

## History Zimsec O Level Past Exam Papers

This volume critically examines sources of evidence and material from the archive that historically have been used to tell southern Africa's pre-colonial story.

This book is the sequel to 'THE LIFE OF A FAMILY IN THE BRITISH COLONIES 1915 - 1930's'

It portrays the life of Diana after her marriage and that of her daughters, but primarily the life of her youngest daughter, Rebecca. The book has many descriptive scenes ranging from the desolate Canadian Arctic to graphic portrayals of the African bush, safaris and striking sunsets on the Zambezi River. There are strong bonds between Rebecca and her parents but not without traumatic incidents. She has a deep relationship with her sister whom she rescued from a raging river. There are moving and moral ramifications over their father's donation of his house to them. Reading this will most likely change your outlook on life and realize how ephemeral life really is. Never ever take your life, or your family, for granted. ...."Clearly you have put a lot of thought and creativity into it. ...." Senior editor of a major publishing house.

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

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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.

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

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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.

The Life Of A Family In Rhodesia and Zimbabwe 1950's - 2003

History of Soybeans and Soyfoods in Africa (1857-2019)

Teaching African History in Schools

Prisoners of Rhodesia

Great Zimbabwe

History's Mysteries

The Palgrave Handbook of History and Social Studies Education

*The Presented Past is concerned with the differences between the comparatively static, well-understood way in which the past is presented in schools, museums and at historic sites compared to the approaches currently being explored in contemporary archaeology. It challenges the all-too-frequent*

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representation of the past as something finished, understood and objective, rather than something that is 'constructed' and therefore open to co-existing interpretations and constant re-interpretation. Central to the book is the belief that the presentation of the past in school curricula and in museum and site interpretations will benefit from a greater use of non-documentary sources derived from archaeological study and oral histories. The book suggests that a view of the past incorporating a larger body of evidence and a wider variety of understanding will help to invigorate the way history is taught. The Presented Past will be of interest to teachers, archaeologists, cultural resource managers, in fact anyone who is concerned with how the past is presented.

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

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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

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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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*The Fast Track Land Reform Programme implemented during the 2000s in Zimbabwe represents the only instance of radical redistributive land reforms since the end of the Cold War. It reversed the racially-skewed agrarian structure and discriminatory land tenures inherited from colonial rule. The land reform also radicalised the state towards a nationalist, introverted accumulation strategy, against a broad array of unilateral Western sanctions. Indeed, Zimbabwe's land reform, in its social and political dynamics, must be compared to the leading land reforms of the twentieth century, which include those of Mexico, Russia, China, Japan, South Korea, Taiwan, Cuba and Mozambique. The fact that the Zimbabwe case has not been recognised as vanguard nationalism has much to do with the 'intellectual structural adjustment' which has accompanied neoliberalism and a hostile media campaign. This has entailed dubious theories of 'neopatrimonialism', which reduce African politics and the state to endemic 'corruption', 'patronage', and 'tribalism' while overstating the virtues of neoliberal good governance. Under this racist repertoire, it has been impossible to see class politics, mass mobilisation and resistance, let alone believe that something progressive can occur in Africa. This book comes to a conclusion that the Zimbabwe land reform represents a new form of resistance with distinct and innovative characteristics*

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when compared to other cases of radicalisation, reform and resistance. The process of reform and resistance has entailed the deliberate creation of a tri-modal agrarian structure to accommodate and balance the interests of various domestic classes, the progressive restructuring of labour relations and agrarian markets, the continuing pressures for radical reforms (through the indigenisation of mining and other sectors), and the rise of extensive, albeit relatively weak, producer cooperative structures. The book also highlights some of the resonances between the Zimbabwean land struggles and those on the continent, as well as in the South in general, arguing that there are some convergences and divergences worthy of intellectual attention. The book thus calls for greater endogenous empirical research which overcomes the pre-occupation with failed interpretations of the nature of the state and agency in Africa.

During the Zimbabwean struggle for independence, the settler regime imprisoned numerous activists and others it suspected of being aligned with the guerrillas. This book is the first to look closely at the histories and lived experiences of these political detainees and prisoners, showing how they challenged and negotiated their incarceration.

Refugee Learner Experiences. A Case Study of Zimbabwean Refugee Children  
People, Places and Oddities Lost in the Sands

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*of Time*

*Conversations about South Africa's Deep History*

*Injustice and Political Reconciliation*

*Religion and Development in Southern and Central Africa: Vol 2*

*Heritage, Museums and Education*

*Inmates and Detainees in the Struggle for Zimbabwean Liberation, 1960-1980*

*This book examines the politics of landscape and heritage by focusing on the example of Great Zimbabwe National Monument in southern Zimbabwe. The controversy that surrounded the site in the early part of the 20th century, between colonial antiquarians and professional archaeologists, is well reported in the published literature. Based on long term ethnographic field work around Great Zimbabwe, as well as archival research in NMMZ, in the National Archives of Zimbabwe, and several months of research at the World Heritage Centre in Paris, this new book represents an important step beyond that controversy over origins, to focus on the site's position in local contests between, and among individuals within, the Nemanwa, Charumbira and Mugabe clans over land, power and authority. To justify their claims, chiefs, spirit mediums and elders of each clan make appeals to different, but related, constructions of the past. Emphasising the disappearance of the 'Voice' that used to speak there, these narratives also describe the destruction, alienation and desecration*

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*of Great Zimbabwe that occurred, and continues, through the international and national, archaeological and heritage processes and practices by which Great Zimbabwe has become a national and world heritage site today.*

*What have postcolonial Sub-Saharan African countries achieved in their education policies and programmes? How far have they contributed to successful attainment of the targeted 2015 Millennium Development Goals (MDGs) on education? What were the constraints and barriers for developing an education system that appeals to the needs of the sub-region? Re-thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century: Post-Millennium Development Goals is an attempt to demonstrate that Sub-Saharan Africa has the potential and capability to provide solutions to challenges facing its desire and ability to provide sustainable education to its people. To that end, the contributors are academics with an African vision attempting to come up with African home-grown perspectives to fill the gap created by the lapse of the MDGs as the guiding vision and framework for educational provision in Africa and beyond. The book seeks to articulate and address African issues from an informed as well as objective African perspective. The book is also intended to provide insights to scholars who are interested in studying and understanding the nature of postcolonial education in the*

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*Sub-Saharan African region. Given the objectives and themes of this book, it is intended for academic scholars, undergraduate and graduate students, human rights scholars, curriculum developers, college and university academics, teachers, education policy makers, international organisations, and local and international non-governmental organisations that are interested in African education policies and programmes. "Rethinking Postcolonial Education in Sub-Saharan Africa in the 21st Century provides contemporary reflections from multiple perspectives and repositions the issue of education at the forefront of the debates on African development." - Lamine Diallo, Associate Professor, Wilfrid Laurier University, Canada*

*"The book is a welcome addition to discourses and analyses on education in sub-Saharan Africa with reference to a postcolonial critique and the Millennium Development Goals framework on education in Africa." - Michael Tonderai Kariwo, PhD, Instructor and Research Fellow, University of Alberta, Canada*

*The world's most comprehensive, well documented, and well illustrated book on this subject. With extensive subject and geographical index. 113 photographs and illustrations - mostly color. Free of charge in digital PDF format on Google Books*

*The book represents a contribution to policy formulation and design in an increasingly knowledge economy in Zimbabwe. It challenges scholars to think about the role of*

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education, its funding and the egalitarian approach to widening access to education. The nexus between education, democracy and policy change is a complex one. The book provides an illuminating account of the constantly evolving notions of national identity, language and citizenship from the Zimbabwean experience. The book discusses educational successes and challenges by examining the ideological effects of social, political and economic considerations on Zimbabwe's colonial and postcolonial education. Currently, literature on current educational challenges in Zimbabwe is lacking and there is very little published material on these ideological effects on educational development in Zimbabwe. This book is likely to be one of the first on the impact of social, political and economic meltdown on education. The book is targeted at local and international academics and scholars of history of education and comparative education, scholars of international education and development, undergraduate and graduate students, and professors who are interested in educational development in Africa, particularly Zimbabwe. Notwithstanding, the book is a valuable resource to policy makers, educational administrators and researchers and the wider community. Shizha and Kariwo's book is an important and illuminating addition on the effects of social, political and economic trajectories on education and development in

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Zimbabwe. It critically analyses the crucial specifics of the Zimbabwean situation by providing an in depth discourse on education at this historical juncture. The book offers new insights that may be useful for an understanding of not only the Zimbabwean case, but also education in other African countries. Rosemary Gordon, Senior Lecturer in Educational Foundations, University of Zimbabwe Ranging in temporal scope from the colonial era and its elitist legacy through the golden era of populist, universal elementary education to the disarray of contemporary socioeconomic crisis; covering elementary through higher education and touching thematically on everything from the pernicious effects of social adjustment programmes through the local deprofessionalization of teaching, this text provides a comprehensive, wide ranging and yet carefully detailed account of education in Zimbabwe. This engagingly written portrayal will prove illuminating not only to readers interested in Zimbabwe's education specifically but more widely to all who are interested in how the sociopolitical shapes education- how ideology, policy, international pressures, economic factors and shifts in values collectively forge the historical and contemporary character of a country's education. Handel Kashope Wright, Professor of Education, University of British Columbia

Extensively Annotated Bibliography and

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*Sourcebook*

*The Colonial Past in History Textbooks*

*National Healing, Integration and*

*Reconciliation in Zimbabwe*

*So Much Things to Say: The Oral History of Bob Marley*

*Becoming Zimbabwe. A History from the Pre-colonial Period to 2008*

*Land and Agrarian Reform in Zimbabwe*

*'O' Level Southern African History*

This volume explores the challenges and solutions experienced within Zimbabwe's economic and social spheres, with particular reference to the "crisis years" (2000–2008) and the "promising turn" (2009–2012). This latter phase was prompted by the formation of the Government of National Unity (GNU). The contributors to the volume pay attention to how individuals and institutions sought to respond to the crisis, critiquing the reactions of various actors and exploring solutions to the various challenges that were experienced. Chapters in this book include reviews of agricultural subsidies, a gendered approach to poverty, the collapse of service delivery (including a particular focus on education), the "look East policy", the expansion of the religious sector, and the experiences of Zimbabwean migrants in South Africa. Underlying these contributions are the concepts of resilience and agency. The authors all highlight the massive challenges that individuals and institutions had to navigate, and acknowledge the creativity deployed in such quests. This book will appeal to scholars in economics, history and economic history, religious studies, education, and political science, as well as the general reader. History's Mysteries is an absorbing and meticulously

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researched exploration of the archaeology, history, and mysteries of 35 ancient places worldwide. Haughton ' s book takes the reader on an unforgettable journey, from the 8,000-year-old stone circle of Nabta Playa to India ' s magical Taj Mahal; from Rhode Island ' s controversial Newport Tower to the enigmatic Royston Cave in the UK; from the strange medieval castle-village of Rennes-le-Ch â teau to the massive ancient walled city of Great Zimbabwe. Using the latest archaeological evidence, History ' s Mysteries explores: The incredible archaeological discoveries at the 11,000 year-old sanctuary of Göbekli Tepe in Turkey. The heated debate over the 47-million-year-old ' Ida Fossil ' —could it be the missing link in our evolutionary history? The reality behind controversial ancient artifacts such as the Iron Pillar of Delhi, the Oak Island Treasure, and Egypt ' s " Dendera Lamps. " What really happened to the Neanderthals? With 36 photographs and illustrations, this is the perfect reference work for those fascinated by the great mysteries of ancient history.

The first single-volume history of Zimbabwe with detailed coverage from pre-colonial times to the present, this book examines Zimbabwe's pre-colonial, colonial and postcolonial social, economic and political history and relates historical factors and trends to recent developments in the country. Zimbabwe is a country with a rich history, dating from the early San hunter-gatherer societies. The arrival of British imperial rule in 1890 impacted the country tremendously, as the European rulers exploited Zimbabwe's resources, giving rise to a movement of African nationalism and demands for independence. This culminated in the armed conflict of the 1960s and

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1970s and independence in 1980. The 1990s were marked by economic decline and the rise of opposition politics. In 1999, Mugabe embarked on a violent land reform program that plunged the nation's economy into a downward spiral, with political violence and human rights violations making Zimbabwe an international pariah state. This book will be useful to those studying Zimbabwean history and those unfamiliar with the country's past.

*Becoming Zimbabwe* is the first comprehensive history of Zimbabwe, spanning the years from 850 to 2008. In 1997, the then Secretary General of the Zimbabwe Congress of Trade Unions, Morgan Tsvangirai, expressed the need for a 'more open and critical process of writing history in Zimbabwe. ...The history of a nation-in-the-making should not be reduced to a selective heroic tradition, but should be a tolerant and continuing process of questioning and re-examination.' *Becoming Zimbabwe* tracks the idea of national belonging and citizenship and explores the nature of state rule, the changing contours of the political economy, and the regional and international dimensions of the country's history. In their Introduction, Brian Raftopoulos and Alois Mlambo enlarge on these themes, and Gerald Mazarire's opening chapter sets the pre-colonial background. Sabelo Ndlovu tracks the history up to WW11, and Alois Mlambo reviews developments in the settler economy and the emergence of nationalism leading to UDI in 1965. The politics and economics of the UDI period, and the subsequent war of liberation, are covered by Joesph Mtisi, Munyaradzi Nyakudya and Teresa Barnes. After independence in 1980, Zimbabwe enjoyed a period of buoyancy and hope. James Muzondidya's chapter details the transition

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'from buoyancy to crisis', and Brian Raftopoulos concludes the book with an analysis of the decade-long crisis and the global political agreement which followed. Society, State, and Identity in African History Versions of Zimbabwe. New Approaches to Literature and Culture

Popular Politics in the History of South Africa, 1400 – 1948

Beyond White-Settler Capitalism Zimbabwe

A Participatory Action Research Project Challenging Neo-colonialism & Settler & International Capital

**This book brings together scholars from diverse backgrounds to provide interdisciplinary perspectives on national healing, integration, and reconciliation in Zimbabwe. Taking into account the complex nature of healing across moral, political, economic, cultural, psychological, and spiritual dimensions of communities and the nation, the chapters discuss approaches, disparities, tensions, and solutions to healing and reconciliation within a multidisciplinary framework. Arguing that Zimbabwe's development agenda is severely compromised by the dominance of violence and militancy, the contributors analyse the challenges, possibilities and opportunities for national healing. This book will be of interest to scholars of**

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African studies, conflict and reconciliation, and development studies. Conditioned by local ways of knowing and doing, Great Zimbabwe develops a new interpretation of the famous World Heritage site of Great Zimbabwe. It combines archaeological knowledge, including recent material from the author's excavations, with native concepts and philosophies. Working from a large data set has made it possible, for the first time, to develop an archaeology of Great Zimbabwe that is informed by finds and observations from the entire site and wider landscape. In so doing, the book strongly contributes towards decolonising African and world archaeology. Written in an accessible manner, the book is aimed at undergraduate students, graduate students, and practicing archaeologists both in Africa and across the globe. The book will also make contributions to the broader field such as African Studies, African History, and World Archaeology through its emphasis on developing synergies between local ways of knowing and the archaeology. This book is a result of a joint conference, which was held from 18th-22nd July 2017 under the theme Religion, Citizenship and Development - Southern African Perspectives." The theme of the

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conference was adopted in order to underline the importance and significance of religion in the socio-economic development of people in the world generally and in Southern and Central Africa in particular. The papers in the book are divided into two volumes. Volume one consists of papers which directly discuss religion and development in one form or another. The second volume contains papers that discuss religion and other pertinent issues related to development. The papers are grouped into sub-themes for ease of reference. These include Citizenship and Development, Migration and Development, Disability and Development, Pentecostal Churches and Development and Religion and Society. All in all, despite a divergence of sub-themes in volume two, all point to issues to do with the role of religion in development in Southern and Central Africa today. 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

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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.

Peasant Consciousness and Guerilla War in Zimbabwe

Nations and their Histories

Archives of Times Past

## **Making History in Mugabe's Zimbabwe**

### **History of Zimbabwe**

#### **A History of Zimbabwe**

#### **War Veterans in Zimbabwe's Revolution**

*This study combines in one volume the history of Zimbabwe from the advent of British settlers in 1890 to 2000, including women's rights and human rights in Zimbabwe. It is a political, social and economic history. The Postscript examines the major developments in Zimbabwe from 2001 to 2008. The two previous major studies on the history of Zimbabwe, *The Past Is Another Country* by Martin Meredith (London, Andre Deutsch, 1979) and *The Road to Zimbabwe, 1890–1980* by Anthony Verrier (London, Jonathan Cape, 1986) are now out of date. This volume brings the historical study of Zimbabwe almost up to the present day.*

*This study is a presentation of Zimbabwean refugee learner experiences. Children escaped political persecution and economic problems which affected Zimbabwe in the year 2008. Many of these children were abused and witnessed traumatic experiences, their close relatives and neighbours being executed in cold blood. This study was guided by three critical questions: i) who are the Zimbabwean refugee learners? ii) what were Zimbabwean*

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refugee learners' migration experiences? and iii) what were Zimbabwean refugee learners' school experiences? The study employed Bronfenbrenner's Social Ecological Model as its overarching theoretical framework. Each stage of the refugee experience was described at each point in time.

This book is a result of a joint conference, which was held from 18th-22nd July 2017 under the theme Religion, Citizenship and Development Southern African Perspectives." The theme of the conference was adopted in order to underline the importance and significance of religion in the socio-economic development of people in the world generally and in Southern and Central Africa in particular. The papers in the book are divided into two volumes. Volume one consists of papers which directly discuss religion and development in one form or another. The second volume contains papers that discuss religion and other pertinent issues related to development. The papers are grouped into sub-themes for ease of reference. These include Citizenship and Development, Migration and Development, Disability and Development, Pentecostal Churches and Development and Religion and Society. All

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*in all, despite a divergence of sub-themes in volume two, all point to issues to do with the role of religion in development in Southern and Central Africa today.*

*Emerging from the pioneering work of the African Association for History Education (AHE-Afrika), Teaching African History in Schools offers an original Africa-centred contribution to existing research and debates in the international field of history education.*

*Education and Development in Zimbabwe Experiences and Perspectives from Africa and Beyond*

*A History of Zimbabwe, 1890-2000 and Postscript, Zimbabwe, 2001-2008*

*Post-Millennium Development Goals*

*An Analysis of School Curricula and Stakeholders' Perspectives*

*The History and Political Transition of Zimbabwe*

*Healing the Wounds of Gukurahundi in Zimbabwe*

Nations and their Histories highlights the importance of the past and its uses in the formation of modern nations and national identities. The book looks at the construction of different national historiographies as well as present representations of the past in the political and cultural life of nations,

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covering the five continents.

Popular Politics in the History of South Africa, 1400–1948 offers an inclusive vision of South Africa's past. Drawing largely from original sources, Paul Landau presents a history of the politics of the country's people, from the time of their early settlements in the elevated heartlands, through the colonial era, to the dawn of Apartheid. A practical tradition of mobilization, alliance, and amalgamation persisted, mutated, and occasionally vanished from view; it survived against the odds in several forms, in tribalisms, Christian assemblies, and other, seemingly hybrid movements; and it continues today. Landau treats southern Africa broadly, concentrating increasingly on the southern Highveld and ultimately focusing on a transnational movement called the 'Samuelites'. He shows how people's politics in South Africa were suppressed and transformed, but never entirely eliminated.

This book is based on a participatory action research project carried out with a group of former Zimbabwe People's revolutionary Army (ZPRA) which was the armed wing of the Zimbabwe African People's Union (ZAPU) which was led by the

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late Joshua Nkomo. ZPRA was the primary target of Gukurahundi, a pogrom by the Mugabe government which left an estimated 20 000 civilians dead and countless others tortured in the early 1980s in Matebeleland, Zimbabwe. It has been almost 30 years since the violence ended, but there has never been an official healing and reconciliation programme or truth commission into the atrocities. The government chose the path of amnesia by granting a blanket amnesty to all involved. The regime has enforced a culture of silence over the event through repression and intimidation. The book is a culmination of a two year journey, by the group and the author, of an exploration of group-based self-healing approaches to the pain caused by the violence of Gukurahundi.

No description available.

Historical and Social Psychological Perspectives

Contested Landscapes and the Power of Heritage

From Mugabe to Mnangagwa

The Presented Past

Learning to Live Together in Africa through History Education

A History from the Pre-colonial Period to 2008

A Comparative Study

***This Handbook presents an international collection of essays examining history education past and present. Framing recent curriculum reforms in Canada and in the United States in light of a century-long debate between the relationship between theory and practice, this collection contextualizes the debate by exploring the evolution of history and social studies education within their state or national contexts. With contributions ranging from Canada, Finland, New Zealand, Sweden, the Netherlands, the Republic of South Africa, the United Kingdom, and the United States, chapters illuminate the ways in which curriculum theorists and academic researchers are working with curriculum developers and educators to translate and refine notions of historical thinking or inquiry as well as pedagogical practice.***

***“Reggae’s chief eyewitness, dropping testimony on reggae’s chief prophet with truth, blood, and fire.” —Marlon James, Man Booker Prize-winning author  
Renowned reggae historian Roger Steffens’s riveting oral history of Bob***

***Marley's life draws on four decades of intimate interviews with band members, family, lovers, and confidants—many speaking publicly for the first time. Hailed by the New York Times Book Review as a “crucial voice” in the documentation of Marley's legacy, Steffens spent years traveling with the Wailers and taking iconic photographs. Through eyewitness accounts of vivid scenes—the future star auditioning for Coxson Dodd; the violent confrontation between the Wailers and producer Lee Perry; the attempted assassination (and conspiracy theories that followed); the artist's tragic death from cancer—So Much Things to Say tells Marley's story like never before. What emerges is a legendary figure “who feels a bit more human” (The New Yorker). 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.***

***This study sheds light on the current state of history education in Africa and reflects on its potential to prepare this continent's learners for the challenges of "learning to live together". Drawing on an examination of school curricula and the experiences of educational stakeholders, it identifies trends in the processes and outcomes of recent curricular revisions, and discerns key challenges relating to the teaching and learning of history across Africa. It scrutinises the place afforded to history within African education systems, and surveys related contents and pedagogies. While it identifies African history as a fundamental yet sensitive and controversial subject, it also illustrates examples of present-day curricular strategies to integrating a concern for promoting a "culture of peace".***

***Reclaiming a 'Confiscated' Past***

## **Resilience Under Siege**

### **Total History**

## **Re-thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century**

### **Unpopular Sovereignty**

## **Rhodesian Independence and African Decolonization**

### **History Gr11 L/b**

*The crisis that has engulfed Zimbabwe since 2000 is not simply a struggle against dictatorship. It is also a struggle over ideas and deep-seated historical issues, still unresolved from the independence process, that both Robert Mugabe's ZANU PF regime and Morgan Tsvangirai's MDC are vying first to define and then to address. This book traces the role of politicians and public intellectuals in media, civil society and the academy in producing and disseminating a politically usable historical narrative concerning ideas about patriotism, race, land, human rights and sovereignty. It raises pressing questions about the role of contemporary African intellectuals in the making of democratic societies. In so doing the book adds a new and rich dimension to the study of African politics, which is often diluted by the neglect of ideas.*

*A truly satisfactory history of Rhodesia, one that takes into account both the African history and that of the whites, has never been written. That is, until now. In this book Luise White highlights the crucial tension between Rhodesia as it imagined itself and Rhodesia as it was imagined outside the country. Using official documents, novels, memoirs, and*

*conversations with participants in the events taking place between 1965, when Rhodesia unilaterally declared independence from Britain, and 1980 when indigenous African rule was established through the creation of the state of Zimbabwe, White reveals that Rhodesians represented their state as a kind of utopian place where white people dared to stand up for themselves and did what needed to be done. It was imagined to be a place vastly better than the decolonized dystopias to its north. In all these representations, race trumped all else including any notion of nation. Outside Rhodesia, on the other hand, it was considered a white supremacist utopia, a country that had taken its own independence rather than let white people live under black rule. Even as Rhodesia edged toward majority rule to end international sanctions and a protracted guerilla war, racialized notions of citizenship persisted. One man, one vote, became the natural logic of decolonization of this illegally independent minority-ruled renegade state. Voter qualification with its minutia of which income was equivalent to how many years of schooling, and how African incomes or years of schooling could be rendered equivalent to whites, illustrated the core of ideas about, and experiences of, racial domination. White's account of the politics of decolonization in this unprecedented historical situation reveals much about the general processes occurring elsewhere on the African continent."*

*The Fourth Congress of the Association of African historians was held in Addis Ababa in May 2007. These 21 papers are a key selection of the papers presented there, with*

*an introduction by the distinguished historian Bahru Zewde. Given the contemporary salience and the historical depth of the issue of identity, the congress was devoted to that global phenomenon within Africa. The papers explore and analyse the issue of identity in its diverse temporal settings, from its pre-colonial roots to its cotemporary manifestations. The papers are divided into six parts: Pre-Colonial Identities; Colonialism and Identity; Conceptions of the Nation-State and Identity; Identity-Based Conflicts; Migration and Acculturation; and Memory, History and Identity. The authors are scholars from Benin, Botswana, Cameroon, the Democratic Republic of Congo, Ethiopia, Mali, Nigeria, Senegal, South Africa and Zimbabwe. Bahru Zewde is Emeritus Professor of History at Addis Ababa University, Executive Director of the Forum for Social Studies, and Vice-President of the Association of African Historians. He was formerly Chairperson of the Department of History and Director of the Institute of Ethiopian Studies at Addis Ababa University. Amongst his publication is A History of Modern Ethiopia 1855-1991.*

*At a turbulent historical moment, Versions of Zimbabwe: New Approaches to Literature and Culture considers the relationships between Zimbabwe's creative literature, history and politics. It presumes that literature and culture cannot be understood separately from larger social trends; and that besides being legitimate subjects of study in themselves, through foregrounding literary and cultural issues, insights into the present crisis inflicting the country can be achieved. The book is the result of a collaboration of scholars from*

*southern Africa and overseas, whose work emphasises hitherto overshadowed subjects of literature, exposing new and untried approaches to Zimbabwean writing. The contributors focus on pluralities, inclusiveness and the breaking of boundaries, and elucidate how literary texts are betraying multiple versions and opinions of Zimbabwe, arguing that only a multiplicity of opinions on Zimbabwe can do the complexity of the society and history justice. Individual chapters consider the works of celebrated Zimbabwean authors such as Dambudzo Marechera, Alexandra Fuller and the late Yvonne Vera, alongside several Zimbabwean writers less well-known outside the country. Works of literature in the three major literary languages of Zimbabwe – Shona, Ndebele and English – are examined, alongside autobiography, history and memoir, questions of race in literature and racial identities of Zimbabwean writers, and the oft-neglected, arguably underrated Zimbabwean poetry. The contributors include Annie Gagiano, Caroline Rooney, Tommy Matshakayile-Ndlovu and Terence Ranger.*

*The Zimbabwean Economy, Politics and Society*

*Constructions and Representations*

*The Silence of Great Zimbabwe*

*(Re)Constructing Memory: Textbooks, Identity, Nation, and State*

*Politics, Intellectuals, and the Media*

*The Palgrave Handbook of Conflict and History Education in the Post-Cold War Era*