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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 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

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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 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

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country's education. Handel Kashope Wright, Professor of Education, University of British Columbia

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.

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.

Becoming Zimbabwe is the first comprehensive history of Zimbabwe, spanning the years from 850 to 2008. In 1997, the then

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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 '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.

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

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culminated in the armed conflict of the 1960s and 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.

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.

Comprehensive second editions of History for the IB Diploma Paper 2, revised for first teaching in 2015.

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

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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 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.

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