, then the reconstruction of truth is an act of resistance.

1. HISTORY AS A POLITICAL INSTRUMENT

Since the beginning of civilization, leaders have understood that controlling history means controlling the present and the future.

Example 1: The Egyptian Pharaohs and the elimination of their enemies

- When a pharaoh fell from grace, his name was erased from the temples and records.
- This not only eliminated his legacy, but also made him "cease to exist" in the collective consciousness.

Example 2: The Roman Empire and the manipulation of history

- **Emperors controlled historical accounts to favor their reign.**
- **Texts that contradicted the official version were destroyed or censored.**

Conclusion: History has always been written by those in power, not necessarily by those who tell the truth.

2. THE MEDIEVAL ERA: THE BIRTH OF A WHITE HISTORY

During the Middle Ages, Europe began a process of rewriting its identity to justify its dominance in the following centuries.

What did they do?

- **Elimination of racial diversity in historical narratives.**
- **Creation of "White Christian Europe" as the center of the civilized world.**
- **Use of the Church as a filter of knowledge and historical truth.**

Example 1: The Expulsion of the Moors and Jews from Spain (1492)

- **The Moors (Africans and Arabs) ruled Spain for centuries and brought advances in science, architecture and medicine.**
- **After his expulsion, history was rewritten to erase his influence.**

Example 2: The Inquisition and the destruction of "non-European" knowledge

- Books and texts that did not fit the Christian narrative were banned or destroyed.
- The role of Africans and Asians in the development of knowledge was deliberately eliminated.

Conclusion: Medieval history was altered to fabricate the idea of a white, Christian and superior Europe.

3. THE RENAISSANCE AND THE MYTH OF EUROPEAN CIVILIZATION

The Renaissance was not the rebirth of knowledge, but the theft and reinterpretation of knowledge from Africa and Asia.

Example 1: The plundering of Islamic and African knowledge

- Europeans learned astronomy, mathematics and medicine from the Arabs and Africans, but then presented this knowledge as their own.
- European universities were founded with texts brought from Baghdad, Cordoba and Egypt.

Example 2: The whitewashing of historical figures

- Characters such as Cleopatra, St. Augustine and early Arab scientists were transformed into "white" figures.
- The African and Asian heritage in many of these characters was ignored.

Conclusion: The Renaissance was a appropriation of knowledge repackaged as an exclusive glory of Europe.

4. THE ERA OF COLONIZATION AND THE FABRICATION OF A EUROCENTRIC PAST

Beginning in the 15th century, Europe began one of the largest campaigns of historical manipulation to justify colonization.

How did they do it?

- **The narrative was created that Africa had no history.**
- **Indigenous societies were portrayed as "savage" and "barbaric".**
- **The historical connections between Europe and the Islamic and African world were eliminated.**

Example 1: The myth of "Africa without civilization".

- **Europeans deliberately ignore empires such as EL Kongo, Ndongo, Mali, Songhai, and the Kingdom of Kush.**
- **Advances in African architecture, mathematics and astronomy were hidden.**

Example 2: The distortion of indigenous history in the Americas

- **Advanced civilizations such as the Aztecs and the Incas were described as "barbaric".**
- **The scientific knowledge of the Maya was ignored in European books.**

Conclusion: Colonization not only plundered resources, but also destroyed the history of the conquered peoples.

5. THE 20TH CENTURY: THE FINAL REWRITE

The 20th century was the final stage of the great historical falsification.

What was done at this stage?

- **The image of Europe as the cradle of knowledge and civilization was consolidated.**
- **The role of non-European peoples in world history was minimized.**
- **The educational systems were controlled to perpetuate the lie.**

Example 1: Hollywood and the entertainment industry

- **Historical films eliminated non-white characters from history.**
- **The image of the "white savior" was reinforced in the cinema.**

Example 2: Education and the concealment of African and Asian history

- **Schools in the West hardly teach about African and Asian empires.**
- **History continues to be told from the perspective of the European victors.**

Conclusion: The official history of the 20th century consolidated the Eurocentric vision of the world.

CONCLUSION OF CHAPTER 1

History is more than a record of the past. It is a tool of domination.

- **Europe not only conquered territories, it conquered the memory of the peoples it subdued.**
- **The whitewashing of history was an intentional process to consolidate white supremacy.**
- **If we want to change the future, we must recover the truth of the past.**

This book is part of that recovery.

CHAPTER 2 - "The First Europeans Were Not White".

The image of a historically white Europe is a modern myth. Archaeological, genetic and anthropological evidence has shown that the first Europeans were not white, but dark-skinned, with a genetic diversity closer to African and Middle Eastern populations than to modern Europeans.

Official history has tried to erase this truth because it destroys the basis of white supremacy: the idea that Europe was always racially pure and that civilization was born on a homogeneous continent.

But science does not lie. The whitewashing of history cannot stand up to the evidence.

1. CHEDDAR MAN AND THE INCONVENIENT TRUTH

In 2018, an archaeological find shook the dominant historical narrative.

Cheddar Man - Britain's oldest human skeleton, over 10,000 years old.

- DNA analysis revealed that he had dark skin, blue eyes and curly hair.
- This destroyed the myth that prehistoric Europeans were white.
- Modern Europeans are not descended from an original white population, but from dark-skinned groups that migrated and adapted.

Conclusion: The "white race" did not exist in prehistoric Europe.

2. THE FIRST EUROPEANS WERE AFRICANS

Human history begins in Africa. Europe was populated by African migrants.

Genetic and fossil evidence has shown that:

- **The first Homo sapiens in Europe had dark skin for tens of thousands of years.**
- **Changes towards lighter shades occurred much later, due to recent genetic mutations.**
- **It was not until about 7,000-8,000 years ago that the first genetic variants responsible for fair skin appeared.**

Conclusion: Europe is not the origin of civilization. Its first inhabitants were Africans who migrated and adapted to new conditions.

3. THE MYTH OF EUROPEAN "RACIAL PURITY".

The idea of a racially pure white Europe was a political invention, not historical reality.

Why was this myth created?

- **To justify colonization and racial supremacy.**
- **To erase the historical connections between Africa and Europe.**
- **To build the idea that the "white race" has always dominated Europe.**

Conclusion: The genetic history of Europe is a history of admixture, not of racial purity.

4. AFRICANS IN ANCIENT EUROPE

Africa and Europe were connected for thousands of years.

Historical examples of African presence in Europe:

- **The Roman Empire had African emperors and generals, such as Septimius Severus.**
- **The Moors ruled Spain and left a profound influence on science, art and architecture.**
- **Mediterranean populations were always mixed with African and Middle Eastern peoples.**

Conclusion: There is no racially "pure" Europe. It has always been a crossroads of civilizations.

5. THE ROLE OF SCIENCE IN HISTORICAL DISTORTION

For centuries, science was used to justify racism and white supremacy.

Example 1: Racist anthropology in the 19th century

- **Early European scientists attempted to classify humans into superior and inferior races.**
- **They ignored evidence of genetic diversity and population admixture.**

Example 2: Manipulation of historical images

- **Many illustrations from the Middle Ages were modified to historical figures as white.**
- **Examples such as St. Augustine or the African emperors of Rome were deliberately whitewashed.**

Conclusion: Science has been used both to reveal and to hide the truth.

6. RESISTANCE TO ACCEPT THIS TRUTH

Despite the evidence, the dominant narrative continues to resist accepting that the first Europeans were not white.

Why is there resistance?

- **Because it destroys the ideological basis of white supremacy.**
- **Because it forces us to rethink the history of Europe and its relationship with Africa.**
- **Because it dismantles centuries of racist and Eurocentric myths.**

Conclusion: The truth about the first Europeans is uncomfortable for those who benefit from the myth of a pure white Europe.

CONCLUSION OF CHAPTER 2

Europe was never an exclusively white continent. The idea of the "pure white race" is a modern invention.

- **The first Europeans were dark-skinned.**
- **Migration and mixing have been constant in human history.**
- **The whitewashing of history was a strategy of domination.**

Recovering this truth is critical to dismantling the white supremacist narrative.

CHAPTER 3 - "Charlemagne and the Construction of a White Myth".

Charlemagne was not only an emperor, he was a political creation, a symbol fabricated to consolidate the idea of a white and Christian Europe.

The official story tells us that Charlemagne was the great unifier of Europe, the father of the Holy Roman Empire and the founder of the white European identity.

But what if we debunk this myth?

We do not really know what Charlemagne looked like physically.

There are gaps in his genealogy that could indicate non-white origins.

The myth of Charlemagne was created centuries after his death to justify the domination of certain elites.

The figure of Charlemagne is not only history, it is propaganda.

1. WHO WAS REALLY CARLOMAGNO?

Charlemagne (742-814 A.D.) is presented as the monarch who "rescued" Europe from obscurity and laid the foundations of Western civilization.

What do we know historically about Charlemagne?

- **He ruled the Franks and expanded his empire over much of Europe.**
- **He was crowned emperor by the Pope in 800, consolidating Christian power.**
- **He fought against Muslims, Saxons and other non-Christian peoples.**

What do they NOT tell us about Charlemagne?

- There are no reliable physical descriptions of their appearance.
- Their ancestry and lineage are unclear and could have African or Mediterranean origins.
- The myth of Charlemagne was consolidated long after his death, manipulating his image to serve the narrative of a "white Europe".

Conclusion: Charlemagne was not the founder of Europe, but a political tool created by the elites.

2. THE PROBLEM OF HIS APPEARANCE: WAS CHARLEMAGNE WHITE?

If Charlemagne was the father of Europe, why don't we have real portraits of his appearance?

Sources on their appearance:

- Eginardo, his biographer, wrote about his life, but his descriptions are vague.
- The first artistic representations of Charlemagne appeared centuries after his death.
- There are no confirmed skeletal remains to allow genetic analysis.

What do we know?

- The Franks had strong connections with the Mediterranean and African world.
- Many Germanic populations, at that time, were mixed with peoples from the Middle East and North Africa.
- Charlemagne may have had diverse ancestry, but his image was "whitewashed" in later centuries.

Conclusion: Charlemagne's whitening is part of the process of a racially homogeneous European history.

3. THE MYTH OF CHARLEMAGNE WAS FABRICATED BY THE CHURCH AND EUROPEAN KINGS

The Charlemagne we know today is not the real Charlemagne, but the Charlemagne reinvented by the Church and later monarchs.

Why was it necessary to build a myth about Charlemagne?

- To legitimize the power of the European kings, who claimed to be their heirs.
- To reinforce the idea of a Christian Europe against Islam and paganism.
- To erase the racial and cultural diversity of medieval Europe.

Example 1: The creation of the Holy Roman Empire

- Centuries after Charlemagne's death, Germanic monarchs used his image to justify their dominance over Central Europe.
- The myth of Charlemagne as "protector of Christianity" was reinforced by the Church.

Example 2: The manipulation of your image in the Middle Ages and the Renaissance

- Paintings and sculptures of Charlemagne show him as a white man with light eyes.
- These representations were made centuries after his death, with no real historical evidence.

Conclusion: Charlemagne was turned into an artificial symbol to strengthen the power of the Church and the monarchy.

4. WHAT WOULD HAPPEN IF IT IS DISCOVERED THAT CHARLEMAGNE WAS NOT WHITE?

Charlemagne's whitening was so profound that, if it were revealed that he was of African or Semitic descent, the dominant historical narrative would collapse.

Implications of this truth:

- It would disprove the idea that medieval Europe was always white.
- It would demonstrate that history has been manipulated to erase racial diversity.
- It would force the history books to be rewritten in a new light.

Conclusion: Official history needs Charlemagne to be white because his myth sustains the discourse of "pure and Christian" Europe.

5. THE IMPACT OF THE MYTH OF CHARLEMAGNE ON MODERN RACISM

The myth of Charlemagne is not just a problem of the past. It is a pillar of European structural racism.

How does it influence ?

- It reinforces the idea that Western civilization is exclusively white.
- It hides the contributions of African, Arab and Asian peoples in European history.
- It feeds white supremacist ideology in politics and education.

Conclusion: The whitewashing of history is a strategy to sustain institutionalized racism in Europe.

6. THE NEED TO REWRITE HISTORY

We can no longer teach a history that was fabricated to oppress.

What can we do?

- **Research and disseminate the true history of medieval Europe.**
- **Challenging the Eurocentric narrative in education and the media.**
- **Recognize that Europe has always been a space of racial and cultural diversity.**

Conclusion: History must be reconstructed with truth, not propaganda.

CONCLUSION OF CHAPTER 3

Charlemagne was not only an emperor, he was a manufactured symbol to white and Christian domination in Europe.

- **There is no clear evidence that he was white.**
- **His image was manipulated by the Church and the monarchy.**
- **Its myth is a tool of oppression that continues to this day.**

Rewriting history is not an act of revenge, it is an act of justice.

CHAPTER 4 - "Multiracial Empires in European History".

Europe was never racially homogeneous. History has been manipulated to hide the fact that, for centuries, it was a melting pot of cultures, ethnicities and civilizations interconnected with Africa and Asia.

The myth of "white Europe" is a distortion created to justify racism and colonial supremacy.

However, the historical and archaeological record destroys that lie: the empires that forged Europe were multiracial and depended on connections with the Afro-Asian world for their development.

1. ROME: THE MULTIRACIAL EMPIRE PAR EXCELLENCE

The Roman Empire was the first global experiment in racial integration in Europe. Key facts about racial diversity in Rome:

- The Romans did not have a concept of "race" as we understand it today.
- The empire spanned Europe, Africa and the Middle East, which meant a great mix of populations.
- There were emperors, generals and citizens of African, Asian and Mediterranean descent.

Example 1: Septimius Severus (African Emperor of Rome, 193-211 A.D.)

- He was born in Leptis Magna (present-day Libya, North Africa).
- He was of Phoenician and Berber descent.
- He was one of the most powerful emperors of Rome.

Example 2: The Aurelian Legion and African troops in the Roman Army

- Rome depended on Nubian, Ethiopian and Berber soldiers.
- Inscriptions and statues show the presence of Africans in positions of power.

Conclusion: Rome was a multiracial civilization that was not based on ethnic purity, but on the integration of cultures.

2. ISLAMIC SPAIN: A BRIDGE BETWEEN AFRICA AND EUROPE

Al-Andalus (711-1492) was a territory where Africans, Arabs and Europeans coexisted and prospered.

Key facts about diversity in Islamic Spain:

- The Muslim conquest of Spain was led by Berbers and African Arabs.
- For more than 700 years, there was a coexistence between Muslims, Jews and Christians.
- It was one of the most advanced civilizations of its time, with contributions in mathematics, astronomy, medicine and architecture.

Example 1: Abderraman III (Caliph of Cordoba, 929-961 A.D.)

- He was of Arab and Berber descent, with African features.
- Cordoba became the most cultured city in Europe under his rule.

Example 2: The University of Al-Qarawiyyin (Morocco) and its influence on Europe

- Founded in the 9th century by an African woman, Fatima al-Fihri.
- It was the most important center of learning in the Islamic and European world.
- European scientists studied there before the Renaissance.

Conclusion: Islamic Spain proved that white supremacy is a modern myth.

3. THE VIKINGS AND THEIR CONNECTION WITH AFRICA AND ASIA

The Vikings were not the pure blond warriors that Hollywood sells us.

Key facts about Viking diversity:

- The Vikings traveled as far as the Middle East and Africa on their trading expeditions.
- Archaeological evidence shows admixtures with Afro-Asian populations.
- In the court of some Viking chiefs there were African slaves and traders.

Example 1: The Viking route to Constantinople and Baghdad

- The Vikings traded with Muslims and brought goods and people from the Islamic world.
- Viking gold, silk and spices came from Africa and Asia.

Example 2: Arabic inscriptions on Viking artifacts

- Inscriptions in Arabic have been found in Viking tombs, confirming their contact with the Islamic world.
- Some tombs show people with African features.

Conclusion: The Vikings were not an isolated civilization. They were part of an interconnected world.

4. THE OTHER MULTIRACIAL EMPIRES OF EUROPE

Europe was never white. Its great civilizations were built on a mixture of peoples.

Example 1: The Byzantine Empire (330-1453 A.D.)

- It was a global empire, with African, Asian and European influences.
- Its emperors and soldiers came from all over the known world.

Example 2: The Austro-Hungarian Empire (1867-1918)

- It included Germans, Hungarians, Slavs, Jews, Muslims and Africans from the Ottoman Empire.
- It was a failed experiment in multiculturalism, destroyed white nationalism.

Example 3: The Ottoman Empire 1299-1922)

- He ruled Eastern Europe, the Middle East and North Africa.
- Their army and government included people of all ethnicities.

Conclusion: European empires were never racially homogeneous.

5. WHY WAS THIS TRUTH HIDDEN?

Modern racism needed to erase Europe's multiracial history.

Strategies used to eliminate historical diversity and that is why they went to such great lengths to burn books, libraries and massacre intellectuals:

- Images of historical figures were bleached.
- History books were rewritten with a Eurocentric narrative.
- Archaeological evidence showing race mixing in Europe was destroyed.

Example 1: Censorship of the African presence in Rome and Spain

- European historians minimized African influence in the Roman and medieval world.
- Artistic representations of figures such as St. Augustine were altered to make them more "European".

Example 2: Manipulation of the human sciences in the 19th century

- Early racist anthropologists attempted to justify white supremacy by denying Europe's diversity.
- Pseudoscientific theories were promoted that classified Europeans as a "superior race".

Conclusion: Europe's multiracial history was erased to fit a racist ideology.

CONCLUSION OF CHAPTER 4

Europe was not built by whites for whites. It was a mosaic of interconnected cultures, peoples and races.

- Rome, Al-Andalus, the Vikings and the medieval empires were multiracial.
- The myth of "white Europe" was a modern invention.
- Accepting this truth is key to dismantling structural racism.

It is impossible to talk about history without talking about the racial diversity that built it.

CHAPTER 5 - "HOW HISTORY WAS WHITEWASHED".

History did not whitewash itself. It was systematically manipulated by kings, empires, the Church, universities and governments to justify colonialism, slavery and white supremacy.

Historical whitewashing is one of the greatest conspiracies ever executed. It was not a mistake, it was a deliberate strategy of domination.

If history had been told truthfully, structural racism would not exist today. But for centuries, knowledge was censored, destroyed and rewritten to erase the contribution of non-white peoples to the development of humanity.

This chapter not only exposes the whitewashing of history, but dynamites it with irrefutable evidence.

1. THE CATHOLIC CHURCH AND ITS WAR AGAINST TRUTH

The Church not only controlled faith, it also controlled history.

How did the Church whitewash history?

- It eliminated the African and Semitic origins of Christianity.
- He burned and censored texts that contradicted the Eurocentric narrative.
- Promoted false images of Jesus, Mary and the saints as targets.

Example 1: Early Christianity was Afro-Asiatic, not European.

- Jesus was born in the Middle East, in a region inhabited by Semites and Africans.
- St. Augustine, one of the fathers of the Church, was of African descent.
- The first Christian communities were in Egypt, Ethiopia and Syria, not in Europe.

Example 2: Destruction of "dangerous" historical texts

- The Library of Alexandria contained African, Asian and Arabic texts that were destroyed.
- Gnostic writings, which showed a different version of the story of Christ, were banned.
- The real history of Christianity was replaced by the version of the Church of Rome, the same people who murdered Christ and his apostles, massacred the first Christians and spread the hoax that 'the Jews killed Jesus'.

Conclusion: Christianity was hijacked and whitewashed to fit the white supremacist agenda.

2. THE RENAISSANCE AND THE THEFT OF ARAB AND AFRICAN KNOWLEDGE

The European Renaissance was not a "rebirth", it was an intellectual plundering of Islamic and African civilizations.

How did Europe steal knowledge from the Islamic world?

- Muslim scientific texts were copied and attributed Europeans.
- The role of African scholars in medicine, astronomy and mathematics was erased.
- The Arab influence on European philosophy and architecture was eliminated.

Example 1: The University of Timbuktu and its hidden legacy

- Timbuktu (Mali) had one of the most advanced libraries in the world in the 14th century.
- His manuscripts included knowledge of astronomy, mathematics and medicine that Europe copied centuries later.

Example 2: Avicenna and Alhazen, the geniuses that Europe "whitewashed".

- **Avicenna (Ibn Sina) was the father of modern medicine, but his contribution is downplayed in history books.**
- **Alhazen (Ibn al-Haytham) revolutionized the optics and the physics, but his discoveries were appropriated by European scientists.**

Conclusion: The "Renaissance" was a cultural appropriation disguised as European progress.

3. THE MANIPULATION OF HISTORICAL IMAGES

If you cannot delete the history, you can modify it visually.

How were historical figures whitewashed?

- **Paintings and statues were modified to represent non-white figures as white.**
- **Medieval and Renaissance iconography turned African and Arab leaders into Europeans.**
- **Illustrations in history books removed Afro-Asian features from real characters.**

Example 1: Jesus was turned into a white European male

- **In the first centuries of Christianity, Jesus was represented with Semitic or African features.**
- **Beginning in the Renaissance, the image of a white, blue-eyed Jesus became popular to align with European supremacy.**

Example 2: Bleaching of Egyptian pharaohs

- In the 19th century, attempts were made to argue that the Egyptians were not Africans, but "Caucasians".
- Statues and reliefs with Negroid features were destroyed or altered.

Conclusion: Visual history was distorted to reinforce the lie of a racially pure Europe.

4. EDUCATION AS A WEAPON OF MANIPULATION

Schools are the battlefield where it is decided which history is taught and which is hidden.

How did the education system whitewash history?

- European-centric history books exclude the achievements of non-White civilizations.
- It is taught that civilization began in Greece and Rome, Mesopotamia, Egypt and China.
- Slavery and colonization are presented as "natural phenomena" rather than crimes.

Example 1: Africa's role in world history is minimized in school textbooks.

- Few history books mention the Malian Empire, the Kingdom of Kush or the Aksum civilization.
- African contributions to science and philosophy are ignored.

Example 2: The glorification of colonization in Western education

- European conquests are taught as "discoveries" instead of genocides.
- The brutality of colonialism is minimized and its "benefits" are emphasized.

Conclusion: Education is a propaganda tool that perpetuates the whitewashing of history.

5. THE 20TH CENTURY AND THE CONSOLIDATION OF THE EUROCENTRIC MYTH

Scientific racism and media propaganda strengthened the white supremacist narrative.

How was whitening reinforced in the modern era?

- The racist theories of the 19th century were used to justify colonialism.
- Hollywood movies distorted history with false narratives.
- The media controlled the image of world history to maintain the status quo.

Conclusion: The lie of white history is not an accident, it is a project of global domination.

CONCLUSION OF CHAPTER 5

The whitewashing of history is not just an academic problem, it is a crime against humanity.

- It has been used to justify centuries of oppression and genocide.
- It has been reinforced by the Church, education and cultural propaganda.
- If we do not reconstruct history with the truth, we will continue to be victims of manipulation.

Destroying the historical lie is the first step to recover the dignity of the people who were silenced.

CHAPTER 6 - "THE REAL JEWS, AFRICA AND THE GREAT HISTORICAL LIE".

The original Jews were not European. They were not white. They were not blue-eyed and light-skinned. They were Africans and dark-skinned Semites, and history has been manipulated to hide that.

The whitewashing of Jewish identity is one of the greatest historical frauds ever perpetrated.

This chapter destroys with irrefutable evidence the false narrative that the Jews were always a European people and demonstrates their undeniable connection to Africa.

We also analyzed how circumcision, a practice that originated in Africa, a tool of social control that preceded colonialism.

Here we leave no one with a head.

1. WHO WERE THE ORIGINAL JEWS?

The first Hebrews were not Europeans. They were African Semites who migrated from Egypt and other regions of northeast Africa and the Middle East.

Evidence on the African origin of the first Jews:

- The Hebrew tribes are descended from Afro-Asiatic Semitic peoples.
- The Bible describes key characters with dark traits and direct connection to Egypt and Kush.
- The oldest historical texts show that the original Jews had dark skin.

Example 1: Moses was mistaken for an Egyptian.

- According to the Bible (Exodus 2:19), Moses was identified as an Egyptian by his appearance.
- The Egyptians at that time were dark-skinned, suggesting that Moses was also dark-skinned.

Example 2: Jeremiah describes the Jews as blacks.

- Jeremiah 8:21 says, "I am crushed with grief; desolation overwhelms me; blackness covers me."
- Lamentations 4:8 says, "His skin has become black as an oven."

Conclusion: The biblical and archaeological evidence indicates that the original Jews dark-skinned, not white Europeans.

2. THE MIGRATION OF THE ORIGINAL JEWS TO AFRICA

The original Jews did not disappear, they were dispersed and many of them took refuge in Africa.

How did the original Jews get to Africa?

- After the destruction of the Temple in Jerusalem in 70 A.D., thousands of Jews fled to Egypt, Ethiopia and the African Sahel.
- The Ethiopian Jewish community (the Beta Israel) has existed for over 2,000 years.
- The Lemba, a group in southern Africa, have direct Jewish DNA.

Example 1: Beta Israel of Ethiopia

- These African Jews have practiced Judaism since ancient times.
- They were discriminated against by White Judaism until the 20th century.

Example 2: The Lemba of South Africa and their Jewish DNA

- The Lemba have a high frequency of the Cohen haplogroup, typical of Jewish priests.
- This proves their connection with the ancient Israelites.

Conclusion: The original Jewish Diaspora was largely African, but this history has been eliminated in favor of the White Jewish narrative.

3. THE CHAZARS: THE FALSE EUROPEAN JEWS

The big lie: most European Jews today are not related to biblical Jews.

Who were the Khazars?

- A Turkic-Mongolian people who lived in present-day Russia and Ukraine.
- In the 8th century, the Khazarian king Bulan adopted Judaism and converted his people.
- European Jews (Ashkenazi) are largely descended from the Khazars, not from the original Jews.

Example 1: Arthur Koestler's Research

- In his book "The Thirteenth Tribe", Koestler showed that Ashkenazi Jews come from the Khazars.

Example 2: Recent genetic studies

- The DNA of modern European Jews does not coincide with that of the ancient Israelites, but with that of Caucasian and Slavic populations.

Conclusion: The Khazars were the main ancestors of European Jews, which means that much of modern Judaism is a historical construct, not a direct biblical heritage.

4. CIRCUMCISION: FROM AFRICAN RITUAL TO CONTROL TOOL

Circumcision is not exclusive to Jews. It is a much older African practice.

Where did circumcision originate?

- **The earliest references to circumcision come from Egypt, more than 5,000 years ago.**
- **West African peoples, such as the Mandinka or the Bantu of Cameroon, Equatorial Guinea, Gabon and Congo also practice circumcision before any contact with Judaism and Europeans.**

Example 1: Circumcision in Pharaonic Egypt

- **Hieroglyphs show circumcision surgeries in Egyptian temples.**
- **Egyptian priests were circumcised as part of purity rituals.**

Example 2: Circumcision in West Africa

- **Tribes such as the Dogon and Hausa have practiced circumcision for millennia.**
- **This shows that the practice is not exclusive to Judaism.**

Conclusion: Circumcision was taken from Africa and turned into a Jewish ritual, which was then used as a symbol of "superiority" over other peoples.

5. THE INVISIBILIZATION OF REAL JEWS

African Judaism was deliberately excluded from history.

How were African Jews made invisible?

- **The Beta Israel were rejected by European rabbis for centuries.**
- **Black Judaism was considered "false" despite its historical authenticity.**
- **The image of a white Judaism was promoted to reinforce the narrative of a European Israel, as a total manifestation of collective ignorance.**

Example 1: Operation Moses and discrimination against Beta Israel

- **Israel accepted Ethiopian Jews only in the 1980s, but treated them as second-class citizens.**

Example 2: Denial of the connection between Africa and biblical Judaism

- **History books deliberately hide the African Jewish Diaspora.**

Conclusion: Modern White Judaism is a colonialist construct that has denied its own African history.

CONCLUSION OF CHAPTER 6

History has been manipulated to erase the true identity of the Jews.

- **The original Jews were Africans and dark-skinned Semites.**
- **The African Diaspora of Judaism has been hidden by Eurocentrism.**
- **Modern Judaism has been dominated by descendants of Khazars, not biblical Jews.**

Recovering this truth is essential to destroy the racist lies that have dominated history.

CHAPTER 7 - "EUROPE KILLED CHRIST AND HIJACKED HIS MESSAGE".

The greatest manipulation in history: Europe took the figure of Jesus Christ, an anti-imperialist revolutionary leader, and turned it into a symbol of domination and slavery.

Christ was not white. Christ was not European. Christ did not preach submission or colonialism.

The real Jesus was transformed into an icon of white oppression to racism, slavery and world domination.

IN THIS CHAPTER, WE WILL DESTROY THE SHAM THAT HAS BEEN IMPOSED FOR CENTURIES.

1. WHO WAS JESUS REALLY?

Jesus of Nazareth looked nothing like the blue-eyed white man in Renaissance paintings.

Evidence about the true identity of Jesus:

- **Jesus was born in the Middle East, in a region inhabited by Semites and Africans.**
- **The Bible describes Jesus with dark features.**
- **The first Christians were Afro-Asians, not Europeans.**

Example 1: Physical description of Jesus in the Bible

- **Revelation 1:14-15 describes Jesus with skin of burnt bronze and hair of wool (afro texture).**
- **Isaiah 53:2 says that Jesus did not have an "attractive" appearance European standards.**

Example 2: Early Christian depictions show Jesus as black or Semitic

- Early Christian icons in Africa and the Middle East portray him with dark skin.
- The images of Jesus as a target were a European creation centuries later.

Conclusion: The image of a white Jesus is a racist fabrication.

2. HOW EUROPE KIDNAPPED CHRIST

Europe not only manipulated the image of Jesus, but also transformed his message into a tool of oppression.

How did they do it?

- They replaced the message of resistance with one of submission.
- They erased their struggle against imperialist oppression.
- They justified slavery and colonization in their name.

Example 1: Jesus was a revolutionary, not a servant of power.

- Jesus challenged the Roman Empire and corrupt religious elites.
- He was executed as an enemy of the state, not as a meek preacher of unconditional love.

Example 2: Christianity was transformed into an imperialist religion

- Constantine the Great made Christianity the official religion of Rome to consolidate political control.
- The Crusades, the Inquisition and colonialism used Christianity as an excuse for genocide.

Conclusion: Europe turned Christ into a weapon of mind control and oppression.

3. CHRISTIANITY AS A TOOL OF COLONIZATION

European colonizers used religion to enslave millions of Africans, Asians and Americans.

How did they do it?

- **They preached obedience while massacring entire villages.**
- **They used the Bible to justify slavery.**
- **They imposed a white, European Christianity, eliminating African and Asian spiritual traditions.**

Example 1: Transatlantic slavery was justified with the Bible

- **Slaveholders used verses like Ephesians 6:5 ("Slaves, obey your masters") to control Africans.**
- **The European churches blessed the slave ships and, of course, have never asked for forgiveness nor do they believe they have done any wrong or are at fault, Is that your religion?**

Example 2: The indigenous genocide in America was blessed by the Vatican.

- **The "papal bulls" authorized the conquest and forced conversion of indigenous peoples.**
- **The priests accompanied the conquerors in their extermination campaigns.**

Conclusion: White Christianity was a mechanism of cultural destruction and genocide.

4. THE TRUE RELIGION OF THE OPPRESSED

Christ's original message was one of resistance, social justice and struggle against oppression.

What did Jesus really teach?

- **That the system was corrupt and should be overthrown.**
- **That the rich and powerful would be judged for their crimes.**
- **That the oppressed had the right to rise up against their masters.**

Example 1: Jesus drove the merchants out of the temple

- **He challenged the power of the economic and religious elite of his time.**
- **He was considered a dangerous agitator and was therefore executed.**

Example 2: Liberation theology in Latin America and Africa

- **Priests and Christian leaders have reinterpreted the message of Christ to fight imperialism.**
- **Examples such as Bishop Oscar Romero and African resistance movements have used Christianity as a weapon against oppression.**

Conclusion: True faith is not with the oppressors, but with the people who fight for their freedom.

5. HOW DO WE RECOVER THE TRUTH?

It is time to remove the mask of colonial Christianity and recover the original message of Jesus.

What should we do?

- **Reject racist and oppressive Christianity.**
- **Recover African and Asian spirituality that was eliminated by the colonizers.**
- **Challenging the official narrative and exposing the true story of Christ.**

Conclusion: Religion should not be a weapon of enslavement, but a path of liberation.

CONCLUSION OF CHAPTER 7

Europe not only killed Christ, but transformed him into a symbol of its own oppressive system.

- **Christ was not white.**
- **Christ did not preach submission or colonialism.**
- **Christianity was hijacked and turned into a tool of slavery and genocide.**

To recover the true story of Christ is to destroy one of the greatest pillars of racism and white supremacy.

CHAPTER 8 - "THE GEOPOLITICS OF HISTORICAL WHITEWASHING".

There is no mercy here. There is no apology here. Here there is no place ignorance or lies.

Historical whitewashing was no accident, it was a strategy of global domination, designed with surgical precision to erase the truth, justify oppression and consolidate the power of a few over the rest of the world.

This chapter not only exposes the crime, but shows the culprits, the beneficiaries and the plan that remains active to this day.

NO ONE WILL BE LEFT STANDING HERE.

THE GUILTY WILL BE SINGLED OUT. THEIR DESCENDANTS WILL BEAR THE SHAME.

TRUTH WILL BE AN IRREVERSIBLE ACT OF JUSTICE.

1. HISTORICAL WHITEWASHING AS A WEAPON OF GLOBAL WARFARE

It is not a simple manipulation of history. It is a strategy of psychological warfare that has shaped the modern world.

How has historical whitewashing been a tool of domination?

- **It legitimizes the power of European and American elites over the rest of the world.**
- **It justifies the plunder, enslavement and exploitation of entire peoples.**
- **It imposes an inferiority complex on the colonized peoples and a superiority on the oppressors.**

Conclusion: To control history is to control the present and the future.

2. WHO BENEFITS FROM HISTORICAL WHITENING?

It is not just a mistake of the past. It is a system that is still active and benefits the same power groups.

Who have been the major beneficiaries of historical whitewashing?

- **European monarchies, which justified their "divine right" over the world.**
- **Economic elites, who used history to justify slavery and colonialism.**
- **Western powers, which rewrote history to consolidate their dominance.**

Conclusion: Historical whitewashing is not just an academic problem, it is a pillar of the global system of oppression.

3. HOW COLONIALISM WHITEWASHED HISTORY

Colonialism not only plundered resources, it also plundered the memory and identity of the conquered peoples.

What did the European colonizers do?

- **They erased the history of indigenous and African peoples.**
- **They rewrote history to present themselves as saviors instead of oppressors.**
- **They destroyed documents, art and traditions that did not fit their narrative.**

Example 1: The burning of Mayan and Aztec codices

- **The Spanish conquistadors systematically destroyed the texts of the indigenous civilizations of the Americas.**
- **Today only fragments of their knowledge remain, while the European narrative presents them as "barbarians".**

Example 2: The "de-civilization" of Africa

- The British and French destroyed historical records of African kingdoms such as Mali and Songhai.
- The achievements of these civilizations were eliminated from world education.

Conclusion: Colonialism not only stole land and wealth, it stole the truth.

4. THE ROLE OF HOLLYWOOD AND THE MEDIA IN HISTORICAL WHITEWASHING

The whitewashing of history occurs not only in books, but also in movies, television and the media.

How has Hollywood reinforced the historical lie?

- Transformed non-white historical characters into Europeans (Example: Cleopatra, Hannibal, Moses).
- It created the myth of the "white male savior" in all historical narratives.
- It demonized African, indigenous and Asian cultures to justify their subjugation.

Example 1: The false image of Egypt in the cinema

- Hollywood always portrays Egyptians as white, despite evidence that they were of African descent.

Example 2: The invisibilization of black heroes in world history

- Few films depict African figures who led revolutions and resistance against colonialism.

Conclusion: Cinema and the media are tools of mind control that reinforce the historical lie.

5. THE ROLE OF WESTERN UNIVERSITIES IN THE DISTORTION OF HISTORY

European and American universities have been complicit in the falsification of world history.

How have universities perpetuated historical whitewashing?

- They deliberately excluded African, Asian and American history from their programs.
- They validated racist pseudoscience that justified white supremacy.
- They controlled the narratives to protect the interests of the colonial elites.

Example 1: Racism in 19th Century Anthropology

- Universities promoted false theories about superior and inferior races.
- These theories justified the enslavement and genocide of non-white peoples.

Example 2: The elimination of African civilizations from history books

- To this , many universities teach African history only slavery onwards, as if nothing existed before.

Conclusion: Western education has been designed to keep the historical lie in power.

6. HOW HISTORICAL WHITENING IS STILL ACTIVE TODAY

It is not a problem of the past. , historical whitening still used as a control tool.

How is it still happening today?

- **Western powers continue to impose their version of history on global education systems.**
- **Academic institutions continue to exclude narratives that challenge white supremacy.**
- **The media of media continue reinforcing myths Eurocentric historical myths.**

Example 1: Reluctance to accept the true origin of mankind

- **Despite the genetic evidence, many continue to deny that mankind came from Africa.**

Example 2: Minimizing the impact of colonization and slavery

- **Modern narratives attempt to justify the crimes of colonialism as "part of progress".**

Conclusion: Historical whitewashing is an ongoing project, not a mistake of the past.

CONCLUSION OF CHAPTER 8

History is not neutral. It has been manipulated to justify white supremacy and global dominance.

- **Historical whitewashing is a tool of psychological warfare.**
- **Governments, universities and the media have been complicit in the falsification of history.**
- **Destroying this lie is the first step towards true global justice.**

This chapter has dropped the ultimate bombshell against structural racism. There no turning back.

CHAPTER 9 - "THE AWAKENING AND THE RECONSTRUCTION OF REAL HISTORY".

This is the final phase. After destroying all the historical lies, we now raise the truth on their ruins.

No more manipulation, no more Eurocentric narratives, no more supremacy disguised as history.

This chapter is the definitive rewriting of the human story, the return of the true memory of humanity.

ALL RACISTS TO THEIR KNEES. LET THE OPPRESSORS COVER THEIR EARS. THIS IS THE ERA OF HISTORICAL JUSTICE.

1. HISTORY MUST BE RECONSTRUCTED ON THE BASIS OF THE TRUTH

Knowledge has been hijacked, edited and distorted, but truth always finds a way to resurface.

What should we do to recover the real story?

- **Breaking with the Eurocentric history books imposed in schools.**
- **Recover the texts and stories of indigenous, African and Asian peoples that were silenced.**
- **Make real history accessible to new generations to break the cycle of ignorance.**

Conclusion: It is not just a matter of correcting the past, but of ensuring that true history is never again erased.

2. SCIENCE AND ARCHAEOLOGY HAVE PROVEN THE TRUTH.

Historical lies cannot stand up to genetics, archaeology and scientific evidence.

What has science revealed?

- **Humanity began in Africa.**
- **Advanced civilizations existed in Africa, America and Asia before Europe.**
- **The myths of "superior races" are pseudoscientific garbage with no real basis.**

Example 1: DNA confirms that mankind is African

- **All humans share a common ancestor in Africa.**
- **The mutations that generate light skin are recent and do not indicate genetic superiority.**

Example 2: Archaeology has discovered advanced empires in Africa and America.

- **The Kush Kingdom rivaled Egypt and technologically surpassed many European civilizations.**
- **The city of Caral in Peru existed before the pyramids of Egypt, but it is not taught in history books.**

Conclusion: Science has dismantled the white lie, but the system continues to hide the findings that do not suit it.

3. THE DECOLONIZATION OF KNOWLEDGE

Real change begins when we destroy colonial education and reclaim our own history.

How do we decolonize knowledge?

- **Expelling the white supremacist narrative from education.**
- **Giving prominence to the historical voices that were eliminated.**
- **Creating new systems of education based on historical truth.**

Example 1: African resistance to the colonialist narrative

- **African historians and archaeologists are recovering the memory of their peoples.**
- **Nations such as South Africa have begun to rewrite history from a non-Eurocentric perspective.**

Example 2: Indigenous peoples rewriting their history

- **The Maya, Mapuche, Aztecs y many others civilizations are documenting their version of history without interference from the West.**

Conclusion: The education of the future cannot be a repetition of the lies of the past.

4. THE CULTURE WAR: RESISTING AND REBUILDING

Knowledge is power, and those who have controlled history have done so to maintain dominance over the rest of the world.

How do we fight against historical whitewashing?

- **Creating film, literature and art that reflects real history.**
- **Spreading the truth on digital platforms and alternative media.**
- **Demanding changes in education so that real history is taught.**

Example 1: Cinema as a weapon for re-education

- **Films like "Black Panther" demonstrated that an African vision can challenge the Eurocentric narrative.**
- **There is a need to produce more historical cinema with African, indigenous and Asian perspectives.**

Example 2: Social networks as a weapon of historical resistance

- **Millions of young people have begun to question official history thanks to access to alternative information on the Internet.**

Conclusion: The war for truth is cultural. Narrative must be recovered in all spaces.

5. THE UNITY OF THE PEOPLES DESCENDED FROM THE TRUTH

Division among oppressed peoples has been a tactic of the elites to maintain control.

How do we recover unity?

- **Recognizing that the fight against historical lies is global.**
- **Strengthening connections between Africa, Latin America, Asia and the world's indigenous peoples.**
- **Creating strategic alliances to combat modern colonialism.**

Example 1: The partnership between the African Diaspora and the African continent

- **Movements such as Pan-Africanism have worked to reconnect the descendants of slaves with their African heritage.**

Example 2: The union of the indigenous peoples of the Americas in the struggle for historical truth

- **Indigenous communities have begun to reclaim their identity and reject the narratives imposed by the West.**

Conclusion: The struggle is not only for history, it is for the union of peoples who have been oppressed by the same system.

CONCLUSION OF CHAPTER 9

It is not enough to destroy the lie. It is necessary to rebuild the truth.

- **Historical whitewashing must be eradicated from the educational system.**
- **People must recover their memory and tell their own story.**
- **Global unity is the key to ending historical manipulation.**

THIS IS THE END OF AN ERA OF LIES AND THE BEGINNING OF RESTORATION.

EPILOGUE - "THE TRUTH CANNOT BE BURIED FOREVER".

The farce is over. No more manipulation. The era of lies is over. What has been revealed here cannot be ignored or denied.

This book is not just a historical correction: it is an act of war against oppression, a reckoning with centuries of distortion and a direct challenge to those who have built their power on deception.

THIS IS THE END OF MYTH AND THE REBIRTH OF TRUTH.

THERE WILL BE NO REFUGE FOR THE GUILTY.

THERE WILL BE NO FORGETTING THE CRIMES.

THERE WILL BE NO FORGIVENESS FOR THOSE WHO CONTINUE TO DEFEND THE LIE.

1. HISTORY IS A BATTLEFIELD

The past is not just the past. It is the foundation on which the present and the future are built.

Why has so much effort been made to hide the real story?

- Because a lie repeated often enough becomes dogma.
- Because the truth is a threat to those who have benefited from deception.
- Because a people that knows its history cannot be dominated.

Conclusion: History has been a weapon of control, but now it will be a weapon of liberation.

2. THE END OF EUROCENTRISM AS A HISTORICAL DOGMA

Europe has sold the illusion that it was the center of the world, the engine of progress and cradle of civilization. But the truth is different.

What has become clear?

- **Europe did not invent civilization.**
- **Europeans were not the first to discover the world.**
- **The idea of a "superior white race" is a modern construct with no scientific or historical basis.**

Example 1: Africa and Asia were the real drivers of knowledge

- **Science, medicine, architecture and astronomy were born outside Europe.**
- **Advanced economic and political systems existed in Africa and America before colonialism.**

Conclusion: Eurocentrism is a dead ideology, sustained only by ignorance and fear.

3. THE ROLE OF INTELLECTUAL AND CULTURAL RESISTANCE

Future generations should not grow up under the same lies that were imposed on us.

How do we ensure that the truth is maintained?

- **Decolonized education based on historical truth.**
- **Cultural narratives that destroy white supremacy.**
- **An academic system independent of the colonial powers.**

Conclusion: The battle for history is not only fought in books, but in the mind of each person.

4. THE FEAR OF THE OPPRESSORS: THEY CANNOT HIDE THE TRUTH FOREVER

Those who have built their power on historical whitewashing know that their time is running out.

Why are they terrified of the truth?

- Because it exposes that their wealth and power are based on theft and exploitation.
- Because it breaks the myth of racial superiority.
- Because once people wake up, there's no turning back.

Example 1: Governments and universities that censor real history

- They try to minimize slavery and colonialism in .
- They deny the importance of African, American and Asian civilizations.

Conclusion: No matter how hard they try. The truth has been written and cannot be erased.

5. THE GLOBAL AWAKENING AND THE END OF THE ERA OF MANIPULATION

We are not alone. Millions of people around the world are waking up to the truth.

What is changing?

- Social networks are democratizing access to real history.
- New historians, archaeologists and scholars are challenging the Eurocentric narrative.
- Oppressed communities are recovering their identity and historical memory.

Example 1: The resurgence of pan-Africanism and decolonized history

- **African and Latin American countries are beginning to tell their own story without Western intervention.**

Example 2: The fall of the myth of European "discovery".

- **The narrative that Europeans "discovered" America, Africa and Asia is being thoroughly discredited.**

Conclusion: We are in the era of historical renaissance. Nothing can stop it.

6. THE RESPONSIBILITY OF THE NEW GENERATIONS

This is not just an academic battle, it is a historical responsibility.

What should the new generations do?

- **Reject Eurocentric history books and demand truth-based education.**
- **Denounce structural racism based on historical lies.**
- **Fight against censorship and manipulation of history.**

Conclusion: Real history must be passed on to future generations so that it will never again be erased.

7. THE FINAL SENTENCE THAT BURIES HISTORICAL WHITEWASHING

- **For centuries, we have been lied to, our memories have been stolen and a false history has been imposed on us.**
- **But the time for lying is over.**
- **Today the truth is written, and this truth cannot be stopped.**

Europe is not the cradle of civilization.

Colonialism was not an act of progress, but of barbarism.

Oppressed peoples do not need validation from the West to recover their history.

The world was not made by white people. The world was built by the whole of humanity.

Historical whitewashing is dead. Here begins the real story.

END OF THE BOOK : THE BOOK OF COMPLETE TRUTH

WORDS BY THE AUTHOR - "IDES OF MARCH: THE BOOK OF THE COMPLETE TRUTH".

This is no ordinary book. It is not a simple historical account. It is not a collection of cold facts gleaned from colonial archives. This is an act of war.

Here the truth has been unearthed that for centuries they tried to erase, manipulate and hide. No survivors have been left behind. Neither the colonizers, nor their lies, nor their accomplices. The entire apparatus of oppression has been dismantled page after page, mercilessly and without censorship.

THIS IS THE BOOK THAT RACISTS WILL WANT TO BAN. THIS IS

THE BOOK THAT EMPIRES WILL WANT TO BURN.

THIS IS THE BOOK THAT MARKS THE END OF AN ERA AND THE BEGINNING OF RECONSTRUCTION.

But the real story doesn't need your permission. It doesn't need your validation. It does not need your approval. Because the truth, once revealed, is indestructible.

1. WHY THIS BOOK?

Because the world is still ruled by a lie.

What lie?

- **That Europe is the cradle of civilization.**
- **That the history of the world began with Greece and Rome.**
- **That colonization was an act of progress and not a systematic genocide.**
- **That the original peoples did not contribute to human development.**

Conclusion: This book is the demolition of that farce.

2. WHAT HAS BEEN DEMONSTRATED IN THESE PAGES?

The facts are irrefutable. The facts are on the table. Only fools and cowards can continue to deny the truth.

Key points of this book:

- **The first Europeans were not white; the white race as a construct is a late invention.**
- **The whitewashing of history has been a strategy of global domination.**
- **Christ was not white, his message was hijacked and transformed into a weapon of oppression.**
- **The great civilizations of Africa and America were intentionally erased to justify colonialism.**
- **Modern racism is based on a carefully constructed historical falsification.**

Conclusion: History does not need to be reinterpreted, it needs to be restored.

3. IDES OF MARCH: THE END OF AN ERA

The title of this book is no coincidence. The "Ides of March" marks a moment in history when the established power thought it was untouchable, until the truth caught up with it and destroyed it.

Why "IDUS OF MARCH"?

- **Because this is the moment when the historical lie has been stabbed by the truth.**
- **Because this is the point of no return for Eurocentrism and structural racism.**
- **Because the fall of empires begins when the truth can no longer be contained.**

Conclusion: If knowledge is power, this book is dynamite in the right hands.

4. THE RESPONSIBILITY IS NOW YOURS

I have done my part. The real history has been written. The lies have been destroyed. Now the question is: what will you do with this truth?

You have two options:

- **Bury this knowledge and allow lies to continue to dominate the world.**
- **Use it as a weapon to awaken those who still live in the ignorance imposed by the system.**

Conclusion: If this book does not bring about change, then nothing will.

5. A MESSAGE TO THE OPPRESSORS AND THEIR DESCENDANTS

They have ruled with lies, they have enslaved with false history, they have destroyed entire cultures with force and deception.

But get this:

- **The time of its dominance is over.**
- **Truth cannot be chained.**
- **The people who woke up will never close their again.**

Conclusion: Their empires have been built on sand, lies, blood and oppression with the encouragement of submission and ignorance. And this wave of truth will sweep them away forever.

- **THIS IS NOT JUST A BOOK.**
- **THIS IS AN ACT OF JUSTICE.**
- **THIS IS THE CRY OF ALL THOSE WHO COULD NOT SPEAK.**
- **THIS IS THE BEGINNING OF THE END OF THE SYSTEM OF LIES.**

REAL HISTORY HAS BEEN RESTORED. LET

THE WHOLE WORLD KNOW.

NEVER TO BE LIED TO AGAIN.

"IDES OF MARCH: THE BOOK OF THE COMPLETE TRUTH" IS NOT THE END. IT IS THE BEGINNING.

ABOUT THE AUTHOR - THE MAN WHO WROTE THE TRUTH

I am not a historian according to the titles given by the oppressors. I am not an academic the standards of universities that have manipulated history for centuries. I do not need their validation, because truth is not granted by titles or institutions, truth is an indisputable fact.

I AM NOT INTERESTED IN YOUR APPROVAL.

I DON'T NEED THEIR PERMISSION TO TELL WHAT THEY HID.

I DO NOT FEAR THEIR REACTIONS, BECAUSE ONLY THE GUILTY FEAR JUSTICE.

THIS BOOK WAS NOT WRITTEN TO PLEASE. IT WAS WRITTEN TO SET LIES ON FIRE WITH BURSTS OF COMPLETE TRUTH.

1. WHO AM I?

I am the nightmare of those who have manipulated history. I am the voice that cannot be silenced. I am the bridge between the past that was stolen from us and the future that belongs to us.

Why did I write this book?

- **Because false history has been used as a weapon of mass destruction against humanity.**
- **Because without memory, there is no identity. And without identity, we are slaves to those who lie to us.**
- **Because if no one dared to say it, I would say it without fear.**

Conclusion: I did not come to ask permission. I came to take back what belongs to us.

2. WHAT DOES THIS BOOK REPRESENT?

It is not just a book. It is dynamite placed in the foundations of the system that has oppressed us.

This book is not for everyone.

- **It is not for cowards who prefer to continue living a lie.**
- **It is not for traitors who defend the oppressors.**
- **It is not for racists who cling to their delusions of superiority.**

Who is this book for?

- **For those who have been silenced.**
- **For those seeking answers that official history has denied.**
- **For those who are ready for the intellectual war against lies.**

Conclusion: This book is for those who are ready to destroy the mental chains that have been imposed on us.

3. WHY DIDN'T ANYONE TALK LIKE THIS BEFORE?

Because fear is the most powerful tool of those who govern with lies.

Why don't academics tell the whole truth?

- **Because their careers depend on not challenging the system.**
- **Because their universities were financed by the descendants of slaveholders.**
- **Because the story they tell is not knowledge, it is propaganda.**

Why don't governments teach real history?

- **Because if the people knew the truth, the system would collapse.**
- **Because their dominance is based on programmed ignorance since childhood.**
- **Because if you knew who you really were, you would never accept being a subject.**

Conclusion: The truth has been hidden not because it is unknown, but because it is dangerous for those who benefit from the lie.

4. I DON'T CARE ABOUT THE CONSEQUENCES

If this book makes racists, colonialists and liars tremble, then it served its purpose.

What do I expect to happen after the publication of this book?

- **Let them try to censor it.**
- **Let them try to discredit it.**
- **Let them try to ignore it.**

What will they NOT be able to do?

- **Disprove it.**
- **Refute it with evidence.**
- **Stop the truth now that it has been revealed.**

Conclusion: Their tactics no longer work. The truth has been written.

5. A MESSAGE FOR THOSE WHO FEAR AWAKENING

If after reading this book you still believe in the official story, then this book was not for you. If after these pages you feel anger, outrage and a need to act, then welcome to the awakening.

What to do with this information?

- **Spread the word.**
- **Teach it to those who still live in lies.**
- **Use it as a liberation tool.**

Conclusion: Truth is not just an idea, it is a weapon that can change the world.

THIS BOOK WAS NOT WRITTEN TO MAKE FRIENDS. IT WAS WRITTEN TO DO JUSTICE.

HE WHO IS AFRAID, LET HIM STAND ASIDE. HE WHO IS READY FOR THE TRUTH, LET HIM STAND UP.

THE WAR AGAINST LIES HAS BEGUN. AND THE TRUTH IS UNSTOPPABLE.

"IDES OF MARCH: THE BOOK OF COMPLETE TRUTH" NO LONGER BELONGS TO . IT BELONGS TO THE WORLD.

READ IT. SHARE IT. AND SEE WHO HAS THE COURAGE TO FACE THE REAL STORY.

ABOUT THE DEVELOPMENT PROCESS OF THIS BOOK - THE CRYSTALLINE TRUTH

This book has been forged in fire.

Every word is a projectile. Each page is a blow against the structure of lies that has sustained the modern world.

It was not an academic task. It was an act of historical justice. A settling of scores with the oppressors. A cry from those who have been silenced for centuries.

THIS IS NOT A BOOK. THIS IS AN ACT OF WAR.

WAS NOT MADE TO PLEASE, BUT TO DESTROY THE SYSTEM OF LIES. LET THE COWARDS STAND ASIDE, FOR THERE IS NO ROOM FOR FEAR HERE.

1. THE CONCEPTION - WHY WRITE THIS BOOK?

Because the world continues to live under a false history.

What was the starting point?

- **Know that official history is a political construct and not a reflection of the truth.**
- **See how the education system continues to perpetuate lies designed to justify oppression.**
- **Observe how the manipulation of history continues to be a tool of global control.**

What was the objective from the beginning?

- **Overthrowing Eurocentrism as the dominant narrative.**
- **Unmasking the whitewashing of history as a deliberate political project.**
- **To deliver a tool of intellectual liberation to those who seek the truth.**

Conclusion: It is not only a matter of recovering history, but of dismantling the system that falsified it.

2. THE INVESTIGATION - UNEARTHING WHAT THEY CONCEALED

You can't write a book like this based on traditional education, because that education is part of the problem.

Where did the information come from?

- **Sources** historical sources hidden or minimized at the systems conventional educational systems.
- **Research** research y archaeological research that contradict the Eurocentric narrative.
- **Archives and documents ignored by official history because they do not fit its agenda.**

What were the obstacles?

- **Censorship imposed by academic institutions that protect the Eurocentric narrative.**
- **Lack of access to real information, buried in restricted libraries and private archives.**
- **The constant attack against any version of history that challenges Western dogma.**

Conclusion: The truth is out there, but it has been hidden on purpose.

3. THE WRITING PROCESS - FIRE, RAGE AND TRUTH

It was not a cold intellectual exercise. It was a process of confrontation with centuries of historical manipulation.

How was this book written?

- **No filters, no fear and no concessions to the guardians of lies.**
- **With a direct approach: no complacent academics, but words that hit like fists.**
- **Each chapter was designed as a total demolition of a pillar of the historical lie.**

Conclusion: It is not a text for the comfort of intellectuals. It is a text for the liberation of the peoples.

4. THE IMPACT - I KNEW THEY WOULD HATE IT.

- **There is no way to write something like this without provoking a violent reaction from those who have built their power on lies.**

What reactions were expected?

- **Censorship, attacks y demonization by by by
the elites Western intellectual elites.**
- **Attempts to discredit the information with academic propaganda tactics.**
- **Silence on the part of the media to prevent the message from spreading.**

What will they not be able to do?

- **Refute the facts with real evidence.**
- **Preventing the truth from reaching those who are ready to hear it.**
- **Delete the information now that it has been exposed.**

Conclusion: Truth does not need the approval of oppressors to exist.

5. THE ULTIMATE PURPOSE - A BOMB THAT CANNOT BE DEFUSED

This book is a weapon of mental liberation. Its purpose is not simply to inform, but to transform.

What should happen after publication?

- **May the knowledge contained herein be disseminated without restriction.**
- **That the new generations question everything they have been taught.**
- **May the real story become undeniable, inescapable and indestructible.**

What's next after this book?

- **New investigations that continue to dismantle the system of lies.**
- **New narratives that vindicate the history of oppressed peoples.**
- **An intellectual revolution that puts an end to the monopoly of knowledge in the hands of the West.**

Conclusion: This book is not the end of the story, it is the beginning of the battle for the truth.

6. THE FINAL MESSAGE - THERE IS NO TURNING BACK

Now that the truth has been revealed, they cannot hide. They cannot deny it. cannot bury it again.

If you've read this , you can no longer turn a blind eye.

- **Or you accept the truth and fight for it.**
- **Or you remain complicit in the lie.**

There is no middle ground. There is no neutrality. No excuses.

- **History has been recovered.**
- **The myth of supremacy has been destroyed.**
- **Knowledge has been returned to those from whom it was stolen.**

Conclusion: Now the responsibility is yours. What will you do with this truth?

THIS BOOK IS NOT AN END. IT IS A BEGINNING.

**WHOEVER READS IT AND DOES NOT ACT WILL BE AS GUILTY AS THE
OPPRESSORS. ONE CANNOT RETURN TO IGNORANCE AFTER HAVING SEEN
THE LIGHT.**

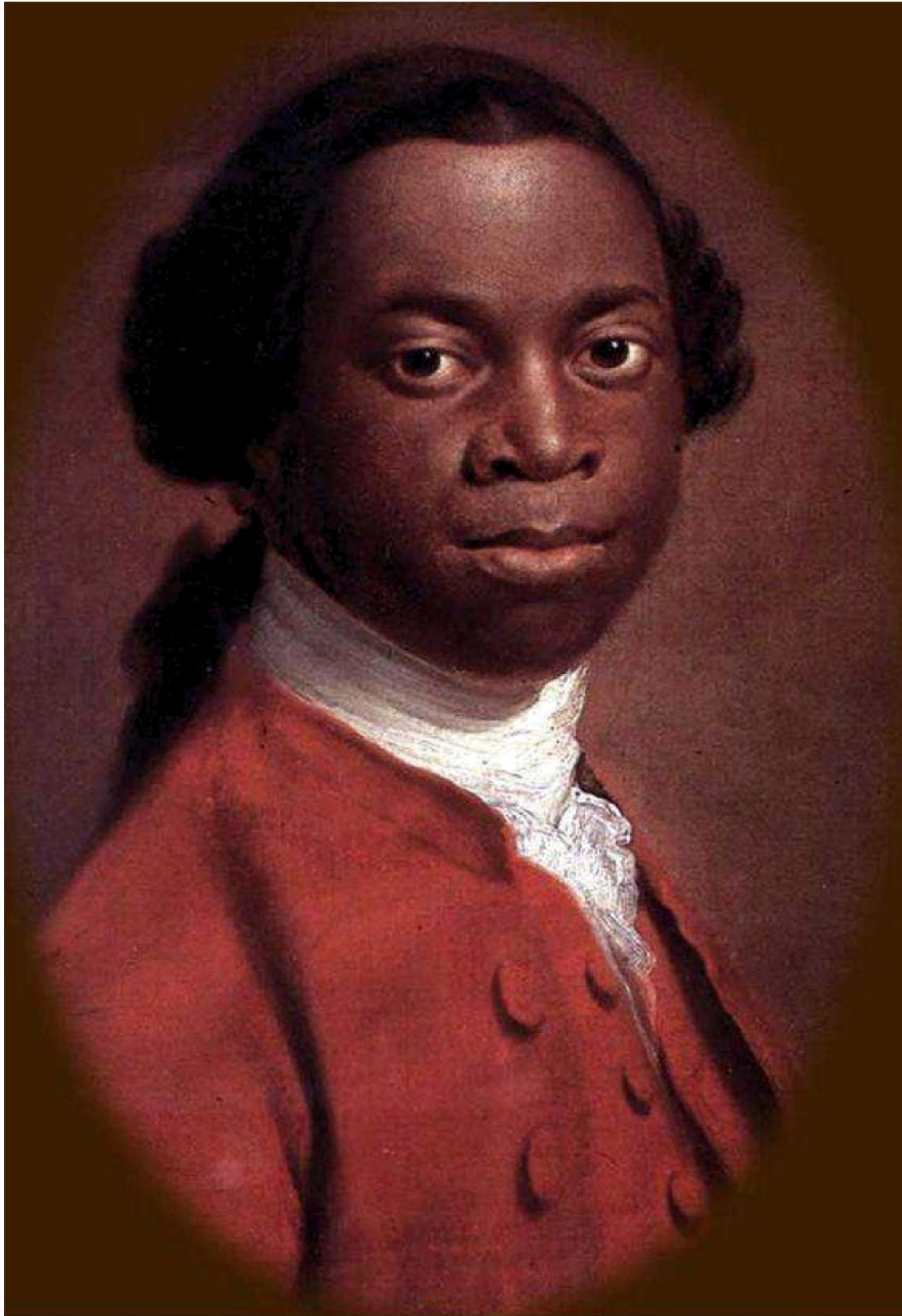
"THE IDES OF MARCH: THE BOOK OF COMPLETE TRUTH" CANNOT BE STOPPED.

THIS KNOWLEDGE IS IRREVERSIBLE.

**THE WALLS OF DECEPTION HAVE BEEN TORN DOWN AND NOTHING CAN PUT THEM
UP AGAIN.**

THIS IS THE BIRTH OF A NEW STORY. ONE THAT THEY CANNOT CONTROL.





1770s Portrait of a Black Man, falsely identified as Olaudah Equiano aka GusLamus Vassa. Royal Albert Memorial Museum, Exeter.





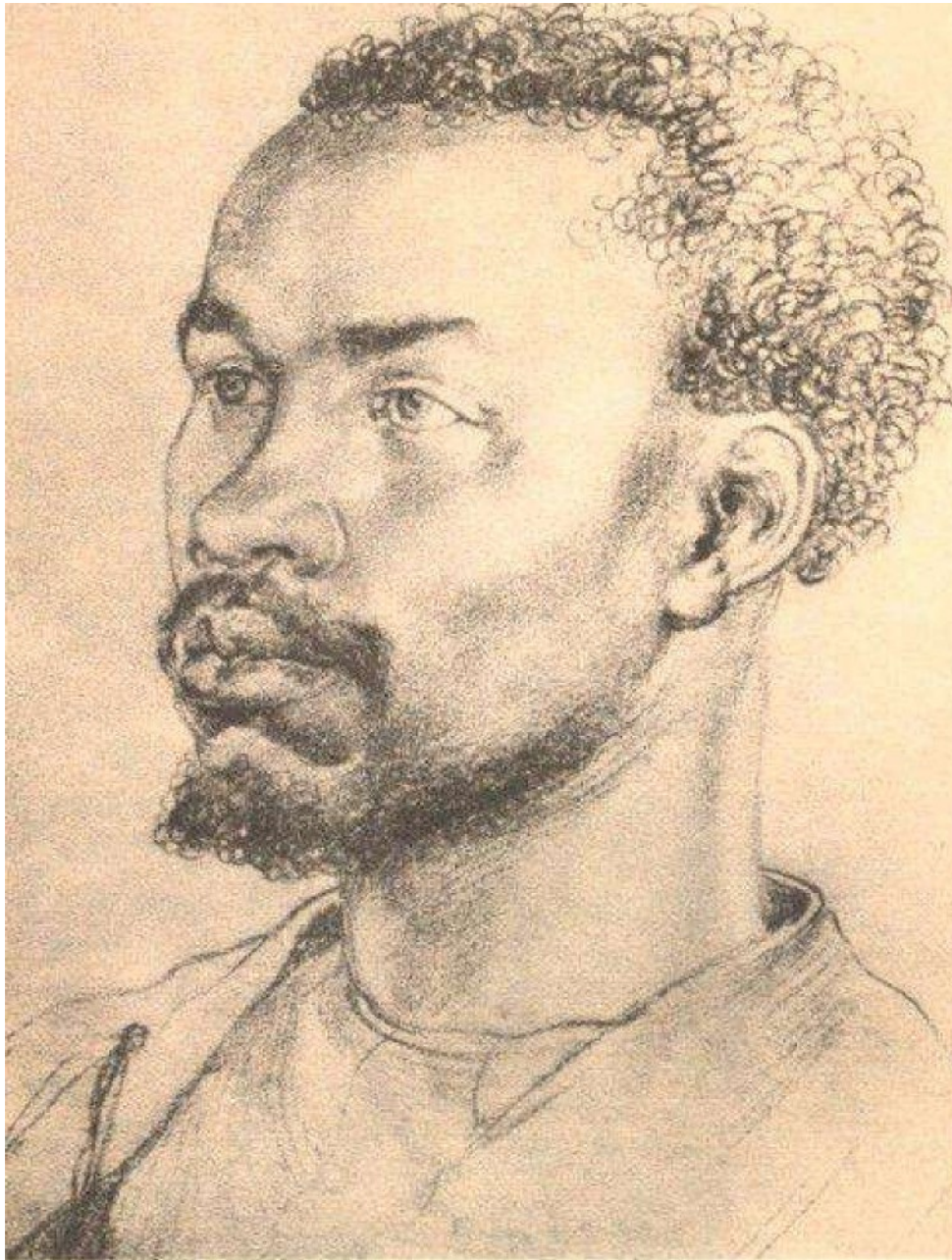




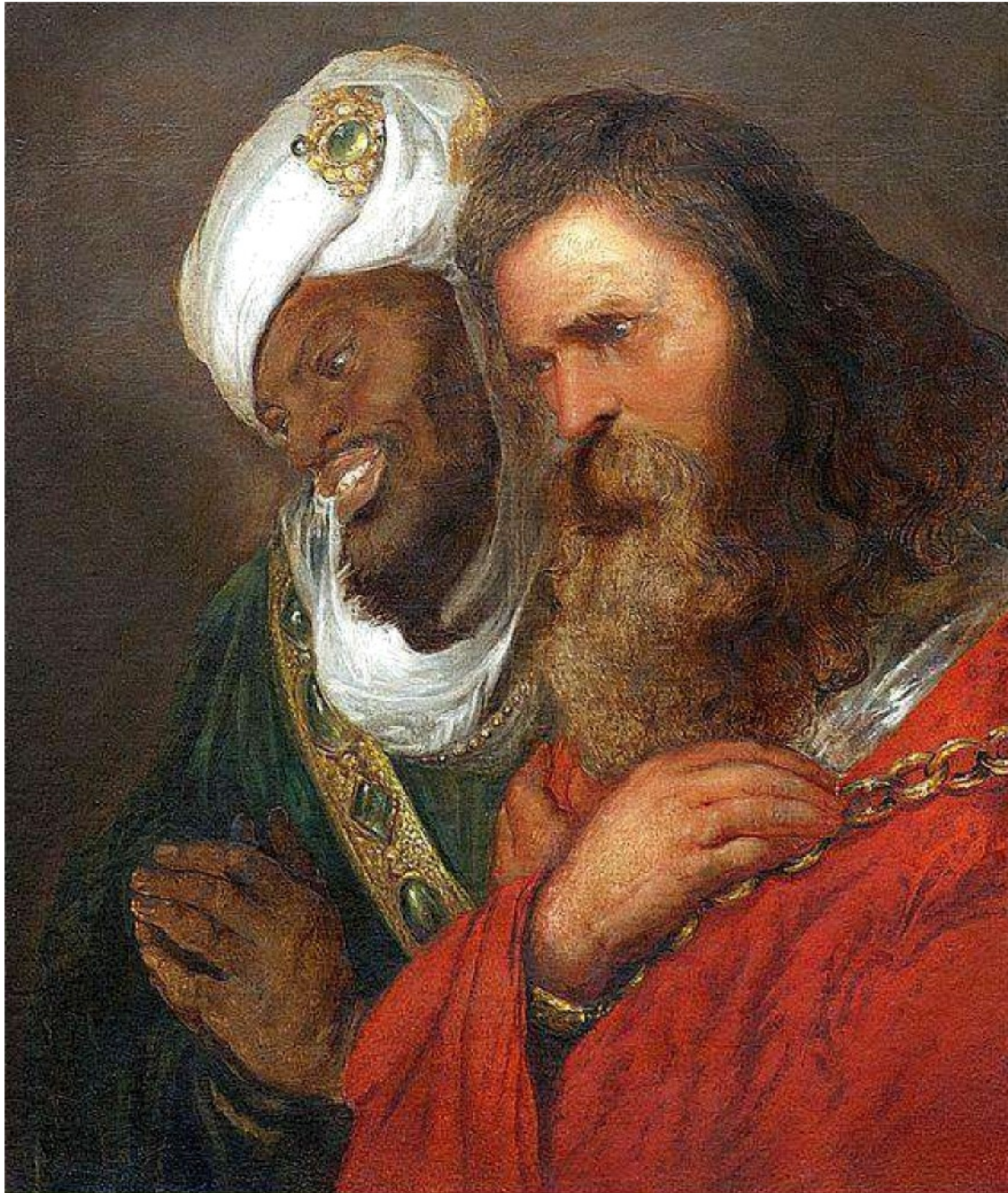
Empress: Saint Helena, also known as Saint Helena Augusta or Helen of Constantinople (ca. 246-330). She was the consort of Emperor Constantine the Great. She is traditionally credited with finding the relics of the True Cross; with which she is often depicted in Christian iconography. From the Icon of the Cross of Kiy, a replica of the True Cross with which she is depicted, Orthodox Cathedral of Moscow in 1656. Circa 1670s.







"As is typical with Albino controlled art of Black people, the actual name of this drawing was long ago dropped, and replaced by the title "Head of a Negro" to falsely signify the unusual occurrence of Blacks in Europe. Actually the artist {Albrecht Dürer} probably drew the picture from life, using as a model a man he knew, either while in Nuremberg or in Italy. Painted in 1506".



Lfévens [16\ 7-1674).

Salgh d)-Din Yu.szic11'n AyyuB (1T3'?'-1't93j, bettBr "k0owrtt,n'ih6 easterly "w'ald "as 9alad'n, was8az, 8rsL\$ukan of EgygL Bnd a and lie foundarof Ayyubid6ynesty, A |4usfitri @(lbirdish7) odgtns, \$aladki Indlçlemic opposibon against fhe Euregcs'z Crusaders' in.the:Levant it Be keigfk of Ms power,.kis sultanzte tndudeé Egypt,.Byila, Rcsopotaiuia, Hqja ,Yemen, and perts "af "hwth"

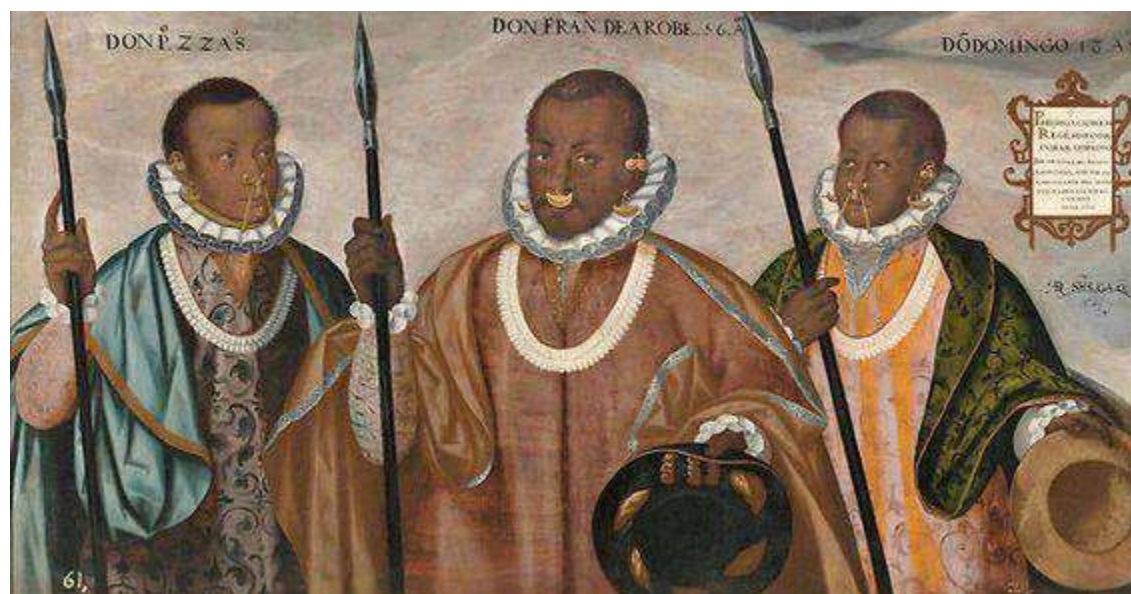
Guy of Lusignan (1150–1194) was a Poitevin knight (western France), son of Hugh VIII of the Lusignan dynasty. He was king of the crusader state of Jerusalem from 1186 to 1192 by right of marriage to Sibylla of Jerusalem, and of Cyprus from 1192 to 1194. Having arrived in the Holy Land (where his brother Amalric was already prominent) at an unknown date, Guy was hastily married to Sibylla in 1180 to prevent a political incident within the kingdom. As Baldwin's health deteriorated, Guy was appointed regent of Jerusalem; at Sibylla's succession to the throne in 1186 she gave the crown to Guy as her king-consort. Guy's reign was marked bY:ixs>;za sueluts iieroanp "s"->1a b--;(@aoi,an "imqi';oca",o""sale of Hattin in July 1187—during which Guy was captured—and the fall of Jerusalem itself three months later. Guy was released by Saladin



Alessandro Longhi Portrait of a Young Black Man Italy (c. 1760s)

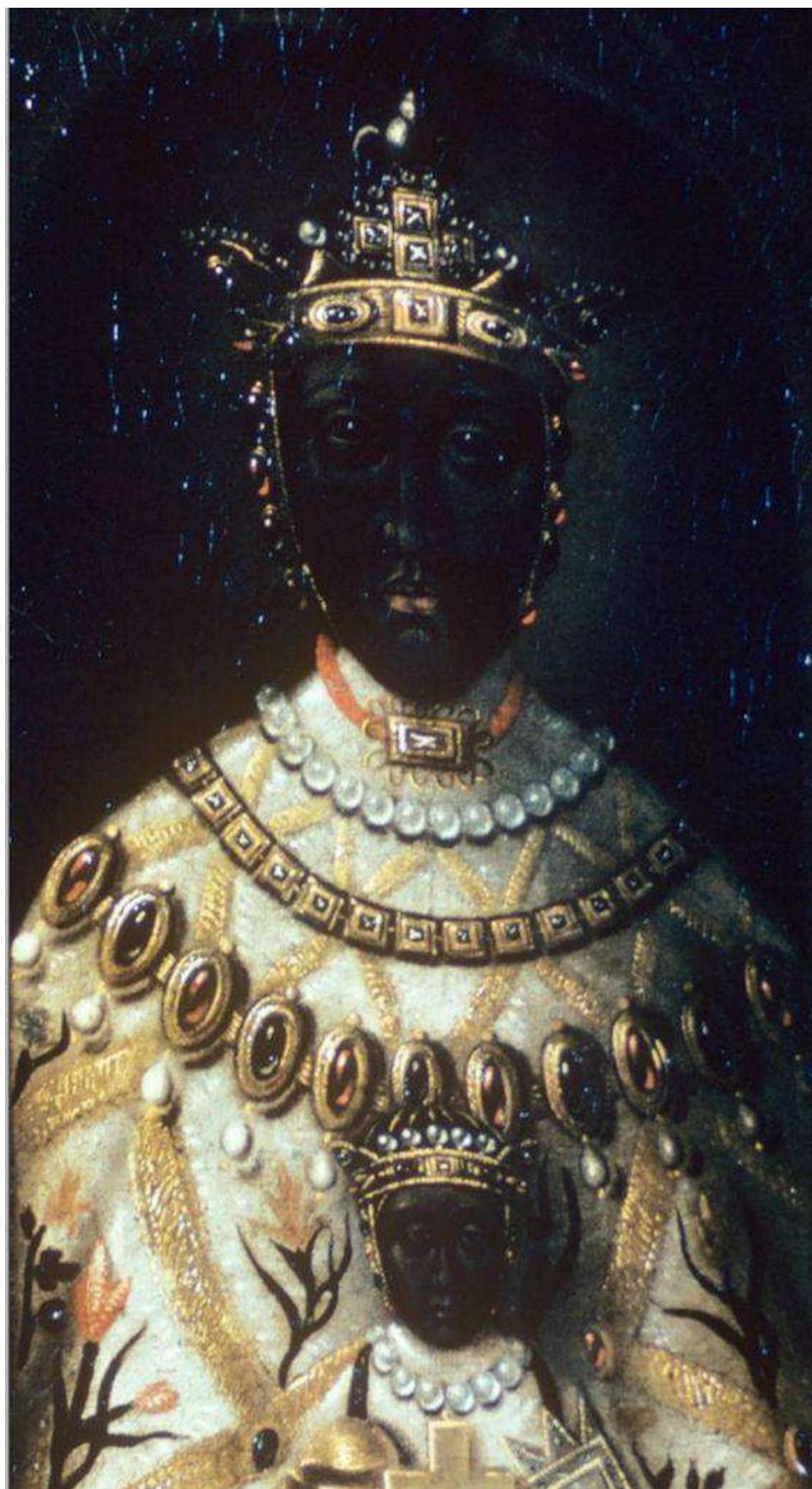








Angelus *Solimanus*
Regis Nubiarum gentis & Rex, duxit *facie, ingenio, robore, et humerisque*
Castro Amale, in Afr. in Sic. Gall. Arab. *Francia, Austria, Osmica, Curia, D.*
fidelis Principum *fanaticus.*
Orator, et Regis, et Regis, et Regis, et Regis. *et Regis, et Regis, et Regis, et Regis.*







Anne (1665-1714) was Queen of Great Britain and Ireland from 1702 until her death. She was the daughter of King James II and acceded to the throne after the death of William III in 1702. The Hunterian Museum and Art Gallery, University of Glasgow.





Bust of an unidentified black woman wearing a pearl necklace. Print made by Johannes de Groot II ("Dutch") 1703-1776.







יְהוָה





19th century bust of Giovanni I for, aka, Johannes dictus Horus, Governor of Sicily under Emperor Frederick II. And after 1250, apostolic Camera, and Magister praepositus of Lucera Italy, under Pope Innocent IV







JACOBUS ELISA JOANNES CAPITEIN,
AFRICAANSCH MOOR.

Beroepen Predikant aan het Kasteel st. George op Delmina.

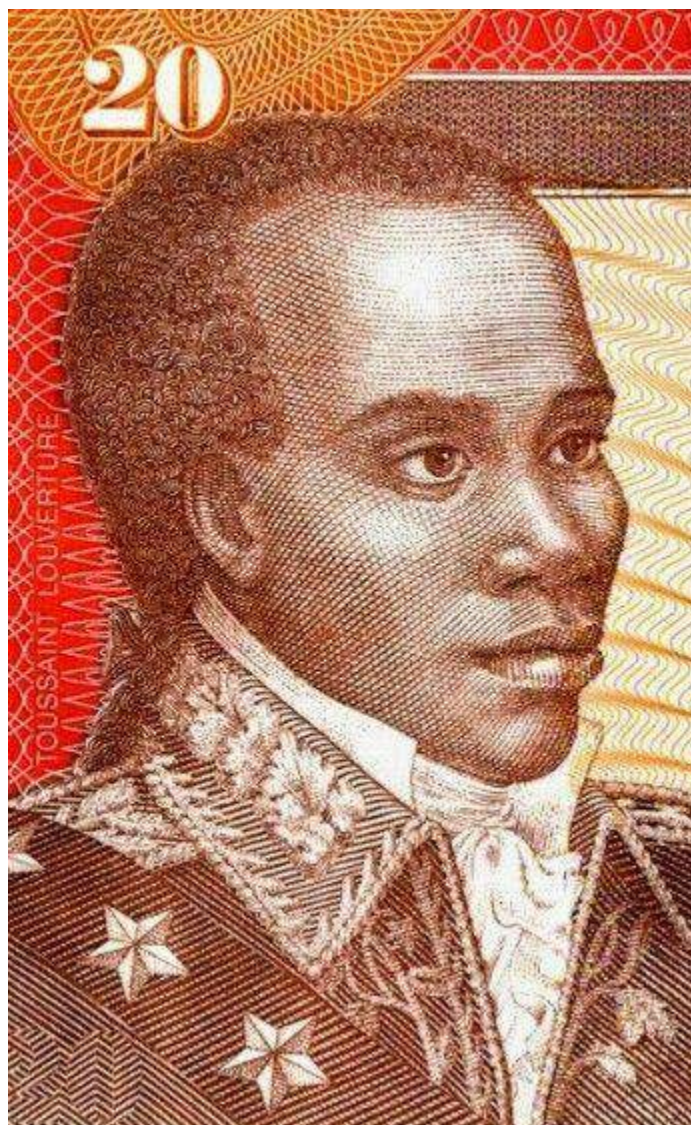
Aanhouwer zie dee z' MOOR! zijn vel is zwart: maar wit
zijn ziel, daar JESUS zelf als Priester voor hem bidt.

Hij gaat Geloof, en Hoop, en Liefde aan Mooren leeren,
Op dat zij, witgemaakt, met hem het LAM steeds eeren.

DRANZEN MOOR

IN LEYDEN by ABRAHAM KALLERWIER.

Dr. Blagden, 1754.





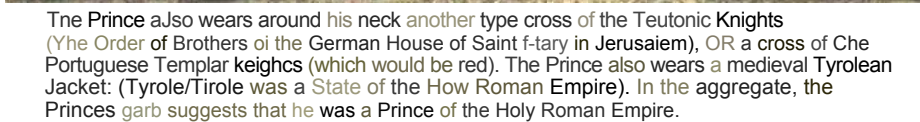
The Most Sacred Majesty George III, King of Great Britain



Family Crest of: Andrewes, Andrews,
(Fairbairn Book of Crests - plate
135)

F^" ^^!" !!! !

German 9Ät£bCtiOF\



The Prince also wears around his neck another type cross of the Teutonic Knights (The Order of Brothers of the German House of Saint Mary in Jerusalem), OR a cross of the Portuguese Templar kelch (which would be red). The Prince also wears a medieval Tyrolean Jacket: (Tyrol/Tirole was a State of the Holy Roman Empire). In the aggregate, the Prince's garb suggests that he was a Prince of the Holy Roman Empire.







Or. Mqlchibr. Adam WeicAard E. Yerhel3t, 1742-1803. Physician tri the Pafatine court (G rma "ny).-In 1784 he waš appointed. as: a. "c urt physičian of "the Russiah'Empress'Katharina 1E fn 5f. Petersburg:



TRES HAUT ET TRES ILLUSTRE PRINCE
BENIAMIN DE ROHAN DUC DE FRONTENAY
Meunier sc. Barro de Soubise. del.

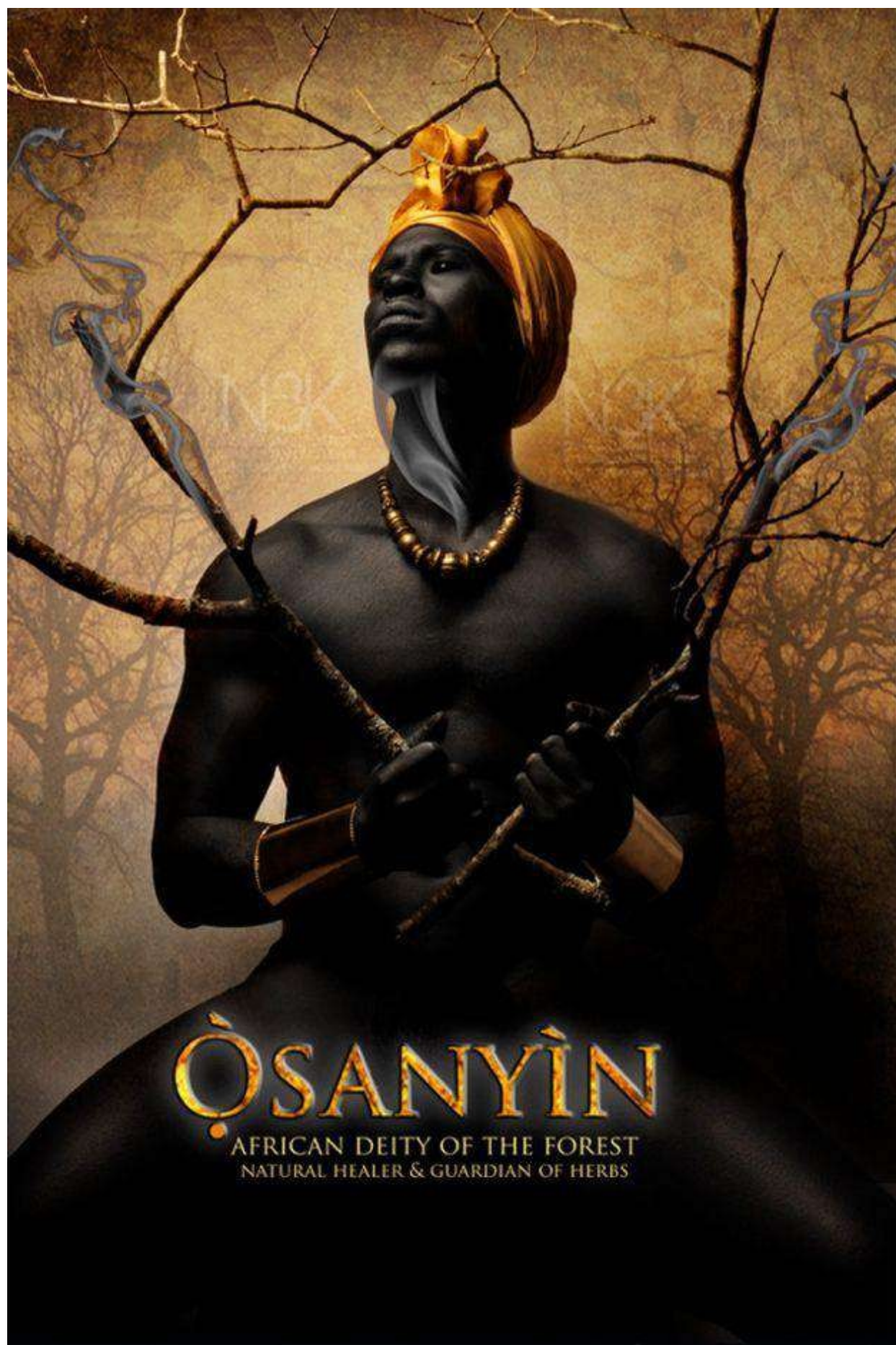


Called Head of a Negro Øoy (1635), by Wenceslaus Hollar, 1607-1677

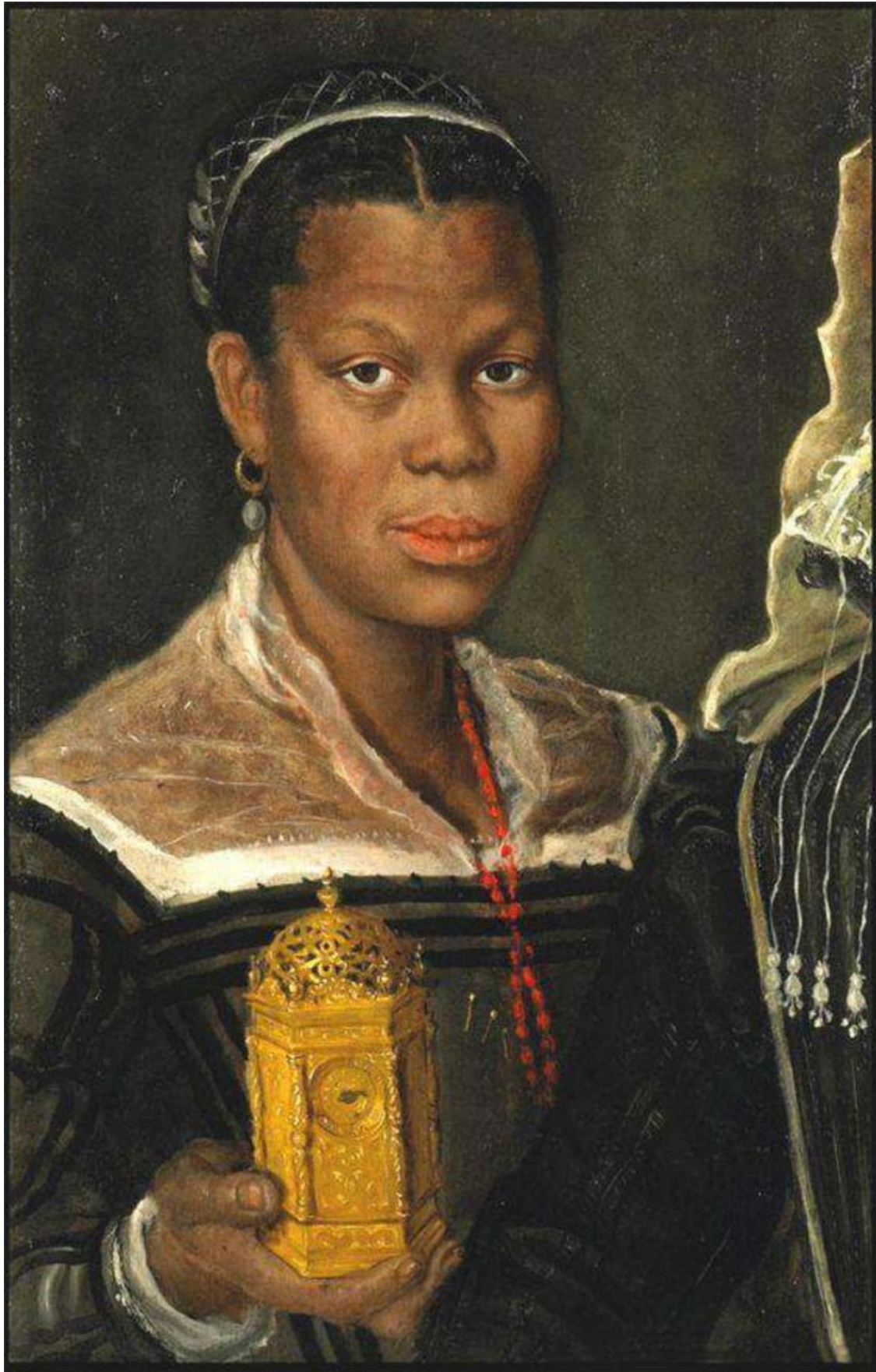


Elizabeth of Bohemia (1596-1662) daughter of King James VI of Scotland and I of England and Ireland, mother Anne of Denmark. The wife of Frederick V, Elector Palatine (Holy Roman Empire), briefly Queen of Bohemia. Due to her husband's short reign in Bohemia, Elizabeth is often referred to as the Winter Queen. With the demise of the Stuart dynasty in 1714, her descendant, the Hanoverian rulers, succeeded to the British throne.



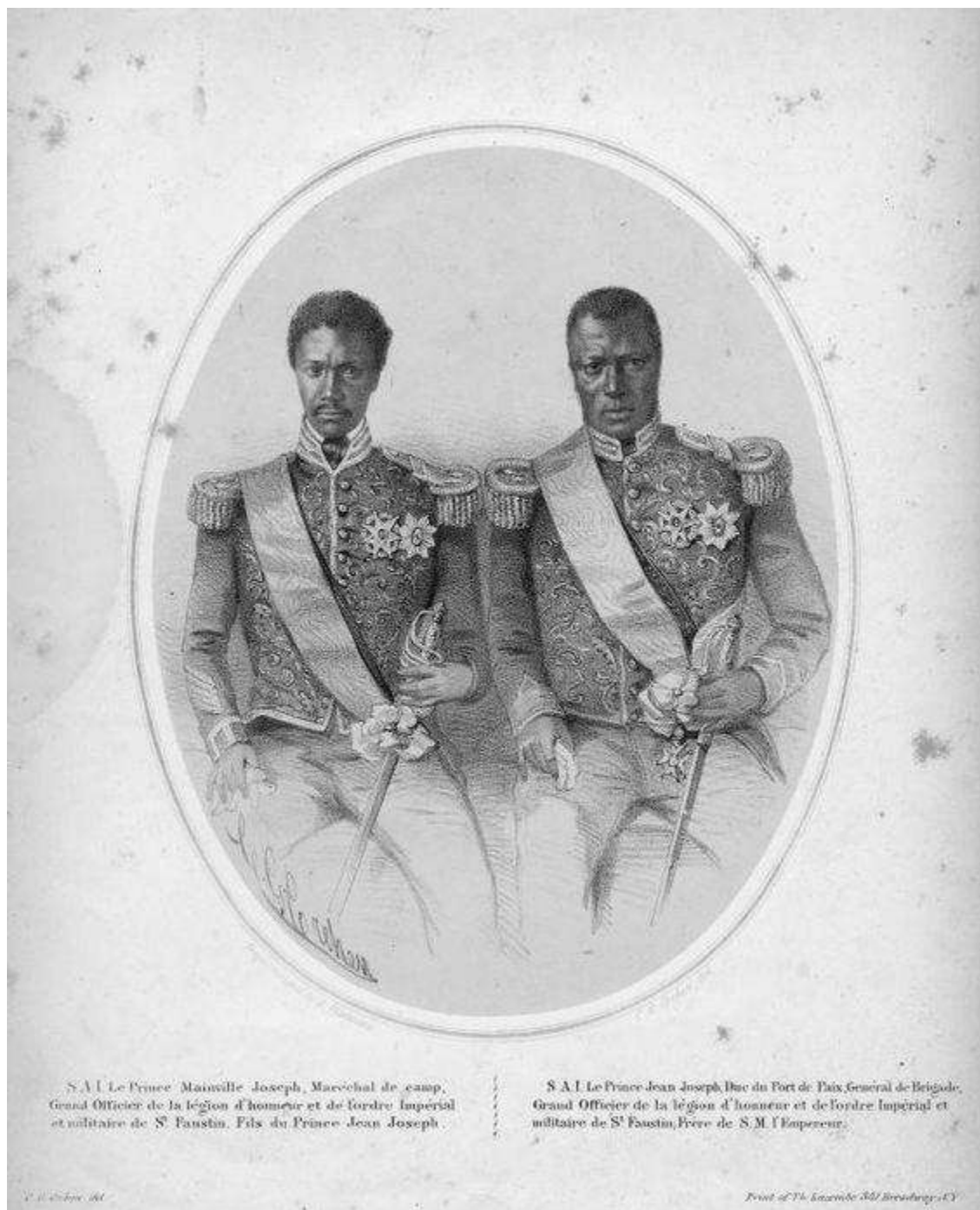


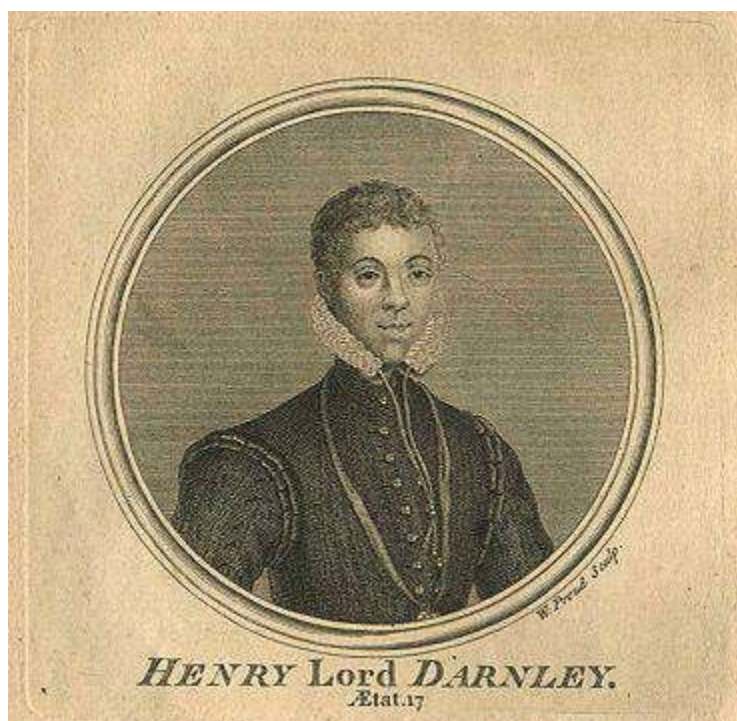




Portrait of a Black woman holding a clock: Previously owned by the Italian painter Carlo Marathi (1625-1713), Named in his inventory as above. This close-up is part of a larger painting which has not been made available for public viewing.











Portrait of a Black woman holding a clock: Previously owned by the Italian painter Carlo Maratti (1625- 1713), Named in his inventory as above. This close-up is part of a larger painting which has not been made available for public viewing.

Upon acquisition by the Walters Art Museum for the exhibit "the African Presence in Renaissance Europe": the name of the painting was changed to "Portrait of an African Slave Woman" and attributed to Annibale Carracci, ca. 1580. This of course, was done in support of the "False Fantasy History" of Atb'nos,

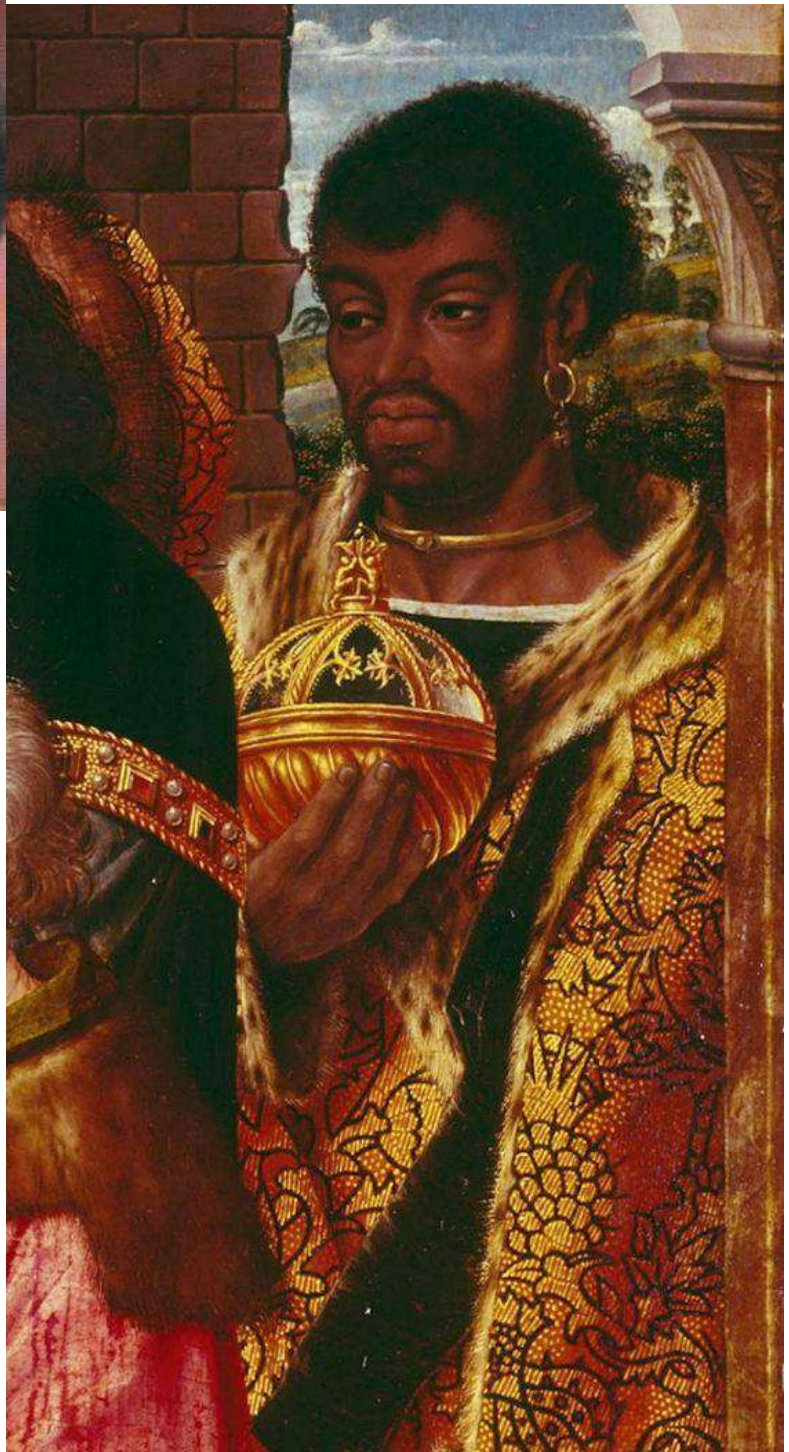
The Glory of old ENGLAND.















The Prado Museum - Madrid, Spain





Olaudah Equiano,

GUSTAVUS VASSA,

His *Up* *1p* *//// **

Olaudah Equiano (1745-1797) aka Gustavus Vassa. Prominently involved in the British movement for the abolition of the slave trade. His autobiography "The Interesting Narrative of the Life of Olaudah Equiano" claims that he was enslaved as a child, purchased his freedom, and worked as an author, merchant, and Explorer in South America, the Caribbean, the Arctic, the American colonies, and the United Kingdom, where he settled by 1792.



Or. Mqlchibr. Adam WeicAard E. Yerhel3t, 1742-1803. Physician tri the Pafatine court (G rma "ny).-In 1784 he waš appointed. as: a. "c urt physičian of "the Russiah'Empress'Katharina 1E fn 5f. Petersburg:



TRES HAUT ET TRES ILLUSTRE PRINCE
BENIAMIN DE ROHAN DUC DE FRONTENAY
Baron de Soubise, &c.
Mouton sculp.



Called Head of a Negro Øoy (1635), by Wenceslaus Hollar, 1607-1677



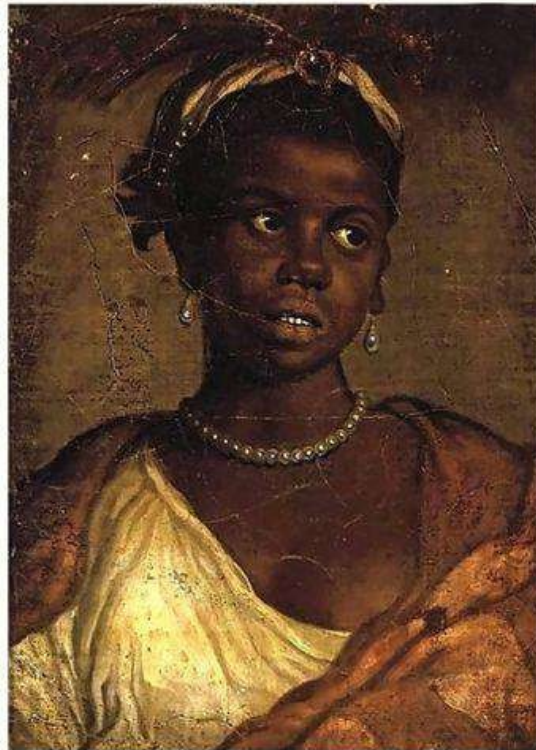
Bust of a Black Boy: probably a Cardinals son because he is wearing a medallion bearing the Coat-of-Arms of a Cardinal of the Catholic Church. As would be expected the Walters Museum claims the child is a servant. By Jan Claudius de Cock - Belgium, 1700.

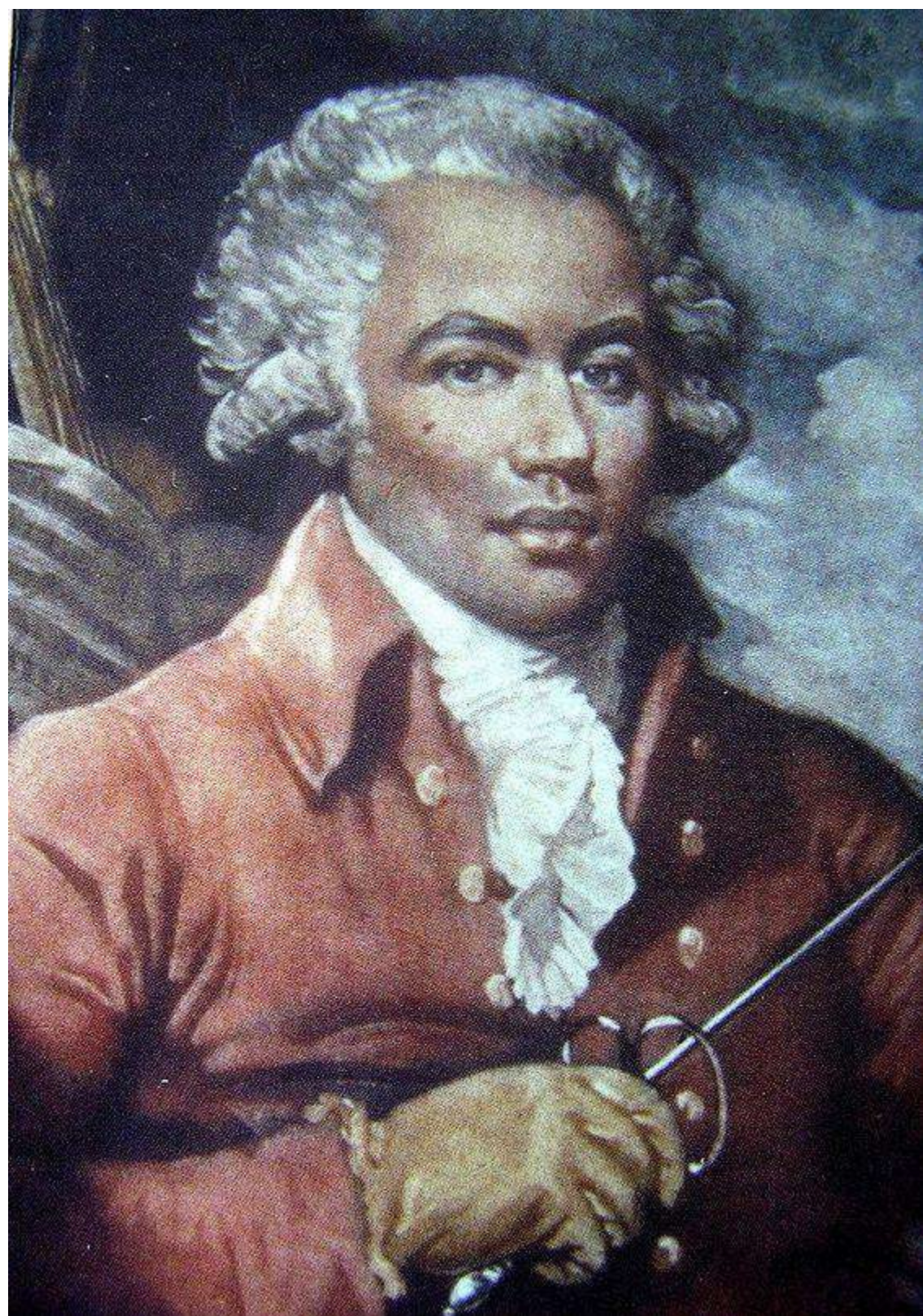


*La coronación de Jean-Jacques Dessalines como emperador
Jacques L*



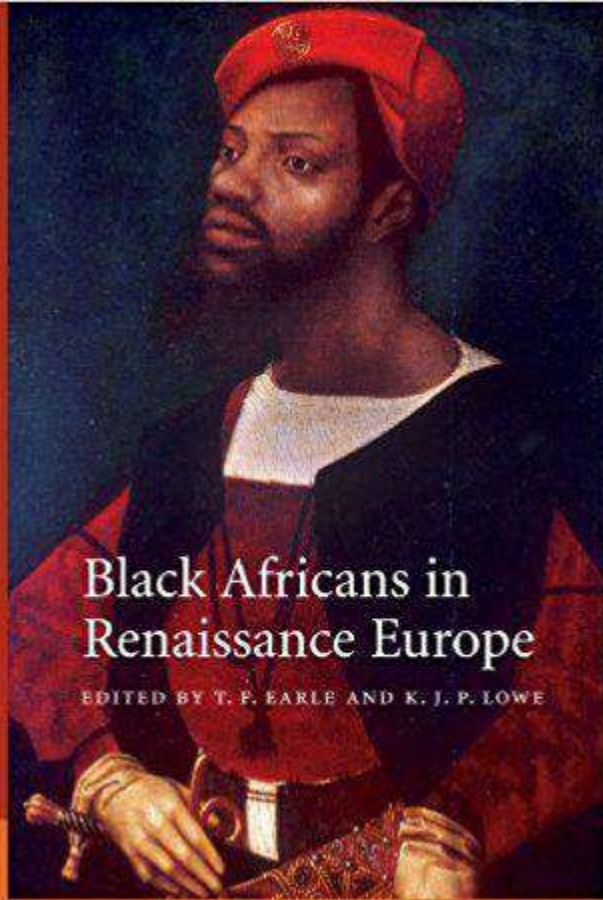
Portrait of unknown meaning or context, said to be in the National Gallery, Sternberg Palace in Prague, Czech Republic. Said to be by Joos van Cleve (c.1520)







Sir Arjun Singh (1887-1924), Raja (Prince) of Narsinghgarh, Bhopal in central India. Born in 1887, Singh was appointed as Raja in 1897 at only ten years of age, gaining full ruling powers from the Government of India in 1909.



Black Africans in Renaissance Europe

EDITED BY T. P. EARLE AND K. J. P. LOWE

CAMBRIDGE



Andros Family Crest
(Entry from Fairbairn's Book of Crests, 1905 ed.)



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