

ZIMBABWEAN HISTORY TEXTBOOKS

ZIMBABWEAN HISTORY TEXTBOOKS SERVE AS CRITICAL RESOURCES FOR UNDERSTANDING THE RICH TAPESTRY OF ZIMBABWE'S PAST. THESE TEXTBOOKS DELVE INTO THE NARRATIVES THAT SHAPED THE NATION, FROM ANCIENT CIVILIZATIONS AND COLONIAL STRUGGLES TO INDEPENDENCE AND CONTEMPORARY ISSUES. THEY PROVIDE ESSENTIAL INSIGHTS INTO THE SOCIO-POLITICAL DYNAMICS, ECONOMIC FACTORS, AND CULTURAL TRANSFORMATIONS THAT HAVE OCCURRED OVER CENTURIES. THIS ARTICLE WILL EXPLORE THE SIGNIFICANCE OF ZIMBABWEAN HISTORY TEXTBOOKS, THEIR ROLE IN EDUCATION, KEY TOPICS COVERED, NOTABLE AUTHORS AND PUBLISHERS, AND THE CHALLENGES THEY FACE. WITH A COMPREHENSIVE APPROACH, WE AIM TO EQUIP READERS WITH A THOROUGH UNDERSTANDING OF THIS VITAL EDUCATIONAL RESOURCE.

- INTRODUCTION TO ZIMBABWEAN HISTORY TEXTBOOKS
- THE ROLE OF HISTORY TEXTBOOKS IN EDUCATION
- KEY TOPICS COVERED IN ZIMBABWEAN HISTORY TEXTBOOKS
- NOTABLE AUTHORS AND PUBLISHERS
- CHALLENGES FACING ZIMBABWEAN HISTORY TEXTBOOKS
- FUTURE OF HISTORY EDUCATION IN ZIMBABWE
- CONCLUSION

INTRODUCTION TO ZIMBABWEAN HISTORY TEXTBOOKS

ZIMBABWEAN HISTORY TEXTBOOKS ARE ESSENTIAL TOOLS FOR STUDENTS AND EDUCATORS ALIKE, PROVIDING A STRUCTURED OVERVIEW OF THE COUNTRY'S HISTORICAL NARRATIVE. THEY ARE PARTICULARLY CRUCIAL IN A POST-COLONIAL CONTEXT, WHERE THERE IS A NEED TO RECLAIM AND REINTERPRET HISTORY FROM INDIGENOUS PERSPECTIVES. THESE TEXTBOOKS VARY IN CONTENT, FOCUS, AND PERSPECTIVE, OFTEN REFLECTING THE POLITICAL CLIMATE OF THEIR TIME. AS EDUCATIONAL RESOURCES, THEY AIM TO CULTIVATE A SENSE OF NATIONAL IDENTITY AND PRIDE AMONG STUDENTS WHILE PROMOTING CRITICAL THINKING AND HISTORICAL INQUIRY.

THE IMPORTANCE OF THESE TEXTBOOKS EXTENDS BEYOND MERE ACADEMICS. THEY SERVE AS A FOUNDATION FOR UNDERSTANDING CONTEMPORARY ISSUES, FOSTERING A SENSE OF CITIZENSHIP AND RESPONSIBILITY AMONG LEARNERS. MOREOVER, THEY CONTRIBUTE TO THE BROADER DISCOURSE ON HISTORY AND IDENTITY, ENGAGING STUDENTS WITH THE PAST AND ITS IMPLICATIONS ON THE PRESENT AND FUTURE.

THE ROLE OF HISTORY TEXTBOOKS IN EDUCATION

HISTORY TEXTBOOKS PLAY A PIVOTAL ROLE IN SHAPING THE EDUCATIONAL LANDSCAPE OF ZIMBABWE. THEY PROVIDE STRUCTURED CONTENT THAT ALIGNS WITH NATIONAL CURRICULA, ENSURING THAT STUDENTS RECEIVE A COMPREHENSIVE UNDERSTANDING OF THEIR HERITAGE. TEXTBOOKS ENABLE EDUCATORS TO PRESENT COMPLEX HISTORICAL EVENTS IN A COHERENT MANNER, FACILITATING EFFECTIVE TEACHING AND LEARNING.

FURTHERMORE, HISTORY TEXTBOOKS ENCOURAGE CRITICAL ANALYSIS BY PRESENTING MULTIPLE PERSPECTIVES ON HISTORICAL EVENTS. THIS APPROACH ALLOWS STUDENTS TO ENGAGE WITH VARIOUS NARRATIVES, FOSTERING AN ENVIRONMENT WHERE THEY CAN FORM THEIR OWN INFORMED OPINIONS. BY EXAMINING DIFFERENT VIEWPOINTS, STUDENTS DEVELOP SKILLS IN CRITICAL THINKING, ANALYSIS, AND INTERPRETATION, ESSENTIAL COMPETENCIES IN TODAY'S WORLD.

IN ADDITION TO PROMOTING ACADEMIC SKILLS, HISTORY TEXTBOOKS ARE INSTRUMENTAL IN INSTILLING VALUES OF RESPECT AND TOLERANCE. BY EXPLORING THEMES OF DIVERSITY, CONFLICT, AND RECONCILIATION, THESE RESOURCES HELP CULTIVATE A CULTURE OF UNDERSTANDING AND ACCEPTANCE AMONG STUDENTS FROM VARIOUS BACKGROUNDS.

Key Topics Covered in Zimbabwean History Textbooks

ZIMBABWEAN HISTORY TEXTBOOKS COVER A WIDE ARRAY OF TOPICS THAT HIGHLIGHT THE COUNTRY'S RICH HERITAGE AND COMPLEX HISTORICAL CONTEXT. SOME OF THE KEY THEMES INCLUDE:

- **ANCIENT CIVILIZATIONS:** TEXTBOOKS OFTEN BEGIN WITH DISCUSSIONS OF EARLY SOCIETIES SUCH AS THE GREAT ZIMBABWE, EMPHASIZING THE ARCHITECTURAL, CULTURAL, AND ECONOMIC ACHIEVEMENTS OF THESE CIVILIZATIONS.
- **COLONIAL HISTORY:** A SIGNIFICANT PORTION IS DEDICATED TO THE IMPACT OF BRITISH COLONIALISM, INCLUDING THE LAND APPORTIONMENT ACT AND THE SOCIO-ECONOMIC CHANGES THAT ENSUED.
- **STRUGGLE FOR INDEPENDENCE:** THE NARRATIVES OF KEY FIGURES IN THE LIBERATION STRUGGLE, THE ROLE OF GUERRILLA WARFARE, AND THE EFFECTS OF INTERNATIONAL SOLIDARITY ARE CRUCIAL COMPONENTS.
- **POST-INDEPENDENCE DEVELOPMENTS:** TEXTBOOKS EXAMINE THE CHALLENGES FACED BY ZIMBABWE POST-1980, INCLUDING POLITICAL TURMOIL, ECONOMIC CRISES, AND LAND REFORM ISSUES.
- **CULTURAL HERITAGE:** MANY TEXTBOOKS HIGHLIGHT THE IMPORTANCE OF CULTURE AND TRADITION, DISCUSSING INDIGENOUS LANGUAGES, ART, AND CUSTOMS THAT CONTRIBUTE TO NATIONAL IDENTITY.

THESE TOPICS NOT ONLY PROVIDE HISTORICAL KNOWLEDGE BUT ALSO PROMOTE DISCUSSIONS ON CURRENT SOCIO-POLITICAL ISSUES, MAKING HISTORY RELEVANT TO STUDENTS' LIVES TODAY.

NOTABLE AUTHORS AND PUBLISHERS

THE LANDSCAPE OF ZIMBABWEAN HISTORY TEXTBOOKS IS ENRICHED BY THE CONTRIBUTIONS OF VARIOUS AUTHORS AND PUBLISHERS. NOTABLE HISTORIANS, EDUCATORS, AND WRITERS HAVE DEDICATED THEIR EFFORTS TO PRODUCING INSIGHTFUL AND ENGAGING CONTENT. AMONG THEM ARE AUTHORS WHO HAVE BEEN INFLUENTIAL IN REDEFINING THE HISTORICAL NARRATIVE TO INCLUDE MORE INDIGENOUS PERSPECTIVES.

MAJOR PUBLISHERS IN ZIMBABWE, SUCH AS ZIMBABWE PUBLISHING HOUSE AND LONGMAN ZIMBABWE, HAVE PLAYED SIGNIFICANT ROLES IN DISSEMINATING HISTORY TEXTBOOKS. THESE PUBLISHERS OFTEN COLLABORATE WITH HISTORIANS AND EDUCATORS TO ENSURE THAT THE CONTENT IS ACCURATE, RELEVANT, AND BENEFICIAL TO STUDENTS. THEIR COMMITMENT TO QUALITY EDUCATION IS EVIDENT IN THE RESOURCES THEY PRODUCE, WHICH CATER TO BOTH PRIMARY AND SECONDARY EDUCATION LEVELS.

ADDITIONALLY, THERE ARE INDEPENDENT AUTHORS AND SCHOLARS WHO HAVE CONTRIBUTED TO THE FIELD BY WRITING SUPPLEMENTARY MATERIALS, RESEARCH ARTICLES, AND HISTORICAL ANALYSES THAT COMPLEMENT THE TEXTBOOKS. THIS COLLABORATIVE EFFORT BETWEEN VARIOUS STAKEHOLDERS ENHANCES THE RICHNESS OF ZIMBABWEAN HISTORY EDUCATION.

CHALLENGES FACING ZIMBABWEAN HISTORY TEXTBOOKS

DESPITE THEIR SIGNIFICANCE, ZIMBABWEAN HISTORY TEXTBOOKS FACE NUMEROUS CHALLENGES THAT HINDER THEIR EFFECTIVENESS. ONE MAJOR ISSUE IS THE POLITICIZATION OF HISTORY. TEXTBOOKS CAN REFLECT THE PREVAILING POLITICAL IDEOLOGIES, LEADING TO BIASED NARRATIVES THAT MAY OMIT OR DOWNPLAY CERTAIN HISTORICAL EVENTS OR PERSPECTIVES. THIS CAN CREATE A SKEWED UNDERSTANDING OF HISTORY AMONG STUDENTS.

ANOTHER CHALLENGE IS THE ACCESSIBILITY OF QUALITY TEXTBOOKS. MANY SCHOOLS, PARTICULARLY IN RURAL AREAS, STRUGGLE TO OBTAIN SUFFICIENT COPIES OF HISTORY TEXTBOOKS, LIMITING STUDENTS' ABILITY TO ENGAGE WITH THE MATERIAL. ADDITIONALLY, FINANCIAL CONSTRAINTS OFTEN AFFECT THE QUALITY OF PUBLICATIONS, AS SOME TEXTBOOKS MAY BE RUSHED TO PRINT OR LACK COMPREHENSIVE RESEARCH.

THERE IS ALSO THE ISSUE OF CURRICULUM CHANGES, WHICH CAN LEAD TO FREQUENT UPDATES IN TEXTBOOKS. THIS INCONSISTENCY CAN CONFUSE EDUCATORS AND STUDENTS ALIKE, MAKING IT CHALLENGING TO MAINTAIN A COHESIVE EDUCATIONAL APPROACH.

FUTURE OF HISTORY EDUCATION IN ZIMBABWE

THE FUTURE OF HISTORY EDUCATION IN ZIMBABWE HOLDS BOTH PROMISE AND CHALLENGES. AS THE NATION CONTINUES TO EVOLVE, THERE IS A GROWING RECOGNITION OF THE NEED FOR INCLUSIVE AND COMPREHENSIVE HISTORY EDUCATION THAT REFLECTS DIVERSE PERSPECTIVES. EDUCATIONAL REFORMS AIMED AT IMPROVING THE QUALITY OF HISTORY TEXTBOOKS AND TEACHING METHODS ARE BEING DISCUSSED AMONG POLICYMAKERS AND EDUCATORS.

INCORPORATING TECHNOLOGY INTO HISTORY EDUCATION PRESENTS AN EXCITING OPPORTUNITY FOR ENHANCING LEARNING EXPERIENCES. DIGITAL RESOURCES, ONLINE PLATFORMS, AND INTERACTIVE TOOLS CAN COMPLEMENT TRADITIONAL TEXTBOOKS, MAKING HISTORY MORE ENGAGING FOR STUDENTS.

MOREOVER, THERE IS A RISING DEMAND FOR HISTORY EDUCATION THAT FOSTERS CRITICAL THINKING AND CIVIC ENGAGEMENT. BY EQUIPPING STUDENTS WITH THE SKILLS TO ANALYZE AND INTERPRET HISTORICAL NARRATIVES, EDUCATORS CAN PREPARE THEM TO NAVIGATE CONTEMPORARY SOCIETAL ISSUES EFFECTIVELY.

CONCLUSION

ZIMBABWEAN HISTORY TEXTBOOKS ARE INVALUABLE RESOURCES THAT NOT ONLY EDUCATE BUT ALSO SHAPE THE NATIONAL IDENTITY AND CULTURAL AWARENESS OF STUDENTS. THEY PROVIDE A COMPREHENSIVE OVERVIEW OF THE COUNTRY'S PAST, COVERING SIGNIFICANT PERIODS AND EVENTS THAT HAVE DEFINED ZIMBABWE'S TRAJECTORY. DESPITE THE CHALLENGES THEY FACE, THE ONGOING EFFORTS TO IMPROVE AND ADAPT THESE EDUCATIONAL MATERIALS SIGNIFY A COMMITMENT TO FOSTERING A WELL-ROUNDED UNDERSTANDING OF HISTORY AMONG FUTURE GENERATIONS. BY EMBRACING DIVERSE PERSPECTIVES AND INCORPORATING MODERN TEACHING METHODS, ZIMBABWE CAN ENSURE THAT ITS HISTORY EDUCATION REMAINS RELEVANT AND IMPACTFUL.

Q: WHAT ARE ZIMBABWEAN HISTORY TEXTBOOKS USED FOR?

A: ZIMBABWEAN HISTORY TEXTBOOKS ARE USED IN EDUCATIONAL SETTINGS TO PROVIDE STUDENTS WITH A COMPREHENSIVE UNDERSTANDING OF THE COUNTRY'S PAST, COVERING KEY HISTORICAL EVENTS, THEMES, AND FIGURES THAT HAVE SHAPED ZIMBABWE.

Q: WHO ARE THE NOTABLE AUTHORS OF ZIMBABWEAN HISTORY TEXTBOOKS?

A: NOTABLE AUTHORS INCLUDE VARIOUS HISTORIANS AND EDUCATORS WHO FOCUS ON INDIGENOUS PERSPECTIVES AND THE COMPLEXITIES OF ZIMBABWE'S HISTORY, CONTRIBUTING TO A MORE BALANCED NARRATIVE IN HISTORY EDUCATION.

Q: WHAT CHALLENGES DO ZIMBABWEAN HISTORY TEXTBOOKS FACE?

A: CHALLENGES INCLUDE POLITICIZATION OF CONTENT, ACCESSIBILITY ISSUES IN RURAL SCHOOLS, FINANCIAL CONSTRAINTS AFFECTING QUALITY, AND FREQUENT CURRICULUM CHANGES THAT DISRUPT CONSISTENCY IN EDUCATION.

Q: HOW DO HISTORY TEXTBOOKS PROMOTE CRITICAL THINKING IN STUDENTS?

A: HISTORY TEXTBOOKS PROMOTE CRITICAL THINKING BY PRESENTING MULTIPLE PERSPECTIVES ON HISTORICAL EVENTS, ENCOURAGING STUDENTS TO ANALYZE, INTERPRET, AND FORM THEIR OWN OPINIONS BASED ON EVIDENCE.

Q: WHAT TOPICS ARE COMMONLY COVERED IN ZIMBABWEAN HISTORY TEXTBOOKS?

A: COMMON TOPICS INCLUDE ANCIENT CIVILIZATIONS, COLONIAL HISTORY, THE STRUGGLE FOR INDEPENDENCE, POST-INDEPENDENCE DEVELOPMENTS, AND CULTURAL HERITAGE.

Q: WHAT ROLE DO PUBLISHERS PLAY IN THE PRODUCTION OF HISTORY TEXTBOOKS?

A: PUBLISHERS COLLABORATE WITH HISTORIANS AND EDUCATORS TO PRODUCE QUALITY HISTORY TEXTBOOKS THAT ALIGN WITH NATIONAL CURRICULA AND ENRICH THE EDUCATIONAL EXPERIENCE FOR STUDENTS.

Q: HOW IS TECHNOLOGY INFLUENCING HISTORY EDUCATION IN ZIMBABWE?

A: TECHNOLOGY IS INFLUENCING HISTORY EDUCATION BY PROVIDING DIGITAL RESOURCES AND INTERACTIVE TOOLS THAT ENHANCE LEARNING EXPERIENCES, MAKING HISTORY MORE ENGAGING FOR STUDENTS.

Q: WHY IS IT IMPORTANT TO INCLUDE DIVERSE PERSPECTIVES IN HISTORY TEXTBOOKS?

A: INCLUDING DIVERSE PERSPECTIVES IS IMPORTANT TO PROVIDE A HOLISTIC UNDERSTANDING OF HISTORY, FOSTER RESPECT AMONG DIFFERENT CULTURES, AND ENCOURAGE CRITICAL THINKING ABOUT PAST EVENTS AND THEIR IMPLICATIONS.

Q: WHAT IS THE SIGNIFICANCE OF TEACHING HISTORY IN SCHOOLS?

A: TEACHING HISTORY IN SCHOOLS IS SIGNIFICANT AS IT HELPS STUDENTS UNDERSTAND THEIR IDENTITY, LEARN FROM PAST MISTAKES, APPRECIATE CULTURAL HERITAGE, AND DEVELOP INFORMED CITIZENSHIP.

Q: WHAT IS THE FUTURE OUTLOOK FOR HISTORY EDUCATION IN ZIMBABWE?

A: THE FUTURE OUTLOOK FOR HISTORY EDUCATION IN ZIMBABWE INCLUDES A FOCUS ON INCLUSIVE NARRATIVES, THE INTEGRATION OF TECHNOLOGY, AND THE DEVELOPMENT OF CRITICAL THINKING SKILLS TO ADDRESS CONTEMPORARY SOCIETAL ISSUES.

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zimbabwean history textbooks: People Making History Peter S. Garlake, Andre Proctor, T. Barnes, 1985 Two titles complete the four-part series of African history, told by Africans from an African perspective. Recommended for schools in Zimbabwe, the series represents a reclaiming of history from the distortions of Eurocentric teaching. Book 3 covers pre-capitalist modes of production in Africa; early merchant capitalism in Africa; growth of industrial capitalism in Europe; revolution and socialist transformation; and capitalism in crisis. Readers are encouraged to think critically and read the source material included. In addition to giving attention to the great people in history, the book focuses attention on the ordinary men and women: peasant farmers, workers, mothers, and children. The people's voice is heard through direct quotations. Book 4 covers

colonialism and resistance; Zimbabwe under colonial rule; revolution and transformation; and world ant-imperialist struggles.

zimbabwean history textbooks: *The Colonial Past in History Textbooks* Karel Van Nieuwenhuyse, Joaquim Pires Valentim, 2018-05-01 This book examines the evolving representations of the colonial past from the mid-19th century up to decolonization in the 1960s and 70s ? the so-called era of Modern Imperialism – in post-war history textbooks from across the world. The aim of the book is to examine the evolving outlook of colonial representations in history education and the underpinning explanations for the specific outlook in different – former colonizer and colonized – countries (to be found in collective memory, popular historical culture, social representations, identity-building processes, and the state of historical knowledge within academia). The approach of the book is novel and innovative in different ways. First of all, given the complexity of the research, an original interdisciplinary approach has been implemented, which brings together historians, history educators and social psychologists to examine representations of colonialism in history education in different countries around the world while drawing on different theoretical frameworks. Secondly, given the interest in the interplay between collective memory, popular historical culture, social representations, and the state of historical knowledge within academia, a diachronic approach is implemented, examining the evolving representations of the colonial past, and connecting them to developments within society at large and academia. This will allow for a deeper understanding of the processes under examination. Thirdly, studies from various corners of the world are included in the book. More specifically, the project includes research from three categories of countries: former colonizer countries – including England, Spain, Italy, France, Portugal and Belgium –, countries having been both colonized and colonizer – Chile – and former colonized countries, including Zimbabwe, Malta and Mozambique. This selection allows pairing up the countries under review as former colonizing-colonized ones (for instance Portugal-Mozambique, United Kingdom-Malta), allowing for an in-depth comparison between the countries involved. Before reaching the research core, three introductory chapters outline three general issues. The book starts with addressing the different approaches and epistemological underpinnings history and social psychology as academic disciplines hold. In a second chapter, evolutions within international academic colonial historiography are analyzed, with a special focus on the recent development of New Imperial History. A third chapter analyses history textbooks as cultural tools and political means of transmitting historical knowledge and representations across generations. The next ten chapters form the core of the book, in which evolving representations of colonial history (from mid-19th century until decolonization in the 1960s and 1970s) are examined, explained and reflected upon, for the above mentioned countries. This is done through a history textbook analysis in a diachronic perspective. For some countries the analysis dates back to textbooks published after the Second World War; for other countries the focus will be more limited in time. The research presented is done by historians and history educators, as well as by social psychologists. In a concluding chapter, an overall overview is presented, in which similarities and differences throughout the case studies are identified, interpreted and reflected upon.

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zimbabwean history textbooks: *Zimbabwe, a New History* G. Seidman, D. Martin, P. Johnson, 1982 A textbook history of the African country which became independent from Britain in 1980, with exercises and projects to reinforce concepts.

zimbabwean history textbooks: *History Of Zimbabwe For Kids: A History Series - Children Explore Histories Of The World Edition* Baby Professor, 2017-02-15 Zimbabwe is known for its rich culture and traditions. It's as if time has stopped the moment you step into the country. We captured that moment and turned it into a learning experience through this educational book. Composed of pictures and powerful texts, this book will take you through the colorful history of Zimbabwe!

zimbabwean history textbooks: *(Re)Constructing Memory: Textbooks, Identity, Nation, and*

State James H. Williams, Wendy D. Bokhorst-Heng, 2016-07-08 This book engages readers in thirteen conversations presented by authors from around the world regarding the role that textbooks play in helping readers imagine membership in the nation. Authors' voices come from a variety of contexts – some historical, some contemporary, some providing analyses over time. But they all consider the changing portrayal of diversity, belonging and exclusion in multiethnic and diverse societies where silenced, invisible, marginalized members have struggled to make their voices heard and to have their identities incorporated into the national narrative. The authors discuss portrayals of past exclusions around religion, ethnicity, sexual orientation, as they look at the shifting boundaries of insider and outsider. This book is thus about “who we are” not only demographically, but also in terms of the past, especially how and whether we teach discredited pasts through textbooks. The concluding chapters provides ways forward in thinking about what can be done to promote curricula that are more inclusive, critical and positively bonding, in increasingly larger and more inclusive contexts.

zimbabwean history textbooks: The Palgrave Handbook of Conflict and History Education in the Post-Cold War Era Luigi Cajani, Simone Lässig, Maria Repoussi, 2019-06-28 This Handbook provides a systematic and analytical approach to the various dimensions of international, ethnic and domestic conflict over the uses of national history in education since the end of the Cold War. With an upsurge in political, social and cultural upheaval, particularly since the fall of state socialism in Europe, the importance of history textbooks and curricula as tools for influencing the outlooks of entire generations is thrown into sharp relief. Using case studies from 58 countries, this book explores how history education has had the potential to shape political allegiances and collective identities. The contributors highlight the key issues over which conflict has emerged – including the legacies of socialism and communism, war, dictatorships and genocide – issues which frequently point to tensions between adhering to and challenging the idea of a cohesive national identity and historical narrative. Global in scope, the Handbook will appeal to a diverse academic audience, including historians, political scientists, educationists, psychologists, sociologists and scholars working in the field of cultural and media studies.

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zimbabwean history textbooks: The History and Political Transition of Zimbabwe Sabelo J. Ndlovu-Gatsheni, Pedzisai Ruhanya, 2020-10-21 This book is the first to tackle the difficult and complex politics of transition in Zimbabwe, with deep historical analysis. Its focus is on a very problematic political culture that is proving very hard to transcend. At the center of this culture is an unstable but resilient ‘nationalist-military’ alliance crafted during the anti-colonial liberation struggle in the 1970s. Inevitably, violence, misogyny and masculinity are constitutive of the political culture. Economically speaking, the culture is that of a bureaucratic, parasitic, primitive accumulation and corruption, which include invasion and emptying of state coffers by a self-styled ‘Chimurenga aristocracy.’ However, this Chimurenga aristocracy is not cohesive, as the politics that led to Robert Mugabe’s ousting from power was preceded by dirty and protracted internal factionalism. At the center of the factional politics was the ‘first family’: Robert Mugabe and his wife, Grace Mugabe. This book offers a multidisciplinary examination of the complex contemporary politics in Zimbabwe, taking seriously such issues as gender, misogyny, militarism, violence, media, identity, modes of accumulation, the ethnicization of politics, attempts to open lines of credit and FDI, national healing, and the national question as key variables not only of a complete political culture but also of difficult transitional politics.

zimbabwean history textbooks: People Making History M. Prew, 1993

zimbabwean history textbooks: Zimbabwe Brian Raftopoulos, Tyrone Savage, 2004 The author is from the Institute of Development Studies at the University of Zimbabwe. He examines the paradox ensuing from the Lancaster House Settlement at Zimbabwe's independence, that whilst colonial rule was ended, the framework was provided for continued white privilege, on the basis of control of the economy by this elite - and through them, transnational capital. He analyses the responses of the ruling (including official) elite, the black petty bourgeoisie, and the group

associated with the former Rhodesian Front.

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zimbabwean history textbooks: Zimbabwe Books in Print , 1993

zimbabwean history textbooks: History Through Archaeology Bronwyn Bianca Plescia, 2019 Zimbabwe is a country in southern Africa that was formerly known as Rhodesia and was established in 1890 by European settlers. Zimbabwe gained independence from the colonial regime in 1980 and has a rich historical background. This study serves to understand the use of archaeology in two selected Form 3 Zimbabwean history textbooks. The study was a case study with embedded units of analysis situated in the interpretivist paradigm analysing how and why archaeology had been used in Zimbabwean school history textbooks. Content analysis of each unit was employed to better understand this concept and the transdisciplinary relationship between historians and archaeologists is conceptualized in the textbooks. What emerged from the analysis was that archaeology was indeed made use of to explain the prehistory of Zimbabwe, it was just the depth of the archaeological content that differed between the two textbooks sampled. Archaeology was used in a nationalistic manner to show that prior to the arrival of Europeans, Zimbabwe did indeed have a thriving culture with city states, craftsmen and international trade contrary to the Eurocentric views that native Zimbabweans were primitive. In this study, it was shown that without archaeology the prehistory of Zimbabwe would remain fragmented and mixed up in romanticised versions of Great Zimbabwe being built by the Queen of Sheba or being connected to the mines of King Solomon and never really giving credit to the native inhabitants of Zimbabwe who were the true architects of a nation as great as that of Great Zimbabwe. In the light of the recent political transformations in Zimbabwe, it was however evident that the history textbooks have changed, relying less on archaeology and more on a patriotic form of history filled with oral traditions and earlier historical writings of the Arabs and Portuguese traders and explorers of old.

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