

# **HISTORY OF ZIMBABWE**

## **SYLLABUS 6006/1**

### **2021**

#### **SECTION A**

##### **RECONSTRUCTION OF THE PAST**

The study of history is a constantly changing business. R. Cunningham's view of history is that it is not the study of a special class of facts but rather it is the study of all views from a certain point. The task of a historian is to cover every aspect of history, i.e. social, economic and political rather than studying non-individuals.

The historians are concerned with how people of the past made their living. History shares ground with archaeology, geography, psychology, economics, sociology and anthropology. Elton says that historians study history in order to inquire on the past to see whether these studies have anything to offer to the future. The first homework of a historian therefore is to select his facts. J. Tosh argues that facts are not given but they are selected and given meaning by interpretation. A historian must therefore make sure that what he is writing makes sense. A good historian is able to select facts, explain and interpret them.

##### **SOURCES OF HISTORY USED IN RECOVERING ZIMBABWE'S PRE-COLONIAL HISTORY**

There are three major sources used by historians in the reconstruction of pre-colonial history of Zimbabwe. These are oral tradition, written records and archaeology. The other sources include linguistics, anthropology, botany, rock paintings and ethnography.

###### **[1] Oral Tradition**

-It is the information which is passed from generation to generation by the word of mouth. It is the oldest way and perhaps the most popular in recording African history. Oral tradition is sometimes called unwritten history. Oral tradition can be in form of praise poems and songs telling the heroic deeds of an ancestor, a clan or a whole community of people. Songs and poems are fairly reliable sources of oral tradition hence it is useful although it can be distorted, forgotten or exaggerated. Oral traditions are verbal testimonies which may refer to king lists, succession, migrations of people, wars and so on. This source of history is fundamental in the reconstruction of prehistory of Zimbabwe and assist historians with information they would not otherwise be able to acquire.

-Oral tradition was used during the pre-colonial era because most Africans were not able to write and written records hardly existed. Oral tradition is the only source which can bring one very close to pre-colonial Zimbabwean history. It is the backbone of all other sources. Other sources depend on oral tradition. Oral tradition becomes the starting point without which makes the reconstruction of the past very difficult. Archaeology and written records come in as complementary sources. Archaeology and written records provide a deeper analysis of the Zimbabwean past.

###### **Usefulness of Oral Tradition in recovering Zimbabwe's pre-colonial history**

-Oral tradition has been extremely useful in providing information about the foundation of the Great Zimbabwe state. Shona traditions speak of the ancestors of the Shona as the builders of stone walls at Great Zimbabwe and many other sites around and outside present day Zimbabwe. It corrects the myths spread by Euro-centrists of the 19<sup>th</sup> and 20<sup>th</sup> Centuries who

# Zimbabwe A Level History Text S

**PT Brinkman**



## **Zimbabwe A Level History Text S:**

**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 (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 provide 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. History Gr11 L/b, *States and the Making of Others* Jeanne

Bouyat, Amandine Le Bellec, Lucas Puygrenier, 2024-06-17 This volume offers a unique interdisciplinary and comparative perspective on contemporary processes of othering by state institutions in relation to dynamics of racism, xenophobia, sexism, homo transphobia, as well as ethnic and class-based discriminations. It focuses on eight original case studies empirically grounded in various domains of the social state in Southern African and Western European contexts: the education and health care systems, the regulation of work and of procreation rights, and institutions in charge of granting asylum. The authors provide key insights on how states produce Others and on how othering contributes in turn to the process of state formation and the politicization of public action. **Versions of Zimbabwe. New Approaches to Literature and Culture** Robert

Muponde, Ranka Primorac, 2005-06-15 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. Zimbabwe Books in Print, 1993 **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

**The Palgrave Handbook of History and Social Studies Education** Christopher W. Berg, Theodore M. Christou, 2020-04-03 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

**National Healing, Integration and Reconciliation in Zimbabwe** Ezra Chitando, 2019-12-06 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 African studies conflict and reconciliation and development studies

*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

**History Gr11 L/b Afrikaans , Teaching African History in Schools**, 2020-11-04 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 international history education research Edited by AHE Afrika s founders and directors the volume thus addresses a notable gap in this field by showcasing otherwise marginalised scholarship from and about Africa Teaching African History in Schools constitutes a unique collection of nine empirical studies interrogating curriculum and textbook contents and teachers and learners voices and experiences as they relate to teaching and learning African history across the continent and beyond Case studies include South Africa Kenya Rwanda Zimbabwe Malawi Cameroon and Tanzania as well as the UK and Canada Contributors are Denise Bentrovato Carol Bertram Jean Leonard Buhigiro Annie Fatsereni Chiponda Raymond Nkwenti Fru Marshall Tamuka Maposa Abdul Mohamud Sabrina Moisan Reville Nussey Nancy Rushohora Johan Wassermann and Robin Whitburn **Teacher in Zimbabwe** ,1993 New Leaders, New Dawns? Chris Brown,David Moore,Blair Rutherford,2022-06-17 In late 2017 and early 2018 South Africa and Zimbabwe both experienced rapid and unexpected political transitions In Zimbabwe Robert Mugabe the only leader the country had ever known was replaced in a soft coup by his erstwhile vice president Emmerson Mnangagwa Over a twelve day period in February 2018 South African president Jacob Zuma was prematurely forced from office by his former deputy president Cyril Ramaphosa The widespread popular rejoicing that accompanied their arrival compounded the shock of these sudden transitions New Leaders New Dawns explores these political transitions and the way they were received Contributors consider how the former liberation heroes Mugabe and Zuma could have fallen so low the underlying reasons for their ouster what happened to their liberation movements turned ruling parties and perhaps most importantly what the rise to power of Ramaphosa and Mnangagwa foreshadowed Bringing together fourteen leading international scholars of southern Africa and adopting a political economy framework this volume argues that the changes in leadership are welcome but insufficient While the time had come for Zuma and Mugabe to go there is little in the personal histories or early policy actions of Ramaphosa and Mnangagwa that suggests they will be capable of addressing the profound social economic and political problems both countries face New Leaders New Dawns reveals that despite what these new leaders may have promised a new dawn has not yet arrived in southern Africa

*Teaching World History in the Twenty-first Century: A Resource Book* Heidi Roupp,2015-02-12 This practical handbook is designed to help anyone who is preparing to teach a world history course or wants to teach it better It includes contributions by experienced teachers who are reshaping world history education and features new approaches to the subject as well as classroom tested practices that have markedly improved world history teaching **Popular Music and Society** Alice Dadirai Kwaramba,1997 **Zimbabwe National Bibliography** ,1997 **Bulletin of the Atomic Scientists** ,1986-04 The Bulletin of the Atomic Scientists is the premier public resource on scientific and technological developments that impact global security Founded by Manhattan Project Scientists the Bulletin s iconic Doomsday Clock stimulates solutions for a safer world Educational Policy Borrowing David Phillips,Kimberly Ochs,2004-05-10 This book builds on the Editors previous

work on the analysis of policy borrowing processes in education A number of prominent researchers in comparative studies contribute articles describing and analysing policy borrowing in a number of historical contexts with many of the examples testing aspects of the explanatory models developed by Phillips Ochs The countries covered include England Spain Germany France Austria Japan and South Africa     **Inventing Knowledge** Nick Taylor, 1993 Focuses on curriculum change in South Africa

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