Singapore Examinations and Assessment Board

Cambridge Assessment
International Education

**Singapore–Cambridge General Certificate of Education
Advanced Level Higher 3 (2022)**

History
(Syllabus 9823)

CONTENTS

INTRODUCTION

H3 History is intended for candidates who demonstrate strong aptitude, passion and interest in History. It provides opportunities for candidates to explore historical issues and events in greater depth, and promotes an appreciation of the nature of history as a discipline. The H3 History syllabus is designed to offer intellectual challenge and rigour as it expects candidates to think independently and develop critical inquiry. It takes the form of a taught element and a Research Essay on a topic of the candidate's choice.

The H3 History syllabus is developed on the assumption that candidates have knowledge and understanding of History at H2 level. It is pitched at a level higher than that of the H2 History syllabus. It builds on the competencies acquired in H2 History and requires candidates to demonstrate historical knowledge in greater depth and breadth. The aims and assessment objectives are an extension of those stated in the H2 History syllabus. The proposed curriculum time for H3 History is approximately 124 hours, which is between half to two-thirds of the curriculum time for H2 History.

AIMS

The syllabus aims to encourage candidates to:

- Engage in independent research

- Develop an appreciation of History as a discipline by examining how and why it is studied

- Critically appraise how the past is interpreted, portrayed and represented

- Recognise that historical interpretations and judgements are based on available evidence and are provisional in nature

- Reach informed conclusions about historical issues and developments through the study of fields of history and the methods and processes of the discipline

- Communicate substantiated arguments on historical issues and events in a clear and well-structured manner

- Develop a lasting interest in History

ASSESSMENT OBJECTIVES

Candidates will be expected to:

AO1:   Demonstrate historical understanding through the use of historical methods and processes to acquire, select and synthesise knowledge

AO2:   Demonstrate a critical awareness of the range of differing historical viewpoints by establishing connections, making comparisons and interpreting them in the context of historical events or issues

AO3:   Interpret and evaluate evidence by distinguishing between fact, opinion and judgement, highlighting gaps and inconsistencies in the available body of historical knowledge

AO4:   Present well-substantiated arguments, displaying independence of thought and analysis and understanding about the nature of history, which are communicated with clarity and coherence through an independent historical investigation

SYLLABUS CONTENT

H3 History takes the form of a taught element, *Investigating History*, and a research element, *Historical Inquiry*. *Investigating History* builds candidates' capacity to undertake a critical approach to examining the History research question they have chosen by introducing candidates to the fundamental question, '*What is History?*', and guiding candidates in applying their understanding of how the past is constructed. Through *Investigating History*, students will gain a theoretical understanding of the nature of History and the historian's craft. Candidates will examine the following issues which shape historical writing:

• Different views on the relationship between History and truth.

• How and why is history constructed?

• From whose perspective history is written.

• The nature and limitations of historical knowledge.

It is recommended that teachers allocate 24 hours' time for the taught element.

Investigating History Learning Outcomes and Content

Candidates will:

• Discuss the nature of History

• Acquire awareness of the methods and processes of historical research

• Critically appraise how the past is interpreted, portrayed and represented

• Understand the principles of good History research writing

• Apply these principles in the writing of the H3 History research essay

Topic	Content	Learning Outcomes *(Students are able to:)*
What is History?	• **History as an interpretation of the past** – Changing ideas about the nature of History: from empiricist to post-modernist paradigms	• discuss the relationship between History and truth.
What makes a good History question?	• **Understanding how History is constructed and contested in different fields of History** – How and why different historical narratives are constructed – Assessing existing narratives in History: from whose perspective history is written; challenges to dominant narratives • **Asking good questions for research in History** – Conceptualising a History research question that is historically significant and feasible	• discuss how History is constructed and contested; and • craft an effective History research question based on a literature scan that critically assesses the existing state of knowledge on the topic.

Topic	Content	Learning Outcomes *(Students are able to:)*

How is historical knowledge constructed?	• **The role of sources in the writing of History**
	  – The nature of evidence in History
	
	• **Understanding research methodology in History through Historical Inquiry**
	  – Gathering sources
	  – Exercising reasoning
	  – Presentation
	  – Reflection
		• discuss the nature of historical sources and their role in constructing historical knowledge;
		• discuss the value and limitations of sources in constituting historical evidence; and
		• apply research methodology in the context of a History research paper.

Coursework Supervisors should refer to the Teaching and Learning Syllabus and Learning Guide for further guidance on implementing the teaching element.

SCHEME OF ASSESSMENT

Candidates will submit a 3000–3500 word Research Essay based on a topic of their choice which had been approved in advance by Cambridge International Examinations. They will conduct an individual investigation in an area of historical interest, examine a variety of evidence, and interpret and evaluate the evidence to reach informed conclusions. The Research Essay should commence in November of the first academic year and be ready for submission to Cambridge by September of the second academic year.

Types of historical inquiry

Candidates could embark on a historical inquiry based on primary and/or secondary sources. They could also conduct fieldwork studies concerning national landmarks, religious and archaeological sites. Other types of historical inquiry could include oral history projects, book reviews and critical appraisal of works of art such as films, painting and sculpture. Alternatively, they could study the problems involved in using documents such as newspapers, in the portrayal of people, events or places.

Planning and writing the Research Proposal

1. **Identifying a research topic**

   Candidates are encouraged to consider two to three possible areas of research. They should do some basic reading on the proposed research topics to establish their viability. Candidates should finally select one research topic which is focused and will contribute to existing historical knowledge. The selected research topic should be set in the form of a question to be answered.

2. **Approval Process for the Research Proposal**

   2.1 Candidates must submit the soft copy of their Research Essay Proposal Form (Appendix A) to SEAB by a specified date in Term 1 of the second year of study. Deadlines for submissions will be specified by SEAB in a circular to schools each year.

2.2 The Proposal must include the following details:

- the research topic

- rationale for the choice of research topic

- the title of the Research Essay

- a synopsis which states the following clearly:
    - the objectives of the research;
    - how the scope of the research area enables candidates to demonstrate an understanding of broader historical issues (e.g. history as a construct, the nature of the historical method); and
    - an indication of any potential problems or limitations of the research

- a literature scan giving an overview of the current state of research and knowledge in this area of study

- if applicable, a description of the qualitative or quantitative methodology to be used in gathering data.

The proposal should not exceed 500 words.

2.3 The hard copy of the proposal must be dated and signed by both the candidate and the Coursework Supervisor supervising the study. The hard copy should be retained by the school and submitted with the completed Research Essay by the date specified by SEAB.

2.4 Proposal submissions will be sent electronically to Cambridge for approval by the examiner who will advise on the research proposals based on the following considerations:

- Is the title of the research paper expressed as a historical question?

- Are suitable resources available to answer the question?

- Will the research question lend itself to be tested against the assessment objectives?

2.5 If a proposal is acceptable as it stands, the examiner will approve it without further feedback.

2.6 If the examiner rejects a proposal, or indicates that a proposal needs to be revised before it can be approved, s/he will send feedback accordingly. This feedback must be retained and submitted with the completed Research Essay, along with the hard copy of the original research proposal. (See paragraph 2.3.)

2.7 If a candidate has been advised by the examiner that s/he must make a resubmission of the amended proposal for approval, or submit a second proposal, the candidate must do so by the date specified by SEAB.

3.   Notes for Coursework Supervisor on Research Essay

The Research Essay submitted for assessment must be the candidates' own work and should represent their ability to work independently; nevertheless, all candidates will need support from their Centres in the form of monitoring the work in progress and giving some degree of guidance. The extent of guidance is outlined below.

3.1 **During Proposal Stage**

3.1.1 At the Proposal Stage of the Research Essay, Coursework Supervisors are expected to:

- guide candidates on the selection of an appropriate research topic

- guide candidates in the formulation of their research proposal. This guidance includes discussion with the candidates of feedback given by the examiner on the proposal, as well as the formulation of a second proposal, if required.

- advise candidates on work schedule

- advise candidates on research ethics

- guide candidates on research skills and techniques

- advise candidates on the suitability of resources/references selected

- draw candidates' attention to the importance of the declaration they will be required to make in the *Declaration and Submission Form* (Appendix B).

3.2 **During Writing Stage**

3.2.1 At the Writing Stage, the Coursework Supervisor should continually monitor the progress of the candidate to ensure that the candidate's work is on schedule.

3.2.2 The Coursework Supervisor may provide feedback on the Research Essay only during the scheduled conference sessions. The Coursework Supervisor must ensure that the candidate does his/her own independent thinking and is fully responsible for developing the arguments and essay structure, and sourcing of information.

3.2.3 The Coursework Supervisor may have up to three face-to-face conferences with the candidate. The first and second conferences are compulsory while the third conference is optional.

a.   First conference (compulsory) – this must be conducted as soon as the candidate is ready with the first draft, at the latest by mid-May. The Coursework Supervisor will not be required to complete the *Record of Guidance* (Appendix C).

b.   Second conference (compulsory) – this must be conducted at the latest by mid-July. The Coursework Supervisor <u>will be required</u> to complete the *Record of Guidance* (Appendix C), giving details of key points of guidance provided during the conference. This will aid examiners in evaluating the candidate's work.

c.   Third conference (optional) – this, if needed, must be conducted latest by mid-August. The Coursework Supervisor <u>will be required</u> to complete the *Record of Guidance* (Appendix C), giving details of key points of guidance provided during the conference.

The third conference can be conducted:

- at the request of a candidate, or
- should the Coursework Supervisor feel that a candidate would benefit from a third conference, s/he may suggest it to the candidate. However, it should be the candidate's decision whether or not to take up the suggestion.

The Coursework Supervisor should make it known to the candidate that the nature and extent of additional guidance given at the second and third conferences will be recorded in the *Record of Guidance* (Appendix C) and may be taken into consideration by the examiner during the marking of the candidate's work.

3.2.4   The Coursework Supervisor may provide feedback on the Research Essay only during scheduled conference sessions. There is no time limit on the duration of the conferences, as the length of time required will depend on each candidate's needs. However, each conference should take place over a single session within one day.

3.2.5   The Coursework Supervisor may accept a draft of a candidate's work in advance of the conferences, for discussion during the session, but the Coursework Supervisor should not give any written feedback on the work submitted.

3.2.6   The Coursework Supervisor should encourage the candidate to take notes during the conferences so that s/he can refer to these notes subsequently, when working independently.

3.2.7   It should be noted that the nature and extent of guidance given during the conferences may be taken into consideration during the marking of the candidate's work.

3.2.8   All completed *Record of Guidance* forms must carry the Coursework Supervisor's signature and date. The candidate should be given the opportunity to see what has been noted down on the forms and should sign his/her acknowledgement of the guidance given.

3.2.9   All completed *Record of Guidance* forms must be submitted with the candidate's essay.

3.3 Acknowledgement of External Guidance

3.3.1   Candidates are permitted to seek advice or information from people outside of the school environment who have expertise that is relevant to their research. However, as part of their guidance on the ethics of carrying out independent research, Coursework Supervisors should advise candidates that it is not acceptable for them to either seek or accept help from any outside agency, including family and friends, in the actual writing of their Research Essay.

3.3.2   Candidates must acknowledge guidance or information provided by people other than their Coursework Supervisor. They may do this through the use of footnotes, or endnotes, or in their bibliography.

3.4 Submission of Work and Suspicion of Plagiarism

3.4.1   When candidates submit their Research Essay for assessment, Coursework Supervisors are expected to ensure that candidates have completed the *Declaration and Submission Form* (Appendix B) and attach it to the front of the work, along with the *Record of Guidance* (Appendix C).

3.4.2   Coursework Supervisors should also attach the hard copy of the proposal(s).

3.4.3   While Coursework Supervisors do not need to assess the work that is submitted, or check that requirements for the Research Essay have been fulfilled, nevertheless, they will need to read the work in order to satisfy themselves that it is authentic.

3.4.4   If the Coursework Supervisor is satisfied that, to the best of his/her knowledge of the candidate and the progress of the Research Essay, the work is authentic, s/he should sign and date the declaration on authenticity on the *Declaration and Submission Form* (Appendix B). It is understood that the declaration is made in good faith by the Coursework Supervisor and that ultimately, the authenticity of the work is the candidate's responsibility.

3.4.5   If the Coursework Supervisor has cause for suspicion of plagiarism in the work submitted, s/he should circle 'reason' [to believe that the candidate has plagiarised work in this Research Essay] and give details in an *Irregularity Report* (to be issued by SEAB) which should be submitted to SEAB, along with the work in question, including the candidate's approved proposal.

3.4.6 All documentation regarding cases of suspected plagiarism, proven or otherwise, must be submitted to SEAB. The examining authority will take disciplinary action against any candidate found to have committed or aided the offence of plagiarism.

3.4.7 If there are no irregularity cases, a 'Nil Return' for the subject must be submitted by the school.

4. Notes on the submission of the Research Essay

The Research Essay must be submitted to Cambridge by mid-September of the second academic year. It must be type-written on A4 size paper using Arial 12 font, double-spaced and appropriately referenced where necessary. All pages except the cover page must be paginated at the lower right hand corner. It is essential that all direct quotations or ideas borrowed from authors, which are paraphrased in the candidate's own words, be acknowledged when referencing. All diagrams, maps and graphs should be folded down to A4 size. A complete bibliography of all resources used/referred to must be attached to the work. Candidates are reminded to adhere strictly to the word limit of 3000–3500 words for the Research Essay. They should be informed that the following do not constitute part of the word count:

- titles and content of diagrams (e.g. graphs, charts, tables, maps)
- footnotes
- bibliography
- appendices
- acknowledgement
- page numbers

5. The Research Essay must be accompanied by:

- Research Essay Proposal Form (Appendix A)
- Declaration and Submission Form (Appendix B)
- Record of Guidance (Appendix C)
- Appendices (where necessary)

Appendices are supplementary reference materials that may assist the marker in assessing the Research Essay. Examples of these materials include maps, charts and questionnaires. Materials that are not relevant to the Research Essay and are used solely for the purpose of interest and decoration should not be appended.

Framework of the Research Essay

The table below provides a suggested framework for the Research Essay.

Structure of the Research Paper	Description
Research Question	• Identify the research question. • Explain the rationale for the choice of the research question. • Explain the rationale of the approach/method of inquiry adopted to conduct the research.
Literature Scan	• Show evidence of a range of relevant readings. • Assess critically existing state of knowledge. • Explain how the literature scan contributes to the understanding of the research question.
Analysis, Interpretation and Explanation	• Use relevant evidence in the discussion with proper citation. • Demonstrate skills of historical analysis through the critical evaluation of sources used to answer the research question. • Show an understanding of change and continuity, cause and consequence in historical explanation. • Show cogency and coherence in argument. • Where appropriate, demonstrate originality in terms of interpretation and judgement.
Conclusion	• Effectively summarises the main arguments of the research essay in relation to the research question. • Highlight contributions and limitations of the research.

APPENDICES

[APPENDIX A]

HISTORY
HIGHER 3
(Syllabus 9823)

RESEARCH ESSAY PROPOSAL FORM

Candidate's Name:	**Index Number:**
Centre Name:	**Centre Number:**
Year of Examination:	
If this is the 2nd submission, please tick here	
Research Topic:	
Rationale for Choice of Research Topic (e.g. potential contribution of study to existing knowledge / research):	
Proposed Title of Research Essay:	

Synopsis of Research Essay:
[State clearly the objective(s) and scope of your research, and identify any potential problems or limitations.]

Literature Scan (i.e. an overview of the current state of research and knowledge in this topic):

Methodology (if applicable):
[State clearly which, if any, qualitative and/or quantitative methods will be used]

Candidate's Signature:		**Date:**
Coursework Supervisor's Name:	**Signature:**	**Date:**

School Stamp

[APPENDIX B]
[To be attached to the front of H2 Independent Study/ H3 Research Essay/ H3 Research Project]

H2 INDEPENDENT STUDY / H3 RESEARCH ESSAY / H3 RESEARCH PROJECT

DECLARATION AND SUBMISSION FORM

Subject:	**Subject Code:**
Candidate's Name:	**Index Number:**
Centre Name:	**Centre Number:**
Coursework Supervisor's Name:	**Year of Examination:**

Title of Independent Study/Research Essay/Research Project:

Word count for Independent Study/Research Essay/Research Project: _____ words

Plagiarism Warning:
Plagiarism is using someone else's work without acknowledging the source of that information. (Refer to the examination syllabus for more details on what constitutes plagiarism.) Plagiarism amounts to intellectual theft and is seen as an act of dishonesty. An investigation will be conducted when there is cause for suspicion of plagiarism. Where clear and convincing evidence exists, disciplinary action by the examining authority will be taken against any candidate found to have committed or aided the offence of plagiarism. Candidates who have contravened the examination regulations will not be given a grade and a 'T' symbol for the subject will be indicated.

Candidate's Declaration:
I declare that the attached work was produced solely by me.

I also declare that the subject area and content used in this Independent Study/Research Essay/Research Project is not used in any other H2/H3 Independent Study/Research Essay/Project that I am submitting or have submitted for an examination.

I am aware that if I am submitting two or more pieces of research work, only one of the works will be assessed if it is found that there is substantial overlap of content in the various pieces of research work submitted.

Candidate's signature and date _____

Coursework Supervisor's Declaration:
In supervising this candidate, I declare that I **have / have not*** supervised this candidate in accordance with the Notes of Guidance contained in the Examination Syllabus.
* If 'have not', please attach an Irregularity Report containing the details to this Form.

Coursework Supervisor's signature and date_____

I have **no reason** / **reason**** to believe that the work submitted by the candidate contains plagiarised material (please circle accordingly).
** If there is evidence to suggest plagiarism may have occurred, please complete an Irregularity Report and submit it to SEAB with the candidate's work.

Coursework Supervisor's signature and date_____

**School
Stamp**

[APPENDIX C]

H3 RESEARCH ESSAY

RECORD OF GUIDANCE

Subject:	**Subject Code:**
Candidate's Name:	**Index Number:**
Centre Name:	**Centre Number:**
Year of Examination:	**NRIC / FIN:**
2nd compulsory / 3rd optional conference (delete as appropriate)	**Date of Conference:**
Title of Research Essay:	

The guidance given to this candidate is recorded below.		
Coursework Supervisor's Name:	**Signature:**	**Date:**
Candidate's Signature:		**Date:**

School
Stamp

[APPENDIX D]

H3 HISTORY LEVEL DESCRIPTORS

Level 4

The essay will assess critically a range of relevant reading and explains how this reading contributes to the definition and understanding of the research question. Relevant evidence from sources will be acquired and used critically throughout to support arguments that accommodate a range of possible interpretations. A good understanding of historical concepts, debates and issues, and the approach(es) used by historians in reaching interpretations, will be demonstrated, using examples that are relevant to the research question. Communication of arguments which are coherent and persuasive will be very clear. Conclusions that are sound, relevant and well-substantiated will be reached, making an independent and at times original contribution to the research question.

Level 3

The essay will use a range of relevant reading to assess the existing state of knowledge about the research question, and to indicate how this reading helps to explore the research question. Relevant evidence from sources will be acquired and used critically to support arguments that consider alternative interpretations. An understanding of historical concepts, debates and issues, and aspects of the approach(es) used by historians in reaching interpretations, will be demonstrated, using examples that are mostly relevant to the research question. There will be clear communication of arguments, which are mostly coherent and persuasive. Conclusions that are sound, relevant and well-substantiated will be reached. The research question is directly and satisfactorily addressed.

Level 2

The essay will use a range of relevant reading to summarise the existing state of knowledge about the research question. Relevant evidence from sources will be acquired and used to support arguments that show awareness of obvious gaps and inconsistencies in the evidence, but there will be little consideration of alternative interpretations. Some of the historical concepts, debates and issues that are relevant to the research question will be summarised. There will be attempts to communicate arguments clearly, some of which are coherent and persuasive. Conclusions that are generally sound but not well-substantiated will be reached. The research question is addressed partially.

Level 1

The essay will show awareness of a range of relevant reading about the research question. Some information will be acquired and used from relevant sources to support arguments that are based on sources but shows little awareness of alternative interpretations or of gaps and inconsistencies in the evidence. Some aspects of historical concepts, debates and issues that are relevant to the research question will be written about. Some arguments will be presented, mostly lacking in clarity, coherence and persuasiveness. Some conclusions relevant to the research question will be reached, but without substantiation. The research question is not addressed meaningfully.

[APPENDIX E]

RECOMMENDED READING

The reading list is indicative and not exhaustive.

Adas, Michael	Ambivalent Ally: American Military Intervention and the Endgame and Legacy of World War I	Diplomatic History, Vol. 38, No. 4 (2014), Oxford University Press
Ankersmit, Frank	*Meaning, Truth, and Reference in Historical Representation*	Cornell University Press (2012)
Benda, Harry J	*The Structure of Southeast Asian History: Some Preliminary Observations*	Journal of Southeast Asian History, Vol. 3, No. 1 (Mar., 1962), National University of Singapore
Bentley, Michael (ed.)	*Companion to Historiography*	Routledge (2003)
Black, Jeremy and Donald MacRaild	*Studying History* (3rd ed.)	Palgrave Macmillan (2007)
Booth, Wayne, Gregory Colomb and Joseph Williams	*The Craft of Research* (3rd ed.)	University of Chicago Press (2008)
Brundage, Anthony	*Going to the Sources: A Guide to Historical Research and Writing* (5th ed.)	Wiley-Blackwell (2013)
Carr, Edward Hallett	*What is History?*	Vintage (1967)
Chaturvedi, Vinayak	*Mapping Subaltern Studies and the Postcolonial*	Verso (2012)
Cullather, Nick	*Illusions of Influence: The Political Economy of United States-Philippines Relations, 1942–1960*	Stanford University Press (1994)
Cullather, Nick	*The Hungry World: America's Cold War Battle Against Poverty in Asia*	Harvard University Press (2013)
Cullen, Jim	*Essaying the Past: How to Read, Write and Think about History* (2nd ed.)	Wiley-Blackwell (2012)
Elton, Geoffrey R	*The Practice of History* (2nd ed.)	Wiley-Blackwell (2001)
Elman, Colin and Miriam Fendius Elman	*Diplomatic History and International Relations Theory: Respecting Difference and Crossing Boundaries*	International Security, Vol. 22, No. 1, (Summer, 1997), MIT Press Journals
Evans, Richard J	*In Defense of History*	W.W. Norton and Company (2000)
Ferro, Marc	*The Use and Abuse of History: Or How the Past is Taught to Children* (2nd ed.)	Routledge (2003)
Hong, Lysa and Huang Jianli	'The Scripting of Singapore's National Heroes: Toying with Pandora's Box' in *New Terrains in Southeast Asian History,* Ahmad, Abu Talib and Tan Liok Ee (eds)	Ohio University Press (2002)

Hunt, Michael	*Ideology and U.S. Foreign Policy (2nd ed.)*	Yale University Press (2009)
Gaddis, John L	*New Conceptual Approaches to the Study of American Foreign Relations: Interdisciplinary Perspectives*	Diplomatic History, Vol. 14, No. 3, (July 1990), Oxford University Press
Goedde, Petra	*GIs and Germans: Culture, Gender and Foreign Relations, 1945–1949*	Yale University Press (2014)
Green, Anna and Troup	*The Houses of History: A Critical Reader in Twentieth-century History and Theory*	New York University Press (1999)
Guha, Ranajit (ed.)	*A Subaltern Studies Reader, 1986–1995*	University of Minnesota Press (1997)
Guilderhus, Mark T	*History and Historians: A Historiographical Introduction* (7th ed.)	Prentice Hall (2009)
Jenkins, Keith	*On 'What is History?': from Carr and Elton to Rorty and White*	Routledge (1995)
Jenkins, Keith	*Re-thinking History*	Routledge (2003)
Kelly, Joan	*Women, History, and Theory: The Essays of Joan Kelly*	University of Chicago Press (1986)
Kramer, Lloyd and Sarah Maza	*A Companion to Western Historical Thought*	Wiley-Blackwell (2006)
Lau, Albert	'Nation-Building and the Singapore Story: Some Issues in the Study of Contemporary Singapore History' in *Nation-Building: Five Southeast Asian Histories*, Wang Gungwu (ed.)	Institute of Southeast Asian Studies (2005)
Lee, Edwin	*Singapore: The Unexpected Nation*	Institute of Southeast Asian Studies (2008)
Loh, Kah Seng	*Within the Singapore Story: The Use and Narrative of History in Singapore*	Crossroads: An Interdisciplinary Journal of Southeast Asian Studies, Vol. 12, No. 2 (1998), Queensland Association of History, Philosophy, Religion and Classics Publishing Inc.
Lynd, Staughton	*Doing History from the Bottom Up: On E.P. Thompson, Howard Zinn, and Rebuilding the Labor Movement from Below*	Haymarket Books (2014)
Macmillan, Margaret	*Dangerous Games: The Use and Abuses of History*	Modern Library (2010)
Morris, Rosalind C	*Can the Subaltern Speak?: Reflections on the History of an Idea*	Columbia University Press (2010)
Plummer, Brenda G	The Changing Face of Diplomatic History: A Literature Review	The History Teacher, Vol. 38, No. 3 (May, 2005), Society for History Education
Scott, Joan W	*Gender and the Politics of History*	Columbia University Press (1999)

Smail, John R W	*On the Possibility of an Autonomous History of Modern Southeast Asia*	Journal of Southeast Asian History, Vol. 2, No. 2 (July 1961), Cambridge University Press
Smith, Bonnie G	*The Gender of History: Men, Women, and Historical Practice.*	Harvard University Press (2000)
Thompson, E P	*The Making of the English Working Class*	Vintage Books (1966)
Thompson, E P	*Making History: Writings on History and Culture*	The New Press (1994)
Thompson, Sue	*'The Greatest Success of British Diplomacy in East Asia in Recent Years'? British Diplomacy and the Ending of Confrontation, 1965–1966*	Diplomacy and Statecraft, Vol. 25, No. 2 (2014), Routledge
Tosh, John	*The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History* (6th ed.)	Routledge (2015)
Wade, Geoff	*The Beginnings of a 'Cold War' in Southeast Asia: British and Australian Perceptions*	Journal of Southeast Asian Studies, Vol. 40, No. 3 (Oct 2009), National University of Singapore
Warren, James F	*Rickshaw Coolie: A People's History of Singapore, 1880–1940*	Singapore University Press (2003)
Williams, Robert	*The Historian's Toolbox: A Student's Guide to the Theory and Craft of History* (3rd ed.)	Routledge (2012)
Yaqub, Salim	*Containing Arab Nationalism: The Eisenhower Doctrine and the Middle East*	The University of South Carolina Press (2004)
Zeiler, Thomas W	*The Diplomatic History Bandwagon: A State of the Field*	The Journal of American History, Vol. 95, No. 4, (Mar., 2009), Organisation of American Historians