

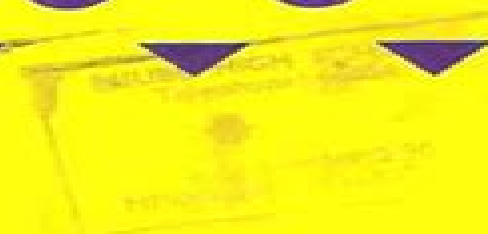
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The Colonial Past in History Textbooks Karel Van Nieuwenhuyse, Joaquim Pires Valentim, 2018-05-01 This book examines the evolving representations of the colonial past from the mid 19th century up to decolonization in the 1960s and 70s the so called 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

Theoretical Physics Text and Exercise Books Walter Greiner, Berndt

Müller,2012-12-06 More than a generation of Gennan speaking students around the world have worked their way to an understanding and appreciation of the power and beauty of modern theoretical physics with mathematics the most fundamental of sciences using Walter Greiner s textbooks as their guide The idea of developing a coherent complete presentation of an entire field of science in a series of closely related textbooks is not a new one Many older physicists remember with real pleasure their sense of adventure and discovery as they worked their ways through the classic series by Sommerfeld by Planck and by Landau and Lifshitz From the students viewpoint there are a great many obvious advantages to be gained through use of consistent notation logical ordering of topics and coherence of presentation beyond this the complete coverage of the science provides a unique opportunity for the author to convey his personal enthusiasm and love for his subject The present five volume set Theoretical Physics is in fact only that part of the complete set of textbooks developed by Greiner and his students that presents the quantum theory I have long urged him to make the remaining volumes on classical mechanics and dynamics on electromagnetism on nuclear and particle physics and on special topics available to an English speaking audience as well and we can hope for these companion volumes covering all of theoretical physics some time in the future

Zimbabwe National Bibliography ,1998 **Zimbabwe Books in Print** ,1993 **African Books in Print** ,1993 **Teacher in Zimbabwe** ,1993 Occasional Papers ,1993 **The African Book Publishing Record** ,1991 **A Handbook on Education and Training in Zimbabwe** Zimbabwe. Ministry of Labour, Manpower Planning, and Social Welfare,1983 **People Making History** M. Prew,1993 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

From Testing to Assessment Clifford Hill,Kate Parry,2014-09-19 From Testing to Assessment English as an International Language provides a critical review of conventional and alternative approaches to the assessment of English literacy skills in various parts of the world It presents empirical studies conducted in three major settings in countries such as Japan and Brazil where English functions as the language of international commerce in multilingual countries such as Nigeria and Zimbabwe where English is the national language of education and government and in such countries as Canada the United Kingdom and the United States where English is the dominant language The book opens with a discussion of language assessment in relation to debates about the nature of literacy it concludes with a discussion of policy implications which is grounded in literacy theory as well as in

practical constraints such as available human and material resources **African Research & Documentation** ,1995
Zimbabwe Press Mirror ,1999 Report of the Presidential Commission of Inquiry Into Education and Training
 Zimbabwe. Presidential Commission on Education and Training in Zimbabwe,1999 Perspectives in Education ,1991
Moto ,2003 *Forthcoming Books* Rose Arny,1996-06 **An Investigation of Secondary School Language Teachers' Conceptions of Literacy and how These Conceptions Relate to Literacy Instruction in Zimbabwe** Albert Natsa,1994
A Conceptual History of Chinese -Isms Ivo Spira,2015-05-12 In *A Conceptual History of Chinese Isms* Ivo Spira explores the linguistic and rhetorical development of Chinese isms as well as the key concept zh y ism itself He argues that the introduction of this concept from Japan in the 1890s inaugurated an Age of Isms in which it served as a conceptual focus for the stereotypical categorization of people and the utopian imagination of the future The book focuses on Chinese isms in the formative period 1895 1925 through a close reading of key primary sources covering linguistic conceptual and rhetorical aspects of their use in ideological reasoning Spira emphasizes the combination of internal traditional and external Western and Japanese factors in the emergence of Chinese isms **Zimbabwe Journal of Educational Research** ,1992

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