

From Mugabe to Mnangagwa
Archives of Times Past
Extensively Annotated Bibliography and Sourcebook
Historical and Social Psychological Perspectives
Politics, Intellectuals, and the Media

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 coteremporary 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.

History's Mysteries is an absorbing and meticulously researched exploration of the archaeology, history, and mysteries of 35 ancient places worldwide. Houghton'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-Château 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 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.

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 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.

Rhodesian Independence and African Decolonization

Making History in Mugabe's Zimbabwe

Religion and Development in Southern and Central Africa: Vol 2

Learning to Live Together in Africa through History Education

The Zimbabwean Economy, Politics and Society

Society, State, and Identity in African History

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 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 re-positions 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